

**SELF-STUDY VISITING COMMITTEE REPORT**  
**ACCREDITING COMMISSION FOR SCHOOLS,**  
**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**  
**CALIFORNIA STATE DEPARTMENT OF EDUCATION**  
**FOR**

**TURLOCK HIGH SCHOOL**

1600 East Canal Drive,

Turlock, California 95380

**Turlock Unified School District**

**October 9-11, 2023**

**Visiting Committee Members**

Nancy Brownell, Chair Vice President, WASC

Dr. Jonathan Schild, Director, WASC

Dr. Mary Beth Boyer, Education Program Consultant

California Department of Education

Dr. Elizabeth Statmore, Teacher, Lowell HS

Jenna Chavez, Principal, Parlier HS

Josh Escobar, Teacher, Tranquility HS

**NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.**

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
- **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
- **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
- **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

## Introduction

Turlock High School (THS) was established in 1906 and has served the Turlock community in Stanislaus County for over 100 years, serving a socially and ethnically diverse student body of approximately 2,500 students. Turlock Unified School District has two comprehensive high schools that support the local community. THS is the home school for the students who live in the south and eastern quadrants of the city, and the rural areas south and west of the city limits. Various clubs provide inclusive opportunities for student involvement. One LCAP goal is to create equitable practices and experiences for all students and staff to mitigate social inequalities and embrace human diversity. The school team continues to identify ways in which the activities they support all students to become connected and a part of the school community.

Turlock High School engaged in highly collaborative educational partners' involvement process for the 2022-2023 WASC Self-Study. Approximately 178 of the 190 employees participated in some capacity in the WASC process. All 125 certificated staff, 5 classified staff, seven parents, 14 students, 7 community members and 7 district administrators served on the WASC committee. On September 29, 2022, the principal and WASC coordinator met with 31 students and explained the WASC process and invited all of them and a parent to be on the committee. Ongoing conversations during the school year included Focus group meetings, 2 faculty meetings, 2 student leadership meetings (Student Congress), 3 parent meetings (School Site Council), 1 Child Nutrition meeting, and 1 classified meeting. Also, multiple times PLC time was used to discuss specific Self-Study Findings based on the Focus Group meetings and student work data analysis. All of these discussions led to a strong program analysis and self-study.

**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:** Self-study focused on continuous improvement and an analysis of school effectiveness. School leadership, instructional staff and other stakeholders/educational partners (e.g., Board, administration, parents, support staff, older students, community members are involved in data review, analysis and dialogue about the school's effectiveness and perceived strengths and growth areas.

## Chapter 1: Progress Report

### Significant Developments

Since the last full self-study THS has had significant developments and changes in administration: a new principal, teacher personnel, paraprofessional personnel, EL Newcomer support, embedded student social support, and school wide technology improvements. Forty new teachers and 13 new paras have been hired since the last visit. The English Learner (EL) Newcomer subgroup has grown and is better served since the last visit with the modification of the schedule, which allows students to more easily transition through the varying ELD levels.

An embedded intervention and enrichment homeroom was added for the 2022-23 School called the “Bulldog Community” period for breakfast in the classroom, school announcements and community building between teachers and students. Though it did not offer intervention/enrichment, it did offer social connections between students and helped to build support for a true MTSS (multi-tiered system of support) model. As mentioned in Chapter 1, the Bulldog Community program has been replaced with the Bulldog Boost program this year. The school technology infrastructure has been updated allowing access to WIFI for all classrooms and all students to use their individually-assigned chrome book. Also, each classroom has had an interactive Promethean Board installed. Bulldog Boost is in the early stages of implementation, with this year as the beginning of the ongoing efforts to provide more strategic academic, social emotional and enrichment

### Process to Monitor Progress

On a regular basis, leadership teams meet including Bulldog Council (PLC leads), the MTSS Committee, and Department Chairs to review site goals, progress on goals, and actions needed to improve student achievement. On a quarterly basis, THS’s School Site Council (SSC) meets to review current data of all students’ academic progress, to close the existing achievement gap, encourage increased parent and student participation in school events/activities and seek ideas to best improve our school wide practices as aligned to SPSA and district LCAP goals.

### School Progress

Goal #1: Increase technology resources in the classroom and at home, including the rollout of 1-to-1 devices. Integrate technology into all curricular areas to support student learning. Adjustments have led to positive school growth and increased technology.

- During the 2019-2020 school year, all students were issued a Chromebook for use at school and at home. Most teachers use Google Classroom as well as other Google Apps for Education. Many digital tools have been used to support student learning and to enhance Engagement, including GoGuardian, Turnitin, Read180, Lexia, EdPuzzle, Edulastic, Desmos, Kami, and Nearpod.

Goal #2: Continue to develop and expand CTE pathways to prepare students for the workforce and articulate CTE courses with UC “A-G” standards.

- THS has added several CTE pathways to its course offerings such as Agriscience, Broadcast Production, and Criminal Justice, to name a few. All new and existing CTE courses

are submitted to the UC High School Articulation office for “A-G” approval, and many CTE courses are now articulated with our local community college. CTE pathways continue to be a strength of the school with many options for students.

Goal #3: Implement school-wide strategies, such as intervention classes, to help subgroups improve literacy, math skills, college/career readiness and access universal support periods within the school day.

- Finding has led to positive school growth, in-class intervention time such as flextime and What I Need To Know (WIN), and the launch of the “Bulldog Boost” program, which offers in-school, embedded intervention/enrichment periods. The administration and staff continue to seek ways to support students within the school day and outside of the school day. Bulldog Boost is in its launch phase and early implementation. Students make their selections of Boost labs on Mondays during the homeroom period, using the Enriching Students software program. This software is new for both teachers and students and the range of options for Boost labs is still evolving. Through the Enriching Students software, teachers can flag students for mandatory interventions for review periods and/or missing assessments. The new Bulldog Boost program shows tremendous promise so far, but it needs additional time to be integrated into THS school life and to have the desired impacts on students’ academic and social-emotional well-being. The Visiting Committee found great enthusiasm for Bulldog Boost so far among all stakeholder communities, including faculty, staff, parents and students.

Goal #4: Create a program that encourages and celebrates success and improvement with incentives to help decrease suspension rate, improve attendance and tardy rates, and improve grades.

- Finding has led to positive school growth ideas, a strong PBIS team, and a consistent push from leadership to explore positive incentive systems. Schoolwide strategies encourage and celebrate student success. Link Crew leadership continues to offer existing activities and new ones are under development, including PBIS meetings, the Superintendent’s Student Forum, and Student Congress. This is an area that is being developed by the PBIS team in conjunction with the county office of education. Suspension rate and daily attendance rates continue to be areas of concern and strategies are focused on reinforcing desired behaviors while implementing consistent consequences for negative ones. Current data shows a 63% drop in suspensions from this time last year.

Goal #5: Expand access to professional development opportunities, especially relating to the utilization of 21st century technology in the classroom.

- The pandemic brought on the need for quick technology and quick professional development. Since the last WASC visit, teachers have been trained in the use of technological platforms to meet the needs of distance learning and the classroom of today. Google Classroom Suite and numerous apps are now readily available to teachers. Ongoing technology training sessions are provided during lunch, after school, and during faculty meetings by Lead Tech Teachers and the Coordinator of Education Technology. Publishers provide in-depth, curriculum-specific tech training to teachers and teachers continue to seek new ways to integrate technology into teaching and learning more collaboratively, to increase student engagement.

Prior accreditation findings are reviewed and contribute to continuous school improvement. The school reviews action plan/SPSA progress and shares with the school community. The schoolwide action plan/SPSA is updated as needed and progress is shared with educational partners.

**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:**

Prior accreditation findings are reviewed and contribute to continuous school improvement. The school reviews action plan/SPSA progress and shares with the school community. The schoolwide action plan/SPSA is updated as needed and progress is shared with most educational partners.

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

Turlock High School Demographics – 2,475 Students in 2022-23

AA	AI or Native Alaskan	Asian	Filipino	Hispanic Latino	Pacific Islander	White	Two or More	Not Reported
47	15	60	3	1577	10	714	26	23

During the 2022-23 school year, staff collaborated to update our site’s vision and mission statements as well as our schoolwide learner goals and expectations:

**Turlock High School Vision Statement**

THS scholars will be well-rounded citizens who are self-motivated, culturally aware, critical thinkers, and problem solvers.

**Turlock High School Mission Statement**

THS is a diverse, inclusive, and collaborative learning community that engages all students in opportunities for future success.

School Wide Learner Goals: Thinkers, Hard-workers Self-motivators, PBIS Behavior Expectations, and Safe Respectful Responsible

**Student Demographics and Data**

Turlock High School provides support to over 500 students who are classified as English learners. Students receive ELD support in SDAIE content courses. EL Newcomers’ Academy

offers designated support for students throughout their school day. This includes a two-period block for English, SDAIE content courses, and paraprofessional push-in support.

English Learners

	2022-23	2021-22	2020-21
English Learners	558	507	460
Fluent English Proficient	747	684	654
Newcomers	55		

Student performance data from the 2022 CAASPP ELA demonstrated the following:

All Students (577 Students)	14 points below standard
English Learners (119 Students)	108.8 points below standard
Socioeconomically Disadvantaged (321 students)	35.9 points below standard
Students with Disabilities (73 students)	159.7 points below standard
Hispanic (343 students)	28 points below standard
White (191 students)	6.8 points below standard

Student performance data from the 2022 CAASPP Math demonstrated the following:

All Students (576 Students)	105.6 points below standard
English Learners (118 Students)	186.7 points below standard
Socioeconomically Disadvantaged (319 students)	127.5 points below standard
Students with Disabilities (72 students)	232.3 points below standard
Hispanic (340 students)	128.6 points below standard
White (192 students)	75.9 points below standard

**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:**

Multiple measures show growth targets being reached for some identified student groups based on the major student learner needs, the academic standards and the schoolwide learner goals. Emphasis is evolving to ensure a diverse, equitable and inclusive environment for all students. Recognition by many stakeholders/educational partners for continuous improvement exists to ensure students are prepared with creative and critical thinking skills, communication skills, and other 21st century skills/global competencies.

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

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

##### **A1: Vision and Purpose**

To what extent a) has the school established a clearly stated vision and purpose reflecting students’ needs, current educational research practices, with a focus on diversity, equity, and inclusion and a belief that all students can achieve?

To what extent is the school's purpose further defined by schoolwide student goals/graduate profile and the academic standards, supported by the governing board and the district LCAP?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

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

##### Visiting Committee Comments

Changes made to the vision and mission statements, and schoolwide learner goals reflect feedback provided by students, parents, teachers, and administration during the WASC review process, and they also reflect the school’s desire to focus more on students’ needs given the current educational climate and emphasis on creating an equitable educational atmosphere for all students. Our new statements are based on the school’s expectation for student learning, established graduation requirements, National and State Content Standards, college entrance requirements, and students’ needs and interests and reflect our values of being a diverse and inclusive community.

THS’s vision, mission, mantra, and schoolwide learner goals are posted in all facilities on campus, as well as on the THS Website. These documents are also published in the Daily Bulletin, THS Course Directory, THS Student Handbook, and on various correspondences mailed home to parents/guardians throughout the year.

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

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

**Narrative Rationale:**

The school has a clearly stated vision and purpose reflecting students’ needs, current educational research-based practices, with some attention to equity, inclusion and a belief that all students can learn and achieve. Processes are in place to ensure involvement of educational partners in the development and periodic review and refinement of the vision and purpose, and schoolwide learner goals. Communication processes are in place to ensure understanding of the vision, purpose and schoolwide learner goals/graduate profile.

**A2: Governance**

To what extent is school’s purpose aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

**Visiting Committee Comments**

The Turlock Unified School District is supportive of Turlock High’s goals and actions to meet the needs of all students. THS’s schoolwide goals are aligned to the District’s LCAP goals. Alignment of systems continues to support site-based efforts in regard to curriculum alignment, common assessments, professional development, student services, demographics, assessment, and accountability. THS, District, and County initiatives all focus on common efforts related to effective instruction, student accountability, English Learners, and students with special needs.

The School Board monitors school achievement through CAASPP assessments. The District has formed an LCAP Advisory Committee which includes District and site personnel, classified and certificated staff, parents, students, and community members. The Board receives two budget reports per year and approves appropriate spending. Additionally, a Parent Advisory Council meets monthly with the Superintendent to share ideas and concerns related to education in the TUSD; the Superintendent also meets regularly with staff at a Quarterly School Site Forum.

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

**Visiting Committee Rating** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

The school’s purpose is fully aligned with governing board goals and focused on student achievement and well-being through data informed decision making. The school community has a clear understanding of the role of the governing board and how their decisions, expectations and initiatives guide the work of the school.

**A3: Leadership for Learning**

To what extent do the school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement?

To what extent is there evidence of accountability through implementing practices, programs and providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

#### Visiting Committee Comments

THS leadership groups work together to ensure schoolwide decisions, programs, procedures, and course offerings focus on THS's academic standards. The school community and leadership work together to develop a positive school culture, to celebrate excellence in both academic and co-curricular areas, and to encourage and challenge all students to achieve their highest potential. All school stakeholder groups have formal and informal opportunities to share new ideas and provide input for school-wide policies, programs, and decisions with the goal of improving student achievement. THS effectively analyzes data through a Bulldog Council composed of PLC Leads. Areas such as effective teaching practices, academic rigor, and student accountability are discussed and reviewed by this Council who then consult with the Administrative Team on suggested areas of focus.

Collective achievement data is reviewed with all staff during the first month of school, highlighting areas of strength and those areas in need of immediate attention and emphasis. Annual achievement data is collected and shared with PLCs. Department Chairs work with the counseling team to revise the course directory annually to ensure all prerequisites and courses are aligned to standards and district requirements. Information is sent to parents and students in the "Round-Up Packet" (e.g., District Technology Use Agreement, Healthy Families application, Free and Reduced Lunch application, Medical Emergency Card, etc.) annually. A combination of school correspondences, progress and grade reports, TUSD Family Link, THS's Website, and Parent Square keep parents apprised of their students' academic progress and achievement and availability of interventions and support programs.

THS's Academic Plan analysis emphasizes data analysis, a review of current research, and involves partners. Data analysis guiding the following year's action plan begins at the onset of the school year, when various groups (e.g., departments, PLC's, School Site Council, Bulldog Council, ELAC) review schoolwide data that includes indicators such as CAASPP disaggregated student information, District Formative Assessments, suspension and expulsion data, California Healthy Kids Survey, and ELPAC. Turlock High School's four leadership bodies—Bulldog Council, Department Chairs, School Site Council, and administration team are composed of

administration, teachers, parents, students, and classified staff as appropriate. Staff members openly share concerns and suggestions with members of these leadership teams. The teams evaluate and act on areas of concern and communicate with staff. This process allows all staff a platform to voice their concerns or ideas.

Turlock High School maintains a strong correlation between time allocation, fiscal and personnel considerations, and material resources with THS’s Single Plan for Student Achievement. All allocations are aligned to THS’s five Action Goals/Identified Critical Academic Needs. All expenditures require specific reference to THS’s SPSA as well as to the District’s Strategic Plan.

**Leadership for Learning that supports high achievement for all students.**  
**Visiting Committee Rating (select one):** Highly Effective   Effective   Somewhat Effective   Ineffective  
**Narrative Rationale:**  
 The school’s leadership, faculty, staff and community members analyze data to determine student needs, select and implement aligned strategies to increase student success. The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementation of goals. The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

**A4: Qualified Staff and Professional Development**

To what extent do qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development?

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

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

**Visiting Committee Comments**

All policies, responsibilities and rights of teachers are detailed in the Turlock High School Faculty Guide. This includes an explanation of the evaluation process and improvement plan process for teachers receiving unsatisfactory evaluations. Contractually, all certificated staff are responsible for providing 180 days of instruction as well as completing 20 hours of co-/extra-curricular activities. Formal evaluations are performed on an annual basis per the CBA. Administrators also conduct informal observations and use Educational Rounds to provide

teachers and administrators a snapshot of effective instructional practices taking place across campus. Faculty interviews confirmed the effectiveness of these rounds, in that a majority use this to adjust their own instructional practices. THS supports the TUSD Induction Program and Intern Support Program for new teachers in their first two years of teaching. Each new teacher is paired with a veteran teacher for support in their respective academic area and collaboration on their professional preparedness and development in facilitating student achievement.

The District’s LCAP and Strategic Plan focus on professional development, opportunities for staff to improve their instructional practices. Through the Professional Growth Program, THS staff also has the opportunity to chart a personal professional development plan geared to their own areas of interest. The plan provides appropriate coursework for increased expertise while allowing advancement on the salary schedule. Turlock High School’s faculty and staff facilitate achievement of the academic standards and the Expected Schoolwide Learning Outcomes through their interactions with students, parents, staff members, and administration. THS’s current measurement to determine the efficacy of its professional development program is its graduation rate, which averages 94%. There are a few strategies in place to monitor the impact of professional development on classroom instruction but a more systematic approach would benefit students and staff.

The District and school site have established procedures to strive for full teacher and paraprofessional qualification in their assigned areas based on State certification requirements. New teachers are screened through both District Office Human Resources personnel and Turlock High site staff, including administration and department representatives. Clear systems of communication help all staff understand expectations for themselves and their colleagues in THS’s daily operational practices.

**Qualified Staff and Professional Development that supports high achievement for all students.**  
**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective  
**Narrative Rationale:**  
 Qualified leadership and staff facilitate achievement of student academic standards and schoolwide learning goals/graduate profile through preparation, induction and ongoing professional development. District and school procedures ensure that leadership and staff are qualified based on staff background and preparation. The longevity of teachers and staff and number of THS graduates here as teachers is impressive and continues to strengthen the culture of the school and the sense of community.

**A5: Resources**

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 student goals/graduate profile, academic standards, and college- and career-readiness standards?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**A5.1 Resource Allocation Decisions:** School leadership and staff are involved in resource planning and

allocation decisions aligned with student and personnel needs, and goals of the schoolwide action plan/SPSA and the LCAP.

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

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

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

**Visiting Committee Comments**

Identifying and responding to students' learning needs continues to be the focus of the Turlock Unified School District's professional development plan. The Turlock High School staff is effectively supported by the District's Educational Services team, all working to strengthen instruction and close the achievement gaps. At the site level, the SPSA guides efforts to determine areas where time, personnel, material, and fiscal resources for planning and professional development should be directed. All staff engage in both formal and informal conversations about student achievement through data sharing, experience, and student work samples. Individual departments determine what resources are needed and are involved in resource planning and allocation decisions.

The District has an established annual budget development process which aligns to the single budget adoption process in Education Code section 42127(i). Selected staff participate in the budget process, and public hearings are held in accordance with the Education Code. As part of the budget allocation process, both unrestricted and restricted funds are allocated to school sites for development of their own site budgets. The District has an independent auditor conduct a financial audit on an annual basis. The audit report includes reviews of internal controls, tests financial transactions, and reviews processes like handling of cash, student account records, and attendance reporting. The report is reviewed by the District which then addresses any comments recommended by the auditor.

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

**Visiting Committee Rating** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

School leadership, faculty and many staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and goals of the schoolwide action plan and the LCAP. Many transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

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

**Areas of Strength**

1. Technology access for teachers and students
2. Very strong, supportive Induction Program for beginning teachers
3. Collaboration in each of our different departments through PLCs

4. Collaboration on review of student assessment data.
5. Faculty and staff value the schools' leadership team for their open-door approaches, transparency and support to strengthen the culture of collaboration.

### Areas of Growth

1. Need to implement Embedded Intervention period to ensure students receive needed and timely interventions and other support and enrichment.
2. Need to continue updating facilities, especially portables to enhance the school learning environment.
3. Need to strengthen support for reducing chronic absenteeism and discipline issues through strong PBIS strategies, incentives as appropriate and other strategies.
4. Continue to support teachers to develop and implement effective and engaging interventions for Bulldog Boost and share successful strategies across departments.

## CATEGORY B: CURRICULUM

### B1: Rigorous and Relevant Standards-Based Curriculum

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

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

**B1.4 Curricular Integration:** There is integration between/among areas of study, academic standards and college- and career-readiness indicators.

**B1.5 Community Resources and Articulation and Follow-up Studies:** The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

### Visiting Committee Comments

Turlock High School (THS) effectively demonstrates a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Key aspects of an effective, rigorous, and relevant standards-based curriculum were demonstrated by the use of Professional Learning Communities (PLC) to guide instructional and intervention practices, an emerging enrichment/intervention/study hall system known as Bulldog Boost, adherence to California State Frameworks and Common Core Standards for core academic subjects, Advanced Placement courses, regularly reviewed Curriculum Maps, Credit Recovery Program, field/study trips, co-curricular activities, academic competitions, Naval Junior Reserve Officer Training Corp (NJROTC) course, PIQE

Program, and the opportunity to earn college credits at Merced College, Modesto Junior College, and California State University, Stanislaus.

From the self-study and through observations and conversations, the VC learned THS is in the process of reviewing new textbooks that align with the Next Generation Science Standards (NGSS) and faculty is needing to supplement curriculum to align with the NGSS.

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

**Visiting Committee Rating** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

The results from the self-study and visit provide evidence that most students participate in a highly individualized, relevant, and coherent curriculum which is aligned to the CCSS and College and Career Standards. There are supports and resources available to support and enrich the learning of most students, including the emerging Bulldog Boost program. Ongoing work is needed to align curriculum with NGSS standards.

**B2: Equity and Access to Curriculum**

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

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

**B2.2 Access to Curriculum, including Real World Experiences, by All Students:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school’s students.

**B2.3 Student-Parent-Staff Collaboration:** Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.

**Visiting Committee Comments**

Turlock High School (THS) effectively ensures most students have equal access to the school’s entire program and effectively prioritizes opportunity and advancement for most students. Students effectively receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

THS provides many college and career opportunities, co-curricular opportunities, competitive athletics, and various clubs to reach many students’ proper social endeavors, to best prepare students for postsecondary education, and to help students become productive employed citizens.

THS provides several Career Technical Pathways (CTE) including Agriculture & Natural Resources, Arts, Media & Entertainment, Ed, Child Development & Family Services, Engineering & Architecture, Business & Finance, Health Science & Medical Technology, Hospitality, Tourism & Recreation, Transportation, and Public Service sectors. Through classroom observations, the

visiting committee confirmed that THS has developed CTE pathways to provide college and career readiness that are relevant and of interest for students.

Credit recovery classes include an online program called Edgenuity, Success Skills classes offered before and after school, and a Bridge program for sophomores.

Three middle schools feed into THS. Each spring THS communicates with faculty and staff from the three sites in preparation for incoming eighth graders. THS also provides information sessions for students and showcases classes, clubs, sports, and other programs.

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

**Visiting Committee Rating** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

The results of the self-study and visit provided evidence that most students have equal access to the school's entire program and the school prioritizes opportunity and advancement for students including courses, pathways, and dual enrollment options. THS supports families from TK-12 so they are aware of each learner's needs and can assist in best meeting their educational and future goals.

**CATEGORY B: CURRICULUM**

**Areas of Strength**

1. THS has made significant progress in expanding and articulating a variety of CTE programs.
2. THS provides a breadth of opportunities for early college and college credit opportunities through California State Stanislaus, Merced College, and Modesto Junior College.
3. THS institutes numerous means of outreach for students and parents in an attempt to provide equitable access for all.

**Areas of Growth**

1. THS should dedicate time through professional development, PLCs, or similar opportunities to ensure Bulldog Boost is being implemented and measured to maximize student opportunity, align with school wide student goals, and support academic standards.
2. THS needs to provide professional development, department meetings, resources, and similar opportunities to review and adopt Next Generation Science Standards (NGSS) for cohesion across the science department, including the review and adoption of new instructional resources aligned to NGSS.

## CATEGORY C: LEARNING AND TEACHING

### C1: Student Engagement in Challenging and Relevant Learning Experiences

To what extent do all students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college- and career-readiness indicators?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

#### Visiting Committee Comments

Turlock High School prioritizes creating inclusive learning environments to foster responsible student development, utilizing performance data and tailored instruction to cater to individual student needs, while emphasizing rigorous academic standards and THS's Expected School-Wide Learning Outcomes (ESLOs). A new initiative, "Bulldog Boost," will be introduced to provide embedded intervention and enrichment opportunities. Despite a current A-G completion rate of 45.9%, indicating that about half of students meet college and career readiness criteria, THS is committed to enhancing this rate through differentiation strategies. Furthermore, the school offers dual enrollment programs in collaboration with Modesto Junior Community College and CSU Stanislaus, enabling students to complete college-level coursework at no cost during high school, and many CTE courses are articulated with local colleges, allowing students to earn college credits while attending high school.

Based on WASC committee observations most classes are based on standards reviewed by teachers through their PLC's and CFAs. In addition instructors create formative assessments/goals for students to show mastery in their studies based on the learning goals based on department goals. THS has increased the use of rubrics and CFA's based on the subject standards in their use of their new program Bulldog Boost. Teachers have been able to increase rigor throughout their courses as remediation or reteaching is mostly taking place during Bulldog Boost tutorials, which students are both allowed to elect to attend but can also be forced to attend based on their grade and learning needs. Bulldog boost has also allowed students in the middle and higher performing scales chances to delve deeper into enriching content. Bulldog boost has also allowed for community and culture building during their Enriching students program.

According to the self-study, students meet with counselors during 9<sup>th</sup> grade to set a road map for college and career, then every year they meet with counselors to check their progress on their roadmap plan and then make any adjustments they need to.

The visiting committee agrees that the assignments and expectations are clearly posted in classrooms displaying students learning expectations, as well as Google classroom. Visiting committee agrees that through teachers' syllabus and back to school nights offer additional ways for both students and parents to gain a better understanding of the expectations and course outcomes.

Through the WASC visiting committees meeting with THS staff and teachers Common Formative Assessments are worked on in weekly PLC's meetings, as well as at monthly department meetings, where students' scores are examined and discussed on how teachers can improve while also demonstrating ways for students to receive re-teaching and mastery of standards and or learning goals through Bulldog Boost tutorials.

Additionally, student work samples related to writing and computation are also reviewed regularly to better gauge students' scholastic aptitude. According to the self-study report there is a gap among all "high" and "low" learners evident in school data which is a self-identified growth area. Teachers indicated through conversations and observations that most students are able to receive needed assistance to achieve their learning goals through bulldog boost and the enriching students program through tutorials.

Based on the self-study reports survey data 69.3% of students feel that teachers adequately allow them to demonstrate their abilities. Based on observations, teachers seldom use student choices to engage in decision making about their own learning, strategic thinking and problem solving experiences through mastery of standards motivating students in their learning.

Students are able to show their mastery over learning expectations through retaking assessments with their instructors. Which has become a focus during their Bulldog Boost on Mondays and Tuesdays where student's complete test retakes during their tutorial sessions. This time has been reported through the WASC committee meetings and observations by staff and students as being extremely useful to free up their lunches as well as before and after school time, thus reducing stress on students and staff.

Students are able to have some effect on what is being taught in class through council meetings with the superintendent. Although this is a self-identified growth area by the THS self-study team. Survey data 97.4% of students surveyed agree that "teachers clearly or somewhat clearly explain what is expected of me at the beginning of every school year. This survey data also shows that 55.6% of students indicate that they know what they are supposed to learn in each of their classes, while 43.1% of students feel that they know what is expected of them in some of their classes. The WASC committee found that some students are able to choose how they show mastery in class by choosing differentiated tasks that all align with standards and or learning goals. Growing student voice in learning was also seen by the WASC committee through the Bulldog boost, in which students are able to select their preferred classes to find enrichment, tutorials, and various labs focused on content and club interest.

Based on the self-study report 69.2% of students indicate that teachers let me demonstrate what I have learned in different ways (i.e. quizzes, tests, essay, portfolios, presentations, projects), and 71.8% of students agree that some of their teachers allow the students to demonstrate mastery by providing retake assessment opportunities, of which this number should be increasing in the near future based on the WASC committees observation of Bulldog Boost which is allowing more students an opportunity to retake assessments. Of the students surveyed in the self-study, 39% agree that teachers have high expectations of the students and 35.8% agreed THS is doing a good job of preparing them for college and/or career, although in the WASC committees discussion with students nearly all students were agreeing that they were being adequate prepared for college and career.

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

**Visiting Committee Rating** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

Most staff understand what an equity centered learning environment is and work toward implementing it across the entire school. Most students experience an equity centered learning environment and are involved in challenging and relevant learning experiences. Learning and teaching reflect schoolwide goals, academic standards, and college and career-readiness indicators. Most students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

**C2: Student-Centered Instruction through a Variety of Strategies and Resources**

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking skills, problem solving, and application of learning?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

**C2.4 Career Preparedness and Applied Learning:** Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers. Most teachers use a variety of strategies and resources to create an equity-centered learning environment.

**Visiting Committee Comments**

WASC committee agrees that THS teachers employ a variety of teaching strategies to address the diverse learning needs of all students. Strategies include visual aids, vertical math boards, think-pair-share approaches, TQM (total quality management) and TPR (total physical response) methods, interactive notebooks, modeling/demonstration, think-aloud, gallery-walks, Cloze-notes, graphic organizers, sentence frames, academic language frames, classroom debates, jigsaws, classroom carousels, investigative processing, scaffolding, chunking techniques, and collaborative groups and Socratic seminars. In addition, the Agriculture Department and CTE classes focus on project-based learning at the TUSD Farm with projects involving animals and plants. The visiting committee agrees that the strategies used by THS staff rely on best teaching practices which emphasize focused lessons, purposeful groupings, embedded language acquisition skills, with continuous monitoring and assessment of student mastery to better support students and help facilitate high level academic conversations.

Student Voice and Agency was observed by the WASC committee in several ways starting with growing student ability to show mastery over the standards by retaking assessments and of being reassessed in their work when they have not yet met expectations. Students are able to receive tutoring help during bulldog boost. In addition, Students gain agency through participating in the Student Congress as well as in council with the superintendent wherein they discuss teachers, student support, safety, as well as curriculum.

The Visiting committee agrees that students use Google Classroom for assignments. The Campus has moved to a 1:1 ratio of student to device. Classrooms all have ChromeBooks, Promethean boards or connected televisions. This technology assists with differentiation of instruction. Learning targets and classroom goals are posted in class and on Google classroom, Parent Square, AP classroom, as well as a live Turlock Today weekly school announcements. Teachers also use various apps to remind students of upcoming assignments and tests as well as school activities.

At THS students gain career and college preparedness through several ways. Their A-G Completion rate is 45.9% which shows less than half of students are college ready and is a self-indicated area of growth. The low scores may be caused by a difference between high performing and lower performing students regarding their reading and writing skills. More focus should be placed on addressing the reading and writing skills on campus of lower performing students, which could be assisted in offering honors classes to better serve student populations based on their academic fortitude.

Many students are enrolled in Dual enrollment courses through their local Junior college and or their local 4-year college. In addition, they have 19 AP classes with three quarters passing with a 3 or higher on the exam. THS also has pathways through the CTE programs that at least some of which have a connection to local colleges where students can earn college credit. Nearly all classes are standards based and instructors create formative assessments/goals for students to show mastery in their studies.

WASC committee agrees with the self-study that students meet with counselors during 9th grade to set a road map for college and career, then every year they meet with counselors to check their progress on their roadmap plan and then make any adjustments they need to prepare for their exit out of high school. THS also has Specialized Counselors that focus on helping students as well as parents understand learning targets, CFA data, and mastery of subject matter.

Based on the self-study report survey data 39% agree that teachers have high expectations of the students and 35.8% agreed that THS is doing a good job of preparing them for college and/or career. This is a self-identified area of growth THS would like to focus on, which they hope will improve with the addition of Bulldog Boost they have begun to implement this school year and according to school staff and students they are anecdotally seeing success in improving performance and keeping pace with their curriculum map.

With the addition of Bulldog Boost the visiting committee agrees that department PLC's are an area of strength where teachers are reviewing department data applying that to improving teaching practices. The Visiting Committee also agrees that the use of CFA's are another area of strength especially in the English, Math and Science departments which are using CFA's to align teaching practices and rubrics.

The WASC visiting committee agrees that an area of growth for THS is to continue to work with EL students and SPED populations. Although great work has been done there is clearly room for improvement in test scores and learning goals. There are large class sizes in EL specific classes with a mixture of spoken languages sometimes with or without a paraeducator for assistance. An area of growth for THS should be to lower class sizes for English language learners and to provide more support systems like paraeducators in classes, especially with translations with high need languages like Arabic and Punjabi.

Another area of growth the visiting committee recognizes is for THS having more student agency in student learning experiences. Which is being developed in a few classrooms and departments but should be more widely adopted across campus. Bulldog Boost is an area in which this can develop in enriching programs but in the classrooms it should also be a focus to allow more differentiated assignments to meet learning goals/standards.

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

**Visiting Committee Rating** Highly Effective Effective Somewhat Effective Ineffective

**Narrative Rationale:**

Most teachers use a variety of strategies and resources to create an equity-centered learning environment. Active engagement in learning by all students is evidenced throughout some departments. Most teachers use a variety of evidence based instructional methodologies to promote student learning. Student voice and agency are equally applicable for many students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking and problem solving. Most teachers use technology and digital learning tools to enhance and support student learning. Most teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students’ depth of knowledge, and prepare them for college and careers.

**CATEGORY C: LEARNING AND TEACHING**

**Areas of Strength**

1. Committee agrees that the use of Professional Learning Communities is an area of strength that ensures common learning targets and expectations so that students know what they are expected to learn in each class.
2. Committee agrees that the use of Common Formative Assessments within PLCs to guide instruction is an area of strength that includes the use of different teaching strategies and scaffolding to meet the needs of most students.

**Areas of Growth**

1. Committee agrees that an area of growth is to continue to implement and grow the new embedded intervention program “Bulldog Boost” with a

- continued focus on intervention, tutorial, and enrichment. There is a need to measure the effectiveness of the program over a longer period of time.
2. Committee agrees that an area of growth exists in continuing to support academic success of both English language learners and students with disabilities based on state and district assessments. There is a need to increase rigor of the programs in reading speaking
  3. Committee agrees that an area of growth exists in which students have more of a voice/agency in their academic learning and progress. While students have some opportunity to voice their opinions about school culture and school activities, they are still limited in the classroom to make decisions about their own learning experiences, namely how they show their skills.

## CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

### D1: Reporting and Accountability Process

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

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?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**D1.1 Professionally Acceptable Assessment Process:** The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

**D1.2 Basis for Determination of Performance Level:** The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.3 Assessment of Program Areas:** School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

**D1.4 Schoolwide Modifications Based on Assessment Results:** School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

#### Visiting Committee Comments

School leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners. THS California Dashboard results are shared with the school community including parents, teachers, students, and staff. District office team provides site data on important initiatives such as reducing suspensions by sending weekly school data to THS for analysis and progress monitoring.

Within each department, instructional staff have agreed upon the basis for performance students' grades, growth, and performance levels to ensure consistency across content areas. The implementation of Bulldog Boost has also increased the departmental collaboration on curricular pacing and assessments so that boost sections can be better coordinated.

As committee members met with the science department, it was evident that they have a common understanding of what grade students should receive based on their rubric. For example, the science team members mention they all agreed on a common rubric for identifying if students have mastered their learning target. Teachers commonly evaluate students' work based on the criteria they have identified as mastery. Due to having the Bulldog Boost and students signing up for labs, the teachers noticed the importance of a common grading.

Departments have recognized that within their PLC time they are able to look at assessment data, identify the gaps in mastery and plan for intervention/ lab classes for the Bulldog boost. One department did mention they have seen a drop in D and F's due to the lab interventions than then this time last year when the Bulldog Community was in place. It is the belief of the visiting

committee the Bulldog Boost needs more time to develop with checkpoints from admin, teachers and students to determine if the intervention is effective. It was identified within the self-study that an area of strength for THS was the before and after school tutorial along with Saturday school to support academic intervention. However, these items are not happening due to the integration of Bulldog Boost within the school day.

**Reporting and Accountability Process that supports high achievement for all students.**  
**Visiting Committee Rating** Highly Effective Effective Somewhat Effective Ineffective  
**Narrative Rationale:**  
 The school leadership and instructional staff have agreements on the basis for students' grades, growth, and performance levels but these may not be consistent across and within grade levels and content areas.

**D2. Using Student Assessment Strategies to Monitor and Modify Learning Progress**

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 within and across grade levels and departments?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

**Visiting Committee Comments**

Turlock High School staff use a variety of assessment tools to monitor student growth and provide teachers with the data needed to instruct students and provide differentiated learning options. Examples include rubrics, graphic organizers, project-based learning, formative and summative assessments, district benchmark assessments, department finals, portfolio assessments, interactive notebooks, best teaching-practices such as a variety of pair shares, exit tickets, and group work--all with teacher feedback.

Teachers engage in ongoing assessment of student mastery through weekly PLC meetings and monthly department meetings. These assessments include a comprehensive review of various data sources, such as CA CCSS, NGSS, Social Science Framework, ELPAC data, CAASPP results, and iReady data, as well as regular analysis of student work samples in writing and computation. These assessments inform instruction adjustments through the use of CFAs in PLCs, ensuring a tailored and equitable learning environment. Teaching methods encompass diverse approaches, including student-led discussions, hands-on labs, collaborative reports, and authentic assessments, promoting active student engagement. Students requiring additional

support have access to Paper tutoring, SDAIE courses, Resource push-in classes, and Math 1A and Math 1B.

During the spring 2023 semester, approximately 1,500 students participated in the WASC Student Survey. When asked if teachers let them demonstrate their learning in multiple ways, 69.3% of students agreed and 27.1% somewhat agreed. Most students agreed that there is extra support when they are struggling in class, although 48.6 of students responded by stating that there are limited support/intervention opportunities. This has been a major topic of discussion at THS, as many teachers have advocated for embedded intervention which will provide further support for struggling students.

It is evident through the observations of Bulldog Boost and in speaking with PLC teams, that most teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. The focus group mentioned throughout the use of iReady English teachers are able to use data to help identify student gaps. For example, the iReady provided information where students might be struggling with phonemic awareness and punctuation. This information was used to modify and adjust lessons to support students' learning.

District Director of English learners, assessments and special programs shared she is involved in providing the sites with data on the interim assessment blocks (IABs) as well as the data regarding ELPAC scores for all teachers. The question was asked if teachers used the information to help provide students goals to help them monitor progress on their own academic achievement. Group D mentioned they are not quite there yet.

***Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.***  
**Visiting Committee Rating** Highly Effective Effective Somewhat Effective Ineffective  
**Narrative Rationale:** Most teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

**CATEGORY D: ASSESSMENT AND ACCOUNTABILITY - school identified**

**Areas of Strength**

1. With results-driven Professional Learning Communities, Turlock High School has embedded a formal, collaborative process for analyzing student assessment data. Furthermore, with the strategic location of departments on campus, staff has the opportunity to engage weekly in informal and formal dialogue about student learning.
2. THS offers Care Counseling for students who need social and emotional support. In addition, we have added a counselor to lower the student/counselor ratio.

3. The development of CFAs in some key departments have provided data during PLC time to help monitor student progress and inform instruction.

#### **Areas of Growth**

1. THS staff needs to raise expectations and accountability for student learning. Students who do not meet learning expectations should be referred to their respective counselor and/or the Dean of Students for behavior modification, discipline, and/or additional extended learning opportunities.
2. Academic departments within THS need to be more aligned with content standards and identify the essential or power standards to assess student mastery.
3. THS must reassess curriculum to update standards for some subject areas and align textbooks and supplementary materials with the state standards (i.e., math, science, & CTE courses).
4. With the implementation of Bulldog Boost, there still needs to be a follow-up on
5. With the use of CFAs and IAB's, THS staff should continue to use assessments and strategies to gauge students' mastery of learning objectives and develop goals for reteaching to fill in the learning gaps.
6. As staff meet during PLCs to discuss assessments and data, it is recommended to use a common grading rubric to support the alignment of intervention within the Bulldog Boost.

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

#### **E1: Family and Community Involvement**

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

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

#### **Visiting Committee Comments**

THS demonstrates an impressive amount of bidirectional family and community support that supports high achievement and well-being for all students, taking into account inclusive cultural understandings and rapport-based practices.

Family and community involvement takes place in two directions: (1) the school's active outreach and communication programs and tools that aim to reach parents, families, and the broader THS community, and (2) the families' and community's support and involvement flowing back into the school community.

THS uses a broad range of culturally responsive tools and strategies to communicate with students' families and to encourage parents to be active partners in the education of their child. New student enrollment materials are available in both English and Spanish, and Parent Square calls are sent to guardians in their preferred home language.

Like all other TUSD schools, THS encourages all families/guardians to use TUSD Family Link and the Aeries Browser Interface. This core tool enables students, teachers, and parents to access gradebooks, attendance information, request transcripts, and much more. A very high percentage (84.3%) of parents indicate that they actively monitor their student's academic and other progress using Family Link.

80% of THS parents surveyed also said that THS teachers communicate well with them about their child's progress through the Family Link system. Parents/Guardians report that they appreciate being able to check attendance as well as grades to help them be proactive partners with the school. In addition, during the Parents interview session, four different monolingual Spanish speakers expressed high satisfaction with the online resources.

In addition to Family Link, THS also makes active use of its website to keep parents & stakeholders up to date through its Master Calendar and Weekly Bulletin of events. Once again, a very high percentage of parents surveyed for WASC (87.4%) indicated that they consult the THS website regularly to get information about the school, key policies, and feedback on grades and attendance.

In addition to outbound communication & collaboration from the school, we also observed a large commitment of family and community support flowing inward to THS. Building on the active use of online and other culturally responsive communication tools, we observed a strong commitment to enriching and strengthening core academic and extracurricular programs, especially through generous fundraising efforts and by helping to implement safe socializing programs such as Sober Grad Night, the annual senior Disneyland trip, and THS' acclaimed interscholastic sports programs. These fundraising efforts help THS ensure that all students have access to the best that THS has to offer, regardless of their family's ability to pay.

In addition to fundraising, THS families show up. Sporting events, competitive programs, and performances are all well-attended. THS' renowned CTE programs and pathways are well-connected to the local business community, and THS students are well-represented on the County, State, and National levels for these programs. Just to cite two examples, the County and State Fairs always see a lot of THS participation, and the Naval JROTC program is nationally recognized and a frequent winner of competitions. All of these activities require a high degree of family and community support.

It is worth noting THS' high student participation and success rates here. Currently a full 59% of THS students participate in CTE programs, and of those, a full 100% completed both CTE and diploma/graduation requirements. That does not happen without a strong, inclusive, and trust-

based home-school partnership. These success rates provide strong indicators that students, staff, and families find the school’s programs rigorous, relevant, and worthy of their support and involvement.

**Family and Community Involvement that supports high achievement for all students.**  
**Visiting Committee Rating (select one):** Highly Effective Effective Somewhat Effective Ineffective  
**Narrative Rationale:**  
 THS has and maintains a number of powerful, easy-to-use systems to ensure ongoing family, student, staff, and community involvement. These systems center culturally inclusive understandings and practices as well as broad and bidirectional trust and rapport with students, staff, families, and the community. As a result, THS families are well informed and involved in and knowledgeable about the teaching and learning processes at the school.

**E2. School Culture and Environment**

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning?

To what extent does the school leadership develop a culture that is characterized by trust, inclusivity, professionalism, equity, and high expectations for all students?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**E2.1 Policies and Resources:** The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

**E2.2 Trust, Respect, and Equity:** The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

**E2.3 School Culture:** The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Visiting Committee Comments

**POLICIES/RESOURCES:** THS policies and resources are well-aligned to promote a safe, clean and orderly environment for learning and teaching. The new PBIS and restorative practices framework have already shown impressive results in reducing suspensions and student friction on campus. School administration’s open-door policy was cited by many as an important area of strength.

The THS physical site is extremely well-maintained, creating an inviting, clean, and orderly physical environment for learning. New buildings are attractive and consistent with the history and atmosphere of the campus, and older buildings are extremely well-maintained and functional. All classrooms are outfitted with Promethean smartboards.

Based on both survey results and anecdotal evidence, students feel safe on campus, expressing themselves and their personalities and home cultures, and seem to enjoy many features of the campus, both indoors and outdoors.

**TRUST, RESPECT, & EQUITY:**

According to student surveys and focus groups, almost all students reported feeling close to at least one adult on campus. This was perceived as a highlight of attending THS. In addition, 64% of students reported that their teachers and leadership have high academic standards for them, preparing students for college and career. With almost 60% of all THS students participating in— and completing — a CTE pathway program, students report a strong sense of belonging to something essential to the THS mission, values, and traditions.

The newly launched PBIS and restorative practices initiative is already yielding strong results. Suspensions are down 63% from last year. This is important because it indicates that students are not merely oscillating back and forth through a static disciplinary process but are rather embracing a growth mindset and are developing new skills and strategies in their social and emotional development. Students who in the past might have been pigeon-holed are now developing new abilities to own the impacts of their own actions. This is creating a more peaceful and collaborative school community and is contributing to a greater sense of fairness and belonging. It is also leading to more equitable application of disciplinary consequences across underrepresented populations.

Students are also responding well to the new Bulldog Boost intervention options. Based on a similar program at its partner high school across town, instead of having a purely administrative “homeroom” period for students four times a week, THS has begun to use the Monday homeroom period as a news-sharing and self-scheduling time, when students choose their intervention options for the rest of the week. Options are laid out online and students can choose from a wide range of opportunities including tutoring or make-up work, enrichment options, health and wellness activities such as meditation or outdoor walking. If a teacher needs to target a student for intervention or make-up work, they can do so as well.

Bulldog Boost is contributing to a new sense of personal agency and self-actualization among students. In focus groups and information conversations, students reported a much greater sense of their own ownership of their own learning than they have experienced before. Even though there are glitches, pockets of resistance, and occasional stumbling blocks, the Bulldog Boost program holds significant promise as a signature program of THS.

**SCHOOL CULTURE:**

The whole THS community puts a great deal of effort into how it shows its caring and concern for students. The Counseling department not only organizes academic plans with students, it also provides a significant amount of personal and social-emotional reports. Many students are experiencing major anxiety and depression, and they are being referred for therapeutic counseling. In addition to counselors, both teachers and classified staff are also investing a great deal of effort in ensuring that THS students feel respected and are taken seriously.

The survey data and anecdotal observations by the Visiting Committee bear out THS leadership and staff’s intentions: Fully 61% of students and 73% of parents said that THS respects the cultures of all students and communicates the importance of respecting different cultural beliefs and practices.; 81% of parents said teachers treat all students with respect, and 70% of *parents* said school staff take parent concerns seriously; 69.3% of students said teachers at THS let them demonstrate their understanding in a variety of ways; 88.5% of students agreed with the statement that staff at THS have high expectations for them.

These results indicate that THS is making good progress to foster a strong and inclusive culture of achievement and belonging.

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

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

**Narrative Rationale:**

THS fosters a strong and inclusive culture of achievement and belonging for all its community members including students, staff, leadership, and community. School leaders display an impressive growth mindset, being willing to try new programs and engage in rigorous, candid, bidirectional analysis with staff about what works and what does not. As a result of this blend of rigor and candor among its adults, THS is an extremely committed and stable workplace, freeing adult energies to focus on providing an extremely welcoming, nurturing, and supportive environment of learning and social-emotional growth for students.

**E3. Academic, Social-Emotional, and Multi-tiered Supports**

To what extent do all students receive appropriate academic, social-emotional, and multi-tiered supports 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 service, activities, and opportunities at the school and in the community?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

**E3.2 Multi-tiered Support Effectiveness:** School leadership implements and assesses the effectiveness of multi-tiered support for students’ social-emotional learning needs.

**E3.3 Student Involvement:** The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college- and career-readiness.

**E3.4 Student Self Advocacy:** Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

**Visiting Committee Comments**

All Turlock HS students receive many opportunities to access an individualized, appropriate, supportive, and rigorous academic program. With support and guidance from Counseling, students choose from a wide variety of core graduation requirements, AP courses, CTE learning pathways and offerings, and elective courses, as well as concurrent enrollment/dual enrollment options through UC Merced, CSU Stanislaus, and community colleges.

THS students also have access to a wide range of personal supports, medical services, social and emotional supports, activities and other opportunities at the school site level. The THS Counseling Office, School Nurse/Health Tech, library, Learning Resources and SDAIE programs all work to provide support for students' personal needs and academic growth.

Academic supports at THS include: Tier 1 and Tier 2 interventions and instruction; SDAIE; Integrated Math “push-in” support program; Learning Resources; and “push-in” programs for history, math, science, and integrated math intervention. English and math tutoring services are also made available to students who need them.

The heart of the new academic supports is THS' Bulldog Boost intervention programs. Students self-select — or are referred to — intervention periods which take place during the 39-minute homeroom time block three times a week, enabling them to receive small group or personalized support. They can also take or retake quizzes or tests, or self-refer for wellness-oriented activities such as walking or sports.

In addition to academic, health, and social-emotional supports, the range of curricular, extracurricular, and co-curricular activities and programs available to all students is extremely strong and truly impressive. As part of its commitment to increasing student connection to the school community, THS encourages all students to be involved in at least one extracurricular or co-curricular club or sport. These activities are all supported for all students equitably without regard to a student's ability to pay for equipment, support, or other costs of participation. In times of financial hardship, THS parent boosters and the local community come together to do active fundraising to ensure that these programs, sports, and clubs remain accessible to all students. This fundraising demonstrates in a tangible way that the whole school community is committed to providing its best possible education, enrichment, and services to all students.

Finally, the CTE pathways programs and courses at THS are very impressive. Many of these pathways lead students directly to early college credit, job shadowing opportunities, or actual employment directly in the community. A large number of paraprofessionals at THS and in TUSD are actually home-grown: through the CTE pathway in education/early education together with early college courses at UC Merced and Stan State, many students graduate ready to take on paraprofessional duties as soon as they turn 18. This means that a large percentage of the paraprofessionals/classified staff at THS not only know how to do their jobs, they know their workplace and their colleagues and administrators well. In the Agriculture program, many students are recruited directly upon graduation into local industries and businesses.

The enthusiastic participation in THS' rich range of educational opportunities — as well as their students' CTE success rate and integration into the community workforce — are important success factors that are not well-represented by the conventional nature of the data collected by the county and state.

**Academic, Social-Emotional, and Multi-tiered Supports that supports high achievement for all students.**

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

**Narrative Rationale:**

THS has and maintains a number of effective academic and social-emotional supports and multi-tiered interventions, including its extremely promising new Bulldog Boost intervention program. Leadership and staff are preparing ways to track and measure outcomes for its innovative programs, as well as for its more conventional “push-in” programs.

**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:**

1. Turlock High School provides a number of services targeted to support students’ academic achievement, personal growth, and post-secondary preparation. Academic supports include Tier 1 instruction, SDAIE, and Integrated Math “Push-In” programs through paraprofessionals who work in our resource program. New this year is the Bulldog Boost interventions program, using the homeroom period. Furthermore, the THS Counseling Office and School Nurse/Health Tech provide support for students’ personal needs and academic growth.
2. THS provides a wide variety of curricular/co-curricular/extra-curricular activities and programs for all students regardless of social status, cliques, language barriers, sexual orientation or cultural background to connect students to the campus. All students are encouraged to be involved in at least one co/extra-curricular clubs/sports.
3. THS provides a range of widely acclaimed CTE programs consisting of: Culinary Arts, Agriculture, Education, NJROTC, Engineering and Technology Courses, Health Services, Business, Child Development/Psychology, Auto Shop, and Criminal Justice. These programs are academically rigorous and UC/CSU A-G approved. These programs also provide students with significant access to early college experiences and credit, as well as career development and opportunities.
4. THS shows a very strong but flexible commitment to innovation in interventions and multi-tiered supports where existing programs are not proving adequate. Where more conventional interventions or services prove beneficial, they are open to holding the course on those.

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

1. THS strives to continue to provide outreach to parents, in particular those of underrepresented students, to increase involvement in their students’ education.
2. Create more CTE-based relationships with businesses and locals to provide more school-to-work connections.

3. Continue to build out the new PBIS and restorative practices programs to help boost student motivation and help decrease suspension rate, improve attendance and tardy rates, and improve grades.
4. Some staff and students expressed the need for (a) additional food options and quantities (for growing students) and (b) more adequate time for eating breakfast and lunch.
5. Monitor implementation and impacts of the new PBIS, restorative practices, and Bulldog Boost programs year over year as interventions to improve student academic outcomes and well-being.
6. Continue to develop and implement strategies that increase student voice and agency through activities such as the new student-led Equity Council.

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

### **Schoolwide Strengths**

1. Collaborative school culture focused on relationships, student and organizational success, collective accountability, camaraderie, and support for all students and staff.
2. Faculty and staff value the instructional leadership, trust, and support from administration.
3. Teachers' implementation of PLCs provides a consistent structure for common planning and using assessment data to inform instruction and provide appropriate support and interventions.
4. Early implementation of common formative assessments for most departments provides learning targets and increases departmental capacity to design and deliver additional support and interventions through Bulldog Boost.
5. Counseling support, the district's new Family Resource Center, and other community agencies provide additional personalized support and services to students and families.
6. The wide range of clubs, sports, extracurriculars, and electives provide students with many options to explore a range of interests, broaden their worldview, and increase self-confidence.
7. The school team's commitment to implementing restorative practices is emerging and is intended to support a culture in which students' experience less punitive consequences with the goal of reducing suspension rates..
8. Parents are promptly updated with details about their students through Parentsquare, texts, emails and social media, which increases communication and family and community partnerships.
9. Facilities and grounds are well-maintained and provide a safe and secure learning environment for students and staff.

## Schoolwide Growth Areas for Continuous Improvement

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below.

1. Embedded intervention model to improve access to differentiated instruction and enrichment opportunities.
2. Support academic achievement for English Learners and students with disabilities because our data consistently shows these two student groups are struggling the most academically.
3. Create a program that encourages and celebrates success and improvement with incentives to help decrease suspension rate and tardy rates, increase attendance and improve grade.
4. Increase opportunities for students to have voice and agency in their academic learning and progress. Students have ample opportunity to voice their opinions about school culture and school activities but have limited opportunity to be involved in making decisions about their own learning.
5. THS strives to continue to provide outreach to parents, in particular those of underrepresented students, to increase involvement in their students' education.

In addition, the visiting committee has identified growth areas that need to be addressed:

1. With an interest to successfully implement the nascent academic intervention program there is an increased need to support teachers with strategies, resources, and professional development. In addition, continue to develop systems to monitor the impact of goals and strategies related to the implementation of key initiatives including PBIS, Restorative Practices, and Bulldog Boost to assess if the initiatives are increasing student success and well-being. Given that these initiatives are in an early implementation phase, identifying qualitative and quantitative measures to assess impact now provides opportunities to modify and strengthen the programs in the short term as well as longer term expectations.
2. Given the school's intent to increase opportunities for students to have voice and agency in their academic learning and progress, develop a set of common understandings across departments defining voice and choice. Examples might include opportunities to share their ideas or understanding, design their own projects or units, set goals and monitor their own learning, and/or lead a conference, discussion, or presentation.
3. With the school's goals to increase assessment scores, increase academic rigor, and improve EL students' academic success, the school team needs to implement a schoolwide reading intervention program. Examples could include a dedicated reading specialist with a pullout program to address reading and writing deficiencies, and/or dedicated time in Bulldog Boost.
4. THS needs to provide professional development, department meetings, resources, and similar opportunities to review and adopt Next Generation Science Standards (NGSS) for coherence and rigor across the science department, including the review and adoption of new instructional resources aligned to NGSS.

## Chapter 5: Ongoing School Improvement

The schoolwide plan/SPSA is aligned to the LCAP and focuses on meeting the needs of students and continuous improvement goals. Goals include:

- Goal 1: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & wellbeing & promote college & career readiness among all students.
- Goal 2: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.
- Goal 3: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.
- Goal 4: Expand opportunities to increase parent & family involvement to support District initiatives.
- Goal 5: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

Leadership teams, including Bulldog Council (PLC leads), the MTSS Committee, and Department Chairs, meet regularly to review site goals, progress on goals, and actions needed to improve student achievement. On a quarterly basis, THS’s School Site Council (SSC) meets to review current data of all students’ academic progress, to close the existing achievement gap, encourage increased parent and student participation in school events/activities and seek ideas to best improve our school wide practices as aligned to SPSA and district LCAP goals. The district office team provides timely data on district and school initiatives, such as reducing suspensions, so the school team sees the progress and can discuss and review in PLCs and other meetings.

**The alignment of a long-range schoolwide action plan/SPSA 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:**

Analysis of most data/information about the major student learner needs and student achievement, school operation, and program support the identified prioritized growth areas in the action plan. Focus on improving student achievement in most action plan sections. General clarity in most action plan sections that includes suggested components.

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

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

**Narrative Rationale:**

Collaboration, shared decision making, transparency and distributive leadership are the foundation for school success. School leadership articulates a sense of urgency and the need for sustainable results of increased student learning across the entire school. Processes such as cycles of inquiry and professional learning communities (PLCs) are in place to monitor impact of strategies and actions on student learning. The entire school community understands and supports the need to diagnose, plan, implement, monitor, and refine as needed actions in the schoolwide action plan/SPSA. The school community demonstrates overt commitment to equity, diversity, and inclusion is evidenced by progress on the schoolwide action plan/SPSA.

### Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned schoolwide prioritized areas of strength and growth.	X			
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.		X		
Acceptable progress by all students		X		
Vision and Purpose (A1)		X		
Governance (A2)	X			
Leadership for Learning (A3)	X			
Qualified Staff and Professional Development (A4)		X		
Resources (A5)		X		
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Process (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning Progress (D2)		X		
Family and Community Engagement (E1)	X			
School Culture and Environment (E2)		X		
Multi-tiered Personal, Social-emotional, and Academic Support (E3)		X		
Alignment of a schoolwide action plan/SPSA to school's areas of greatest need		X		
The capacity to implement and monitor the schoolwide action plan/SPSA	X			