Mid-cycle Visiting Committee Summary Report

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

LINDSAY HIGH SCHOOL

1849 E. Tulare Road

Lindsay, CA 93247

Lindsay Unified School District

Date of Revisit:
December 10, 2025

Date of Original Self-Study Visit:
February 26-March 1, 2023

Visiting Committee Members

Jeffie Esparza Hickman, Chairperson
Superintendent/Principal, University High School
Charter School, Fresno, CA

Justin Derrick, Committee Member
Principal, Cesar E. Chavez High School
Delano Joint Union High School District

SUMMARY

Include:

- **Brief summary about the school/program**
- **An updated summary of student academic progress and social-emotional well-being with implications of the data and identified student learner needs**
- **Significant changes and/or developments and the impact on the school, students, and staff ● School's follow-up process and process used to prepare the mid-cycle report**
- **Summary of progress on action plan that addresses student and school needs and growth areas for continuous improvement with the impact on student learning.**

Lindsay High School is a component of the Lindsay Unified School District (LUSD). LUSD comprises six elementary schools, one comprehensive high school, three alternative high schools, and one adult school. In addition to Spanish, a small percentage of learners speak Mixtec, Arabic, and Lahu. Enrollment at Lindsay High School (LHS) has consistently hovered close to eleven hundred learners over the last six years. Its population is predominantly Hispanic (90-95%), and three of the targeted subgroups are English Learners, Special Education, and SocioEconomically Disadvantaged.

The School Vision is "Live, Love, Learn: Learning to Live by Loving to Learn", and the Mission is "Empowering for today and tomorrow." The Schoolwide Learner Outcomes are: ● I will take responsibility for achieving at my highest level.

- I will persevere to master complex thinking and personal learning.
- I will graduate future focused and world ready.

Academic Progress:

- In 2024-2025, LHS experienced a 5% growth in ELA performance on the State CAASPP assessment and 64% of all learners met or exceeded the standard. Math scores improved by 16.4%, and 43% of all learners met or exceeded the standard. Additionally, 35% of all learners who took the CAST science assessment also met or exceeded the standard.
- According to the 2025 California Dashboard, LHS is in the green category for English Language Arts, increasing 13.7 points and is 32.2 points above the standard. Mathematics is in the yellow category due to being below the standard, but increased 36.7 points.
- As for subgroups, LHS saw an increase in CAASPP scores for English Language learners by 17% and their Dashboard increase was 18.4% for a total of 41.9% making progress, which is only less than 5% lower than the state average.
- Lindsay High School maintains a strong College and Career Indicator, with 62% of learners enrolling in postsecondary education, many in four-year colleges or universities.

Some of the factors contributing to site growth are targeted professional development and backward mapping efforts, as well as use of the Quality First Instruction (QFI) model. Learning Facilitators report that there has been more cross-curricular alignment in many areas, including refinement of the DBQ process (formulating arguments and providing evidence), the writing process, and other activities. AVID, ELD, and SPED areas support the learning process of other classes with notetaking strategies, increase in writing using schoolwide processes, and during Red Zone after school tutorial. This campus wide approach has been received as helpful and appealing to all Learners. The Math department updated all of their assessments to be aligned

with the CAASPP format, giving performance tasks each semester as well as use of the IAB's and ICA's.

Learning Facilitators are given time each week to either meet together in their departments or meet as a whole school. This professional learning time has evolved from being district led to being site driven by departments and Learning Facilitators. Additionally, all Learning Facilitators in each department have created and posted expectations for each class. Learners create weekly goals and reflect on their progress at the end of each week.

Since the last full accreditation visit, LHS has created a grad success course that focuses on foundational skills and creates community for newcomers. LHS has built upon their CTE pathway courses to include new courses in their 18 different pathways. LHS has a robust counseling and career center that addresses all areas of choice for dual enrollment courses and post-secondary options, including 2-year or 4-year college, military, and workforce opportunities. The career center and counselors provide help with the FAFSA, scholarships, work based learning projects, speakers, industry tours, etc.

In regards to students, LHS updated its policy on personal mobile communication devices so that students do not have access to them during class periods. LHS also created an Opportunity Room as an alternative to suspension and a Temporary Alternative Placement (TAP) program for students involved in fights. This program provides students with resources and skills in a comprehensive behavior intervention program in small groups or one-on-one sessions, as well as required counseling. These measures have decreased their annual suspension rate and has given them a green rating on the 2025 California Dashboard.

Social emotional well-being is consistently monitored in the school's annual survey, as well as from teacher and staff observations. LHS has brought a clinician on board to help with monitoring and counseling student behaviors and supports. The implementation of mental and emotional support aligns with their MTSS pyramid which includes Personal Learning Plans (PLP's) for each student. LHS has provided students with additional support by integrating a Student Advocate for Tier II and Tier III interventions. This, along with the utilization of the PRIDE matrix across campus has made a significant impact in school culture and accountability. In order to provide positive reinforcement and support, the school has adopted the use of the MINGA App on students personal devices. This not only allows Learning Facilitators to track student movement, but also provide a point system for students to use in a multitude of ways.

Schoolwide Strengths

1. Alignment with "a-g" requirements, various dual enrollment opportunities, and advisory lessons delivered schoolwide to build college and career readiness.
2. Learner Supports
    a. Counseling
        i. Academic Supports (PLP's & PLT's)
        ii. Mental Health Supports (site clinician, trauma informed practices, strategic connection opportunities with every Learner, etc.)
        iii. Support from Specialists (push-in, push-out, resource classes)
        iv. Team S.M.I.L.E.S. (collaborative meetings to ensure success for all

Learners)
b. Red Zone
i. Athletic and Academic Collaboration
ii. Interventions and Supports

iii. Enrichment and Student Recognition

3. Cross Curricular planning and implementation of site wide educational focuses and learning strategies, such as student Code of Cooperation, P.R.I.D.E., Constructed Response, and CHEERS.
4. Strong communication among all stakeholders, as well as family inclusion (e.g., Family Nights) that creates a sense of community. Parents appreciate the amount of communication sent out from the school.
5. Students state they feel a sense of accountability and transparency. Classrooms are positive, friendly, and welcoming.

Growth Areas for Continuous Improvement

The visiting committee concurs with the school's identified areas for growth as identified in the schoolwide action plan/SPSA/LCAP/CIP/CAEP and suggests that LHS continue to focus on implementation of goals from the SPSA and Schoolwide Action Plan, including:

1. Continue to increase learner achievement across all subgroups.
2. Continue to refine systems for QFI with a strong focus on collaborative structures. 3. Continue to increase attendance and decrease behaviors that interfere with learning.

Additional Areas for Growth:

1. Research and implement additional strategies for safety measures (e.g., students wearing lanyards with ID cards, etc.). Students report feeling safe at school, but yearn for additional support in regards to safety.
2. Continue to and progressively increase opportunities to recognize students for achievements (e.g., more ways to use Minga points and club recognitions).