

**SELF-STUDY VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS,  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION  
FOR**

**Farmersville High School**

**631 E. Walnut Ave.**

**Farmersville, CA 93223**

**Farmersville Unified School District**

**March 27-29, 2023**

**Visiting Committee Members**

Michael Weibert, Chairperson  
Teacher, Riverdale High School

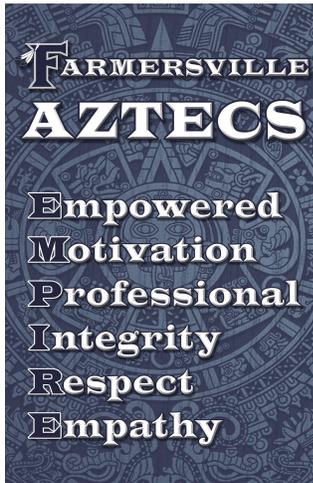
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## Preface

With the complete change of administration in the fall of 2019 and the COVID shutdown in the spring there was a struggle to implement common procedures and practices that would be followed by all stakeholders at FHS. The decision was made to focus on fewer initiatives at a time and ensure that they are implemented fully and with fidelity before moving forward as stated in the self-study. One of those focuses became the SLOs. Knowing that they needed to be reworked since the last full visit, the staff at FHS created Aztec EMPIRE in the fall of 2020 to become the way that not only students act on campus but to have it grow into the community as well. Students were taught EMPIRE throughout the school day and were asked to do an exit ticket to collect data on their understanding of each aspect.



Great strides in policy and procedures have been occurring under the new administration. As the decision was made to focus on items that were more pressing, the WASC process towards writing the new report was limited. Due to COVID, a state recommended continuation was granted to push back the full visit originally scheduled for the spring of 2022. Unfortunately, even then steps were not taken towards progress on the report. Conversations began in the fall of 2022 between the Visiting Committee (VC) chair, Principal, and WASC coordinator as to the upcoming visit. Both the VC chair and the school mentor from the WASC main office spoke to the importance of the process and what needed to be done from then until the full visit took place. At that point FHS leadership stepped into high gear to get the job done. Focus Groups that were formed in October met around eight times total to work on their assigned sections and to review the assigned sections of others. The self-study states that parent volunteers were asked to share their input for several categories during parent involvement initiatives, such as the School Site Council and English Learner Advisory Committee. Only two parents attended the meeting with the VC committee and stated that their input was very limited. Other parents were invited to multiple events to provide input to the report but no additional parents attended. Multiple student groups were given a gallery-style walkthrough to ensure they had the opportunity to participate in the feedback for Focus Group indicators. Student input was concentrated on the indicators for which they had enough awareness to provide relevant and useful commentary. Results were then shared with each Focus Group for inclusion in the self-study.

The principal and site coordinator met on a weekly basis for progress updates and planning. The Focus Group chairs met on a bi-weekly basis to discuss progress, next steps and the incorporation of current goals in other initiatives, such as Gear Up, MTSS, and PBIS. For those programs self-reflective practice and continual school improvement via data collection became a standard of procedure. Throughout this process, the self-study states that data was collected and examined for trends and anomalies as much as possible given the dearth of recent viable data during the COVID-affected time period. All of the data made it into the report but very little of the examination. This series of discussions allowed leadership to crosswalk existing objectives, and by doing so honor the stated intention of focusing on fewer initiatives with greater fidelity. The building of a crosswalk between these initiatives, SPSA, and LCAP clarified intentions and focus as FHS completed the self-study process. The VC believes that the crosswalk can be a valuable tool to help FHS continue to connect WASC principles with all of the initiatives that already exist.

**The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.**

**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective **Ineffective**

**Narrative Rationale:**

The school has recently made strides with parents through Parentsquare to communicate the opportunities that exist for parents to be involved with input and collaboration on the self-study. However, due to the late start and rushed process, the report contained little to no analysis and reflection of the prompts within the report. The self-study portrayed an incomplete picture of FHS.

## Chapter 1: Progress Report

Since the last full visit of 2015 there have been a wide variety of items that affect student learning at FHS. For many years retention of teachers and classified staff was a challenge. More than half of the staff and administration left between 2015 and 2019. Since then staff retention has greatly improved. To support students, FHS added positions including an Academic Coach, a behavioral counselor, CTE Coordinator, two intervention teachers, and music positions.

PLC's have been restructured and given a definitive time to interact by the district with Late Start Mondays. Teachers have been able to work in departments to become more consistent and grow from each other. Core academic departments have included quarterly Interim Assessments and use PLC time to do a Data Dive where many levels of staff discuss the findings and then reteach and reassess. Vertical alignment PLCs have also begun to take place with the feeder schools through departments and also through the counseling departments of both the junior high and high school. These counselors align implementation of California College Guidance Initiative (CCGI) to develop career exploration and the Suite 360 social emotional program to disseminate weekly lessons school wide.

Changes in curriculum at FHS since the last visit have also occurred. The Science department adopted NGSS and converted their traditional tract outline into a three-year progressive integrated model. To help with student learning loss, FHS created independent project classes during the school day to make up for failed classes or to get A-G eligible. Teachers were chosen and trained due to an available period and given a group of students to monitor and be in charge of. APEX Learning was added in 2019 as the online curriculum used for this credit recovery. Farmersville Unified School District contracted with TCOE to provide [WRAP](#) (Writing, Reading, Academic Proficiency) Training across all disciplines.

Farmersville Unified joined the [Tulare/Kings County College + Career Collaborative](#) (TKCCC), which provides training and resources to districts. The district added an on-site CTE Coordinator/Counselor position to manage growing pathway grants in 2019. Conversations with the coordinator speak to instability in the position with three different people holding the position and extended gaps where no one was in the position at all. This made data collection, analysis and follow-through difficult.

At the time of the last full visit, there were three CTE sectors and five pathways for students to choose from. At this time, students have access to an impressive seven sectors and 10 pathways. To assist in the operation of these, the district increased grant funding sources, from Perkins alone to adding TKCCC, TK 12 Strong Workforce Project, Career Technical Education Incentive Grant, Ag Incentive Grant, and continued with Perkins. The VC was impressed with the options available to students and the strength of each program but is concerned about the multiple options not being able to survive due to numbers. The CTE coordinator said that for sure some will stay but others are constantly being evaluated. The superintendent would

additionally like to see two options added which will lead to additional stress on the schedule.

In line with the district and school mission and vision, expanding college and career readiness has been a large priority. Since the last full visit, FHS has had three dual enrollment courses available: English 1, Digital Imaging II, and Integrated Graphics. The site has also increased its involvement with concurrent enrollment opportunities via College Of The Sequoias Intersegmental General Education Transfer Curriculum ([IGETC](#)). In the 2021-2022 academic year, 57 students were concurrently enrolled at the local community college. The California College Guidance Initiative allows students to take an interest profile assessment and develop a pathway toward a career. CCGI is integrated with SIS, Aeries, and allows continuity from various counseling sources. All seniors also launch their FAFSA, California Dream Act, UC, CSU, and Community College application through this platform.

Farmersville High School is partnered with a number of institutions for higher education to provide opportunities for students to gain readiness skills and the foundations for success at these colleges and universities. UC Merced's [Center for Educational Partnerships \(CEP\)](#) provides an on-site counselor and continuity of guidance between the high school and university. [The TRiO/ Upward Bound Math Science Program](#) through College of the Sequoias is designed to strengthen the STEM skills of participating students, with the goal to help students recognize and develop their potential first- generation college students in an effort to close the achievement gap. The Department of Rehabilitation works with the school to provide student small group workshops for students with disabilities to develop resumes and get paid internships in the community and/or in the school.

The development of the [SPSA](#) is done through the School Site Council (SSC), English Language Advisory Committee (ELAC), staff meetings, and leadership collaboration. SSC & ELAC meet four to five times a year. Through these meetings the SPSA is reviewed, developed, and adjusted to align with the LCAP goals. The SPSA is aligned with the LCAP Goals which are reviewed through collaborative District meetings. Through the SPSA development there is a reflection and analysis of the previous year. This allows for goal and action plan adjustments. SPSA collaborative meetings are held with other site administration and district support to ensure the alignment with the LCAP. District wide LCAP meetings have representatives from all sites, parents, and community members. School and District data guide discussions on goals and interventions for LCAP planning which is led by the district office.

Steps have been taken to address each of the nine Areas of Growth from the 2015 full visit and the six areas included by the 2018 midterm. Below is each item as well as a brief summary of what has been done to demonstrate progress in each. None of the original critical areas for follow up were overlooked in the formation of the [SPSA](#) or [LCAP](#). A [crosswalk](#) was devised between them to illustrate their consideration in the long term goals.

1. Increased involvement of parents/guardians and community stakeholders in the student's learning process. This would include an effective student information system that provides all stakeholders with immediate access to current grades, attendance, and other

student information.

FHS and FUSD use ParentSquare for parent contact of widespread school information and various intermittent announcements in both English and Spanish. In person meetings such as School Site Council and the English Learner Advisory Committee allows for parents to work alongside staff and administrators to create the SPSA aligned to the district LCAP. Aeries Portal has been around since the last WASC visit allowing parents to access students grades and attendance.

2. That the site administration, staff and students integrate Schoolwide Learner Outcomes into all aspects of the school program and culture and among all stakeholder groups

At the midterm visit FHS was using the acronym HEART, but staff felt that it was too pushed by previous admin and wasn't really owned by staff and students. Another attempt was made in the fall of 2022 to create long lasting SLOs. As mentioned many times in the self study, EMPIRE has become the new way of life on and off campus.

3. Develop and implement a coherent and data driven professional development plan with adequate time for training.

PLCs occurred for many years on Wednesday mornings and were currently moved to be a late start Mondays. Allowing an hour of time for collaboration and data analysis. Multiple days of content specific training occurs through site and county trainers as well as curriculum publishers. Full time academic coaches are on site for various assistance. FHS acknowledges that data is not consistently used in planning PD.

4. Integration of the Common Core Standards and the NGSS into all content areas to promote student achievement.

The Writing, Reading, and Academic Proficiency (WRAP) program initiated by the district and run through TCOE from 2017 - 2019 and embedded engagement strategies with how students receive and redistribute information. Science teachers were trained on the connections between NGSS and CCSS. GEAR UP is a grant for the math department to help with instructional practices, lesson design, data collection, and student intervention. Brand new for this school year was the addition of two intervention teachers to help in the four core subjects.

- 5,7. That the site administration, Learning Director, and certificated staff develop and implement a Response to Intervention (RTI) plan to promote student academic success and to help close the achievement gap for underperforming students, especially English Language Learners.

In the four core areas FHS gives benchmark assessments four times a year. This data is ran through Illuminate and used in PLCs to determine the RTI that will take place. After one week of reteaching chosen topics the assessment is given again and data is compared.

Intervention teachers have begun by addressing through Panorama and STAR scores those students that are in Tier 2 and 3 for specific skill-based or grade-based interventions. Methods are in place for monitoring EL students from placement to support and finally redesignation. Ellevation is a new program dedicated to monitoring placement, support and redesignation.

8. That the site administration, Learning Director, and staff collaborate and form effective Professional Learning Communities to support curricular integration and ongoing evaluation and analysis of student learning. (also Additional Recommendation #4)

PLCs occur on Mondays and have become a valuable resource for teachers. FHS staff state to the VC that this is the case. This year, vertical articulation is also occurring with the Jr. High. Math and ELA meet every two months and Science and Social Science once a semester.

9. That the Learning Director and certificated staff with the support of District develop and implement benchmarks in each department and subjects that give departments flexibility and input in developing realistic and integrated instructional plans aligned to Common Core and NGSS standards. (also AR #3)

Since 2018 the four core department leads, an additional member per department, and the academic coach get together at a district organized event to work on pacing guides and benchmarks for the year. As the year progresses, PLC time and additional days are also given to work on benchmarks and the subsequent reteaching that takes place.

- AR1. That the certificated staff with input from students increase diverse electives and course offerings that promote real world applications and career and college readiness

Master schedule decisions are made primarily involving numbers of students requiring core classes. Elective and expansion courses are determined based on student interest. A course menu is provided at the time of course selection, and the offered electives and expansion courses are determined by the number of students signing up for the class. Discussions with all stakeholders speak to the positives of many choices and the challenges of trying to keep enough numbers of students to maintain them.

Since the Mid-Cycle visit, FHS added the following courses: AP Enviro, AP Eng Literature, AP Eng Language, Anatomy, Forensics, Welding 1 and 2, Building Trades Core, Construction 1 and 2, Foods 2, Film 1 and 2 (replacing a one-year video production class), Public Safety 3, Business 2, Business communication and technology, Veterinary Tech 1 and 2, and Projects in Agriculture. Not all of these courses still exist as numbers and teacher availability vary from year to year.

**The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.**

**Visiting Committee Rating (select one):** Highly Effective   Effective   **Somewhat Effective**   Ineffective

**Narrative Rationale:**

Previous findings were used in the writing of the current self-study and all prior areas of growth were addressed by the school. Analysis is missing as to which of these areas the school feels that they have completed compared to those that are still works in progress. Large amounts of data has been collected but the prioritization of which specific data will promote high achievement is not defined.

## Chapter 2: School and Student Profile and Supporting Data

Located in Tulare County, Farmersville is a small, agricultural community just east of Visalia. The demographic makeup of Farmersville is approximately 89.7% Hispanic, 8.3% White/non-Hispanic, and less than 1% of other ethnic or racial groups. The education level of the city has 58% of adults over 25 having a high school diploma, and less than 5% holding a Bachelor's degree or higher, compared to California overall with 84% and 35%, respectively. The median household income is \$48,262, just over half of the state average (U.S. Census Bureau).

Farmersville High School (FHS) was built in 1998, five years after Farmersville School District was unified ([Farmersville.k12.ca.us](http://Farmersville.k12.ca.us)). Currently, the high school is the only comprehensive 9 - 12 school in the district and has 724 students enrolled. The district in its entirety enrolls approximately 2,700. FHS has a student population of 95% Hispanic, 2% white, and 3% other as stated in the SPSA. 27% of the students are EL and 85% are Free or Reduced Lunch. The staff is made up of forty-one teachers, thirteen leadership and counseling staff, eleven support staff, seven members of the custodial team, and ten food service specialists.

Students are afforded a number of opportunities to expand into college and career avenues prior to graduation, including work study credits, dual and/or concurrent enrollment, AP coursework, TRiO (through the local community college) and several on-site [CTE certification](#) programs. The CTE program consists of ten pathways, including but not limited to Agriculture, Construction Trades, and Graphic Design. ASVAB is provided annually on campus for those students wishing to explore military options. The AVID program is available for all four grades.

An extensive after-school and extracurricular program is also available. For athletics, approximately 18 different sports are open to students, including golf and water polo. About a dozen after school clubs and tutoring programs exist for students to have safe and positive experiences outside of school hours. During this time, students may either play a video game in the after-school lounge, do homework in class for internet access, or get tutoring from their teachers.

### FHS Vision:

Farmersville High School will be an exemplary learning community that fosters academic and social development for all students. We are dedicated to creating platforms for all learners to be productive members of society and leaders of tomorrow.

### FHS Mission:

Farmersville High School pledges to Empower students to be Motivated, maintain Professionalism, have Integrity, be Respectful, and demonstrate Empathy (EMPIRE) as students,

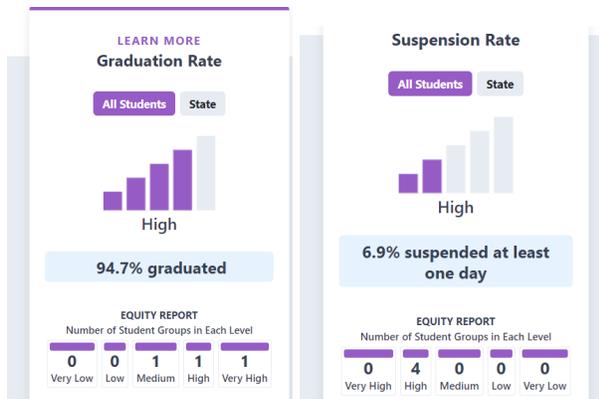
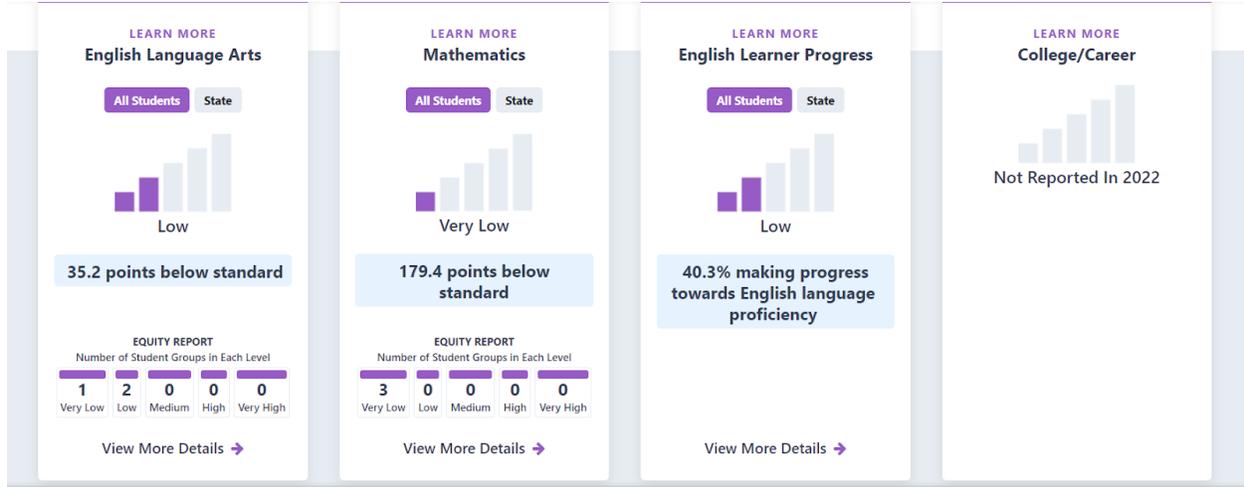
community members, and lifelong Aztec Ambassadors.

#### FHS SLOs:

Based on conversations and written recommendations from the 2015 VC, it was understood by leadership at FHS that HEART and then EMPIRE were to be used as the SLOs. Conversations between the current VC and leadership spoke to EMPIRE being a fantastic set of behaviors for students to live by, but if they want to also be the SLOs then they need to be measurable and results-oriented with a timeline that explains how all of this will be accomplished by graduation.

Below is dashboard data that was provided by FHS in the self-study or requested by the VC. Some limited trends were identified in chapter 2 with respect to low math and EL scores, a sizable suspension rate, and a positively high graduation rate. While data exists throughout the report, the analysis is limited both in chapter 2 and the rest of the report. Concerns about the limited analysis were brought to the attention of FHS leadership and recognized as a need for future growth.

Year	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
Enrollment	718	742	716	725
EL Progress (% Students making progress)	47	No Data	40.3	No Data
ELA (% met or exceeded)	No Data	33.33	41.92	No Data
Math (% met or exceeded)	No Data	3.38	0.60	No Data
Suspension Rate: (% susp. $\geq$ 1 day)	8.7	0.1	6.9	No Data
Attendance (%)	96.9	96.9	93.4	94.23 YTD



### Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.13%	0.1%	0.14%	1	1	1
African American	0.13%	0.3%	0.14%	1	2	1
Asian	0.54%	0.7%	0.28%	4	5	2
Filipino	0.13%	%	%	1		
Hispanic/Latino	93.8%	94.6%	94.34%	696	677	684
Pacific Islander	0%	%	%	0		
White	5.12%	2.5%	1.66%	38	18	12
Multiple/No Response	0.13%	%	%	1		
<b>Total Enrollment</b>				742	716	725

## Chapter 3: Quality of the School's Program

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

#### A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

#### Visiting Committee Comments

Farmersville High School adopted a new mission statement in the 2020-2021 school year. This is aligned with their EMPIRE acronym for student behavior expectations, which was adopted that same year. The existing vision statement was adapted from the district's vision statement. They are as follows:

#### **Mission:**

Farmersville High School pledges to Empower students to be Motivated, maintain Professionalism, have Integrity, be Respectful, and demonstrate Empathy (EMPIRE) as students, community members, and lifelong Aztec Ambassadors.

#### **Vision:**

Farmersville High School will be an exemplary learning community that fosters academic and social development for all students. We are dedicated to creating platforms for all learners to be productive members of society and leaders of tomorrow.

Farmersville High School has identified their SLOs as follows:

E: Empowered

M: Motivation

P: Professionalism

I: Integrity

R: Respect

E: Empathy

As stated above, the SLOs were developed in the 2020-2021 school year. They were developed by the PBIS team, with input from four selected student representatives. The current SLOs replaced a prior acronym "HEART." The SLOs can be seen in each classroom, and on apparel

worn frequently by both students and staff. The SLOs are the focus of the monthly “EMPIRE Monday” lessons. These lessons are given each period of the day and are approximately 15 minutes long and focus on one letter of the EMPIRE acronym. Farmersville High School has not yet created the specific, measurable, and observable characteristics that students will demonstrate upon graduation, related to each SLO. Considering the recent development of the EMPIRE SLOs, there has not yet been a need for revision. However they were revisited by staff at the beginning of this school year.

During the parent focus group, only two parents were in attendance. Both parents are members of the combined School Site Council (SSC) and English Learner Advisory Committee (ELAC). Based on the agenda/roster from the combined SSC/ELAC meeting where SPSA and LCAP were discussed, both parents that attended the Parent Focus Group were in attendance at that particular meeting. Neither parent seemed familiar with the SPSA, LCAP, mission statement, or vision statement. When Focus Group A was asked about SLOs, no one seemed familiar with that term or concept. When speaking to Focus Group A, staff did not seem to know the school’s mission and vision statement. However, students, staff, and parents all seem to be familiar with the EMPIRE acronym. When asked about the EMPIRE acronym, staff was able to discuss EMPIRE Mondays, student and staff shirts, as well as the ticket reward system that has been implemented in support of EMPIRE.

***Vision and Purpose that supports high achievement for all students. Defining of the school’s vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.***

**Visiting Committee Rating (select one):** Highly Effective    Effective    **Somewhat Effective**    Ineffective

**Narrative Rationale:**

The school has made strides in the development of behavioral expectations in their EMPIRE acronym which have permeated the culture of the school. Specific aspects of the SLO process including specific, measurable outcomes are yet to be developed.

## **A2. Governance Criterion**

To what extent does the governing board a) have policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

### Visiting Committee Comments

Through discussions with staff, it appears that some members of the previous governing board did not have a healthy relationship with Farmersville High School. This has been a contributing factor to a high turnover of staff since the last WASC visit. This year, there are three new members on the governing board. The new governing board is supportive of Farmersville High School's initiatives. This is reflected in the district's commitment to the growth of technology, support of specialized CTE pathways, college and career readiness, support for student achievement, and higher learning.

Various conversations with stakeholders indicates that the role of the board is not well understood. Both staff and parents stated that the board was supportive of Farmersville High School. Although the board setting policy was mentioned in the self-study, when asked about the role of the board, both parents and staff spoke to the board's role in capital improvements around campus, but could not speak to the board setting policy, expectations, or leading initiatives, as would be traditional board duties.

In order to help raise student awareness of the board, Farmersville High School has instituted a new requirement, this semester, for all high school seniors. Every senior is required to attend at least one governing board meeting before the end of the year.

Uniform Complaint Procedures are used when addressing complaints alleging unlawful discrimination based on actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall be used when addressing complaints alleging failure to comply with state and/or federal laws in consolidated categorical aid programs, migrant education, career technical education and training programs, childcare and development programs, child nutrition programs, special education programs, and federal school safety planning requirements.

Williams Uniform Complaint Procedures and Uniform Complaint Procedures forms and processes are posted at all school sites, available at the district office, and posted on the website. All forms and the process to file concerns are available in English and Spanish.

#### **Governance that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective   Effective   **Somewhat Effective**   Ineffective

#### **Narrative Rationale:**

Communication with staff and administration spoke to a lack of previous district leadership putting students first. Due to recent changes in these positions, there is promise that leadership is actively promoting a student-centered approach.

### **A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion**

To what extent based on multiple sources of data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed?

#### **Visiting Committee Comments**

Upon reviewing the SPSA, there are identified goals with student data available and identified action plan steps correlated to that data. The SPSA mentions the parent survey data, ELPAC data, and CAASPP performance data. Based on the self-study, the VC does not see evidence that this has been used for broad-based action planning or progress monitoring of programs and supports at this time. Overall, the analysis of data in the self-study report was limited. This results in a difficult understanding by the VC as to the improvement cycles that exist.

Through Focus Group meetings, the visiting committee learned that students are formatively and summatively assessed in a variety of ways. This includes Interim Assessments, CAASPP pre-testing, CAASPP testing, ELPAC. This data is used by subject specific PLCs to plan instruction, and intervention.

Farmersville High School has quarterly School Site Council/English Learner Advisory Committee meetings. These meetings consist of reviewing school site safety plans, discussing parent involvement, reviewing school improvement plans, as well as discussing rules and regulations at Farmersville High School. In addition a student representative from the high school attends bi-weekly school board meetings, where they sit as a school board student representative alongside the school board to share upcoming events, happenings and highlights of the high school. Although use of data is limited, parent survey data, ELPAC results, and CAASPP performance data are used in the development of the SPSA.

Farmersville High School has developed a “crosswalk” document that aligns their LCAP, SPSA, prior WASC critical areas for follow up, GEAR UP, and Swift domains. This helps ensure that their school-wide initiatives are aligned with the school’s SPSA as well as the district’s LCAP.

Professional Learning Communities meet weekly and discuss current school-wide initiatives, student academic performance, plan response to intervention (RTI) and common assessments (benchmark assessments, Illuminate interim assessments, STAR reading testing, and CAASPP testing results). This school year 2022-2023, Farmersville High School and Farmersville Junior High School Math, English, Science, and Social Science departments started to vertically align standards and strategies.

Staff stated that since the current administration team began at the site, communication has improved sitewide. This includes communication with parents (through Parent Square), staff (through email and in person), and students (through Aeries, and Google classroom). Staff stated that they feel comfortable going to administration with any needs, wants, or issues.

This school year 2022-2023, Farmersville High School and Farmersville Junior High School Math, English, Science, and Social Science departments started to vertically align standards and strategies.

**Leadership: *Data-Informed Decision-Making and Continuous School Improvement that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective   Effective   Somewhat Effective   **Ineffective**

**Narrative Rationale:**

Some limited data analysis is occurring but it is not directed to specifically lead to decision making that improves student achievement. Current leadership has developed a “crosswalk” document which helps to align initiatives that show a desire to support high achievement, but a specific data-driven process needs to be identified.

#### **A4. Staff: Qualified and Professional Development Criterion**

To what extent does a qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

#### **Visiting Committee Comments**

Farmersville High School works with Farmersville School District and Tulare Office of Education to establish rigorous qualifications for staff, in accordance with standards set by California Commission on Teacher Credentialing.

New teachers are supported through their credentialing process with an induction coach provided by the Tulare County Office of Education as well as an onsite teacher mentor. Site administrators further support the induction process through observation, evaluation, and feedback.

The Academic Coach is responsible for facilitating site-wide testing, analyzing data, and providing needed professional development to staff. The Math Department implements strategies that are gained from professional development offered by the GEAR UP initiative. ELA teachers have recently completed ERWC training to better support reading and writing strategies. Additionally, Farmersville High School and Farmersville Junior High School Math teachers meet

every two months to vertically align essential standards, intervention strategies, and instructional strategies. CTE teachers attend Industry Externships provided by TCOE and bring learning back to the classroom.

Counselors attend sessions provided by TCOE on a regular basis to stay updated with the CCI, College and Career initiatives and other post secondary initiatives.

Supervision and evaluation of staff follows the process and procedures outlined in the Stull Bill. Both the principal and vice principal share in staff evaluation. Approximately half the staff is evaluated by the principal and half by the Vice Principal. Staff is evaluated every year until they reach permanent status, then every other year thereafter. The evaluation process consists of a pre-observation meeting, a formal observation, and a post-observation meeting. This occurs at least twice in an evaluation year. In the years when staff are not being formally evaluated, administrators informally observe classes at least weekly.

The employee handbook given to all new employees clearly defines responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. This handbook establishes norms and practices for the district. Staff receive the district handbook (via thumb drive). Farmersville High School procedural documents and the staff handbook are in the FHS Staff Google folder, which is accessible to all staff.

Board policies are in place to ensure fair employment practices. All new staff undergo orientation at both the district and site level.

Farmersville High School has an organizational chart that delineates the structure of leadership and responsibilities. Being a smaller school, many items are discussed informally and structures are well understood by members of the school community.

**Staff: *Qualified and Professional Development that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

FHS and FUSD have made recent strides in professional development focused on improving instruction and student achievement. Benchmark tests, STAR tests, and CAASPP scores are the current metrics used in gauging effectiveness of professional development.

## A5. Resources Criterion

To what extent are the human, material, physical, and financial resources 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 learner outcomes, academic standards, and the college- and career-readiness standards?

### Visiting Committee Comments

Farmersville High School has quarterly meetings for the combined School Site Council (SSC) and English Language Advisory Committee (ELAC). The district holds District English Language Advisory Committee (DELAC) meetings.

The combined SSC/ELAC offers input into the site SPSA and budget. The principal maintains a spreadsheet of the budget and expenditures. The superintendent holds community forums to inform community members, parents and staff of district goals, budgets and hear parent concerns.

The following material and facilities upgrades were listed in the self-study:

- Replacement of outdated classroom furniture was replaced at the end of the 2021-2022 school year.
- Upgrades were done to the Ag Farm: irrigation, fencing, weather tracking and Food Service classroom to meet industry standards.
- Viewsonics were put in all classrooms during the COVID-19 closure for distance learning.
- Fall 2020 updated camera system was installed and will continue to expand to have maximum coverage of campus.
- December 2022 FHS campus was re-keyed for safety reasons. There were a multitude of keys to only fit single doors and non-operational keys which posed a safety issue.

Overall the visiting committee found the school to be well maintained and in good repair. Staff stated that if they have any needs in their classroom, they reach out directly to site administration. Administration also sends out a survey to staff which contains a “wants” and “needs” list.

New teachers are supported through their credentialing process with an induction coach provided by the Tulare Office of Education as well as an onsite teacher mentor. Site administrators further support the induction process through observation, evaluation, and feedback.

Supervision and evaluation of staff follows the process and procedures outlined in the Stull Bill. Both the principal and vice principal share in staff evaluation. Staff is evaluated every year until they reach permanent status, then every other year thereafter. The evaluation process consists of a pre-observation meeting, a formal observation, and a post-observation meeting. This occurs at

least twice in an evaluation year. In the years when staff is not being formally evaluated, administrators informally observe classes at least weekly.

During staff focus groups, concerns regarding recruiting, retaining and ongoing professional development of staff were common. Staff expressed concerns about staff attrition and trouble filling vacant positions. Staff is optimistic that the new district and site leadership will be supportive of staff needs moving forward.

**Resources that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

All programs are adequately funded and facilities are well-maintained. Appropriate allocation of resources are needed to ensure longevity of CTE pathway programs.

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

**Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

- Administration and staff at FHS has created a set of behavior guidelines for students, EMPIRE, that are integrated into the social fabric of the school.
- Abundant resources are provided by FHS and FUSD to support student growth and achievement through professional development and program support.
- Current leadership at both the site and district has improved communication with staff at all levels.

**Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

- There is a need to update the SLOs with the input of all stakeholders to provide specific, measurable outcomes towards student achievement.
- There is a need to improve data analysis processes in order to improve student outcomes and direct professional development efforts.
- There is a need to appropriately allocate resources to ensure longevity of CTE pathway programs and equity of access among all class offerings.

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Campus and classroom observations
- Parent, classroom, and district Focus Groups
- WASC self-study report

## CATEGORY B. CURRICULUM

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

#### Visiting Committee Comments

Farmersville High Schools self-study states that curriculum and resources are continuously chosen that are aligned with content standards. A traditional methodology is used before sending recommendations to the school board. Different options are suggested by TCOE and various stakeholders. Once a solidified list has been made, teachers pilot each program for a period of time to collect data on its effectiveness. Every set of curriculum that is adopted is tied to CCSS, NGSS, content standards, CTE standards, is AP aligned, or is industry recognized. Currently, ELA has adopted StudySync, Science has adopted HMH, Social Science has adopted SAVVAS Realize, and Math is currently going through an adoption cycle with CPM as the last curriculum adopted. Meetings with the focus group and district representatives verify this process. Concern was voiced by the VC during meetings with various stakeholders with respect verifying the rigor of the chosen curriculum. All speak to the material being challenging enough but data analysis is limited in the self study to verify this claim. Existing data in the report and requested by the VC speaks to low A-G readiness at 32%. CTE pass rates for seniors were not available. 2022 CAASPP scores were 179 points below standard and English was 35 below. AP pass rates are high in both AP Spanish Language and Spanish Literature. Other AP courses at FHS have had below CA average pass rates. Most of these courses have been off and on over the years suggesting consistency in course offerings may be a contributing factor making successful A-G rates difficult.

All curriculum is reviewed during the district Summer Institute by department chairs and another member to create pacing guides that focus on key standards and CAASPP testing topics. These guides and essential standards are reviewed throughout the year during PLCs and can be adjusted based on classroom data or learned educational practices. Conversations with Focus Groups speak to a request from administration that teachers turn in lesson plans every week containing daily details for Warm-ups, CCSS or NGSS standards, direct instruction strategies, collaborative group strategies, and closures. The example shown in the self-study does not contain any of the above listed items. Staff said they might have just picked a bad example. Upon request additional examples were given that show the requested items as well as a suggested template. Core subject areas also built into their pacing guides quarterly assessments and a week of intervention on the key standards that students scored the lowest on. While not stated in the self study, conversations by the VC to staff and students speak to early difficulties with this process. Staff was originally given the benchmarks from the district level and then eventually given to the departments to write.

The self-study states that additional items have been included in each subject matter to improve its rigor, relevance, and effectiveness as well as towards students' college readiness. Most AP

teachers use AP Classroom. The math department is a part of GEAR UP. In 2021 English initiated district adopted Suite 360 every Monday to address Social Emotional Learning. The English department has attended training and has begun implementing ERWC.

To integrate the SLOs into the curriculum, FHS has set aside one Monday a month for discussion about the components of EMPIRE. Each period of the day builds upon itself and demonstrates how students can apply the components of EMPIRE into their daily lives. Both students and staff spoke to the improved buy in with EMPIRE due to the commitment of class time given to it.

FHS has graduation requirements that are similar to post-secondary academic major graduation requirements and mirror A-G readiness requirements. Four years of English credits, three years of math, and four years of social science. CTE Pathways have been striving towards awarding students with certificates upon completion of the program. Currently, Building Trades and Welding Pathways have a curriculum that allows for certification. In the past, Arts, Media, and Entertainment Pathway had adopted a curriculum that allowed for Adobe certification through dual enrollment.

Cross-curricular collaboration between similar content areas have begun since FHS hired two Intervention Teachers this year. Math teachers support the science department by making an emphasis on math skills needed to master science content. The Science Department lead has provided a list of topics that are essential in science courses and then for the math department to design lessons around those topics while addressing math content as well. ELA and History make attempts to align their curriculum guide to match dates where they will discuss similar topics, such as, Holocaust-related literature while they learn about World War II. Similarly, Integrated Science 3 and English 11 courses have done crossovers during the nuclear physics unit while English was discussing Hiroshima.

FHS works with multiple outside agencies to support students' journeys through the curriculum. College of the Sequoias (COS), UC Merced, and West Hills College all have had various impacts on students through dual enrollment and programs such as TRiO/Upward Bound Math & Science Program that help to strengthen the STEM skills of students.

Farmersville High is partnered with the department of Rehabilitation to create student internships. Students who have an Individualized Education Plan (IEP) or 504 plan get small group workshops to develop resumes and get paid internships in the community and/or in the school. This year FHS has also partnered with Kaweah Delta Hospital, the local community Hospital and students have started internships in various departments and capacities. Discussions are occurring about the possible expansion of internship capacities within the hospital to include more pathways.

FHS partners with the local police department to introduce young people to Law Enforcement as a career through its Explorer Program and Public Safety class. Students who apply and become cadets intern at Farmersville Police Department biweekly. In the program, students learn about situations they would encounter at the police academy. The VC were able to witness this through

a lunch time event where police supervised a hands-on student demonstration of the concepts of search and seizure.

The FHS Math, ELA, Social Sciences, and Science departments began, in the fall of 22, regularly scheduled meetings with their counterparts at the Junior High to plan vertical articulation between the schools. These departments meet twice a semester to discuss important matters, such as, textbook adoption, intervention strategies, and lesson design. In addition, teachers at FHS are members of curriculum meetings and content area committees.

FHS informally tracks graduates. Students who go on to college often come back to visit and present to students. In addition, there has been an influx of former students who have become substitute teachers and will sub at FHS when teachers are out. Feedback from students includes that they feel that ‘our rigor is not strong enough and that we need to offer a bigger variety of coursework with technology access.’ Staff felt a bit surprised when this arrived in the self study process. During focus group discussions staff told the VC about numerous success stories.

***Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective    Effective    **Somewhat Effective**    Ineffective

**Narrative Rationale:**

FHS has processes in place for appropriate curriculum selection. Some classes visited demonstrated a high level of rigor but most showed a lower level. Data that exists points to low CAASPP scores, A-G graduation rates and AP pass rates. Measurable SLOs will help to identify needs and processes. PLCs and vertical articulation shows a continual desire for improvement in curriculum maps and pacing guides.

## **B2. Equity and Access to Curriculum Criterion**

To what extent do all students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals?

### **Visiting Committee Comments**

All students at FHS have the opportunity to choose between a full range of college and career options. As FHS has only one feeder school, connections are made early on to show students what is available. Usually in February each year an ‘8th Grade Invasion’ takes place allowing students to become introduced to the school, meet the counselors, and hear from various CTE Pathway representatives.

Students take an interest profiler in junior high, 9th grade, and 11th grade given by the California

College Guidance Initiative to give students ideas on the types of careers or college majors they may be interested in.

Students at FHS have the option to choose from an ever-growing collection of two year CTE pathways. Students that enter a Pathway have their schedule adjusted for the various courses. Students are informed of the requirements of their chosen pathway and meet with the CTE counselor either individually or in whole class settings. Students in these pathways are exposed to the job and the requirements and real world application of the skills they are learning. As many of these pathways are rigorous and have demanding safety protocols there is constant oversight by the teacher and CTE coordinator. Students may be removed from the program if issues persist.

FHS offers Advanced Placement courses for those students who seek to receive college credit. FHS have offered various options over the years. AP Calculus, AP English Language and Composition, AP English Literature, AP Environmental Studies, AP Statistics, AP Spanish Language, AP Spanish Literature, AP U.S. History, and AP World History.

Spoken highly of by both staff and students was the ability to take dual enrollment classes through COS as well as TRiO / Upward Bound programs that help students that have college admittance as a goal. All seniors apply to COS as a local school option.

With respect to a student's personal learning plan the self-study is limited. There is discussion about using ParentSquare to send information about various programs and classes available to their student but not how that would work into a four year plan. Conversations between the VC and counselors explained the process and spoke to the evaluation of it. Prior to 2020 there were three academic counselors and effort was made to yearly meet with each student. Now that there are only two, the counselors go and speak to whole classes with respect to transcript review and to answer questions about course offerings. There is a senior parent night, back to school, and open house that allow counselors to speak with parents but scheduled sit down meetings with students are only starting to begin again. Most parents are unable to attend such meetings so full communication between all parties is difficult.

The University of California Merced and Farmersville High School also have a partnership, through Center for Educational Partnerships (CEP). “The mission of UC Merced Center for Educational Partnership is to provide student, school, and parent- centered services that ultimately result in students having the greatest number of postsecondary choices from the widest array of option graduation.” The UC Merced CEP was established to effect long-range improvement in the education of Central San Joaquin Valley students and ultimately increase the number of students eligible to attend an institution of higher education. Farmersville High School has a UC Merced counselor at our site that provides academic counseling to a case load of 250 students in collaboration with High school Counselors.

On a yearly basis, the FHS Counseling Department takes students to College Night at the Visalia Convention Center. At this event, students receive information about programs offered from various local colleges. This event also allows students to explore post-secondary options through

presentations and questions answered from college representatives.

Prior to the COVID Pandemic, Career Day was scheduled every two years. FHS has a Career Day scheduled for late March 2023. Historically, FHS has hosted about 30 different career presenters which include academic colleges, armed forces, law enforcement, tech career college, and health field representatives. Outside of Career Day, some FHS teachers partner with different colleges, tech career colleges, and military representatives to present their programs and gauge interest from students. In addition, former FHS AVID students come and discuss their college experiences with the AVID classes. The Special Ed Department schedules a field trip to COS so that students, who are Seniors, become familiar with the Disability Center for an easier transition into post-secondary education.

The CTE Completer Survey is conducted yearly after graduation. Questions asked pertain to post secondary fields of study and current employment. Multiple attempts were made by the current CTE coordinator to collect information but spoke to the trouble of actually tracking this due to turnover in the position. Additional methods of follow up for all non CTE students were not mentioned in the self study.

***Equity and Access to Curriculum that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

FHS contains a vast collection of electives and CTE pathways available to all students' aspirations. Areas to improve will include a self-identified lack of student personal learning plans and post graduation data collection and analysis.

**CATEGORY B: CURRICULUM**

**Areas of Strength for Curriculum:**

- There are a wide variety of CTE pathways and electives offered that are placed on the master schedule based on student voice and choice.
- CTE pathway courses offer an array of professional certifications that help students be career-ready upon graduation.
- FUSD supports a summer institute where core department staff collaborates on curriculum planning and pacing.
- FHS has begun the process of vertical articulation between both their feeder schools and College of the Sequoias.

**Growth Areas for Continuous Improvement for Curriculum:**

- Continue refining vertical alignment between feeder schools, grade levels and community college programs within each department to ensure there is curricular structure that supports the academic success of all students.
- There is a need to explore and implement strategies to increase the A-G completion rate including improved collaboration and communication with students and parents on student personal learning plans.
- There is a need to use data analysis to focus on relevant, sustainable career-pathway opportunities.

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Campus and classroom observations
- Parent, classroom, and district Focus Groups
- WASC self-study report

**CATEGORY C. LEARNING AND TEACHING****C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion**

To what extent are all students involved in challenging and relevant learning experiences in an equity-centered learning environment to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

**Visiting Committee Comments**

The self-study states teachers focus on explaining the relevance of lessons to students. Project-based assessments are utilized to engage students more deeply. This is most apparent in CTE courses that often rely on projects for nearly all aspects of grading. In Science, students are given hands-on labs and models founded in a Phenomena-based curriculum in line with NGSS. In Social Science, students are shown video clips, news reels and historical documents as part of lectures and extended inquiry via Google assignments. In ELA, students must turn in all essays via anti-plagiarism software to ensure the work they do is their own. All ELA teachers have been through training for Expository Reading and Writing Curriculum and are endeavoring to use the ERWC strategies in their 9th, 10th and 11th grade courses. VC members also observed literacy strategies for reading and writing being used in classrooms outside of the ELA department. In addition, art courses develop problem-solving skills and hand-eye coordination through the use of ‘Draw/Paint Whatever’ exercises as well as prescribed lesson assignments.

The site and District promote the use of essential questions, posted learning objectives,

consistent checking for understanding, exemplars, demonstrated proficiency levels, quarterly benchmarks, reteaching/RTI, and grades to help students understand what and why they are learning as well as the comprehension level they need to be at. Posting the Learning Objectives and daily use of CFU's is the current District priority. However, the self-study states their use is sporadic as teachers report being unclear on the policy. The visiting committee noted that most of the classrooms did have both Learning Objectives and the daily agenda posted. Students also reported a level of confusion in regard to learning standards and expected levels of comprehension. This has been identified as an area of growth.

During observations by the VC, there appeared to be a substantial number of students that were actively choosing not to participate in the classroom activity. Multiple students in each class were observed with airpod-type headphones in one or both ears while their eyes were glued to their cell phones. Oftentimes, the students were not even attempting to be covert in this activity and were easily observable from anywhere in the room. Other students were observed on websites or playing games instead of being engaged in the lesson. In meetings with teachers, some did express concern about this disengagement.

***Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective    Effective    **Somewhat Effective**    Ineffective

**Narrative Rationale:**

Teachers regularly identify learning objectives and essential questions connected with the curriculum. While students were compliant with staff, there is a need to bolster student engagement and classroom strategies as well as a need for collaboration between teachers and administration on unified policies designed to support a focus on learning.

## **C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion**

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students, emphasize creative and critical thinking skills and applications?

### **Visiting Committee Comments**

The self-study states that teachers have received a number of training opportunities including content enrichment, differentiation, data analysis and collection and technology, but no PD list has been provided in the study. The study mentions that each department has access to five training days/year during contractual hours which would indicate that attendance is mandatory, and most teachers mentioned having multiple professional development occasions this school year. Technology mentioned as being used by teachers includes Pear Deck, Kahoot, Newsela, Nearpod, Google classroom, DBO online, Savvas Realize, Digital Interactive Notebook, YouTube, History channel, Readlang (EL translation software) and Immersive Reader. The

visiting committee saw several instances of this technology being utilized in the classroom.

Departments meet in PLC's weekly. They are encouraged to share strategies, examine data, write lessons and assessments and promote improved departmental instruction. Given the small student population, many teachers are the only teachers for a specific discipline/course. Therefore, their PLC's are grouped by department, who utilize a template for their PLC meetings designed by the Academic Coach that, according to teachers, helps them stay on track with the PLC meeting. Focus Groups cited that many teachers network with district support personnel as well as industry and community college professionals to glean strategies and lesson ideas.

Teachers are supported with a roving sub used for co-teaching, Peer Walkthroughs, mentor training and other support and training. The Peer Walkthrough program, which is new this year, allows other teachers to do a walk-thru, which requires a form to be completed and copies given to both the teacher and Academic Coach. During meetings, it was stated that Peer Walk-thrus generally happen once per month and permission of the classroom teacher being visited must be obtained beforehand.

Science courses use Claims, Evidence, Reasoning (CER) in class in order to present a Phenomena or scenario, then have students list facts about it and finally explain what caused it. This engages a high-order thought process. Science students complete laboratory investigations and write-ups, use online simulations and participate in class discussion to demonstrate comprehension. ELA uses Literature Circles and Common Place where students collaborate to read a chapter of a novel and prepare handouts for use as they lead discussions. They may also choose a critical thinking project, such as creating a game, analyzing case studies, building dioramas, or designing pamphlets, to help them more thoroughly understand the work. During classroom visitations, the VC observed many different instruction styles including online worksheets, classroom discussions, game show-style competitions for assessment review, and hands-on project construction. Many observed students were engaged in classroom activities, although a surprising number were not.

Teachers have been trained to rewrite objectives and questions to elicit higher-order thinking through professional development provided by the Tulare County Office of Education. Some teachers report being given professional development in Depth of Knowledge and eliciting deeper understanding of concepts. In meetings, teachers reported using long-term projects as a basis for assessment, some requiring much planning and practiced execution. While the VC saw some examples of students working on hands-on projects as well students standing in front of the room to lead discussion, most engaged students observed were either taking notes on lectures or completing worksheets or other fill-in-the-blank assignments via computer.

Listed CTE Programs include welding, CPR, First Aid, Construction, web design, public service, food handling certification and computer-aided design technology. The CTE course catalog was attached which included over 20 Pathway courses available. Most of these courses lead to certifications that can be used in a future career. The Agriculture department offers courses in the care and raising of livestock as well as Future Farmers of America contests and Agriculture-based Pathways. Work experience is offered and, in fact, many of the students the

VC spoke with had part-time jobs after school.

Military recruiters are available on campus and the ASVAB test is given regularly. The Public Safety CTE teacher invites military personnel to speak with students and, along with the Academic Coach, hosts an overnight stay on a decommissioned aircraft carrier. She also works with the local police force's Cadet program where students can learn what it is like to work in law enforcement.

Project #GROW teaches students to become engaged in their community. They offer workshops throughout the year in such areas as civic engagement, personal budgeting and stress management. Students also take field trips to government facilities and guest speakers visit regularly.

***Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective   Effective   **Somewhat Effective**   Ineffective

**Narrative Rationale:**

Some teachers were observed leading discussions, walking around the room to help students and checking for understanding. While many students were engaged and responsive, a surprising number were completely disengaged or only mildly engaged. Very few teachers reached higher levels of DOK during their instruction.

## **CATEGORY C: LEARNING AND TEACHING**

### **Areas of Strength for Learning and Teaching:**

- Teachers create an array of relevant learning experiences that reflect real world applications for students to demonstrate learning.
- Students have access to a wide range of educational technology and web-based applications to enhance instruction.
- Staff demonstrates a willingness to increase capacity for instructional techniques through professional development and PLC collaboration.

### **Growth Areas for Continuous Improvement for Learning and Teaching:**

- Continue to provide additional collaboration opportunities, along with professional development, to support best teaching practices, student engagement, co-teaching and intervention efforts to meet the learning needs of all students.
- There is a need to develop improved DOK levels throughout units of instruction and strategies for differentiating instruction to support all students' needs.

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Campus and classroom observations
- Parent, classroom, and district Focus Groups
- WASC self-study report

## **CATEGORY D. ASSESSMENT AND ACCOUNTABILITY**

### **D1. Reporting and Accountability Process Criterion**

To what extent do the school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP?

#### **Visiting Committee Comments**

All FHS teachers are expected to add two assignments to Aeries each week and update their gradebooks fully every two weeks. The Academic Coach is responsible for checking that each teacher does this on time. In meetings with the VC, teachers reported some flexibility on this timeline as coursework routinely includes assignments/projects that take longer than two weeks. Generally, if a teacher is falling behind in their grade reporting, the Academic Coach will ask their department chairs to remind the PLC of the importance of updating their gradebooks on time. Teachers also reported that the District recently connected Google Classroom to Aeries, making it very simple to port grades over to Aeries instead of having to enter grades twice.

Report cards are sent out to parents every 6 weeks, though grades and attendance data are available through the Aeries Parent portal at any time. Based on the updated grade data, support staff can work with students to schedule sessions of RTI. In meetings with teachers, the concept of RTI was discussed and those in attendance explained that their version of RTI included reteaching all students, then retesting all students, regardless of whether or not they did well the first time. Intervention teachers were seen by the VC while visiting classrooms.

Teachers of core subjects are required to utilize Standard-aligned benchmarks, dubbed Interim Assessments, to validate each student's Depth of Knowledge (DOK). The tests are given at the end of each quarter and include language support, when needed. The Interim Assessments were created by the departments at FHS and are housed on Illuminate.

Teachers and Administrators review the student assessment results as well as individual course grades for student course level placement. They also use this data when designing new lessons and assessments for all students and sub-groups.

Assessments used at FHS include Interim Assessments, summative assessments, homework, group work, essays, creative projects, performances, labs, and vocabulary development. All departments have been directed by the administration to use weighted grade categories. Within

each discipline, the weights are uniform. In discussions with teachers, many did not understand the need for weighted categories as they normally made more important assignments worth more points. They pointed out that if they give an important assignment the same number of points as a more simple assignment, the students don't think the more important one deserves a greater effort because they don't fully understand the concept of weighted points. This means that if an assignment is worth more points and is weighted higher, it is a form of 'double weighting.'

The Math department uses IXL as well as Illuminate for assessment. IXL is an evaluative software with differentiated assignments and assessments. The Math Intervention teacher makes recommendations for intervention based on student needs. They may push into a classroom for support or pull a student into the support area for individual or small group tutorials.

The Science department uses their Interim Assessments for Summative and diagnostic purposes. To check for understanding and levels of DOK regularly, they use laboratory exercises, student classwork, group projects and direct questioning. This allows them to adjust instruction, as needed, based on those results.

PLC meetings are held every Monday. The main reason for meeting is to evaluate lessons, review student scores, plan curriculum and align gradebooks. As each department is fairly small, they generally meet as a department instead of discipline cohorts.

Schoolwide Learning Outcomes are monitored primarily by the counseling team and site administration, though no formal rubric has been developed to measure their effectiveness. Core departments analyze Interim Assessment data and share it with district personnel, the Board, site Administration and the Academic Coach. Counselors monitor students' progress on their graduation requirements as well as A-G compliance. Though counselors aren't able to meet with students regularly due to the high student to counselor ratio, they are able to meet with students by request and they will call them in if they are not being successful academically so they may help get them back on track.

FHS monitors student attendance via an Attendance clerk and Outreach Consultant. The clerk monitors daily student attendance as well as long term attendance to ensure each student maintains a minimum 95% attendance rate during their four years. The attendance clerk assigns Saturday School as needed for students to recuperate some of their missing days. Saturday school meets three to four times a month on average.

The first Monday of each month is designated as "EMPIRE Day" on campus. Teachers use this occasion to review interactive slideshows that outline the expectations for each student and staff member on campus. The acronym EMPIRE stands for Empathy, Motivation, Professionalism, Integrity, Respect, and Empower, which is what the focus of each slide show is.

Students that are not passing their courses may be offered credit recovery courses in order to make up credits they are missing. There is a different classroom throughout the day, so students can be placed in a credit recovery class period that has the least impact on their overall schedule. Deep Creek Academy, the district's continuation school, is available for students that need more intensive intervention. Students may be voluntarily or involuntarily transferred there.

Students qualifying for Special Education or 504 Plans may be assigned extra support. The Special Education department works closely with the Counseling department to monitor these students. The Special Education department meets periodically with parents to assess student progress, as per federal requirements.

Students are generally notified 1-2 weeks prior to report cards being sent out. Most teachers will give students the opportunity to make up work before this happens. It is not a requirement that teachers do this but most teachers will allow it to some degree.

Departments create syllabi and review them with students during the first week of school. Students and parents are expected to sign the syllabus and return it to the teacher signifying they are aware of the expectations for the class.

FHS uses results from assessments, both formal and informal, to guide changes in programs, professional development and resource allocations. Teachers and administration use Interim Assessments, STAR (Reading), Illuminate and CAASPP results to guide professional development. Special Education and ELD teachers use MyOn® to place students at specific reading levels. The MTSS (Multi-Tiered System of Support) meets every two weeks to review student progress and respond with support, as needed. The CTE data is examined to determine that all students, including subgroups, are allowed to enter its programs.

The English department performs weekly surveys regarding Social Emotional Learning (SEL) through Suite360. The results are used to make changes in culture and discipline procedures. It is not stated if any changes have been performed as a result of these surveys.

***Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective    Effective    **Somewhat Effective**    Ineffective

**Narrative Rationale:**

Strides have been made through quarterly benchmarks in the areas of differentiated assessment and modification of curriculum based results. Still, additional analysis needs to be universally evident in all assessment formats.

## **D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion**

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

### **Visiting Committee Comments**

Although some of this information was absent from the self-study report. The VC was able to

ascertain the following through focus groups and classroom visitations: At Farmersville High School, teachers utilize a variety of assessments including common formative and summative assessments. Math, English Language Arts (ELA), Social Science, and Science teachers collaborate on interim assessments through Illuminate, which are administered every six weeks. ELA and Math teachers also administer CAASPP pre-testing each semester. During weekly PLC meetings, teachers meet in groups by subject. They disaggregate data on student performance. This data is used to plan RTI exams and to plan any reteaching. Teachers also meet with the district's assessment director quarterly to do "data dives" where specific assessment data is shared with teachers. Elective teachers said that they collaborate on common assessment and student performance data with other elective teachers that teach the same subject. However, having ten separate CTE pathways does create some singleton teachers that do not have a counterpart that teaches the same subject. In these cases, the CTE department does meet in weekly PLC meetings, but there are no assessments or student data that is common to all CTE teachers.

In order to keep current communication with students and parents about student performance, the expectation at Farmersville High School is that all teachers will enter a minimum of two grades per week in the gradebook and that the gradebook will be updated every two weeks. Teachers mentioned that this has been difficult in the past, due to the fact that most teachers use Google Classroom and there has been no communication between Google Classroom and Aeries, where gradebooks are maintained. This issue has been resolved in the last couple of months so that when a teacher updates a grade in Google Classroom, it automatically populates in Aeries as well.

CTE teachers said that the grading policy is a bit problematic considering the project-based learning nature of their classes. Many of their projects are large and take weeks to complete. As a result, updating the gradebook in accordance with the policy is difficult for CTE teachers. FHS leadership states that this is being addressed in PD.

At FHS, student feedback is solicited when creating the master schedule. This feedback is used for course assignment and is used for the creation of new electives and pathways. In student focus groups, students feel that they have access to courses that interest them. As a result of this there are currently ten CTE pathways available at Farmersville High School. Upon completion of many CTE pathways offered at Farmersville High School, students earn the accompanying professional certifications such as NCCER welding certification, OSHA 10 certification, CPR certification, or safe food handlers certification.

In student Focus Groups, students expressed frustration with the number of assessments that they take on a regular basis. Students stated that the purpose of assessments is not often shared, so they struggle to see the value in the frequent assessments, which causes them to put less effort into assessment. Students stated that they are satisfied with the amount of communication they receive from teachers regarding grading and progress in their classes.

***Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

Teacher PLCs collaborate on common formative/summative assessments. RTI is planned based on analysis of CFA data. FHS should be more intentional with formative assessments to avoid testing fatigue in students.

## **CATEGORY D: ASSESSMENT AND ACCOUNTABILITY**

### **Areas of Strength for Assessment and Accountability:**

- PLCs coordinate with the district to employ summative assessments to inform instruction and intervention practices.
- Students are satisfied with the grading process of assignments and feedback from teachers.

### **Growth Areas for Continuous Improvement for Assessment and Accountability:**

- There is a need to provide additional professional development around formative assessment and data collection processes in order to continue to improve the existing RTI model.
- There is a need to be more intentional with assessment practices to maximize data output and minimize testing fatigue in students.

### **Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Campus and classroom observations
- Parent, classroom, and district Focus Groups
- WASC self-study report

## **CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH**

### **E1. Parent and Community Engagement Criterion**

To what extent does the school leadership employ a wide range of culturally sensitive strategies to encourage family, and community involvement, especially with the learning/teaching process?

#### **Visiting Committee Comments**

Farmersville High School's self-study states that they have put in place several communication platforms and systems to connect parents and community members. FHS has offered access, through their student information system Aeries, to provide up-to-date student grade and progress feedback as well as through the recent addition of their parent notification system ParentSquare to notify families of events and community resources. Staff reports that parents can be automatically subscribed or activated into Aeries and ParentSquare through their provided cell phone upon initial student enrollment. In an effort to help bridge any language barriers, FHS states that Parentsquare allows users to change the language settings to allow parents to choose their native language they are most comfortable communicating in. FHS also cited utilizing telephone outreach and social media to publicize school events, but reported that the best line of communication is through texting on ParentSquare. On the FHS website, VC members were able to see access to these platforms along with staff contact information and a school calendar.

FHS self-study also reports having an Outreach Consultant (OC) since the last self-study who helps connect parents with information through the previously mentioned platforms and promotes involvement in activities. During Focus Group discussions, members stated that the OC also assists with communicating truancy issues with parents, conducts home visits when needed and works with their Community Liaison and counselors to review SEL data in efforts to coordinate interventions with students and families. Various focus groups also stated that the OC helps to publicize and connect parents with a variety of events such as Career Day, Lunch on the Lawn, informational meetings on academic programs, vaping information on zoom as well as access to various "Parent University" trainings which offer education and tutorials on instructional technology, A-G information and the Parent Institute for Quality Education (PIQE) program.

FHS staff states that parents report satisfactory communication from the school. According to FHS's School Plan for Student Achievement (SPSA), surveys cite that 86% of parents reported receiving information from their school via Parent Square, notes, flyers, phone calls, etc. on a daily/weekly basis; the survey also state that 89% of parents reported notices are always or almost always in English and Spanish. However, only two parents were present at the parent meeting on the first day of the WASC visit providing a limited vantage point with which to ascertain the effectiveness of parent involvement and satisfaction. The parents that did attend both stated that they feel comfortable approaching staff and administration any time with their concerns and needs. When the VC members asked them about their perception of the quality of

instruction their student's receive, they both said it was of high quality. These comments appeared to be in line with the parent survey information available in the SPSA with 81% of parents reporting that their student always or almost always receives good classroom instruction. From the perspective of the students during group interviews, students commented on the ability of their parents and families to get access to information during pandemic closures as well as after students returned to in-person; many students stated that their parents have attended a variety of meetings offered in person and on zoom in English and Spanish in order to gain information on the college application process and the FAFSA.

The FHS self-study also cited that parents are able to participate in the decision making process and provide input on school through several mechanisms. FHS states that parents were encouraged to participate in the Parent Teacher Organization (PTO) that is now defunct and School Site Council (SSC) as well as the PIQE program. FHS also seeks representation from parents at the district level at District English Learner Advisory (DELAC) and the Local Control and Accountability Plan (LCAP) Committees. FHS also identified specific organizations such as Ag Advisory Board, FFA Chapter Parent Meetings, CTE Advisory Board and athletic boosters. However, Focus Group members stated that no current booster organizations exist and that much of the fundraising efforts for specific academic organizations and sports come from individual or team efforts. VC members noted that the provided examples of parent involvement opportunities are narrow in scope. During interviews with classified staff and district staff, they reported that the district has begun to offer forums to collect feedback from parents and the community regarding school concerns. District staff also stated that they initiated regular meetings with FHS staff in order to share data and gain feedback on resources that are needed to support school efforts.

***Parent and Community Engagement that supports high achievement for all students.***

**Visiting Committee Rating (select one):** **Highly Effective** Effective Somewhat Effective Ineffective

**Narrative Rationale:**

Farmerville High School provides a wide array of options to communicate with parents in order to encourage involvement in their student's success.

## **E2. School Culture and Environment Criterion**

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

### **Visiting Committee Comments**

Farmersville High School's self-study specifies a number of staff whose responsibilities include the safety and well being of students and staff. The report notes two full-time campus supervisors

who supervise safety concerns as well as utilizing administration, counselors and teachers during non-instructional time to help aid in monitoring students and to look out for safety concerns. During student lunch, the Visiting Committee observed many of the staff listed above monitoring students with the exception of teachers; that being said, teacher classrooms were often observed being used for students to visit during lunchtime. FHS staff also reports that their district employs two School Resource Officers (SROs) employed through Farmersville Police Department. In speaking with the SROs, they reported walking around the school during lunch time as a visible presence. Student groups report feeling comfortable to approach adults on campus in order to report safety issues and discuss concerns.

The self-study states that required drills for earthquake, lockdown and fire drills are conducted as required and that important policies such as the Uniform Complaint Procedures (UCP) and CTE and science lab safety are in place and posted around classrooms on campus. During classroom visits, VC members observed these policies and procedures posted near doors in most classrooms along with the color-coded Crisis Plan Flip Chart which details procedures for many scenarios including lockdown, earthquake, fire, active shooter as well as COVID protocols. While student groups reported to VC members that they have a review of elements of bullying and harassment during many of the Suite 360 lessons, Focus Group members were not able to say whether a general overview of UCP and harassment policies is reviewed directly and explicitly with students.

FHS also reports having an involved janitorial and maintenance crew that maintains classrooms and immediately resolves safety and cleanliness issues such as vandalism. Staff and student focus groups reported that they feel their campus is clean and that any issues they find are taken care of promptly.

Farmersville School District employs a single Instructional Technology support member that serves all schools in the district. FHS self-study reports using an Internet monitoring system called GoGuardian to aid teachers in protecting students as they use computers and chromebooks. During Focus Groups, staff reported prompt response to technology issues, but commented that a second IT support staff member would be beneficial.

The FHS self-study does not discuss or note any information regarding existing discipline policies. According to the California Dashboard, FHS had a 6.9% suspension rate during the 2021-2022 school year. No specific data disaggregating the types of violations or behaviors were available for the VC. Focus Group members reported that the new administration has created a “Pride Pathway” which includes intervention tools used to follow up after disciplinary issues. However, when asked about how they felt problems and discipline violations were handled, Focus Group members stated that they feel administration responds quickly and communicates well regarding any issues with their individual students.

The FHS self-study reports on the number of ways they have attempted to transform the culture of their school to set high expectations for positive behavior and create an environment that values each student’s academic and emotional needs. A major focus of this transformation has been through their recent development of the EMPIRE acronym within the last two years which represents the values and beliefs they expect of anyone connected with the Farmersville High School community. FHS states that each part of their acronym (Empowered through Motivation,

Professionalism, Integrity, Respect, and Empathy) is introduced to students at the beginning of the year through a series of lessons on a single day in each of their classes. From that point, students receive a lesson on the last Monday of the month focusing on a different virtue during their ELA class. The VC observed throughout their visit that EMPIRE signage was posted throughout the classrooms, in outdoor areas and many students and staff wear EMPIRE shirts and sweatshirts.

The FHS self-study cited another part of the transformation of Farmersville school culture through the integration of Social Emotional Learning (SEL) and support system. The FHS self-study states that they have utilized an SEL platform called Suite 360-SEL to provide lessons addressing social-emotional needs and concerns that are used every Monday in ELA classes. They report this same platform also allows support staff to track data on specific students in conjunction with behavior and progress tracking through Aeries and Panorama. FHS states they have employed a behavioral counselor who utilizes the Safe Student Intervention Program (SSIP) to provide a number of student supports following SEL or discipline issues such as conflict mediation, restorative justice meetings between student-to-student and student-to-teacher. The behavioral counselor also uses SSIP to provide skills based guidance and daily monitoring and check in to encourage positive behavior. FHS has also has posted resources for students including the Suicide Awareness National Hotline, TCOE Mental Health Services as well as creating a Resources Brochure which includes a variety of contact information for Farmersville and Visalia community groups. While some data was made available regarding these programs, the VC noted that little to no analysis was done in the self-study to correlate the effectiveness of these SEL programs on discipline and behavioral data and academic outcomes.

***School Culture and Environment that supports high achievement for all students.***

**Visiting Committee Rating (select one):** **Highly Effective** Effective Somewhat Effective Ineffective

**Narrative Rationale:**

Farmersville High School provides a clean, safe and welcoming environment for all students and staff. The culture of the school promotes a sense of care and unity that values each student's unique differences and fosters a positive learning environment.

**E3. Personal, Social-Emotional, and Academic Student Support Criterion**

To what extent do all students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community?

**Visiting Committee Comments**

The Farmersville High School self-study cites the use of several strategies and partnerships to help students meet their academic needs. FHS highlighted their tutoring program during their

After School Program (ASP) and the use of APEX for credit recovery. According to their ASP newsletter, they have three tutors available who have either graduated from college or are current college students. ASP also includes activities in their student lounge and clubs to provide students with ways to connect with their peers and opportunities for community service. According to the ASP newsletter, FHS offers 8 clubs for students to attend. While some data was collected regarding ASP attendance, little to no analysis has been provided in the self-study regarding the effectiveness of the tutoring program on academic performance. In speaking with students and staff Focus Groups, tutoring has not been well attended, citing conflicts with sports practices and family obligations. APEX credit recovery has also been made available to students who are credit deficient. According to the administration, 19% of the student population is currently enrolled in APEX courses for the 2022-2023 school year. Conversations with administration and individual APEX instructors said that the high enrollment numbers are due to high failure rates during pandemic closures during the 2020-2021 and asynchronous learning during the 2021-2022 school year. No specific failure rates were cited in the self-study report.

FHS notes that differentiated instruction is provided in many English Learner (EL) classes and teachers are expected to differentiate instruction with students receiving Special Education (SpEd) services or 504 accommodations. Their self-study notes that FHS has struggled with filling bilingual instruction aides and other support positions. Within their EL population, FHS states they have leveled English Language Development classes to correspond with their EL levels and they have two SpEd teachers and one SpEd aide to assist teachers in providing accommodations identified by their IEP or 504 plan. According to Focus Group interviews, SpEd teachers teach study skill courses for 1-2 periods a day and then push into general education courses to support instruction. FHS also has an AVID Elective class to teach organizational and study skills to encourage students to pursue a college track. In addition, FHS has also made college partnerships with UC Merced through their Talent Search program and the College of the Sequoias TRiO program to monitor FHS student progress and assist students in transitioning to college including college applications, completion the Free Application for Federal Student Aid (FAFSA) and the California Dream Act application (CADAA).

Farmersville High School states that they have utilized a number of approaches to support the social emotional and academic needs of all students. FHS staff has also stated that they have incorporated the platform Panorama into their data analysis which allows them to pull grade data and survey information in order to provide targeted intervention. They stated that they have implemented lessons and rewards centering around the principles of their EMPIRE initiative which focuses on a new principle each month and includes tickets and drawings for students demonstrating these principles.

FHS has also hired two intervention teachers whose sole focus is working with core subject teachers in Response to Intervention (RTI). According to the Intervention Teacher Duties and Responsibilities, they attend PLC meetings to disaggregate data, create RTI assessments, and co-teach with core subject teachers to create a leveled environment for students to relearn concepts and allow students who have acquired concepts to extend their learning. This process is reportedly a new model implemented within the last two years. Insufficient data analysis exists within the report on whether or not the RTI efforts have had an impact on student achievement.

***Personal, Social-Emotional, and Academic Student Support* that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective    Effective    **Somewhat Effective**    Ineffective

**Narrative Rationale:**

The recent development of FHS's Multi-Tiered System of Supports (MTSS) and behavioral expectations through EMPIRE shows promise. Low participation rates in co-curricular activities and After School program is concerning.

## **CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH**

**Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:**

- Open communication exists at all levels of the Farmersville staff.
- Relationships are valued, as evidenced by the positive rapport between students and staff who readily support one another.
- Farmersville is a clean, well-maintained campus where students and staff feel safe and welcomed.
- Farmersville staff actively builds community partnerships to create relevant learning experiences and promote active involvement in the local community.

**Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:**

- Continue to expand parent involvement and engagement opportunities.
- Continue to expand the outreach and supports provided through Multi-Tiered System of Supports (MTSS) and behavioral expectations through EMPIRE.
- There is a need to formalize discipline processes to provide better clarity to students and staff.
- There is a need to emphasize increased data analysis in order to refine and focus systems of interventions for specific student groups as well as individual students.

**Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Campus and classroom observations
- Parent, classroom, and district Focus Groups
- WASC self-study report

## Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

### Schoolwide Strengths

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification:

- Farmersville is a clean, well-maintained campus where relationships are valued, as evidenced by the positive rapport between students and staff who readily support one another.
- Abundant resources are provided by FHS and FUSD to support student growth and achievement through professional development and program support.
- There are a wide variety of CTE pathways and electives offered that are placed on the master schedule based on student voice and choice.
- Staff demonstrates a willingness to increase capacity for instructional techniques through professional development and PLC collaboration.

### Schoolwide Growth Areas for Continuous Improvement

Farmersville High School listed the following as their growth areas.

- Programs for new staff orientation.
- Challenging work- improved DOK
- Alignment of instruction with feeder schools
- Need trained/knowledgeable support personnel (aids, etc.)
- EL support and progress monitoring

It was discussed with FHS leadership that these felt not complete with respect to making them student centered and measurable. It was requested that as they are working on their follow up action plan that growth areas should be reconsidered/reworded and possibly blended with the items listed below.

The visiting committee has identified the following concrete, specific growth areas that need to be addressed:

- There needs to be fidelity to the WASC process where meetings occur and programs are analyzed continuously between cycles.
- There is a need to update the SLOs with the input of all stakeholders to provide specific, measurable outcomes towards student achievement.
- There is a need to improve data analysis processes in order to improve student outcomes and direct professional development efforts.
- There is a need to develop improved DOK levels throughout units of instruction and strategies for differentiating instruction to support all students' needs.

## Chapter 5: Ongoing School Improvement

The action plan for FHS exists as the SPSA. This document is updated yearly and aligned with the LCAP. FHS has created a crosswalk that aligns WASC goals, SPSA, and LCAP.

The SPSA is based on the three goals listed below.

1. Increase student performance in English, English Language Development, and Mathematics.
2. FHS will maintain a clean, healthy, orderly, safe environment that supports students achieving Student Learner Outcomes.
3. Increase parent involvement to support student learning and achievement of Learner Outcomes

The SPSA contains current data as well as measurable outcomes for the year. Long term goals are missing from the self-study and should be addressed when creating the updated action plan.

**Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.**

**Visiting Committee Rating (select one):** Highly Effective    Effective    **Somewhat Effective**    Ineffective

**Narrative Rationale:**

Governing expectations and academic standards are clearly identified and followed. There are not clearly defined SLOs or a graduate profile that are measurable to show student progress.

**The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective    **Effective**    Somewhat Effective    Ineffective

**Narrative Rationale:**

There are identified areas of need within the SPSA. These areas specifically include annual goals and strategies to achieve goals. There is a lack of long-term planning or goal setting apparent in the self-study and SPSA.

**The capacity to implement and monitor the schoolwide action plan/SPSA.**

**Visiting Committee Rating (select one):** Highly Effective    Effective    **Somewhat Effective**    Ineffective

**Narrative Rationale:**

While there have been identified growth goals with the SPSA, there has not been a demonstration of regular progress monitoring to evaluate whether FHS has achieved their expected outcomes.

### Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.				<b>X</b>
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.			<b>X</b>	
Vision and Purpose (A1)			<b>X</b>	
Governance (A2)			<b>X</b>	
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)				<b>X</b>
Staff: Qualified and Professional Development (A4)		<b>X</b>		
Resources (A5)		<b>X</b>		
Resources (Charter only) (A6)				
Rigorous and Relevant Standards-Based Curriculum (B1)			<b>X</b>	
Equity and Access to the Curriculum (B2)		<b>X</b>		
Student Engagement in Challenging and Relevant Learning Experiences (C1)			<b>X</b>	
Student-Centered Instruction through a Variety of Strategies and Resources (C2)			<b>X</b>	
Reporting and Accountability Processes (D1)			<b>X</b>	
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		<b>X</b>		
Parent and Community Engagement (E1)	<b>X</b>			
School Culture and Environment (E2)	<b>X</b>			
Personal, Social-Emotional, and Academic Student Support (E3)			<b>X</b>	
Acceptable progress by all students			<b>X</b>	
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need		<b>X</b>		
Capacity to monitor and implement the schoolwide action plan/SPSA			<b>X</b>	