

**ACS WASC/CDE PROBATIONARY VISIT
VISITING COMMITTEE REPORT
ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FARMERSVILLE HIGH SCHOOL

631 East Walnut Avenue
Farmersville, CA 93223
March 18th and 19th, 2025

Visiting Committee Members

Karen M. Boone, Chair
Assistant Director, Clovis Unified

Jon Steinmetz
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I. School Description/DEI/Involvement of Stakeholders

Farmersville High School has a population of 714 students, two administrators, thirty-seven teachers, five instructional aids/support staff, three counselors, a social worker and school psychologist, two campus safety personnel, and more than a dozen support staff from the front office, cafeteria, and custodial areas. FHS has approximately 85 students concurrently enrolled in courses at the Community College of the Sequoias. One of the unique strengths of FHS is the nine Career Technical Education (CTE) Pathway Programs.

The greatest student group is Hispanic or Latino at 95%. 3.6% of the remaining 5% is White, and Asian, Filipino and American Indian or Alaska Natives make up the remaining 1.4%. 25% of the student population is classified as English Learners, and 80% of the student population is socioeconomically disadvantaged.

Staff demographics are as follows:

Ethnicity	All Staff Members
Hispanic	52
White	28
American Indian	2
Chinese	1
Korean	1
Total	84

Farmersville High School promotes diversity, equity, inclusion (DEI), and equitable student access to programs through several key initiatives:

1. Inclusive Curriculum: The school integrates diverse perspectives into its curriculum, ensuring that students learn about different cultures, histories, and viewpoints.

2. Professional Development: Teachers and staff participate in regular professional development focused on DEI. This training equips educators with the skills and knowledge to create inclusive classrooms and address any biases.
3. Student Support Services: The school offers various support services, including counseling and mentoring programs, to help all students succeed. These services are designed to address the unique needs of students from diverse backgrounds.
4. Equitable Access to Programs: Farmersville High School ensures that all students have access to advanced placement (AP) courses, extracurricular activities, and other programs. They actively work to remove barriers that might prevent students from participating.
5. Student-Led Initiatives: Students are encouraged to take an active role in promoting DEI through clubs, organizations, and events. These initiatives provide students with leadership opportunities and help create a more inclusive school environment.

Farmersville High School's WASC committee realized that collaboration with their stakeholders and educational partners was an essential component in creating a comprehensive and accurate Progress Report. Engagement of those stakeholders included the following:

1. Formation of a Review Committee: The site held meetings with site and District administrators, teachers, parents and community members.
2. The site used professional development time to seek input from teachers throughout the process.
3. Parent advisory and other site meetings. During these meetings, the site team presented initial drafts and gathered additional input. These events were well-publicized to ensure maximum participation from the school community.

The initial draft of the Progress Report was shared with all stakeholders for review. The WASC committee incorporated their feedback and made necessary revisions to ensure the report accurately reflected the collective input.

The final version of the Progress Report was presented to the teachers and staff and other key stakeholders for approval. This transparent process ensured that the report was a true representation of the school's progress and future plans.

II. Significant Changes and Developments

Farmersville High School has undergone significant leadership, structural, and instructional changes to drive continuous improvement and student achievement. Strategic staffing adjustments have played a key role in these improvements, including the introduction of new leadership positions and expanded academic support. These leadership roles have strengthened oversight, improved decision-making, and facilitated goal implementation. Additionally, the addition of a full-time academic coach has provided teachers with valuable support and resources.

A foundational shift was the development of a new mission and vision statement, which serves as the basis for the school's core values. These values are currently being shaped by the Guiding Coalition, a team of teacher leaders.

Efforts to enhance PLCs began with training through Solution Tree and continue through weekly PLC meetings and bi-weekly professional development led by site leadership. PLCs are focusing on essential standards, formative assessments, and data analysis to improve instructional practices and student outcomes.

Instructional shifts have been guided by feedback from the previous WASC visit, with a focus on increasing classroom rigor. This has been supported through targeted professional development, additional resources, and coaching. Additionally, there is a sitewide emphasis on supporting multilingual students, particularly through vocabulary development. Teachers have received training on effective instructional strategies to enhance language acquisition.

Parents, board members, and district leadership have noted significant improvements in communication over the past year. This has been driven by the enhanced use of the ParentSquare application and a commitment to greater transparency from site administration. Leadership has also prioritized aligning staff through clearer communication and collaboration.

These comprehensive changes reflect Farmersville High School's commitment to fostering a culture of continuous growth and academic excellence.

III. Progress on Student Profile Data, the Identified Growth Areas, Major Student Learner Needs, and the Implementation of the Schoolwide Action Plan/SPSA

The school's state testing data reveals significant growth in ELA scores, but slight growth or slight decline in the math and science scores.

23 - 24 Testing Data

Test	22 - 23 Percent Met or Exceeded	23 - 24 Percent Met or Exceeded
ELA	33%	49%
Math	5%	8%
Science	18%	15%

Farmersville High School's Action Plan Goals and Major Student Learner Needs are listed below along with the evidence the Visiting Committee was able to note for each claim.

Action plan Goal	Major Student Learner Needs (MSLN's)	Evidence
Action Plan Goal #1: Improve student academic performance by increasing the percentage of students scoring Meets or Exceeds standards on the ELA and Math state assessment.	<ul style="list-style-type: none"> • Students are struggling in significant areas of ELA in Reading Comprehension, Writing & Research. • English Language Development for student progression in Proficiency is low. • Students struggle in significant areas of math achievement, including math practices, algebra functions, and modeling. 	<ul style="list-style-type: none"> • ELA scores increased from 33% met or exceeded to 49% met or exceeded. • Math scores remain stagnant and well below state average.

<p>Action Plan Goal #2 Increase Academic Achievement of Learners with Training, Support and Systems alignment with Improving Educators Tier 1 Instruction with Evidence of Student Learning, Increased Rigor (DOKs), and Shifting the focus to Student Learning, Not Teacher Delivery of Content</p>	<ul style="list-style-type: none"> ● Increased Academic Expectations 	<ul style="list-style-type: none"> ● School administration has reframed focus to “what are students learning?” from “what are teachers teaching?” ● Academic coach for intentional planning and modeling for increasing rigor (DOK) ● Identification and unpacking of essential standards in conjunction with the creation of common formative assessments
<p>Action Plan Goal #3: Increase Parent & Community Engagement</p>	<ul style="list-style-type: none"> ● To establish and expand structured opportunities for parents and community stakeholders to actively participate in the educational process. 	<ul style="list-style-type: none"> ● Workshops through the Parent Institute for Quality Education ● “Lunch on the Lawn” family days ● Parent informational nights ● Parent involvement in WASC process
<p>Action Plan Goal #4 Improve Staff Development & Systems Improve Student Academic Achievements & SLOs</p>	<ul style="list-style-type: none"> ● Increased academic rigor and engagement of relevant lesson content in the core subject areas, Increased expectation of student 	<ul style="list-style-type: none"> ● Weekly protected PLT time and Professional development time have been prioritized. ● Initial work has begun on DOK and Increased Rigor

	<p>engagement, & Leadership/Staff commitment to the Cycle of Improvement based on the collaboration of data.</p>	<p>through weekly professional development</p>
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Farmersville High School's Growth Areas and the progress the VC was able to validate is as follows:

1. Ensure Fidelity to the School Improvement Process: There is evidence that the new WASC Committee made great efforts to adhere to the WASC process. The Visiting Committee did not observe a prioritization of the SLO's, but the school has made strides in improving stakeholder collaboration.
2. Update Schoolwide Learning Outcomes (SLOs) that Involve Stakeholder Involvement: Evidence highlights the active involvement of parents, community members, and teachers in decision-making, contributing to the school's growth and progress. Their engagement supports ongoing efforts to advance the Action Plan.
3. Data Analysis–Evidence of Student Learning through Professional Development and Systems: The school has begun to implement professional development, identified key essential standards and incorporated initial common formative assessments. The school has begun to develop a standardized data analysis system, complete with protocols and set goals for the 24 - 25 school year.
4. Develop Improved DOC Levels Throughout Units of Instruction for all Students: The school has added an academic coach who works with the teachers to use data to inform their instruction. Professional development has included Depth of Knowledge (DOK) training.

Farmersville High School has made significant strides in addressing schoolwide needs through leadership changes, instructional improvements, and strengthened collaboration. While these efforts have laid a strong foundation for growth, there is still much work to be done. Ongoing initiatives, such as refining PLCs, enhancing academic rigor, and expanding support for multilingual students, require continued focus and commitment. The school remains dedicated to building on this progress to ensure sustained improvement and student success.

As a result of site and district leadership changes and their commitment to improved student learning, the staff is well-poised for the next steps. These next steps include refining the selection of mastery standards, creating common formative assessment that teachers can use to make decisions about their instruction, and continuing to improve the PLC process.

IV: Revised Schoolwide Action Plan: The Visiting Committee recommends the following changes to the Current Action Plan goals.

Current Action Plan Goals	Suggested Revision
<p>Action Plan Goal #1: Improve student academic performance by increasing the percentage of students scoring Meets or Exceeds standards on the ELA and Math state assessment.</p>	<p>Leave As Is</p>
<p>Action Plan Goal #2 Increase Academic Achievement of Learners with Training, Support and Systems alignment with Improving Educators Tier 1 Instruction with Evidence of Student Learning, Increased Rigor (DOKs), and Shifting the focus to Student Learning, Not Teacher Delivery of Content</p>	<p>Action Plan Goal #2 Increase student academic achievement within the PLC framework through structured instructional practices that are informed by data analysis.</p>
<p>Action Plan Goal #3: Increase Parent & Community Engagement</p>	<p>Action Plan Goal #3 Expand opportunities for parents and community members to actively participate in the decision-making process for school initiatives.</p>
<p>Action Plan Goal #4 Improve Staff Development & Systems Improve Student Academic Achievements & SLOs</p>	<p>Action Plan Goal #4 Clearly define and integrate Student Learner Outcomes, continue to refine the PLC process, and narrow the focus of professional development to address targeted growth areas.</p>