



**EAST UNION HIGH SCHOOL
SELF-STUDY REPORT
1700 North Union Ave
Manteca, Ca 95336**

April 15-17, 2024

**ACS WASC/CDE Focus on Learning
Continuous Improvement Guide 2023 Edition**



East Union High School		
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Acronyms Used in the Report

AP-Advanced Placement

AVID-Advancement Via Individual Determination

CAASSP- California Assessment of Student Performance and Progress

COST-Coordination of Services Team

CTE-Career Technical Education

ELA-English Language Arts

ELAC-English Learners Advisory Committee

ELL-English Language Learner

IEP-Individualized Education Program

MAP-Measure of Academic Progress Assessment

MUSD-Manteca Unified School District

NTI-Non-Traditional Information system, usually telephone calls to stakeholders

Pathways-Counseling and Planning Tool usually for career programs

SARB-Student Attendance Review Board

SARC-School Accountability Report Card

SAT-Scholastic Aptitude Test

SCC- School Site Council

SBAC-Smarter Balanced Assessment Consortium

SST-Student Study Team

WASC-Western Association of Schools and Colleges

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Introduction

Introduction

- Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.
- Briefly describe how the faculty and staff and other stakeholders/educational partners were involved and collaborated in the self-study process.

East Union High School's [WASC Action Plan](#) is the guiding document for the development and implementation of programs and protocols for the school's stakeholders. Following the mid-cycle review in 2021, East Union continues to work towards our Schoolwide Action Plan goals. These goals continue to be an integral part of staff development programming, departmental work and identifying individual teacher training opportunities.

Following the mid-cycle report there were changes to East Union's [school schedule](#) to include hybrid in person/online learning and full in person instruction with a modified 9:00 am start time. In addition to schedule changes, [20 new teachers replaced outgoing staff](#) and the school [downsized by one teacher](#) due to lower enrollment. Additionally, there has been a full turnover of the administrative team in the last two years. Eric Simoni was appointed principal in 2022, with a Vice Principal and Assistant Principal change in the same year. The following year the athletic director was replaced, completing the administrative changes. There is a shortage of teachers and support staff, resulting in multiple long-term substitutes and openings for paraprofessionals in our special education classrooms.

There has been a shift from district administration in prioritizing certain instructional practices to meet their perception of strategic goals. This has included the implementation throughout the district of Kagan student engagement practices, which are designed to increase students' classroom involvement, and the continued use of digital platforms implemented during pandemic teaching. In addition to these resources East Union has recommitted to the PLC process utilizing the Wednesday collaboration meetings to develop common formative assessments across departments and analyze data to modify instruction in accordance with our action plan.

Mission Statement

East Union's mission is to inspire, prepare and empower every student to succeed in our ever-changing world. We provide a safe supportive and inclusive environment where students master grade level standards through connections, respect, and accountability.

Student Learner Objectives

Communication

Students will speak and write with clarity, demonstrate active listening by actions and read with the goal of comprehension and application. They will demonstrate understanding of the audience, purpose and word choice when interacting with others on campus.

1. Result (Teacher/Classroom) Students at East Union will communicate via engagement activities in their classrooms 3 out of 5 days each week by May 2024.
2. Process SLO (School Wide Objective) At least 70% of classrooms are utilizing online and/or in-person instructional strategies to maximize student communication by May 2024.

Problem Solving

Students will use critical thinking and organizational skills to plan their time, identify problems and solve complex situations, problems, and essential questions.

1. Result (Teacher/Classroom) Students at East Union in 80% of classes will maintain and complete an organizational tool throughout each term that identifies class assignments, objectives or goals.
2. Process SLO (School Wide Objective) 50% of classrooms on East Union campus will provide an organizational tool to students daily throughout each term.

Technology

Students will choose district approved applications to engage in content specific technology to complete assignments, assessments and projects that will demonstrate learning and understanding.

1. Result (Teacher/Classroom) Students will use district approved applications content specific technology to access content, assignments, and assessments.95% of students will access information, curriculum, and instructional materials via district supported applications/platforms.
2. Process SLO (School Wide Objective) Teachers will use district support applications and content specific technology to deliver content, assignments, and assessments to promote and measure student learning.

Common Core Proficiency

Students work to demonstrate academic proficiency and/or growth in core curriculum skills, while also utilizing common formative assessments and summative assessments to analyze content mastery across all departments.

1. Result (Teacher/Classroom) Over 90% of Classes on East Union Campus will be using common formative and summative assessments to analyze student achievement.
2. Process SLO (School Wide Objective) Students at East Union will have a pass rate (as determined by departments) on the common summative final assessment by the end of each term.

Self-Management

Students develop and establish goals using current and future responsibilities to become active members on East Union's campus through the inclusion in campus programs and goal monitoring.

1. Result SLO (Teacher/Classroom) Over 85% of students will be involved in a program offered to include but not limited to clubs, athletics, spirit days or attending events.

2. Process SLO (Schoolwide Objective) Over 80% of our students will be on time and have no tardies.
3. Process SLO (School Wide Objective) 90% of students will have access to course work that will aid in the modifications and preparation of a 4-year plan.

Positive Behavioral Interventions and Support

The PBIS program at East Union Has been increasing their outreach and presence on campus. This includes attendance award announcements in class, and LEAD awards in accordance with the “Lancers LEAD” acronym:

L-Loyalty
E- Empathy
A- Accountability
D- Determination

Special Programs

East Union special programs include Special Education (SDC-special day classes, ED- severely and emotionally disturbed classes, RSP (resource specialist programs), Junior Reserve Officer Training Corps (JROTC), Career and Technical Education (CTE), Agricultural Sciences Education (Ag), Advanced Placement (AP), Advancement Via Individual Determination (AVID), English Language Development (ELD), Family, Career and Community Leaders of America (FCCLA), Freshman Lancer Academy, LEAD classes, Leadership Program, Link Crew, PBIS, Remedial Support classes, Visual and Performing Arts, Clubs and athletics

AVID: This program works to prepare students to attend college. To promote diversity, equality and equity in the program, the goal is to look for students who are first generation planned college attendees that are underrepresented in higher education providing the tools and processes to succeed in entry to a four-year college program.

Ag Sciences (Ag): East Union has a robust Agricultural Science department offering career pathways through CTE capstone classes. This allows successful students to earn an Ag stole at graduation and seal on their diploma or Employable skills Certificates following graduation. In addition, the Ag department has an active FFA program that participates in competitions for both animal showing and Parliamentary Procedures. Finally, the East Union Agriculture Department is also a National Star Chapter which means there is a balance of students that receive awards at the chapter, Section, Regional and National level.

Advanced Placement (AP): The AP courses currently offered at East Union have fluctuated since the pandemic. With changing staff, the programs offered have been updated to include biology, calculus, economics, English language and composition, English literature, European history, Human Geography, Psychology Statistics, Spanish, U.S. History and Government and Politics. None of the currently offered classes have specific prerequisites accept when necessary for sequential lower-level curriculum. For example, Calculus A and Calculus B.

English Language Development (ELD): EL students are placed in leveled ELD classes (90 minutes) in both terms. The levels are based on the previous year’s Summative ELPAC test results and teacher input. In one of the two terms, they are enrolled in both their ELD course, and in grade-level English.

Students receive support from their ELD instructor in language acquisition and practice for at least 30 minutes every day (some lessons and activities take longer than 30 minutes). Some teachers seek additional assistance for their ELs in translated materials and sometimes in-class instructional support from our bilingual aide. Unfortunately, we only have one bilingual aide, and she only has 4.5 hours to support students daily.

In addition to language acquisition, our EL classes also focus on organizational strategies such as keeping calendars, folders with tabs for all classes, bi-weekly grade checks, and collaborative study groups. One additional support available to all students.

Junior Reserve Officer Training Corp (JROTC): The JROTC Battalion has continued to utilize curriculum and tools from the Army Cadet Command in Sacramento. The battalion is an active part of the community on and off campus through their participation in competitions locally and across the nation. This program also engages parents of the cadets, given the large number of activities students are expected to complete outside the academic day. In addition, the command uses multiple social media platforms to communicate with the community: Twitter, Instagram, Facebook and Remind.

Positive Behavioral Interventions and Supports (PBIS): East Union continues to develop its PBIS program on campus. This program focuses on encouraging positive behaviors through expectations, policies and procedures to increase effective instruction and limit behavioral issues in and outside of the classroom. The PBIS committee has developed programs within the academic school year to include classes such as LEAD which offers leadership skills to freshman and sophomore students. The ASB Leadership class provides activities and events on campus to increase student engagement. The PBIS committee has also adapted the LEAD acronym to provide common language and expectations that are equitable to all students and has been able to [decrease the disciplinary issues](#) over the last few months and years.

Remedial Support Classes: East Union continues to offer remedial support classes to meet the needs of students identified as struggling with academic achievement. The classes include Read 180 to assist students that are below grade level, this also includes translation services for students that are Level One English learners. For mathematics [Algebra A and Algebra B](#) classes are offered to students who struggle with math. These classes allow for increased time to complete the high school graduation math requirement. All of these are in line with the schoolwide action plan, Goal three, to improve instructional strategies to increase student achievement.

Family, Career and Community Leaders of America (FCCLA) [FCCLA](#) is a Career and Technical Student organization on East Union campus that allows students to complete a CTE pathway for certification. This program also competes at local and state level competitions, in addition to fundraising at school events and organizing the fall festival for the East Union campus, providing an integral way to reach out to the East Union Community.

Special Education (SPED): In accordance with state laws, Special Education students receive instruction in the least restrictive environment. This includes integration into general education classes, and teachers work with the Individualized Education Plans (IEP) for these students. The SPED department has been short-staffed since the pandemic but has hired new staff to fill the open positions, but they are still currently working short six paraprofessionals. To provide equity to the Special Education students the remedial programs for the SPED Department are Modified Algebra A, Pre-Algebra, Modified English, and a study skills program. Special day classes (SDC) from San Joaquin County uses classrooms on the East Union campus, provide support for

Emotionally Disturbed (ED) students, and offers classes in math, science, English, history, success 101 and study skills.

Visual and Performing Arts

The Visual and Performing Arts program is an active part of the East Union community. The theater program regularly puts on performances of plays throughout the year and provides an opportunity for students to express themselves in a safe and academically rigorous setting. The VAPA program also has a music program that has expanded to offer mariachi band giving students the ability to highlight their cultural history and talents. The arts classes in VAPA include ceramics, digital arts, 3-d art and advanced courses for students to continue to advance their skills in the field of arts. These are very popular programs with students, with much appreciated supportive teachers.

Clubs: East Union has over 30 active clubs with access to a variety of opportunities for students. The clubs are from a diverse set of backgrounds such as Asian Pacific Islander club (API), Chicano Student Movement of Aztlan (MECHA), Girls Empowerment Club and Social Justice club. Many other events and community-oriented clubs are available for all students.

Athletics: East Union Athletics has over 15 programs with varying levels for each sport that compete in the San Joaquin County California Interscholastic Federation. These sports run through three seasons and offer activities for [449 students](#) on the campus. The newest sport, Water Polo, started 2 years ago with a full boys and girls team participating in the SJS-CIF league. East Union will also be adding Flag Football for the 2024-2025 school year. All students that meet the academic requirements set forth by CIF can participate in sports, providing equal opportunity and inclusion in the athletic programs.

Inclusion, Equity and Diversity

Through the implementation and creation of the special programs above all students have the opportunity to be included in the East Union High School community. These programs provide for diversity and equity to all, whether students join the Tabletop Board Game Club or an athletic program they can find a program that works for their diverse needs and interests. All of these programs run in accordance with Board Policy 0410- Non-discrimination in District Programs and Activities, Manteca Unified school district policies prohibit discrimination, harassment, intimidation, and bullying at all school sites and school activities based on actual or perceived characteristics: race, color, nationality, national origin, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression or association with a person or group with one or more of these actual or perceived characteristics at any school sponsored activity.

Involvement in Report Writing

The need to increase stakeholder involvement is reflected in the writing of this report. East Union staff and faculty are making efforts to continue to reach out to the community more frequently. In addition, the WASC coordinator position was changed in August 2023. The change has resulted in a shortened time to complete the Self Study Focus on Learning report. The previous WASC coordinator provided an outline for the WASC Self Study report, surveys and results from the previous year and the WASC Manual for the current self-study report. This has resulted in fewer sessions of WASC Focus groups and leadership meetings. These groups have been meeting and working towards the analysis of the school's strengths and weaknesses throughout the academic school year. The WASC focus groups met on August 30th, and September 20th. In addition, the WASC Leadership team held meetings on September 18th and January 17th. These meetings were used to review the student learning outcomes, to create tools

for monitoring and [measuring the SLO's](#) and creating the [strengths and weaknesses](#) lists for WASC categories in Chapter three. There were approximately 2 surveys sent out to [parents](#) and [students](#) in 2022 and 2023. Teachers also received 5 surveys from WASC coordinator and administration. The staff has held three WASC specific meetings to discuss portions of the self-study, SLO's and complete surveys and votes as part of the site wide involvement.



Chapter 1 : Progress Report

Chapter 1: Progress Report

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.
- Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.
- Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.
- Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.
- Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan/SPSA.

Significant Developments

Administration:

Since the Mid-cycle Evaluation in 2020 East Union administrative team has been replaced. Eric Simoni, principal of Escalon High School was hired for the 2022-2023 academic year at East Union High School where he has previously served as a social studies teacher and administrator. The administrative change included a new assistant principal, Andrew Lee and Vice Principal Michael Cipponeri both from within Manteca Unified School District. The following year a new Athletic Director Abbas Akhtar was hired from outside the district. East Union as of 2024 has had a complete change of all administrative roles since the mid-cycle report, with all these changes occurring in the last two years of the cycle.

Staff:

There have also been significant changes in instructional staff. The upheaval of the pandemic and opportunities for early retirement led to the replacement of several experienced teachers. According to the Department of Education's Data Quest East Union houses [77 full time teaching](#) positions. At the beginning of the 2023-2024 there were seven open full-time positions across multiple departments, three in science, three in Special Education Teachers and one English Teacher. The English position was being filled by a Teacher on Special Assignment but is now filled with a certificated English teacher who has previously been on staff. With the open positions and substitute shortages four teachers are being offered 133 contracts and teachers are asked to fill in during their prep period. Finally, when there were not enough teachers to substitute in classes the counselors and administrators were tasked to cover these periods. There was a turnover of 70% of the clerical staff on campus (5/9) over the past 3 years. The change extended to clerical staff, with a change in office manager, sub clerk, health clerk, and ASB clerk, with the attendance clerk position spread amongst other clerical staff while the attendance clerk is unavailable. We are also short six paraprofessionals in our Special education classrooms, increasing the difficulty with student development and management in special education classes.

Leadership Team:

The leadership team has rotated two positions in the last year. Our previous WASC Coordinator, Peter Gale, was hired as a Vice-Principal in our district but has since returned in an English teacher role. Our WASC leadership team is composed of the Administration, WASC Coordinator and five (teacher) focus group leaders and a guidance counselor.

Schedules:

East Union has continued to offer classes on a [four-by-four block schedule](#) as voted on by the staff yearly, in accordance with union rules. These schedules have included the time shifts to accommodate for changing California law regarding secondary school start times.

Construction:

[Construction](#) actively began in 2022-2023 school year. The first major project was the school stadium. The construction affected our football and track program, as well as the physical education classes. The football and track teams have been utilizing the practice fields and other high school stadiums in the area to compete. The stadium construction also affected the physical education programs. The teachers have reorganized their schedule to change the areas utilized for each class and sport. The removal of the weight room, stadium and blacktop required the use of other areas on campus, to include but not limited to repurposing the aerobics room and placing more classes on the practice field for instruction. In addition, there is limited access to the men's locker room, requiring students to walk through the pool area to access them. This has made it difficult for students and staff to monitor and organize the P.E. classes throughout the day. During the construction East Union has been working with construction crews to modify student walkways as well as the on and off campus check out locations to work around the areas the construction. These access points have affected the off-campus lunch point as well as the student and staff parking lot. For students this has led to forty less parking spots, resulting in students being late to first period due to having to park off campus and walk in. This has also meant that all staff are required to park in the faculty lot. However, there were not enough parking spaces for the whole campus. To resolve this a portion of the practice field and baseball field was graveled over to create more parking.

In addition, students have struggles with timely movement between classes because of the need to change walkways for varying construction requirements, resulting in increasing tardies from the beginning of the school year. Students now must walk around the blacktop area and have changed access to the science classrooms nearest the construction. Students and staff also have limited access to the administration office and building in the front portion of the campus, nearest N. Union Road.

In addition, the closure of the blacktop and portions of the hallways has meant that more students are in the quad area during lunch, and before and after school. Administration has utilized campus monitors to cover more campus exits to ensure a safe and secure campus. This has led to some frustration on walking paths and access to classrooms and locker rooms surrounding construction areas. Inside the classrooms the construction noise is a distraction to students during the school day. This noise includes but is not limited to demolition of buildings and the cutting and removal of the black top surfacing and large machinery. The construction has also caused the water to be turned off throughout the day as well as power outages that will interrupt internet and digital instruction.

Process and Procedures

There have been no formal process or procedures currently implemented for monitoring and assessing the Schoolwide Action Plan. Between the change of administration and the WASC coordinator position there has been a need to reprioritize campus culture and student behavior. Since the new WASC coordinator was appointed, there has been a weekly meeting with Simoni to check in on the development of the self-study. The goal in the up-coming cycle will be to establish clear procedures and processes for monitoring and assessing the action plan. This would include regular monthly meetings of the WASC focus group leadership, reviews with all administrators, increase involvement of school site council and increase the communication between parents and school community as well as four yearly meetings on non-WASC years with the faculty.

Progress and Monitoring Goals

Goal 1: Create a Schoolwide department common formative and summative assessments to improve student achievement.

Task	Assessment/Monitoring	Personnel Responsible	Evidence/Result on Implementation
1.1 Create common quarterly assessments for all core classes.	By Spring of 2022, all core areas will have created standards based, quarterly, common assessments. Monitoring LSW Meeting Minutes PLC Monitoring CFA's MAP Scores CAASSP Scores	Dept. Chairs Faculty Administration	Using the monitoring tools designated in the mid-cycle report, all monitoring tools can be viewed in the Staff Hub shared drive. Some departments have completed common formative assessments over the last two years. English Department has been the most improved department with the PLC process, they have worked on revising the common formative assessments per each level of instruction. In addition, they have been completing data protocol sheets that analyze percentages of each CFA and working on reteaching the weaker skills in their classroom.

			Mathematics Department has also moved forward in the creation of CFA's. The agendas are detailed and discuss the specific skills each class level will be working on in the next week. Science Department has been working understaffed for the first term of the year, with multiple long-term subs in two of their classrooms and downsized the department by one teacher. This required the department to shift goals to aiding substitutes in the completion of the curriculum and assignments. They have been completing and uploading CFA's and some Data protocols as time permits. Social Sciences Department is working through the different curriculums to review standards and CFA's. Economics and Government classes have completed the CFA's and are reviewing statistics regularly. World History has completed CFA's but is reviewing the standards they selected and redrafting the previously used CFAs to better address student learning. U.S History has been administering the CFA's and posted the results on the Staff HUB, they are currently in the process of reviewing the CFA protocols and reviewing data. The department has been moving forward with the implementation of the PLC process and will complete this
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			by the beginning of the next academic year. <u>Special Education Department</u> Although the special education department is not listed in the core curriculum classes it is important to note that they are attempting to make strides in monitoring student achievement. As the information in IEP's is confidential the SPED department does monitor student growth and achievement through programs that are utilized specifically by SPED teachers. Although the department does follow California State Standards there is not a beneficial manner to implement Common Formative assessments across multiple classes let alone in one class given the large disparity in academic levels between students even in the same classes. Since students with disabilities are not specifically listed in the previous Schoolwide action plans, there is a need to allow for differentiation in monitoring student achievement for special education program students. Therefore, the new action plan will include monitoring SPED students using Alecks and Reading Plus, which are programs used in all high school special education programs as common formative assessments instead of a content specific assessment. These programs
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			will allow SPED teachers to monitor student learning progress in a formal manner while allowing for the differentiate needed for each student's academic level.
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1.2 Ongoing professional development for faculty	Provide teachers the tools to function effectively in the PLC Environment, to create the Quarterly common assessments and analyze the data to effect student achievement. All core subject department chairs will be trained in PLC implementation by summer of 2021. All core subject area teachers will be trained in PLC implementation by summer 2022. Monitoring PD Attendance PD Surveys Teacher Surveys	Dept. Chairs Faculty Administration District	Since the Mid-cycle review District has been making a large push for Professional Learning Community trainings. The opportunity to attend a conference on PLC over the past three summers has been successful in getting staff engaged in the PLC process. There are no official records of who has attended the conferences prior to the new administration in 2022. The current number of teachers who attended the conference is 12. As of 2024 all members of staff have received PLC training at the site level from visiting contracted vendors. Kagan Learning Tools is a company brought in by the district to provide teachers with additional engagement strategies in the classroom. Teachers have received Kagan training during three professional development days. Many teachers have expressed that Kagan is a useful tool in classroom engagement. However, in a recent survey over 90% of teachers expressed a concern that there is an overemphasis on Kagan as the primary engagement strategy. A recommendation to include more variety in professional development including pd from other staff within the district.
1.3 Create a PLC Leadership	PLC implementation team will be selected	Administration	As of the 2022-23 school year, the PLC Leadership team has not been implemented. This is

team to facilitate effective implementation of the PLC process	and in place by fall of 2021. Monitoring Administration Selection PLC Meeting Minutes		due to the changing staff and administration in the last 2 years. East Union lost many experienced teachers, including department chairs, and has been restructuring its programs due to these changes. The administration will be able to revisit the selection process at the beginning of the next academic year, given many open positions have been filled as of January 2023. However, Special Education is still short six paraprofessionals.
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Goal 2: Engage all stakeholders in the development of shared coherent goals, priorities, SLO's, and a vision for East Union High School that will improve student achievement and better connect all stakeholders at the school.

Task	Assessment/Monitoring	Personnel Responsible	Evidence/Result on Implementation
2.1 Create and distribute surveys to gather increased feedback from all stakeholders about the school and its effectiveness in meeting student learning needs.	Amend and revise surveys created in 2021 to ensure that they are aligned with SLO's and Vision Statement to administer to stakeholders in Fall 2021 and Spring 2022. Monitoring Surveys Data Review and modification of tasks as necessary Collaborative plan for implementation	Administration WASC Coordinator School Site Council Leadership Team SLO's ELAC	There have not been many forms of direct outreach to stakeholders since the mid-cycle report. There has been a total of four surveys sent out in the past to parents and students. One to each group in 2022-23 school year, and one to each group in the 2023-24 school year. There has been an increase in surveys sent to teachers on campus, being a total of 10 different surveys for different aspects of the WASC Self-study, as well as a survey of the teacher's perspective of East Union's culture. At the district level stakeholders can attend school board meetings that are held regularly. In addition, the district holds

			LCAP meetings one multiple times at the end of each school year to involve stakeholders in the local accountability report.
2.2 Define priorities and goals for the following three years based on stakeholder feedback	Annual survey administration with response rates of 90% staff, 80% students, and 50% parents, with parents' percentage growing by 10% Monitoring Surveys Data Review and modification of tasks as necessary Collaborative plan for implementation	Administration Leadership Team Focus Groups Participants: Faculty Staff Students Teachers	Although, East Union is working to increase stakeholder input there has been no formal adaptation of this goal. With the changing of the administration there has been a need to adapt procedure and clarify processes that will be needed in order to implement this goal in an effective and timely manner. As such we will continue to work towards this goal in accordance with the New WASC Schoolwide Action Plan.
2.3 Revisit and workshop schoolwide learner outcomes (SLO's) to reflect the needs of students and staff.	Revise and update SLO's Monitoring Focus Group Minutes	Administration Leadership Team WASC focus groups Faculty	East Union revised the Student Learner Objectives in October of 2020. In addition, they were revisited again to develop Student Learning Objectives as well as Student Learner Outcomes in October 2023. These new SLO's were proposed and will be voted on by the end of the year, in order for full implementation in the 2024-25 school year.
2.4 Administration and staff collaborate on implementation of identified school priorities.	Create new "Thought Exchange" for open dialogue about important issues. Create timeline and prioritized implementation plan. Monitoring	Administration Leadership Team Department Chairs Faculty	Following the change of administration, Faculty meetings have been used to discuss changes on campus as put out by the administration. There have also been surveys sent out by the administration to review their achievements

	Surveys Collaborative plan		and progress. There still needs to be more open discussion with administration to develop and coordinate identified school priorities. The WASC Focus groups and departments have had conversations in meetings with regards to strengths and weaknesses of the school.
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Task	Assessment/Monitoring	Personnel Responsible	Evidence/Result on Implementation
3.1 Identify new research-based instructional techniques and delivery that aligns with the essential standards for all core classes.	Amend and revise surveys created in 2021 to ensure that they are aligned with SLO's and Vision Statement to administer to stakeholders in Fall 2021 and Spring 2022. Monitoring Classroom observations Student surveys PLC minutes Assessment Data	Administration Leadership Team Department Chairs PLC's Faculty	East Union is currently in the process of implementing the PLC process. The creation of common formative, formative and project-based assessments is the first part of the goal working towards instructional techniques based on performance of the assessments. The school will finalize the revision of the student learner objectives and create a set of student learner outcomes. That will align with the schools vision statement that will be finalized before the 2024-25 school year.
3.2 Integrate instructional techniques with RCD units	Implement identified RCD units. (Rigorous Curriculum Design) Monitoring Classroom observations RCD Units PLC Minutes Assessment date	Administration Leadership Team Department Chairs PLC's Faculty	There have been no formal processes put in place to monitor or implement this goal. Currently East Union is working on developing common formative assessments in PLC groups. In the new action plan, there will be a scheduled plan to develop CFA's, Formative assessments or projects that will align with the essential

			standards. Over the next WASC cycle staff will work on creating lessons that provide variety of instructional styles while maintaining academic rigor. These do not have to be RCD specific lessons but must address essential standards and best practices.
3.3 Evaluate efficacy of new instructional modes for performance and engagement and modify as appropriate.	Evaluate new techniques in PLC's to determine impact on student learning Monitoring Classroom observations RCD Units PLC Minutes Assessment Dates	Administration Leadership Team Department Chairs PLC's Faculty	The district has been implementing new engagement strategies over the past two years. The Kagan engagement strategies are designed for students to develop relationships with the students in their class in addition to actively engaging with the classroom content. This program has mixed reviews on campus. Many members of faculty enjoy using the processes in the classroom and have seen an increase in student engagement, However, some teachers have found that Kagan engagement strategies are being overemphasized by administration and district in place of reviewing all forms of engagement strategies.
3.4 Provide and participate in professional development in research-based instructional techniques and technology integration.	Provide and have 90% of the staff participate in professional development on instructional techniques and technology use in the classroom. Monitoring PLC minutes Staff self-reporting Professional	Administration Leadership Team Department Chairs PLC's Faculty	Throughout the last two years there have been multiple staff development days on implementing the Professional Learning Community process to include developing and analyzing data based on common formative assessment and MAP assessments. East Union has

	development participation forms (district provided)		met the goal of over 90% of the staff receiving training on instructional techniques, specifically engagement activities for the classroom. East Union has not had a specific professional development day for all the staff on using technology in the classroom.
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Review of Current Action Plan Goals

Action Plan Goals	Summary of Progress
Goal #1 Continue to develop Common Formative Assessments and summative assessment in all departments.	The PLC process has been made a priority by the administrative team through the last two school years. With an emphasis on developing common formative assessments approximately 50% of departments have CFA's created and are accessible on the East Union Staff Hub. The question has been raised by staff teaching the only section of the subject as to what Single section teachers should be submitting for reflection.
Goal #1 Implement the PLC process in all departments with the use of data from CFA's to improve student achievement.	Administration's emphasis on the implementation of the PLC process has included expanding the number of teachers who have attended the PLC conference previously held in Las Vegas. With this departments have begun to complete data protocol sheets while analyzing CFA's during dedicated PLC Wednesday morning meetings. Through the implementation of the PLC processes there have been concerns with how singleton subjects and special education are to implement the CFA's. Therefore, in the new schoolwide action plan there will be modifications in place to include formative assessments such as Alecks and Reading Plus for special education to measure student progress and Projects for the classes that use alternative projects to measure students' achievement such as 3-d art, ceramics, and business classes.
Goal #1 Implement use of D and F reports, Common Formative assessments, and	With Administrations major focus being on the implementation and utilization of PLC's, it was a strategic decision to not overwhelm staff by developing a program for the direct utilization of the

MAP scores to develop instruction, both short and long term.	D and F reports. The counseling department does review D's and F's while scheduling students. These reports are used to ensure students are meeting the California requirements for high school graduation, also ensuring all students meet the A-G basic requirements for the admission to CSU and UC's. In an effort to begin the implementation of MAP assessment scores, the district has placed these scores onto the students report cards and they are also used for English Language Learners reclassification with students grades 9-10 needing a RIT score of 220 for proficiency and 11-12 a RIT score of 223 to demonstrate proficiency. MAP Math assessment scores are also used for student's placement in skill appropriate math classes. East Union has also begun implementing the COST program. The Coordination of Services Team (COST) tracks students that are referred for behavioral reasons such as a five-day suspension or multiple shorter suspensions. In addition, to students with poor attendance or multiple trancies. This program will also be implemented for academic reasons such as students with two or more F's. COST will utilize tier two supports to aid these students on their way to success. These supports can include emotional counseling, tutoring, and teacher check-ins. East Union will continue to monitor and track students that enter the program and develop a baseline of progress based on students exiting the program successfully. Finally, with administration emphasizing effectively using PLC Wednesday time for the creation and analysis of Common formative assessments. Currently 50% of the departments have created common formative assessments and are analyzing the results of these assessments. These common formative assessments led to the review of classroom instruction and assignments in the departments that currently have them completed. The Administration is working with the departments that have not completed the assessments assisting in the clarifying the goals and use of the CFAs as part of the school's action plan and student learning levels.
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Action Plans	Summary of Progress
Goal #2 Increase authentic input from parents and students in school decision-making.	The school-wide community newsletters have not been consistent but are increasing. Only two issues were published in the fall of 2022, but this does help connect to community and celebrate student learning. Unfortunately, when our webmaster changed positions there have not been updates made to the school website. Therefore, it is not reflective of current goals and processes. The administration is looking for a new webmaster. Once a person is appointed the website can be updated to reflect current school status and information. Likewise, the School Site Council and ELAC have increased importance under new administration team. Parents have provided positive feedback and PBIS efforts are helping improve morale. More could be done to share results of public meetings with staff members, but internal staff members surveys make some feel that they have a stronger voice than before. Parents have received an email with a survey attached as of August 2023. This survey did not have a large response, 160 parents out of the 1200 students that are present at the campus is reflective of parent participation at East Union currently. According to the teacher survey from 2022-23 school year, some staff feel that the same people will always respond and therefore we are not capturing an accurate widespread community voice.

Action Plans	Summary of Progress
Goal #3 Improve instructional strategies to increase student achievement, by implementing increased collaboration and inform instruction, with a specific focus on EL Population.	Since the mid-cycle review the district has contracted with Kagan Learning in implementing student engagement tools. This program has been emphasized by administration to be used in all classes. The district has provided professional development on Kagan Engagement strategies and Professional Learning Communities. The district has emphasized PLC practices on late start Wednesdays and planned additional in-service time for planning and instructional development. There has also been the creation of special program meetings with Advanced

	Placement teachers and English Language Development teachers. With the improvement to engagement strategies across all programs we have continued to focus in on the needs of the English Language Learners. After returning from the pandemic scheduling students have been struggling with learning loss. This has hit our special populations particularly hard. English language learners and students with disabilities at East Union are the lowest performers in English Language Arts and Mathematics in a comparison with students from other groups. To focus in on the needs of the English Language Learning population. New ELD curriculum in alignment with the new English department curriculum has been implemented to aid in student development. Supplemental programs such as Read 180 and Exact path are also able to give English Learners individualized practice to increase English Language acquisition. East Union has also added tutoring during ELD class instruction to aid students in not just language acquisition but also in completion of the course work to ensure they are striving to meet the grade requirements for reclassification. As of last year, we have had 11 students reclassify out of the EL program and are hoping to increase this number by the end of the second term in May 2024. After interviewing ELD teachers the areas for improvement in the ELD program include the need for a clarified structure and clear communication. Given that the ELD personnel are spread out across 4 different departments they have been unable to create CFAs yet. There is also the need to clarify placement of students based on district recommendations and teacher recommendations. This would mean that the counseling and the ELD teachers and the Bilingual aides would need to meet to discuss student level placement and the amount of assistance needed per EL student proficiency group. Finally, a recommendation to find additional supports of level 1-2 proficiency in their none ELD classes, students in level 1-2 can get individual translations in the library with our bilingual aids but this is time consuming and
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	only can assist 1 -2 students at a time. Additional support such as translations during class or provided already translated instruction would eliminate a bulk of time where students are out of class or missing instruction. Finally, there is a need to increase professional development in instructional strategies for English Language Learners and Special education students in general education settings.
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Additional Areas for Improvement Identified by Visiting Committee	Summary of Progress
Recommendation # 1 Build on established SLO's by providing means to assess student growth in each of the outcomes, to ensure that each graduate accomplished the school's intended outcomes.	The staff reviewed and redrafted the current Student Learning Objectives on October 24, 2024. The initial SLO's from 2020 were rephrased and redrafted to include SMART goals that are both reflective of the end result of Student Learner Outcomes and the process that would be used to obtain the Student Learning Objective. The responses to the staff survey of the revised SLO's some teachers reflected on the rigidity of Smart goals limiting teachers' ability to differentiate instruction as need per each class: Advanced Placement, General Education and Special Education. The progress for this goal will be monitored by surveys to all stakeholders beginning in August 2024, in order to evaluate the development of the goals in all classrooms across departments. The administration has been assisting in the re-evaluation process by allowing staff meeting time to complete surveys in addition to time to review and vote on any necessary portions for both school wide learning objectives and WASC revision and review. Once the goals are formally voted on administration plans to disseminate the New SLO's and indicators charts to all personnel on campus and adopt the SLO's more intentionally in the School Improvement plan, including the student learner outcomes for the SLO's. Following the pandemic closures East Union has struggled to find a vision statement that the campus believes is reflective of East Unions campus and Culture. The vision statement was voted to be

	modified in 2022, from “World’s Greatest High School” as created by the previous administration and reevaluated to reflect an active change at East Union during the last few years. In reflection of the SLO’s, Mission and Vision statement teachers state that overscheduling has hindered the implementation of the SLO’s and classroom instruction. There is an increase in pulling students out of class, scheduling, and lack of communication for planning with the staff.
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Additional Areas for Improvement Identified by Visiting Committee	Summary of Progress
Recommendation #2 Establish a monitoring tool to collect PLC agendas and meeting notes, to include evidence of progress.	In the past three years the administration has developed a Staff HUB on the shared drive for each department’s use. Over the past 2 years administration has worked on streamlining the use of the HUB as a reflective means on analyzing student learning through the common formative assessments and student results on the CFAs across classrooms. Some of the faculty have expressed that it is difficult to use the staff hub. The technology requires permissions for access. This includes editing and reading. This also makes the program difficult to use due to technology problems that include having one person as the administrator. To address these issues professional development can be scheduled for successfully using the program, in addition each team will establish procedures for how they are going to create and store their data information.

Additional Areas for Improvement Identified by Visiting Committee	Summary of Progress
Recommendation #3 Improve College and Career Readiness Indicators through increasing rates of A-G requirements and expanding alternative classes such as CTE capstone courses and dual enrollment opportunities.	In support of this goal the counseling department has been implementing an active four-year plan with all students on campus. All students during the balloting visit will review their four-year plan from the year before to increase student ownership in the process of graduating. In addition to increasing student motivation and active

	engagement in the graduation requirements, East Union has increased the opportunity to complete Advanced Placement Classes to include Geography, Environmental Sciences, Biology, and European History. The reorganization of the CTE pathways has also increased our CTE programs from the flourishing Ag and FCCLA pathways to include the CTE pathways of Criminal Justice and Fashion programs providing a wider array of curriculum to East Union students. Over the past three years, there has been slight fluctuation in the graduation rates for the whole school. When the numbers have been disaggregated it shows that English Learners have had a decrease in meeting the A-G requirements by 8% when analyzing the inactive and active numbers for the graduation rate. General Education students have a 97% graduation rate in 2022-23. General education students that met A-G requirements upon graduation are 37% of the graduates. The general education students have been struggling to meet the Algebra 2 requirement and two years of a world language requirement. Due to scheduling some students who need to complete Algebra A and Algebra B may not be able to fit in their schedule the algebra 2 component, the world language component can be a struggle for students due to the expectation and rigor in a second year of a world language. For English Language Learners this decrease can be influenced by restructuring the ELD programing and struggling to create a program that provides the support that EL students need to improve in all course work. To assist in scheduling the counseling department has created a program form to assist tracking Level One and Level Two students in their classes. In addition, there is no formal tracking of the special education program certificates for both attendance and achievement. In addition, all the East Union tracking for the schoolwide action plan goals include only active enrolled students, unless needed specifically to analyze the data. Although these numbers are relatively small it is important to note that special education students can achieve their goals by analyzing their progress on Alecks and Reading Plus in addition to monitoring
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	and tracking student options during their IEP's during sophomore year following the completion of pre-algebra.
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Chapter 2: School Profile, Supporting Data And Findings

Chapter 2: School Profile and Supporting Data and Findings

Develop a clear profile of your school and students using data and information. Include the following:

- Provide demographic data about the school including demographics, enrollment, relevant Dataquest information, course enrollment patterns by student groups, teacher assignment monitoring outcomes (AMO), link to SARC and other relevant data.
- Include California School Dashboard Performance Overview and other local measures reflecting student academic progress and social emotional well-being.
- Ensure the updated School Profile addresses the following:
 - Three years of data, if available.
 - Data presented through the use of appropriate charts, tables, and graphs data disaggregated, as appropriate, analyzed and interpreted, i.e., findings.
 - Include links to related profile materials at the end of the report.
 - Determine implications of the data, noting trends and patterns.
 - Identify two to three major preliminary student learner needs based on the data.
 - Determine 2-4 important questions to consider in focus groups that have been raised by the analysis of student performance, demographic and perception data.

Demographics

History Background:

East Union's demographic data shows a consistent ethnic composition from 2017 to the present year of 2024. The campus serves students grades 9th through 12th from the northern portion of Manteca and portions of French Camp. Manteca has a population of 82,400 as of the 2020 U.S. Census Bureau. Manteca is a suburban area that has a diverse ethnic and professional background. East Union is one of five comprehensive High Schools in Manteca Unified School District with Manteca Unified School District having a total enrollment of 24,154 in grades K-12 with an average student to teacher ratio of 23 to 1.

Family and Community Trends:

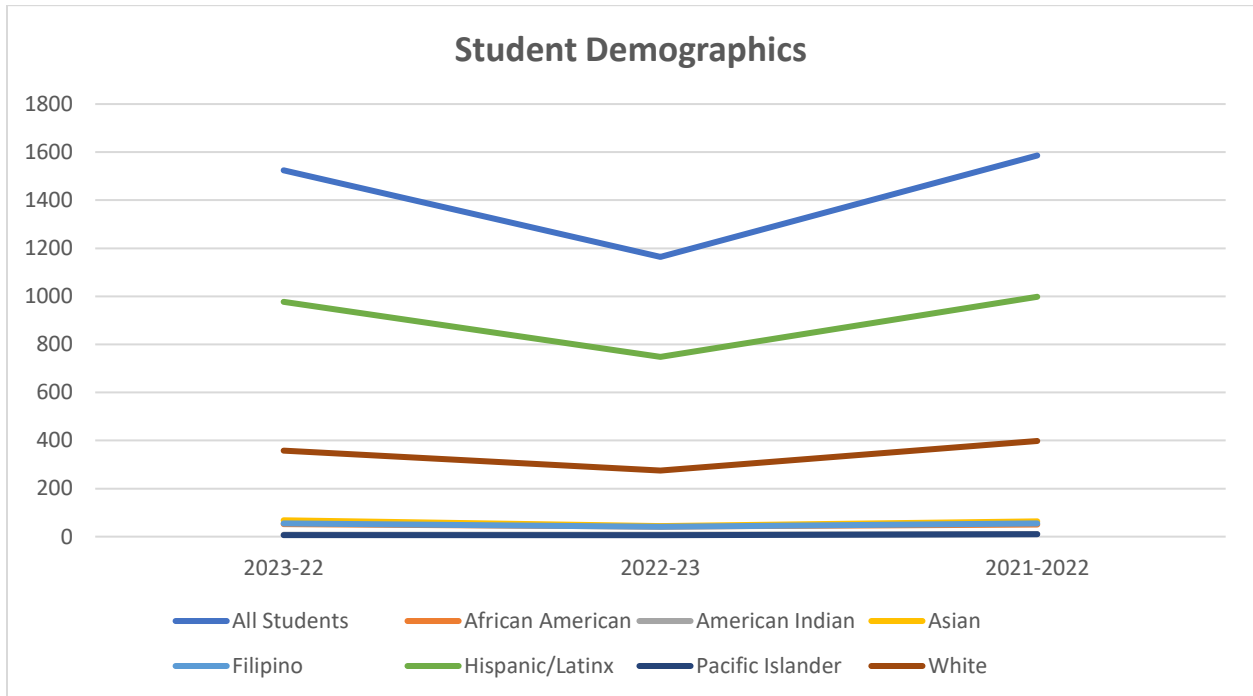
According to the U.S. Census Bureau and Bureau of Labor Statistics Manteca is currently experiencing 4.9% unemployment rate with is higher than the national average of 3.7%. The medium household income is \$82,538 which is up 7.51% from previous years.

Demographic Findings Include:

The clerical staff mimics the student body percentage with approximately 60% being Hispanic and the next largest population being white. In reflecting upon the Certified staff the numbers are reverse with majority of the staff being white. There were approximately 77 full time teachers with 80% having a clear credential and 13% are ineffective meaning there is not enough information or teaching outside of their credentialed area. The remaining 7% are interns and long terms substitute teachers for the 2021-22 school year. For the 2020-2021 school year 74 full time teaching positions with 87% cleared credentials and 11.3% ineffective. With the increase of

teachers from 74 to 78 in the last 3 years the number of cleared credentials have dropped due to shortages in qualified teachers and better retirement offers by the district. Currently, there is a higher percentage of experienced teachers compared to inexperienced teachers. The teacher demographics could be affected in the next few years if there is a large percentage of teachers retiring.

Student Demographic Breakdown



	School Year	2023-2024	2022-2023	2021-2022
	Student Group	Enrollment by Grade 2023-24	Enrollment by Grade 2022-23	Enrollment by Grade 2021-22
All Race/ Ethnicity	All Students	1525	1164	1586
	African American	52	42	50
	American Indian	8	8	11
	Asian	68	44	64
	Filipino	55	41	55
	Hispanic/Latinx	977	748	998
	Pacific Islander	7	6	10
	White	358	275	398

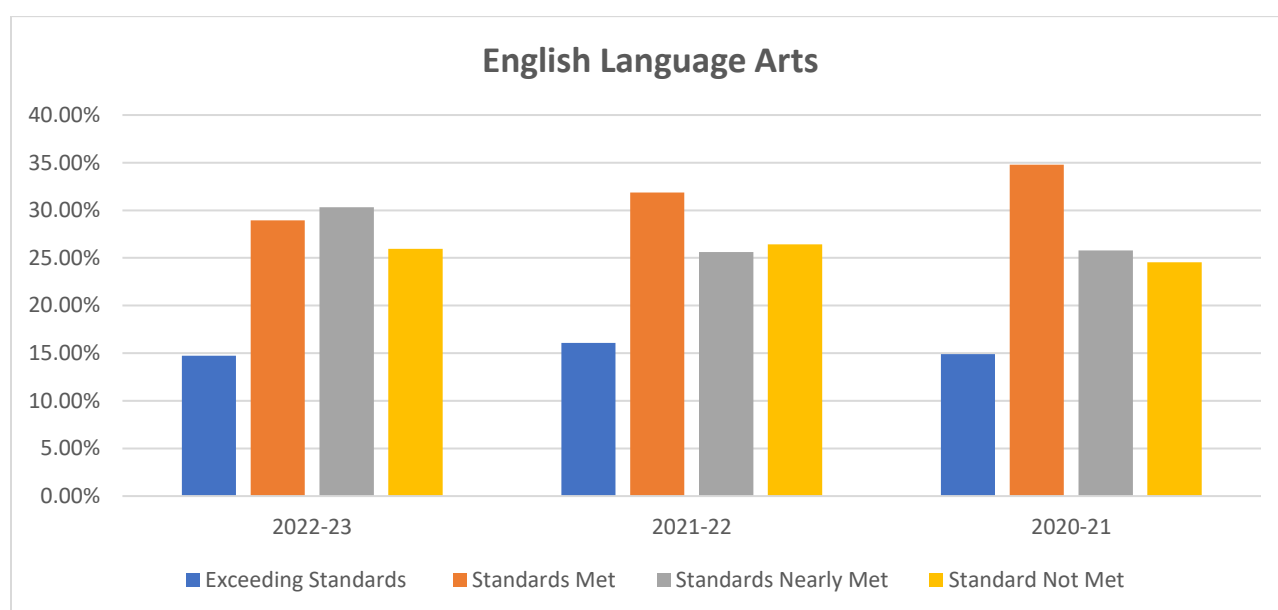
Student Demographic breakdown by Ethnicity for past three years.

Ed Data and Registrar information show that East Union's disaggregated demographic breakdown demonstrates very little fluctuation in the student body. For the past three years the Hispanic population has been over 60% of the student body with white students being the second largest at 25%. African American, Filipino and Asia approximately 4% each of the student body.

Due to rezoning within the city of Manteca there may be a change in the student demographic breakdown coming to East Union as well as an increase in the student population that will attend East Union High School. The new school construction will give East Union High School the ability to house over 2200 students on its campus, an increase from the current 1525.

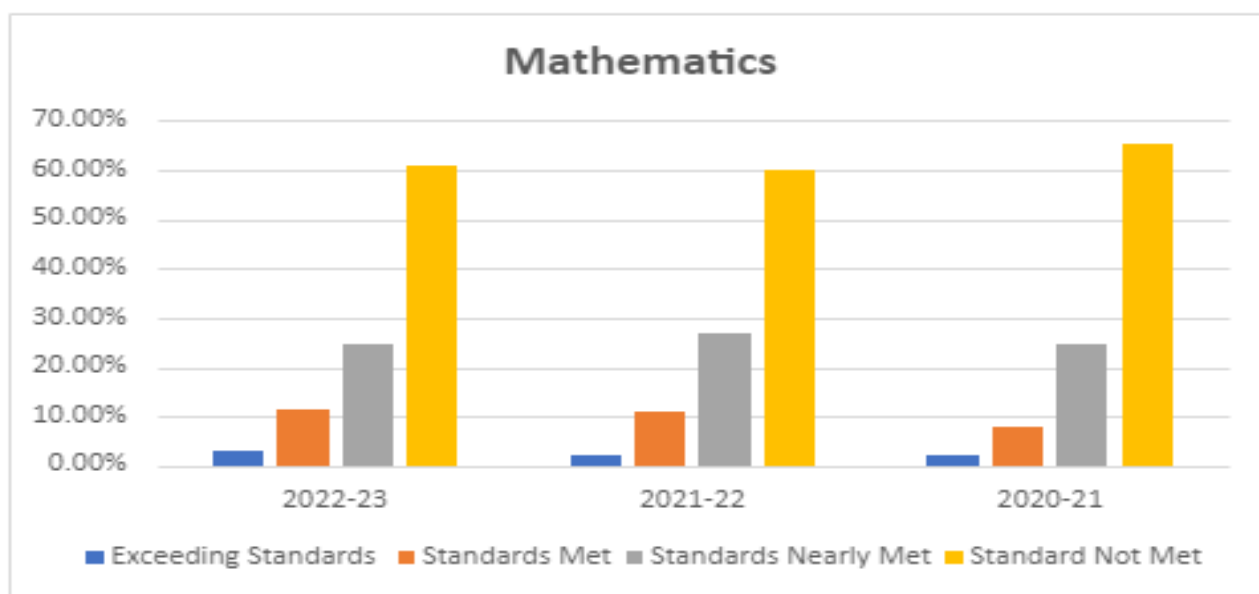
Performance Data

CAASSP Testing



Reporting Categories	2022-23	2021-22	2020-21
Exceeding Standards	14.75%	16.08%	14.91%
Standards Met	28.96%	31.88%	34.78%
Standards Nearly Met	30.33%	25.61%	25.78%
Standard Not Met	25.96%	26.43%	24.53%

When comparing the results of the CAASPP English Language Arts from the 2022-23 school year with the previous two years there has been a decrease in students qualify at grade level on the English Language Arts assessment, however, there has been a 5% increase of students in the nearly met standard and a decline in the students achieving or exceeding standards. There has been a change in curriculum in the last year for our English department and the staff is currently developing lessons for the material.



Reporting Categories	2022-23	2021-22	2020-21
Exceeding Standards	3.01%	2.18%	2.30%
Standards Met	11.23%	11.17%	7.87%
Standards Nearly Met	24.66%	26.70%	24.59%
Standard Not Met	61.10%	59.95%	65.25%

Students not meeting grade level standards, and that they exceed the state percentage not meeting grade level standards. This disparity can be from the learning gap created during the pandemic. Students will struggle to meet grade level standards at higher grade levels if they struggle with basic math skills. To support mathematics skills development East Union has been adapting teaching strategies to incorporate more engaging instruction. In addition, many teachers will review skills from previous levels at the beginning of each term. In addition, mathematics is not just mathematical skills at higher levels, it includes reading comprehension. If students struggle with reading comprehension, they will be unable to fully understand the word problems on the mathematics test.

In comparison of the last two years, 2020-21 and 2021-22 there has been small fluctuations in the percentages of students who met standard in Mathematics and English Language Arts. These numbers can be influenced by the fact that the entire administration has been replaced in the last 2 years and the loss of experienced teachers following the pandemic. These large changes influence culture on campus as well as learning and teaching on campus.

Finally, across all three years technology has had both a positive and negative effect on learning. The pandemic increased the use of technology for instruction but many teachers during discussions have mentioned the issue with technology is that students use artificial intelligence programs and problem-solving programs to complete assignments for class. The implication is students are not using the material being taught and therefore cannot reproduce the skills on

standardized testing. There have also been three different forms of instruction over the past three years with the 2022-23 school year being the second year of all in-person instruction. The consistency of two years of administration being in place and a consistent schedule with all students on campus has shown an increase in student achievement in math achievement. Although numbers are still low for total students achieving success there is progress in decreasing the number of students who have not met the standards at all.

Advanced Placement (AP) Tests

Numbers Enrolled	Ethnic Group
129	All students enrolled
8	African/African American
10	Asian-Other
16	Filipino/Filipino American
37	Hispanic/Latino
1	Pac Islander-Samoan
34	White
16	Asian-Asian Indian
7	Asian-Chinese

East Union has changed the AP classes offered from the Mid-cycle report. When teachers retired or left East Union lost AP physics, AP Chemistry and AP Spanish in the last three years. AP Environmental sciences was created two years. This class did not return for the 2023-24 school year when the teacher left East Union. Due to the loss of teachers East Union also no longer offers AP Spanish, Physics, Comparative Politics, Environmental Science, and Chemistry. These classes have not returned to the campus yet due to the need to train teachers. In attempts to rejuvenate the AP programs East Union has added AP Human Geography and AP European History.

To ensure equality, diversity, and inclusion many classes are offered without prerequisite scores or requirements. The only classes offered with prerequisites are Mathematics classes, that require a lower level of basic math skills in order to succeed in course work. The current enrollment of students shows that the [majority enrolled are Hispanic/Latin American and the second is White](#). This aligns with the school's demographic breakdown.

SAT and ACT Testing

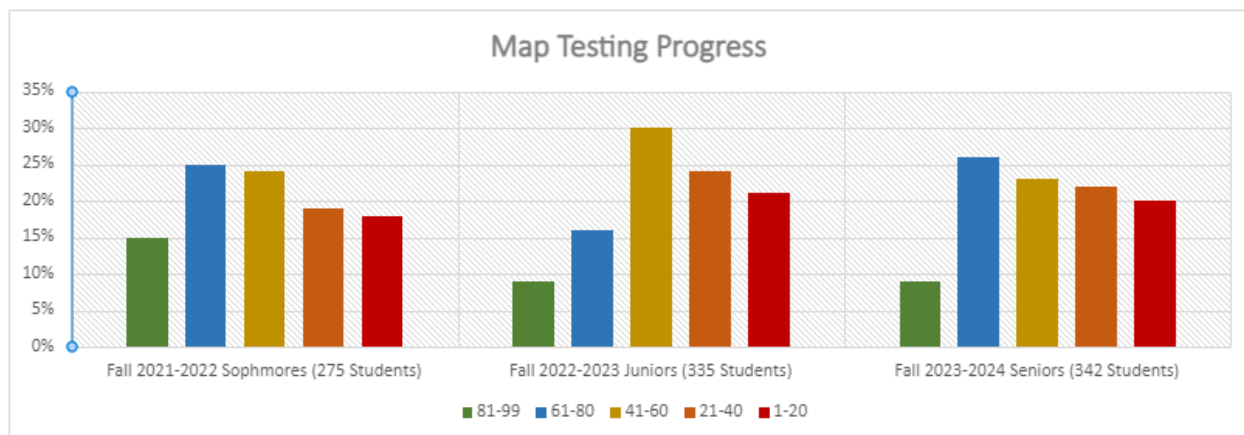
East Union students have had a low attendance rate for the [SAT scores](#). In the past three years [52 or less students](#) have taken the [SAT](#). These numbers may be decreased due to many colleges removing the requirement for SAT testing. Also, the fact that many students qualify for free tuition at Junior Colleges, these colleges provide an opportunity for upper education at lower cost. Students then have the opportunity to transfer to four-year programs without the need for SAT or ACT testing.

Currently we have not had access to the ACT scores for the last three years. With the new administration in place and the addition of a new counselor there have been difficulties with

getting personnel authorized on the required websites. The request has been put in with the program and authorization is waiting to be approved.

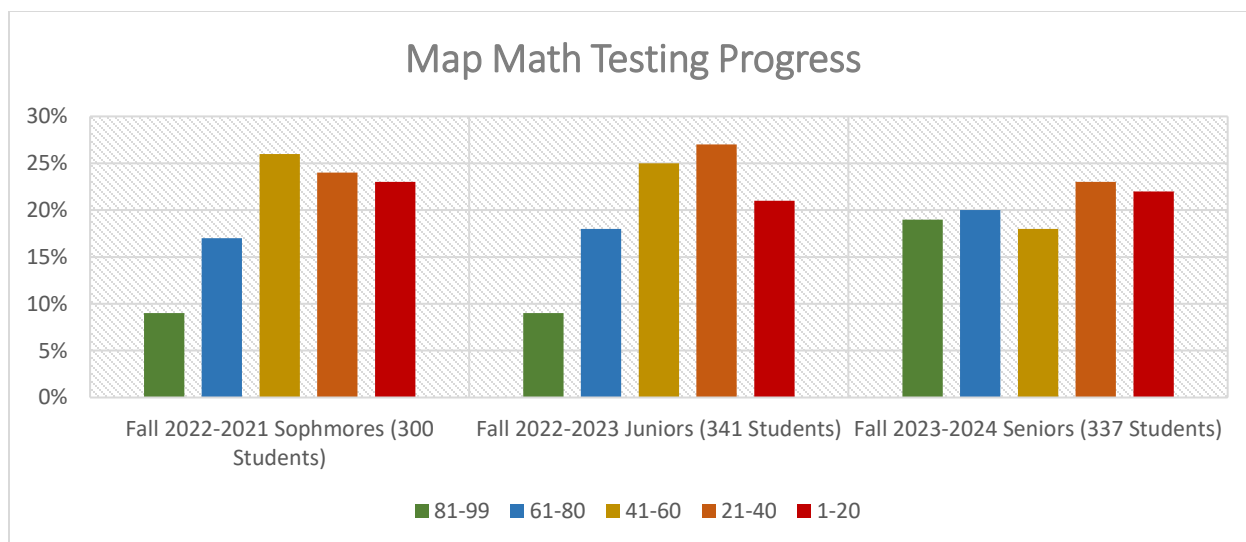
MAP Testing

Over the past 3 years Manteca Unified School District has begun to implement MAP testing at the secondary level. These tests are designed to measure academic progress in reference to grade level standards. These tests are administered three times a year digitally and are intuitive to student's answers. The results are used for student placement in English and Mathematics. In addition, these scores are used in the reclassification process for EL students.



Percentile	Fall 2022-2021 Sophomores (275 Students)	Fall 2022-2023 Juniors (335 Students)	Fall 2023-2024 Seniors (342 Students)
81-99	15%	9%	9%
61-80	25%	16%	26%
41-60	24%	30%	23%
21-40	19%	24%	22%
1-20	18%	21%	20%

In reflecting on the English Language progress the class of 2024 has decreased their top 3 percentiles between their sophomore and senior year meaning that the student scores were dropping each consecutive year. There is a learning gap for these students during their middle school years due to the pandemic teaching and inconsistencies. As these students have matured, they have struggled to fill in the learning gaps in their knowledge making upper-level critical thinking and skills more difficult, therefore the CAASSP grade level performance exam scores will decrease.



Percentile	Fall 2022-2021 Sophmores (300 Students)	Fall 2022-2023 Juniors (341 Students)	Fall 2023-2024 Seniors (337 Students)
81-99	9%	9%	19%
61-80	17%	18%	20%
41-60	26%	25%	18%
21-40	24%	27%	23%
1-20	23%	21%	22%

Math progress over the past three years for the class of 2024 demonstrates a stagnated mathematic proficiency. These numbers are being affected by the lack of a pre-algebra class and basic math skills taught during middle school grade levels due to the pandemic. The district does not currently allow high schools to offer general education pre-algebra courses. These courses would be beneficial to all student levels, they are currently offered only to special education students. However, this course would allow for increased progress in upper mathematics course due to weak basic math principles.

Trends and Patterns in the Data

The data for English Language Arts (ELA) proficiency demonstrates that East Union needs to continue to increase supports for student progress achievement. Students have shown a decrease in proficiency in ELA over the past three years. Some learning loss was anticipated due to the instability of learning and instruction during the pandemic, and we anticipate growth in the near future. Additionally, piloting of three different ELA programs during the 2023-24 academic school year led to irregular growth and instruction. This academic year is the first year of the implementation of the new adopted Houghton Mifflin curriculum for English Language Arts classes. Overall, there has been a decreased focus on reading across curriculum spurred by the desire to immediately address content specific learning loss and the difficulty of focusing on reading using digital media. Teachers need more assistance in integrating close reading models with current digital curricular assets. The use of close reading strategies across all grade levels

and content areas would develop and reinforce skills that would improve English Language Arts performance as well as content specific performance.

The MAP (Measures of Academic Progress) assessment of the graduating class of 2024 demonstrates stagnation in their senior year. Due to the irregular nature of graduation and college requirements students have not pursued advanced mathematic courses. Manteca Unified's decision to remove Eighth grade algebra offerings district wide limits students' pathways to higher level mathematics course work. Some learning loss was anticipated due to the instability of learning and instruction during the pandemic, and we anticipate growth resuming in the near future.

Student Learner Needs

Student needs include communication, problem solving and common core proficiency. In response to surveys, teachers and parents stated that students struggle to clearly communicate their needs and ideas in both academic and non-academic settings. These communication skills include presentation, written communication, and organization. The need for these skills is addressed in the Schoolwide Student Learner Outcomes. When teachers were surveyed, they concluded that 70% of classrooms will use an online or in person instructional strategy requiring students to express opinions to content with their classmates. This means that in the classroom teachers will use communication instructional strategies three out of five instructional days as a student indicator.

Survey and data demonstrate that many students do not use adequate problem-solving skills to maintain organization or solve complex problems either emotionally or academically. To support the development of this need East Union will, have 70% of classrooms maintain and have students complete a calendar or agenda each term.

The last preliminary student need is for students to demonstrate content specific academic progress. Implementation and monitoring of this need will be done using common formative, formative or project-based assessments in over 90% of the classrooms by 2025. Students will demonstrate content knowledge or academic progress, as determined by each department.

Focus Group Questions

In reviewing the D and F reports what classes have the highest percentage of D's and F's, what are the practices and strategies in those classes? What is the student work ethic in the classes?

The freshman struggle with academic and social settings in high school, what supports would be beneficial to support the transition to high school, in addition to future success?

To support student academic success across curriculums, what can be developed to support the development of prerequisite skills in both mathematics and English? What skills are cross-curricular and would benefit the whole student body in all courses?

To support all student groups what professional development needs to be implemented to assist students who are English language learners or Students with disabilities in general education courses? Can additional support be implemented in all classes to assist these groups in achieving

academic rigor while providing accommodations as needed to be successful in general education courses?

How can East Union better define a common culture of achievement for both students and faculty?



Chapter 3: Focus on Learning

Chapter 3: Focus on Learning

Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

Criterion A1: Vision and Purpose

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and your response.
- Explain how the schoolwide learner goals/Graduate Profile reflect the vision and mission and impact student learning and well-being.

Criterion A1: Vision and Purpose

East Union is working on revising the current vision statement. There was originally a Vision statement created in 2020 in conjunction with Richard Parkhouse, "World's Greatest High School". Currently there is a committee to refine and create a more concise vision statement that will reflect upon achievement inclusion, equity, and diversity. In accordance with the Local Control and Accountability Plan East Union will work towards active implementation of Student Learner Objectives in accordance with student achievement goals and academic standards.

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, congruent with research and 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.

Findings	Evidence
In the 2022-23 school year the staff reflected that the vision statement needed revision. The staff voted to change the vision statement from "World's Greatest High School" and are currently working in committee to create a new vision statement. This process has not been clearly explained to all stakeholders and many teachers are not aware of the status of the redrafted vision statement. The committee	District Mission Statement East Union Vision Statement East Union Mission Statement LCAP Student Learner Objectives Disciplinary Charts Student Survey Parent Survey Teacher Surveys

has proposed a new vision statement “To empower all to be successful leaders.” The process of adopting the new vision statement is ongoing with staff. Once staff has approved the vision statement it will go to the School Site Council. In addition, a survey was sent to parents and students. The parents and students both reflected that they need to better understand the school vision and mission statement. Survey results indicated that some parents desire assurance that East Union will focus on learners at all levels. However, these groups remarked that currently there has been a positive change in practices both behaviorally and academically that are supportive of student success. When the new vision statement is completed, all stakeholders will have been informed prior to its formal adoption. Following the approval of the vision statement. East Union plans to revisit their current mission statement: <i>East Union’s mission is to inspire, prepare and empower every student to succeed in our ever-changing world. We provide a safe supportive and inclusive environment where students master grade level standards through connections, respect, and accountability.</i> The current mission statements aligns with the District mission statement. The goal of East Union is to ensure that we give students effective instruction using various techniques to reach all students. The mission statement will go through the same approval process of teachers and School Site Council to engage more stakeholders. In addition, this information will be clearly disseminated to all stakeholders and updated on the school website. While East Union is working to increase stakeholder involvement at all levels there has been an increase in participation by teachers	East Union Website
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in the process to create vision statements, mission statements and SLO's. There is still a need to continue to improve communication across all stakeholders and in particular communication with parents. 167 parents of the 1500 students responded to the parent/guardian survey. Respondents stated a desire for increased culturally responsive communication. Many items are sent out translated into Spanish but there should be additional, languages as needed to reach all parents or guardians. Most of the communication has come through email or social media sites. There is a percentage of parents who do not utilize these options and would find it helpful to have the school website updated and more user friendly in addition to NTI's. 611 students responded to the student survey, over 40% of the student body. Many students who completed the student survey rated East Union as above average in having class options and the offerings for athletic programs on campus. There were multiple responses for additional classes covering more diverse perspectives than the California State Standards, including classes in Hispanic history.	
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Criterion A2: Governance

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the **governing board impacts student learning and well-being**.

Criterion A2: Governance

The school's purpose is aligned with school board LCAP goals. The four main areas of need include chronic absenteeism, mathematics achievement, English Language Arts achievement, and suspension rates. These numbers are reflected on the district dashboard and [East Union](#) also reflects similarities in areas of growth needed. In accordance with these identified needs the East Union school wide action plan and Student Learner Objectives reflect the process that East Union has and will continue to take in order to address these challenges for student learning. While East Union has been consistent in A-G achievement and graduation rates, changes need to

be made in order to facilitate improvement in achievement. Discipline and attendance issues are ongoing struggles that continue to draw our attention and focus. Without improvement in these areas student achievement cannot grow.

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.	
Findings	Evidence
Since the mid-cycle report there have been inconsistencies in implementing Student Learning Objectives (SLOs). Following Hybrid instruction there was a percentage of new teachers coming into East Union and information was not disseminated clearly. In October 2023 the SLO's were redrafted to include SMART goal measurements and data monitoring indicators. East Union will continue to develop procedures for specific data monitoring of the SLO's. During the development of procedures for monitoring Student Learner Objectives East Union will develop a process and procedure for disseminating these objectives to all Stakeholders, including Students and Parents. District LCAP goals focus on three broad areas including conditions of learning, pupil outcomes and student engagement. These three broad areas are in direct relationship to East Union's SLO's and Schoolwide Action plan. The district created a goal implementing professional development programs to assist in working on Board Area B: Pupil Outcomes. The district created a goal to increase student achievement based on standardized testing, English Language redesignations, AP test results and college readiness indicators such as SAT/ACT scores and A-G completion rates. These goals reflect our commitment to using assessments in a timely manner to improve student achievement. The district is supportive of the use of standardized testing to monitor student	District Website School Board Meeting Minutes ELAC Meeting Minutes Senior Night 8th Grade Night Senior Awards FAFSA Night (website) School Site Council Minutes Student Learning Objectives SLO's Survey Uniform Complaint Procedures (District) MAP Testing

progress. MAP testing provides teachers with immediate data, allowing for individualized instruction for student learning. In addition, they will be measured by how students perform in classes.

Broad area A and C of district LCAP goals also support the district's decision to implement training on Professional Learning Communities in addition to Kagan engagement strategies.

District monitoring of these programs has been implemented by visits to classrooms on campus to see engagement strategies and visits during PLC late start meetings to observe conversations on CFA's and data analysis. In addition, departments are expected to complete a [data protocol form](#) that address three questions, what do students need to know, how do we know they are learning it, and what do we do if they are not understanding? These are completed on PLC scheduled days when common formative, formative or project-based assessments are reviewed.

In the development of the Schoolwide Action Plan goals, parents can attend multiple meetings a year. These meetings include ELAC meetings. This meeting aligns with the East Union action plan, Goal 3. The need to support English Language learners is emphasized in the goals and East Union is moving forward in supporting EL students. Samantha Danley, an English teacher, came to East Union and has accelerated our work towards increasing supports for English language learners. Cecilla Murillo, EL level 1 and Spanish teacher, has also begun to implement new programs and procedures to help support ELD students such as a plan for level 1 and 2 students to achieve reclassification.

There have also been outreach nights for parents to attend. These include 8th grade

parent night, FAFSA night, Senior Night, and Senior Awards night and Athletic Awards Night. These events provide outreach for parents to get involved and become active participants on campus. For all stakeholders there are informal and formal policies and procedures in place for complaints. The teacher survey revealed that there is a portion of the staff that is unfamiliar with the formal complaint policy and would like clarification on these procedures.	
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Criterion A3: Leadership for Learning

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how *leadership actions impact student learning and well-being*.

Criterion A3: Leadership for Learning (1–2 pages maximum)

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

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.	
Findings	Evidence
With East Union's implementation of the PLC procedures, the departments have been working towards the creation of Common Formative assessments. These assessments are used to analyze student learning across classrooms, in addition to sharing best practices for the content. Departments are at varying stages of implementation. Some departments have completed four	Focus Group Meeting Forms LSW Meeting Schedule Student Learner Objectives

assessments, while others are in the process of developing their assessments. Throughout the upcoming WASC cycle teachers will be focusing on developing procedures for the monitoring PLC processes. These processes will reflect upon student knowledge acquisition and the sharing of best practices to improve student learning. Through sharing best practices teachers can continue to connect to students in all classes. In addition to the CFAs, Formative and projects, East Union will also develop processes for collecting evidence and monitoring the Student Learner Objectives and the Student Learner Outcomes beginning in August 2024.	
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Criterion A4: Qualified Staff and Professional Development

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how *leadership and staff actions impact student learning and well-being*.

Criterion A4: Qualified Staff and Professional Development (1–2 pages maximum)

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. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

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.	
Findings	Evidence
In accordance with the district hiring procedures as outlined on the district website.	District Hiring Policies Induction Requirements

This includes the induction procedures for teachers without credentials or uncleared credentials. In reviewing the staff demographics 80% of the staff are teaching in their credential. Only 2.8% are out of their field, which is less than the statewide percentage of 4.3%. When teachers were asked to reflect on the evaluation procedures a majority stated that these procedures were fair and supportive of student learning. Specifically, the feedback given after the observations that help improve the current strategies teachers were using. There were also teachers who stated that these procedures are not helpful in the evaluation process, and the evaluations, procedures and professional developments in place do not support teachers in improving instructional strategies following the evaluation process. With East Union having only 2.8% of teachers teaching outside of their field, students receive content instruction from qualified teachers. This allows teachers to focus on quality teaching strategies instead of learning content at the same time. In addition, if the professional development and evaluation processes reflect specific needs of the individual teachers during the evaluation process. This would benefit student learning just as individualized instruction is for students. Currently, the administration is working on editing the Teacher Handbook which is over five years old and has just completed the student handbook. The new administration has been working to update previous procedures and clarify processes that do not have clear procedures. For example, the athletics department has implemented a new procedure for purchase orders that must be used by all coaches. This has also been implemented by the ASB clerk to streamline the purchase orders for all clubs and programs.	<u>Student Handbook</u> <u>Professional Development Expenditures</u> <u>MUSD Union Certified Agreement</u> <u>Evaluation Forms</u> <u>Teacher Survey</u>
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Through the review of the processes and procedures of previous years administration and staff have discovered practices that were ineffective or not in place. These have issues being resolved means students have easier understanding of how programs should run, as well as allowing sports and clubs to purchase necessary items in a timely manner. This was not always possible with the previous practices. Some of the changes have included overhauling the athletics department. With the appointment of a new athletic director/v ice principal there has been a large changeover in coaching staff. This will hopefully mean that coaches will be appointed from on campus. By having coaching staff present on campus students benefit both academically through the relationships the coaches have with other teachers to support student learning. In addition, there will be consistency throughout all programs given that the coaches will reflect East Union's specific schoolwide goals and values.

Manteca Unified School District has been implementing professional development programming at all sites. These programs are district directives that include the creation and implementation of Professional Learning communities and Kagan Engagement tools. These programs were not selected at the site level and are being given by contract companies. Teacher surveys reflect the desire to have more professional development of best practices given by colleges in the district. Programs previous have includes full day conferences where teachers are able to choose from multiple class offerings based on their needs. As of the 2023-24 school year there has not been a staff directed professional developed. All these surveys will be provided to administration to assist in planning and scheduling professional development in future years.

The new administration is in the process of updating the faculty handbook that will provide clear written instructions and policies and procedures for staff on campus. These policies and procedures will be in accordance with administrative expectations and the Manteca Educations Association Union agreement. The faculty handbook will also reflect the procedures for addressing concerns, this will create clearly establish procedure that can be used to build relationships between teachers, administration and classified staff.	
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Criterion A5: Resources

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *distribution of resources impacts student learning and well-being*.

Criterion A5: Resources (1–2 pages maximum)

The human, material, physical, and financial resources are 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 expectations.

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the 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.	
Findings	Evidence
Faculty is engaged in the decision making on the budget for their department. Each department is allocated funds that can be used at the department's discretion to purchase office supplies and supplement curriculum needs. Teachers mention that limited companies require teachers to overpay for items that may be cheaper on other sites. With regards to the development and auditing of budgets, there have been many changes with the processes and procedures. First the athletics department and ASB clubs and programs reviewed and streamlined the process for purchase orders. A meeting was	ELAC Meeting Notes Teacher Survey School Site Council Minutes Budget Construction Plans DST Tickets Campus Map Purchase Order Forms Master Schedule Course Catalog

held to review how purchase orders are to be completed. In addition, clubs are required to maintain a balance book of fundraising and spending for the club. In addition, the School Site Council meets regularly to review the school action plan goals and monitor the allocation of funds for programming. ELAC also monitors and reviews the programming and budget for English language learners on campus. This program is currently working towards increasing programming and curriculum to increase reclassification of EL students. These meetings support Goal 3 of the SPSA by reviewing what is currently available for our EL population. Although these programs attempt to engage stakeholders across the community, East Union will still work towards increasing the student and parent engagement across the campus by supporting programming across all departments. There was a perceptible increase in attendance at the 8th grade parent night on January 29th.

In relation to the Schoolwide Action Plan there has been specific allocation for science tutoring for emerging students, however, there is no other specific budget that aligns with the SPSA currently. Each department is allocated a specific amount of funds for additional supplies and supplementary materials as decided throughout the academic school year. The specific allocations to support goals for improvement include allocations for mathematics conferences, computers, and TV's. There are also specific allocations for Advanced placement programming to include Albert practice programming, AP training for additional Advanced Placement classes. There is also additional funding in the budget to support elective programs such as choir, music and art programs.

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.	
Findings	Evidence
The teacher survey stated that many departments have the required materials for workbook and technology use. There have been problems with having enough consumables for all departments. For example, there were not enough HMH literature consumables for 9th grade this year. In addition, the technology that is currently available for teachers and students is very limited in capabilities due to product options due to district policies and student devices and firewalls limiting programs and options for use in the classroom. These devices require maintenance and repairs and the process for this is cumbersome and time consuming. Teachers are responsible for putting in tablet tickets for student device issues during classes. This is not consistently implemented across the campus and at times the responsibility falls to teachers to implement fixes during classroom instructional time. Completing these and troubleshooting any possible solutions impacts instructional time by focusing on the one student's technology issue, while other students are present in the classroom. In the faculty handbook administration will address the expectations and procedures for tablet tickets and responsibility for implementation of troubleshooting to be done by staff and requirements for technicians. As stated in the substantial changes request, East Union is currently undergoing major construction in accordance with Measure A and Measure G. East Union High School is remodeling or replacing many of the older classrooms on campus. At 56 years old this measure has allowed the East Union campus to expand and rebuild to hold a larger student population to meet the growing need for High schools in Manteca. At the end of this project East Union will have the capacity to house	<u>Teacher Survey</u> <u>Master Schedule</u> <u>School Budget</u> <u>DST Tickets</u> <u>Campus Map</u> <u>Construction Plans</u>

2,200 students. The new buildings will be capable of meeting the needs of 21st century learners.

During the construction East Union has been working with construction crews to modify student walkways as well as the on and off campus check out locations to work around the areas the construction crews need access to. Students have struggled with timely movement between classes increasing tardies from the beginning of the school year. Students now must walk around the blacktop area and have changed access to the science classrooms nearest the construction. Students and staff also have limited access to the administration office and building in the front portion of the campus, nearest N. Union Road. In addition, the closure of the blacktop and portions of the hallways has meant that more students are in the quad area during lunch, and before and after school.

Administration has utilized campus monitors to cover more campus exits to ensure a safe and secure campus. This has led to some frustration on walking paths and access to classrooms and locker rooms surrounding construction areas. Inside the classrooms the construction noise is a distraction to students during the school day. This noise includes but is not limited to demolition of buildings and the cutting and removal of the black top surfacing and large machinery. The construction has resulted in water being turned off throughout the day as well as power outages that will interrupt internet and digital instruction. These issues have been less frequent in recent months as the underground work is mostly completed. It is currently estimated that the construction of the large gym and the two-story academic building will be completed in January 2025. This is the first phase of construction that will be on going for the next few years, which will include the teacher parking lot, trailers and

portable classrooms all being removed and rebuilt during the construction in the next few years.	
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ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary
Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. In the past two years there has been an increase in consistency in student disciplinary matters. Tardies and out of class students are monitored and enforced by increasing the tardy sweeps and Campus Monitors rotating through the campus more frequently during class periods to monitor students out of class. In support of this the 5-Star app is being utilized in many classrooms for student check out. This program time stamps students as they leave the classroom and sends monitoring lists to the campus monitors. In addition, it can also manage when specific students are out, to not allow others out of their class when they check out in the program.
2. Administration has been enforcing district directed professional development programs as well as supporting programs offered by other companies such as Advanced placement conferences for the English department, PLC conferences for all staff interested and writing letters of recommendations for scholarships to attend outside programs such as the National World War 2 museum weeklong class and AP conferences.
3. East Union has staff that works together to aid students and each other. Staff frequently help each other with technical issues such as fixing OneNote or providing printing supplies to each other when needed. In addition, all members of staff are qualified per the district hiring process and many staff members have or have been working towards advanced degrees and certificates.

Areas of Growth

1. East Union has been working towards the revision of the current vision statements. The committee has drafted the statement and sent a vote out to staff to vote on the new statement, "To empower all to be successful leaders." The majority of teachers agreed with the new statement but there were some suggestions for revision. The committee will revisit the statement submitted to the faculty for final vote and then submit it for School Site Council approval.
2. East Union will continue to work towards involving more parents and students on campus. Attendance for many events is lower than in previous years. The response to the parent survey given during the 2022-23 school year had over 200 parents respond, where only 167 responded during this academic year. There were more 8th graders and parents present at the 8th grade night other meetings such as the athletic boosters have been struggling to increase parent and student participation.
3. The administration is looking for additional methods of communication between clerical, certified and administrative staff members. This includes utilizing the TEAMS program and increasing NTI's to staff and parents. However, there is a need to improve communication between the clerical staff and teaching faculty in how programs such as 5-Star are used, their capabilities and the importance of all members on campus.
4. Over the past few years schools across the state have been short of staff. This includes East Union. At the beginning of last school year, we lacked staff in multiple departments especially in the special education and science. By the start of 2024 most positions have been filled but there are still a few open paraprofessional positions for the special education department.

Category B: Curriculum

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

Directions

- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the ***rigorous and relevant curriculum impacts student learning and well-being.***

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

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 indicators in order to meet graduation requirements.

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.	
Findings	Evidence
There have been multiple new curriculums adopted since the mid-cycle report. English department is currently using new curriculum as of the 2023-24 school year moving from Study Sync to HMH literature. In response to the teacher survey departments expressed that their current curriculum meets the states standards for rigor and content. However, there has been a need for some departments to update their curriculum to reflect 21st century learners. Many of the older curriculums do not have easy access to online formats, and questions do not align with all the common core content skills. In addition to the core curriculum, Read-180 is used in support of the Schoolwide Action Plan, Goal 3 specifically supporting English Language learners. The Edmentum programs as part of the NWEA platform can develop students' academic progress by tailoring the program to their learning needs. Currently, Student Learning Objectives are not commonly understood sitewide. The	Curriculum Adoption List SPSA Student Learner Objectives

current SLO's were reevaluated in October 2023 to include Student learning Objectives and Student learner Outcomes. These objectives are re-drafting of the SLO's created under the previous administration in 2021-2022. East Union will re-evaluate the SLO's following the WASC visit in April 2024 and implement new SLO's and Student Learner Outcomes for the 2024-2025 school year. These will also be monitored at minimum four times throughout the year at WASC Focus group meetings in accordance with the new schoolwide action plan. When students reach ten F's in their classes they are considered credit deficient. The options for these students include remediating these courses on campus, completing the Pearson Connexus online coursework, or in cases when students are over 16 and online and traditional schooling is not benefiting their academic achievement they will be transferred to Calla and will be removed from East Union's enrollment numbers.	
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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.	
Findings	Evidence
There is little integration between the departments at East Union. Block scheduling has made this a difficult due to the time constraints of having two terms and students not having classes year around makes this difficult to plan for projects with the other departments. Aligning with college and career readiness there are currently Career and Technical Education (CTE) program certificates available through East Union including offering students the ability to travel to other schools to participate in CTE classes. The	Course Catalog Master Schedule Graduation Requirements 8th grade Parent Night Senior Night Senior Awards Night FAFSA Night 8th grade campus visits Teacher Survey Parent Survey Student Survey A-G Requirements Certificates of Achievement requirements

programs offered at East Union are FCCLA. Floral certification through the Ag department, Fashion and Design, and Public Services. East Union also offers ASVAB testing for students interested in the military. The full pathways offered on campus are, Ag mechanics, Agriscience, Floral Design, Business management in Sports and Entertainment Marketing, Financial Services, Fashion Design and Merchandising without the capstone option, Food Service and Hospitality, and Public Safety. All these courses offer real-world applications for students to use after high school. In addition to the career programs, East Union also monitors student's classes through the counseling department's four-year plans. These plans help students review their previous classes and outline the required classes for graduation and plans following high school. These plans go home with students each year when balloting is completed to allow for parents and students to review course selections and their current academic status. Counselors make visits to East Union feeder schools to address incoming 8th graders, we also host an 8th grader parent night in January for parents and Students attend. To further support college readiness East Union offers multiple advanced placement classes to students, with the majority not having prerequisites. In addition, the counseling department hosts FAFSA and senior night to assist students and parents in preparing for college applications and financial aid. Finally, the Special Education program offers two additional Certificates instead of diplomas that allow students to receive Certificates for achievement, if the student is unable to complete the algebra requirement for graduation, or their Certificate of Attendance for students with disabilities in	<u>Certificates of Attendance requirements</u>
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the Applied Vocational Life Skills (AVLS) classes. There have been multiple requests by Special Education teachers to increase the number of CTE programs and classes offered that could specifically benefit their students in the real world.	
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Criterion B2. Equity and Access to Curriculum

Directions

- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the equitable and accessible curriculum impacts **student learning and well-being**.

Criterion B2. Equity and Access to Curriculum (2–3 pages maximum)

All students have equal access to the school's entire program and the school prioritizes opportunity and advancement for all students. 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.

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.	
Findings	Evidence
All students at East Union have equal opportunity in class selections that meet graduation and college A-G requirements. The goal at East Union is for all students to graduate with the opportunity to attend four-year colleges. When working towards college readiness students struggle most with completing algebra 2 and 2 years of world language courses. East Union currently offers before and after school tutoring for both mathematics and world languages to assist students that are struggling in those courses. Parents and students review and reflect upon	Course Catalog 4-year Plan Master Schedule CTE Pathways Graduation Requirements A-G data numbers Teacher Survey Student Survey Parent Survey

class selection each year when balloting. Students take home their ballots course catalog, and the A-G college requirements to review with their parents or guardians. In addition, counselors will call in students following balloting to discuss course selection and review based on the education goals and the student 4-year plan.

When reviewing the course catalog there is a limited variety of electives available. Although there appears to be multiple electives, many of these fall under pathways, which means students must complete the introductory class prior to other advanced elective courses. This, however, is difficult due to scheduling and the districts desire to increase the number of students completing the full pathway. Students who do not get into the introductory course early in their high school career will not have the option of taking these courses because they fill quickly with freshman and sophomores who could complete the full pathway by senior year. For example, Ag mechanics is an introductory class that reviews both woodshop and metal work. In order to get into the advanced classes for metal shops or wood shop, the students must complete the introduction class. This means they cannot choose any of the advanced electives. In the past two years there has been an increase in electives without pathways, which include Fashion design and the 3D Art class.

In prior years class creation was not influenced by the public. Many classes were created by the administration or faculty decisions. To address this East Union will need to evaluate interest in other elective options and review teacher interest in teaching elective classes.

All students have the ability to request a change of their classes for the first four days of each term, by putting their name on the transfer request sheets in the counseling office. Students will then meet one on one

with their counselor to pick up a request form, have their parent/guardian and the teacher explain the reason for the request and state whether they agree or disagree with the transfer. Finally, students submit the form to counseling where it is referred to the assistant principal who has final review on the decision to transfer classes. East Union does not currently have a process for reaching out to graduates following graduation, nor is there a specific program for incoming freshman to assist in the transition to high school. All freshmen complete the Success 101 and health class, but this program is not implemented as intended in the sophomore and junior years. East Union also does not have ample programming to explore the real-world applications of career choices. AVID is an active program at East Union that provide some students with opportunity to explore college and career programming, it is limited in the number of students that can be in the program and there are no additional programs that support career exploration. The business department has been working on developing real world activities in their classes, to include field trips to Delicato Winery for business management and mock interviews with professionals from the community. To review student achievement and academic goals counselors and the assistant principal view the D and F reports for each term in order to review student placement and how many students are meeting the A-G requirements for graduation and college acceptance. In addition, East Union has adopted the COST program, which monitors at risk students and provides additional tier 2 support. These D and F reports are also used for placement in the COST program. Any student with more than two F's in a term will be referred for additional supports.	
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ACS WASC Category B: Curriculum

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Over the past two years the district has been developing and implementing clear CTE pathways. Additional Programs have been added to campus for the 2023-24 school year. These programs are Public Service and Interior Design and Fashion. These programs are in addition to the FCCLA pathway and the Ag Department pathways.
2. Following the pandemic, the number of AP classes fluctuated due to staff changes. However, East Union has worked to increase the number of Advanced Placement classes offered, adding AP European History, and AP Human Geography.
3. East Union administration has enforced the selection of essential standards that align with California Common Core state standards that are used as content knowledge for the common formative assessments.

Areas of Growth

1. East Union does not offer many individual electives for students to choose from due to the limitation created by pathways that require students to get into introductory classes their freshman or sophomore year. In addition, hiring practices in previous years limited the electives that were offered due to credentialing. For example, when East Union lost the photography program due to a teacher passing, the previous administration did not hire another elective teacher to fill the position. Finally, Special Education has requested more CTE classes and pathways that would offer interactive programming and real-world experiences for their students.
2. Students at East Union do not fully understand the differences between graduation requirements and A-G requirements. As a staff we need to increase the promotion of A-G requirements and graduation requirements in all classrooms and other pathways students have access to. This would allow students to be more actively engaged in course selection and goal setting for college or career readiness.
3. In reviewing the teacher survey data, staff have requested staff developed programs that come from current district employees rather than outside contractors. This would mean limiting the offerings of outside contractors as designated by district and returning to professional development where teachers are given options on the courses, they wished to attend on professional development days.
4. In accordance with the schoolwide goal of supporting English Language Learners staff would like to continue to work on implementing EL instructional strategies in all classrooms and providing additional support and programming to students in the ELD classes. There is also a need to include our students with disabilities.

Category C: Learning and Teaching**Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences****Directions**

- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the *equity-centered learning environment impacts student engagement, learning and well-being*.

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences (1–3 pages maximum)

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college and career readiness indicators.

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.	
Findings	Evidence
East Union stakeholders have reflected that the majority of coursework is academically challenging and meets educational expectations and standards. Through the PLC process teachers have developed common formative assessments that demonstrate state academic standards. Parents stated that the staff at East Union works hard to engage students in the classroom. 65% of students stated that the classes are enjoyable, and the teachers care about their academic success. Students and parents stated in surveys that East Union should work towards offering classes that reflect the diversity of the community. Recommended classes include Hispanic/Latin history courses and culturally diverse clubs for student to select from. In addition, stakeholders desire more differentiated learning in classrooms. This includes culturally diverse curriculum with varying perspectives. As well as increased options for elective classes. There are also multiple requests for a photography club or	Teacher Survey Parent Survey Student Survey Master schedule Course Catalog Staff Hub Student Handbook

class. That was previously available at East Union. The surveys show that most of the campus is aware of expectations and rules on campus. The Administration has updated the student handbook for the 2023-24 school year and are working on updating the teacher handbook for the following school year.	
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Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

Directions

- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain *how teachers' use of a variety of strategies and resources impact student learning and well-being.*

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

(2–3 pages maximum)

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, problem solving and application of learning.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency. 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. C2.2 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. C2.4 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.	
Findings	Evidence
In the PLC process teachers are expected to create assessments either formative, common formative or project-based assessments that can be analyzed in their own classrooms and across all classes where the course is taught. These assessments are used to analyze student achievement in content knowledge by teacher. Then teachers can discuss the lessons and practices used that gave greatest achievement levels for students.	Staff Hub Parent Survey Teacher Survey Student Survey

Teachers continue to use variety of instructional strategies to engage students in the classroom. Teachers responded to the survey that they have utilized both personal engagement strategies and the district funded programs. These strategies include digital programs such as Nearpod and in-person conversations using Kagan and Think-Pair-Share models. These strategies work as quick checks for understandings to evaluate student learning as the lesson is being presented. Students responded that while there are many teachers who use a variety of instruction there are still a few who utilize direct lecture-based instruction. Survey responses from all three stakeholder groups stated that that East Union needs to expand the school's cultural coursework opportunities and increase access to supplemental curriculum for all students. East Union has created more academic engagement opportunities while planning their high school career path and the requirements for post high school goals. These processes include the use of the four-year plans for balloting each year, academic planners for level one and two English Language learners and one on one meetings to discuss class changes and career paths. All classrooms are equipped with a 70-inch tv screen mounted on a cart and Bluetooth boxes to connect teachers tablets to the monitor. In addition, Manteca is a one-to-one district, all students receive a Dell tablet upon entering the district. Platforms on these devices include Microsoft 365 platform with Microsoft Teams, Excel, Word and PowerPoint. Teachers also utilize supplementary programs that include but are not limited to: Edmentum, Seterra online, Albert Test prep platform and Typing club. There are departments at East Union that apply real world skills such as the Digital Applications class that teaches keyboarding and program utilization. In support of college readiness East Union has a variety of Advanced Placement classes for students to	
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earn college credit while in high school. Students also can earn college credits through the Dual Enrollment program with Delta Junior college. AVID program reaches out to the minority, rural or low-income students that aims to support first generation college bound students. This program is designed to give students more support in the college planning process, as well as give students the skills to succeed in college. CTE programing at East Union also provides additional real-world experience through the FFA program that gives students the opportunity to work with farm animals, wood, metal and floral. All these programs are career pathways that give students hands on skills that can be utilized following graduation. While East Union does offer some career skills stakeholders desire additional career programs and more variety for students not college bound.	
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ACS WASC Category C. Learning and Teaching Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. The district implemented program Kagan engagement strategies provided teachers with additional tools for classroom engagement. Teachers have reflected that they have found the tools helpful in creating conversations between students and between staff. These engagement tools are also adopted and modeled by East Union administrators at meetings and school events.
2. East Union has been increasing the certificate and seal programs available to students. These programs now include the floral certification and the seal for biliteracy.

Areas of Growth

1. MAP testing is an important measure for student progress; therefore, teachers should continue to promote the importance of MAP testing to students in order to accurately reflect student learning. These scores will now be shown on student transcripts to promote the importance of the MAP assessment.
2. East Union will continue to develop and implement its PBIS and additional events to increase student motivation outside the classroom while maintaining active engagement strategies in the classroom. This will also include consistent disciplinary procedures.
3. Though District and site administration has been providing Kagan as a tool to introduce engagement strategies, members of the staff feel that there is an overemphasis on the one program instead of reviewing other forms of engagement activities. These instructional

strategies could include specific lesson planning with accommodations for English Language Learners and students with disabilities.

Category D: Assessment and Accountability

Criterion D1: Reporting and Accountability Process

Directions

- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and your response.
- Explain how the *schoolwide reporting and accountability practices impact student learning and well-being*.

Criterion D1: Reporting and Accountability Process (1–3 pages maximum)

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

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.

Findings	Evidence
East Union departments are working on creating common formative assessments that effectively analyze student learning based on essential state standards. These common formative assessments are analyzed during the professional learning communities. This includes disaggregating the CFA's based on student achievement data. These assessments being created by the staff on campus cause bias when creating the assessments and are not going to be effective for all students that may be present in the classroom. This equity issue can be addressed by ensuring staff is creating instruction in accordance with students 504, IEP's or English Language Development Levels.	Staff Hub MAP Results Data Collection Tool

There is no plan in place for the grading, growth or performance levels for student achievement. As East Union is in varying stages of the implementation process for common formative assessments and utilization of MAP assessments scores. The change of the administrative team at East Union means that processes and procedures have been changing. These processes include the developing procedures for utilizing D and F reports as well as MAP and CFA assessment results to monitor student learning. This is also in conjunction with COST monitoring for goal achievement and tier 2 supports. Administration has been focusing on the implementation of the PLC process by each department. The next steps can be discussed between teachers and administration on how these results should reflect best teaching practices. Following the creation of the process stakeholders and district will be notified and updated on student achievement throughout the school year.	
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Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Directions

- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the teachers' use of assessment strategies to monitor and modify instruction impact student learning and well-being.

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress (1–3 pages maximum)

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

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.	
Findings	Evidence
East Union does not have a formal process for monitoring the Schoolwide action plan. There have been two surveys to staff that reflect upon practices that align with the schoolwide action plan goals. In accordance with the rationale for goal three the D and F reports for freshman for the past three years there was only a four percent decrease in freshman who did not have D's or F's. The data shows that English Language Learners with D's or F's have decrease from 26% nor having D's or F's in 2021-22 to 46% not having D's or F's in 2022-23 school year. With the acceleration of the ELD programming fewer EL students are failing classes. Data also shows that students with disabilities have decreased their percentage of D's and F's. 2020-21 shows 46% without D's and F's and 59% without in 2022-23. In monitoring these reports the COST coordinator will set a goal for the program, in order to monitor the effectiveness of the COST program with regards to student progress and achievement. While PLC processes and data analysis of CFA's and the Parent portal provides feedback and grades to teachers and students there is an increased need for up-to-date grading to ensure accurate reflections of student learning and assignment completion.	Data Collection Tool ELL Information ELAC meeting Agenda

ACS WASC Category D. Assessment and Accountability Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. East Union administers the MAP, Measure of Academic Progress, assessment three times a year to review student progress throughout the academic year and reflect on growth of student progress for their four years at East Union.
2. Departments are developing common formative assessments that measure student learning based on essential standards. These assessments demonstrate student content knowledge based on the state standards. Over the past two years there has been an

increase in active collaboration in departments through the creation and data analysis from Common Formative assessments.

3. The Special Education department has increased engagement by SPED students in the creation and monitoring of their own IEP goals. SPED is also attending PLC meetings with their general education colleagues to develop CFA's that are equitable and inclusive.

Areas of Growth

1. In discussion and surveys teachers have expressed the need to increase student motivation in the classroom. Teachers could use additional instructional strategies to increase student motivation in the classroom including creating and sharing best practices using the data from PLC's and assessment reviews.
2. In response to the teacher survey, there is an overemphasis on student data in informing instruction that does not reflect upon best practices in the classroom. These assessments can limit the instruction teachers implement in their own classroom by requiring focus to be on the designated essential standards. East Union will work to establish a balance between assessments and student achievement to include progress goals and best practices.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Criterion E1: Family and Community Involvement

Directions

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and your response.
- Explain how the family and community involvement impacts student learning and well-being.

Criterion E1: Family and Community Involvement (1–2 pages maximum)

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

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.	
Findings	Evidence
East Union has limited variety of culturally sensitive courses. English department offers a multicultural English class for seniors. As part of the upcoming state mandate ethnic students will become a graduation requirement for all students. In review of the master schedule and the need for more elective options, staff can propose more culturally diverse class options in the upcoming school years. In support of the whole student East Union is continuing to support and develop programs that reflect MTSS Strategies. The multitiered support system at East Union includes a variety of instructional and engagement strategies these include the use of leveled and balanced small group instruction and real-world reenactments. Tier 2 instruction is pull out support for English language learners for translations, or placement in Read-180 classes to develop reading acquisition skills. Tier 3 support includes recommendations to the COST program where students can receive	Demographics Chart EU Website Daily Bulletin/Video Announcements

individualized programming such as check in, check out with mentors on staff. Counseling referrals, or scheduled tutoring to assist in academic achievement. East Union has increased the platforms for communication which include Facebook, Instagram, and the school website. However, stakeholders have expressed a need to more forms of communication to reach those who do not utilize social media. Administration is working to reach more community members through increasing NTI messages to community members with information regarding the campus. The administration has been working on increasing the amount of communication between stakeholders. This includes translations to Spanish as well as English. This reflects the members of East Union and the surrounding communities. There is an additional need to reflect more of the community within our academic and school offerings. While at school English Language learners receive support from their ELD instructor in language acquisition and practice for at least 30 minutes every day (some lessons and activities take longer than 30 minutes). Some teachers seek additional assistance for their ELS in translated materials and sometimes in-class instructional support from our bilingual aide. Unfortunately, we only have one bilingual aide, and she only has 4.5 hours to support students daily.	
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Criterion E2: School Culture and Environment

Directions

1. Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
2. Explain or reference evidence that supports your succinct, narrative response.
3. Explain how the school culture and environment impact student learning and well-being.

Criterion E2: School Culture and Environment Criterion (1–2 pages maximum)

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

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.	
Findings	Evidence
Over the past two years the administration has been focusing on student behaviors and campus modifications to develop a positive culture at East Union. These policies include attendance and tardiness by increased tardy sweeps and monitoring absences and tardy per student. These may account for the increase in tardies between the 2022-23 and 2023-24 school year. The administration is also following through with attendance letters and disciplinary actions as required. In addition to truancy there has been an increase in monitoring school safety. As part of the site safety plan campus monitors have increased the rotations monitoring the restrooms to every 30 minutes. This will help with student disciplinary issues including vaping and other drug related offenses. To help support safety on campus the 5-star app is utilized for checking students in and out of class for the restrooms. The app gives students a timer to show how long they have been out and send the list to campus monitors to verify the length students are out of class. Finally, the app will not allow two students from different classes the ability to check out from the restroom if administration places the information in the program. Although the program can do this it has not been disseminated to all staff members. This program could be more effectively utilized when all faculty are utilizing its capabilities.	Site Safety meeting Truancy Data Disciplinary Chart COST checklist Behavior Flow Chart 5-Star App data

In further developing relationships on campus administration and faculty are implementing the COST program that reaches out to students who need emotional and academic support. This program is administrated by a TOSA on campus, Jared Carden. Referrals are sent to Mr. Carden where he will meet with the students to review their academic and emotion wellbeing. Here he can make appropriate recommendations to assist these students. These can include counseling, tutoring and/or teacher check-in. Automatic referrals for COST include a 5-day suspension or multiple shorter suspensions, as well as two F's in one term. Teachers can also submit referral for students they believe may need additional supports. Currently, Mr. Carden has 50 students processed into the COST program with multiple support for all students. As part of school culture East Union has been continuing to emphasize the LEAD lancer PBIS program. Using the acronym L-E-A-D students receive cards to receive silicon bracelets representing the traits of each letter. L for Loyalty E for Empathy A for Accountability D for Determination. These bracelets can earn students 5-minute early release for lunch periodically through the year. In addition, by participating and checking into the 5-star app, students can earn points towards prizes from the student store.	
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Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports

Directions

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the multi-tiered support systems impact student learning and well-being.

Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Supports (1–2 pages maximum)

All students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

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 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.	
Findings	Evidence
In reviewing student enrollment in special programs there are 206 students involved in East Union performing Arts program. This includes Choir, Music, Theater and Piano. The JROTC program contains 86 students and the athletics programs across all three seasons have 281 students. East Union also has multiple clubs active on campus. Students can enroll in these classes when making their selections. These are alternatives to academic only classes. These classes include outside school hour performances and competitions. In addition, the JROTC program hosts community service projects. To promote engagement across all classes there has been an emphasis on engagement tools being used in all classes. These tools include Kagan strategies and classroom discussions as means of building relationships between students. Teachers on campus also use a variety of teaching methods to reach students with different learning styles. These are direct instruction, projects, hands on experiments, interactive timelines, and station rotations. All these activities are examples of best practices discussed during Professional Learning Communities.	Master Schedule Course Catalog

ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. East Union sports and activities have increased their use of social media to reach more members of the community. Through the creation of the EUSN club social media is used to promote all sports at East Union.
2. East Union staff has increased referrals for VCC counseling programs and COST program in support of students social emotional wellbeing, while continuing to support their academic growth.
3. Multiple groups on campus have been reviving previous events that were cancelled during the pandemic. These events reach out to the community for involvement. The trunk or treat organized by FCCLA and the fall festival supported by clubs and athletics on campus bring the community to campus.

Areas of Growth

1. East Union has increased the referrals for COST and VCC counseling programs. However, we can continue to increase our outreach of students in need of support given that only 53 students are currently enrolled in the COST program. In support of referrals East Union has placed a TOSA to facilitate the COST programming and support more students.
2. East Union has been increasing outreach through social media. In reflection of stakeholder surveys there needs to be more methods of reaching the community to include mailers and non-digital formats



Chapter 4: Summary for Analysis of Identified Major Student Learner Needs

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

- **Insert the table with prioritized strengths and growth areas.**
- **Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.**

Category A	
Strength	The three areas of strength in organization are administrations consistency in the implementation of disciplinary matters through the implementation of monitoring strategies. East Union's inviting and professionally qualified staff that support each other. Finally, administration has consistently enforced district directed professional learning communities and outside professional development programs. These strengths support the data of decreased disciplinary issues and creation of common formative assessments. This is in support of schoolwide action plan goal one and three through the creation of department quarterly common assessments for use in data analysis and using this data to inform instructions to increase student achievement.
Growth Areas	To continue our growth, East Union should focus on communication issues between all stakeholders, consistency of disciplinary measures and additional support for students with special needs. These weaknesses negatively impact the overall educational experience by hindering the school's ability to provide a well-rounded learning environment.

Category B	
Strength	The three strengths in curriculum are the development of additional CTE Pathways. Increasing the number of advanced classes offered on campus. Finally, the enforcement of departmentwide essential standards and developing common formative assessments. These strengths support goal one of the 21-22 Schoolwide action plan goal one by providing students in all classes with common content and best practices from other instructors. This also supports goal three by utilizing the common formative assessments data to inform instruction and share best practices.
Growth Areas	The three areas of Growth need at East Union in curriculum is the need to increase elective offerings that include classes that reflect the community culture and diversity. East Union also needs to clarify and reiterate to students the difference between graduation requirements and A-G college admission requirements in order to promote college and career readiness for both pathways. Finally staff would like to have more staff developed professional development programs from current district employees rather than outside contractors.

Category C	
Strength	The strengths at East Union in learning and teaching is the implementation of Kagan engagement strategies in classrooms. In addition, East Union has increased the seal and certificate programs for college and career readiness.
Growth Areas	Areas of growth East Union should focus on is reinforcing the importance of MAP testing to accurately reflect student learning on campus. In addition, the need to introduce more instructional strategies that can be used to support all populations of students. Finally East Union should continue to develop and implement its PBIS programs that can positively effect student engagement and disciplinary data.
Category D	
Strength	East Union High School demonstrates several strengths in assessment and accountability. First, through the implementation of the MAP, Measure of Academic Progress, assessments there is a system in place to monitor student achievement progress. The creation by department of common formative assessments has increased collaboration in departments by focusing on content standards. Finally, the Special Education department has created a plan to increase the students' engagement in the creation and monitoring of their own Individualized Education Plans. These strengths go towards engaging more stakeholders in improving student achievement and engagement.
Growth Areas	East Union needs to work on motivating students to meet graduation requirements. In addition, the teacher survey data demonstrates the desire to implement more best practice instructional strategies into the classroom. The limitation set by the selection of essential standards for CFA's can change the focus to these standards only.

Category E	
Strength	The strengths of East Union's culture and support for students, personal, social-emotional, and academic growth includes the increased use of social media to reach more members of the community. In addition, faculty has increased the referrals to the counseling and COST support programs. Finally, East Union has begun to increase the number of events available for community attendance.
Growth Areas	East Union needs to continue to reach out to all stakeholders. Although social media use has increased the parent survey data states that they would appreciate additional methods of disseminating events and information from the campus. This would include mailers and non-digital formats. Finally, East Union would like to increase its opportunities for parents to be involved on campus such as PTC or other similar parent groups.

Our analysis of our programs confirms our identified student learner needs identified below:

1. The focus group findings and survey data reflect that an identified student learner need includes focus on the Special Populations. These include students with disabilities and English Language Learners as these are the lowest percentage of graduate rates when data is disaggregated to groups in the active students on campus.
2. Finding also indicate that student learners need differentiated instructional strategies that can be tailored to English language learners and Special Populations in all classrooms. This would mean modifying professional development plans to include instructional strategies.
3. East Union needs to address the lack of policies and procedures for implementing and monitoring Student Learner Objectives and assessment goals. This is demonstrated through the fact there are no formal procedures for these to collect or monitor data.

Evidence:

Evidence to support the finding includes three years of data from CAASPP, Common Formative Assessments and MAP progress assessment. These assessments show that students in the SPED program and the English Language Learners program need to continue to be East Unions Priorities. Survey data demonstrates the need to continue to develop programing and information outreach for all stakeholders.

As a result of our self-study findings the following schoolwide growth areas for continuous improvement are our priorities.

1. East Union will continue to develop processes and procedures to monitor the Schoolwide Action Plans and student learning objectives. There are currently no formal procedures in place to monitor these goals. By creating processes for monitoring these goals these numbers will be the base line demonstrating student achievement. These numbers can be used to accommodate or modify the processes and instruction as needed. This includes monitoring special population programs.
2. East Union will continue to develop common formative assessments through the implementation of the professional learning communities. Using the common formative assessments developed. East Union can focus on student learning and achievement through analysis and increase collaboration on best practices to increase student progress on MAP assessments and common formative assessments.
3. East Union will continue to develop programs that will increase stakeholder involvement. These programs can include parent education programs, student intervention and enrichment activities, that include outdoor education, career readiness and academic enrichment activities.



Chapter 5: Schoolwide Action Plan/SPSA

Chapter 5: Schoolwide Action Plan/SPSA

- **State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan/SPSA.**
- **Revise the schoolwide action plan/SPSA and ensure the plan is aligned with the LCAP goals. (Provide link.)**
- **Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan/SPSA.**

Action Plan Goal 1:

East Union will work towards developing formal processes for formative or common formative assessment/projects as appropriate for monitoring student achievement in all courses.

Rationale: In further developing on the 2021-22 WASC action plan goal #1 and #3, creating formal procedures for collecting and monitoring data, teachers will have the ability to choose their assessment /project for monitoring student learning based on the needs of their course, while still benefiting from discussion based on the best practices of their peers. This will also allow for teachers without peer courses to be involved in the data process by analyzing their own data in an equivalent manner. This goal also allows the departments that have not reached the previous goal to continue to work on developing their common formative assessments.

Alignment with LCAP Goals: Pupil Outcomes, student achievement measured by how students score on standardized tests: how many learn English, pass the advanced placement tests, and are prepared for college. These assessments and goals incorporate the district LCAP goals in analyzing student achievement for all populations including advanced placement students in addition to English language learners. East Union would also like to include the special education students in the achievement improvement goals after reviewing the A-G and graduation data for all populations.

Student Learner Needs addressed:

1. Students are struggling in making academic progress in math and English language arts on both CAASSP and MAP. Through specific monitoring in all courses teachers can better assess student needs across all curriculums.
2. Students in East Unions English Language Development and Special Education programs struggle to make measurable academic achievement as per the data which shows lower graduation rates and A-G fulfillment. By setting separate and specific goals for these groups, student success can be evaluated in a more targeted, meaningful, and academically appropriate manner by incorporating statewide standards alongside the individualized goals, benchmarks, and population-specific assessments offered in these respective spaces; including IEP's and other tools developed for these specialized needs.

Action Steps:	Monitoring Tools:	Measurable Outcomes
1.1 Departments will develop their own processes for collecting data on Formative, Common	Staff Shared Hub Formative Assessments	By October 2024, Fifty percent of the departments will have a total of four assessments or progress

Formative or Project assessments. Procedures for collecting data/rubrics will be sent to WASC coordinator, through department heads. They will be stored in the Staff Shared drive.	Common Formative assessments	achievement exams. These measures can be common formative, formative or projects created and posted on the Staff Shared Hub in clearly labeled folder. Completed by department heads or designated personnel.
1.2 PLC/Departments will develop formative, Common formative, or project-based assessments to use as data/rubric points in analyzing student learning. To include baseline measurements on progress programs such as Aleck or Reading Fluency.	Project Instructions and Rubrics Data Protocol Process Data Protocol Sheets Disaggregated Data charts A-G completion data CTE Pathways Certificates Completion Data	By December 2024 one hundred percent of the departments will have a total of four common formative, formative, or projects created on the Staff Shared Hub in clearly labeled folder. Completed by department heads or designated personnel.
1.3 Staff will use monitoring procedures to review data on student achievement. The monitoring procedures will be posted to staff hub as they are completed.	Alecks progress Data Reading Plus Progress Data Edmentum Data	By December 2024 thirty percent of the departments will have protocols for the process of collecting and analyzing data to include rubrics for project-based assessments in a clearly labeled folder. Completed by department heads or designated personnel.
1.4 WASC Focus Groups will develop formal procedures for gathering data for Student Learner Objectives.		
1.5 Administration or designated personnel will monitor the progress of all action steps above monthly. To be discussed at WASC Leadership meetings department head meetings as needed.		By December 2024 thirty percent of the departments will have protocols for the process of collecting and analyzing data to include rubrics for project-based assessments in a clearly labeled folder. Completed by department heads or designated personnel. By May 2025 one hundred percent of the departments will have completed data/rubrics for their four common formatives, formative or projects posted in a clearly labeled folder. Completed by department heads or designated personnel. By May 2025 fifty percent of the departments will

		have Protocols for the process of collecting and analyzing data to include rubrics for project-based assessments in clearly labeled folder. Completed by department heads or designated personnel. By October 2025 one hundred percent of the departments will have protocols and data/rubrics for project-based assessments in clearly labeled folder. Completed by department heads or designated personnel. By May 2026 one hundred percent of the departments will have protocols and data/rubrics, in addition to data protocol sheets for total of four common formative, formative or projects in clearly labeled folder. Completed by department heads or designated personnel. By October 2028 fifty percent of the departments will be able to disaggregate their data for English Language Learners and Students with disabilities. Monitored by department heads or designated personnel. By May 2029 one hundred percent of the departments will be able to disaggregate their data for
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		English Language Learners and Students with disabilities. Monitored by department heads or designated personnel. By October 2029 fifty percent of the departments will use their disaggregated data from their common formative, formative or projects to develop lessons regarding major student learner need, including English Language learners and students with disabilities. These lessons will align with data results and major student learner needs. Monitored by department heads or designated personnel. By May 2029 one hundred percent of the departments will use their disaggregated data from their common formative, formative or projects to develop lessons regarding major student learner need, including English Language learners and students with disabilities. These lessons will align with data results and major student learner needs. Monitored by department heads or designated personnel.
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		SLO's Monitoring By October 2024, one hundred percent of the WASC Focus groups will have formal procedures with instructions sent to the WASC coordinator. Completed by focus group leads and posted by WASC Coordinator. By December 2024, one hundred percent of the WASC Focus groups will have completed a review of the SLO's based on their created procedures and send to WASC coordinator. Completed by focus group leads and posted by WASC Coordinator. By October 2025, one hundred percent of the WASC Focus groups will have completed a review of the SLO's based on their created procedures and send to WASC coordinator. Completed by focus group leads and posted by WASC Coordinator. By December 2025, one hundred percent of the WASC Focus groups will have completed a review of the SLO's based on their created procedures and send to WASC coordinator. Completed by focus group leads and posted by WASC Coordinator.
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		By March 2026, one hundred percent of the WASC Focus groups will have completed a review of the SLO's based on their created procedures and send to WASC coordinator. Completed by focus group leads and posted by WASC Coordinator. By May 2026, one hundred percent of the WASC Focus groups will have completed a review of the SLO's based on their created procedures and send to WASC coordinator. Completed by focus group leads and posted by WASC Coordinator. By October 2026, one hundred percent of the WASC Focus groups will have completed a review of the SLO's based on their created procedures and send to WASC coordinator. Completed by focus group leads and posted by WASC Coordinator. By December 2027, one hundred percent of the WASC Focus groups will have completed a review of the SLO's based on their created procedures and send to WASC coordinator. Completed by focus group leads and
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		have completed a review of the SLO's based on their created procedures and send to WASC coordinator. Completed by focus group leads and posted by WASC Coordinator. By March 2030, one hundred percent of the WASC Focus groups will have completed a review of the SLO's based on their created procedures and send to WASC coordinator. Completed by focus group leads and posted by WASC Coordinator. By May 2030, one hundred percent of the WASC Focus groups will have completed a review of the SLO's based on their created procedures and send to WASC coordinator. Completed by focus group leads and posted by WASC Coordinator. These goals shall be monitored by designated administrative personnel, as well as the WASC Coordinator monthly to review progress or problems that may have arisen during development.
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Action Plan Goal 2:

East Union will continue to use data and project-based rubrics in departmental settings and PLCs to develop academic strategies to increase student learning as appropriate for each course.

Rationale: In supporting the 2021-22 WASC Action Plan Goal #1 and #3 and student learning, teachers will collaborate in department and PLC groups on developing and reviewing best practices from their classrooms that will increase student achievement. These can include basic reading comprehension or mathematical skills, as well as problem solving and critical thinking. All of these will further aid student achievement that can be reflected in the MAP progress assessment and CAASSP state testing.

Alignment with LCAP Goals: Pupil Outcomes, student achievement measured by how students score on standardized tests: how many learn English, pass the advanced placement tests, and are prepared for college. Through the development of sharing of best practices and academic strategies teachers can share lessons and ideas that have allowed students to demonstrate learning in their classroom. These practices will provide support for student learning that is reflected in the MAP, ELPAC and CAASSP assessments, as well as achievement progress on Alecks and Reading Fluency for special education students.

Student Learner Needs addressed:

1. Students are struggling in achieving academic progress in math and English language arts progress for both CAASSP and MAP assessments. Through specific monitoring in all courses teachers can better assess student needs across all curriculums.
2. Students in East Unions English Language Development program and Special Education struggle to make achievement in reflecting upon the data that shows these populations have the lowest achievement in graduation rates and A-G requirements. By setting specific goals for these groups students can succeed at their own academic level as analyzed by goal setting and reflect on IEP's and 504's.

Action Steps:	Monitoring Tools:	Measurable Outcomes
2.1 Departments will use their common formative, formative or projects to develop lessons to improved achievement or progress. The lessons will be posted in the Staff HUB.	Formative Assessments Common Formative assessments Project Instructions and Rubrics	By October 2026 fifty percent of the departments will have best practices lessons for two of their common formatives, formative or projects given. These lessons will align with data results and major student learner needs. Monitored by department heads or designated personnel.
2.2 Departments will use their previously developed lessons and modify them to reach English Language Learners and students with disabilities. The modified lessons will be posted in the Staff HUB.	Data Protocol Process Data Protocol Sheets Disaggregated Data charts Alecks Results	
2.3 Departments will use progress achievement scores for subject specific skills, such as MAP,	Reading Plus Results Edmentum progress	By May 2027 one hundred percent of the departments will have best practices lessons for two of their common formatives, formative or projects

Alecks or Reading Plus to analyze student current levels and apply to best practices lessons. The modified lessons will be posted in the Staff HUB.	MAP Testing	given. These lessons will align with data results and major student learner needs. Monitored by department heads or designated personnel. By October 2027 fifty percent of the departments will have best practices lessons for four of their common formatives, formative or projects given. These lessons will align with data results and major student learner needs. Monitored by department heads or designated personnel. By May 2028 one hundred percent of the departments will have best practices lessons for four of their common formatives, formative or projects given. These lessons will align with data results and major student learner needs. Monitored by department heads or designated personnel. By October 2028 fifty percent of the departments will be able to disaggregate their data for English Language Learners and Students with disabilities. Monitored by department heads or designated personnel. By May 2029 one hundred percent of the departments
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		will be able to disaggregate their data for English Language Learners and Students with disabilities. Monitored by department heads or designated personnel. By October 2029 fifty percent of the departments will use their disaggregated data from their common formative, formative or projects to develop lessons regarding major student learner need, including English Language learners and students with disabilities. These lessons will align with data results and major student learner needs. Monitored by department heads or designated personnel. By May 2029 one hundred percent of the departments will use their disaggregated data from their common formative, formative or projects to develop lessons regarding major student learner need, including English Language learners and students with disabilities. These lessons will align with data results and major student learner needs. Monitored by department heads or designated personnel.
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		By October 2029 one hundred percent of the departments will have their disaggregated data from their common formative, formative or projects and developed lessons regarding major student learner need, including English Language learners and students with disabilities. These lessons will align with data results and major student learner needs. Monitored by department heads or designated personnel. By May 2030 one hundred percent of the departments will have their disaggregated data from their common formative, formative or projects and developed lessons regarding major student learner need, including English Language learners and students with disabilities. These lessons will align with data results and major student learner needs. Monitored by department heads or designated personnel.
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Action Plan Goal 3:

East Union will continue to reach out to all stakeholders by creating increased opportunities for diversifying community involvement, increasing parent involvement on campus decision-making and student engagement in academic and social decisions.

Rationale: In continued support of the 2021-22 Schoolwide Action Plan Goal #2 East Union needs to continue to develop shared coherent goals with all stakeholders to include SLO's, Student Learner Outcomes and vision statement. Although East Union is working on the creation of the vision statement there is a need to finalize and disseminate the vision statement and SLO's

with the parents and students. In addition, the school needs to increase its opportunities for more culturally sensitive and responsive opportunities for all stakeholders to be involved in campus events and in the decision-making process.

Alignment with LCAP Goals: In accordance with district LCAP Broad Area C: Engagement, East Union also needs to increase parent involvement, input and participation. The increase of engagement of parents will likely have an increase in student engagement and can affect other indicators for student engagement such as attendance, dropout and graduation rates, in addition to affecting the school climate as measured by suspensions, expulsions, safety and connectedness.

Student Learner Needs addressed:

1. East Union has currently focused on student attendance, truancy and safety since the change of full administration. In the past three years there has been a progressive increase in the average number of students absent per school year. When on block schedules it is vital for students to be in class, due to the accelerated scheduling.
2. East Union has been working towards changing the previous school culture to a positive Lancer's L-E-A-D attitude. The goal is for all students to feel included and safe on campus. This will affect the whole campus and lead to an increase in attendance at events on campus. A decrease in suspension and drop-out rates as well as an increase in A-G completion.

Action Steps:	Monitoring Tools:	Measurable Outcomes
3.1 Staff and School leadership will create a comprehensive calendar of events given annually. This will include leadership activities, school events and events on campus that may interfere with instructional time.	Leadership Calendar Lancer Academy Calendar AP Testing Calendar List of Annual Events Staff Brian storm list of events (diversify)	By August 2025 all groups listed will have their calendars planned for the current academic school year submitted to administration. Monitored by administration or designated personnel.
3.2 The administrative and staff will work to expand after-school offerings where students and parents can be involved in campus decisions. This can include offering multiple days for reviewing student learning objectives and increase offerings for opportunities for diverse programs such as guest speakers on multiple topics to peak student interest.	Athletic Boosters Calendar Events Calendar for Each Year	By September 2025 a calendar will be available for all faculty to review with events and calendar that are annually and regularly scheduled. Monitored by administration or designated personnel.
3.3 Administration will pull and review student attendance at		By October 2025 faculty and stakeholder groups will have a proposed list of events that would interest the community in attending. Completed by survey and sent by WASC

events and disciplinary actions to monitor and review if there is a direct correlation between event attendance and disciplinary matters.		coordinator. Monitored by WASC coordinator and the administration. By March 2025 administration and staff will review requests for additional programming and have a list of viable opportunities. Monitored WASC coordinator and the administration. By May 2025 the administration will review proposed options and review availability based on budget and timing which events can be offered for the 2025-26 school year. Monitored by the WASC coordinator and the administration. By May 2025 the WASC coordinator will send out surveys to all stakeholders reviewing offerings for parent and student involvement throughout the school year. Monitored by the WASC coordinator and the administration. By August 2025 East Union will implement at least two additional opportunities for stakeholders to be involved in on campus in the 2025-26 school year. Monitored by WASC coordinator and the administration. In 2025-26 school year will monitor attendance
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		rates at events by tally or 5-star check in to review stakeholder involvements. Monitored by WASC coordinator and the administration. By May 2026 East union will include two more additional opportunities for stakeholder involvement based on the brainstormed list for the 2026-27 school year. Monitored by WASC coordinator and the administration. By 2026-27 school year East union will review offerings of stakeholder involvement events and modify or remove any unsuccessful events from the school year. Monitored by WASC coordinator and the administration. By May 2027 the WASC coordinator will send out surveys to all stakeholders reviewing offerings for parent and student involvement throughout the school year. Monitored by the WASC coordinator and the administration. By October 2027 faculty and stakeholder groups will have a proposed list of events that would interest the community in attending. Completed by survey and sent by WASC
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		coordinator. Monitored by WASC coordinator and the administration. By March 2028 administration and staff will review requests for additional programming and have a list of viable opportunities. Monitored WASC coordinator and the administration. By May 2028 the WASC coordinator will send out surveys to all stakeholders reviewing offerings for parent and student involvement throughout the school year. Monitored by the WASC coordinator and the administration. By August 2028 East Union will implement at least two additional opportunities for stakeholders to be involved in on campus in the 2029-30 school year. Monitored by WASC coordinator and the administration. In 2028-29 school year will monitor attendance rates at events by tally or 5-star check in to review stakeholder involvements. Monitored by WASC coordinator and the administration. By May 2029 East union will include two more additional opportunities for stakeholder
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		involvement based on the brainstormed list for the 2030-31 school year. Monitored by WASC coordinator and the administration. By 2028-29 school year East union will review offerings of stakeholder involvement events and modify or remove any unsuccessful events from the school year. Monitored by WASC coordinator and the administration.
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Action Plan Goal 4:

East Union administration will monitor and disseminate the progress status of action plan goals throughout the academic school year. This status will be reviewed and shared with necessary stakeholders involved.

Rationale: In supporting the action plan goals. Administration will need to monitor the implementation and progress of each goal as outlined in the measurable outcome of each action plan goal. This progress monitoring will be shared with the leadership or department head to give staff a clear progress achievement of where they stand with regards to the WASC Action plan achievement. These reviews can then be used to modify or adapt the current plans in the WASC meetings or PLC/Collaboration meetings.

Alignment with LCAP Goals: The implementation of the monitoring goal, Administration will be able to review and modify the SPSA and Strategic plan as necessary to adjust for the site achievement levels. This will also ensure that East Union is making progress towards the Schoolwide Action plan goals in the WASC report.

Student Learner Needs addressed:

By monitoring all the action plan goals, administration will be able to create an engaging relationship with all stakeholders in an active and productive manner. This will translate to equity of responsibility and achievement for all personnel on campus.

Action Steps:	Monitoring Tools:	Measurable Outcomes:
4.1 Administration will review action plan goals as designated during the administrative meetings. 4.2 Administration will share progress on goals with the	WASC Leadership Meeting Agenda Department Chair Meeting Agenda Faculty Meeting Agenda	Monthly, Administration will provide verbal and written confirmation of progress on PLC progress working towards measurable outcomes per month.

department chairs monthly at the department chair meeting. 4.3 Administration will share progress on goals with the WASC Focus Leadership regarding the schoolwide action plan and the Student Learning Objectives and Outcomes.	WASC Coordinator Surveys	Monthly, Administration will provide verbal and written confirmation of progress on SLO's and Student Learner Outcomes progress working towards measurable outcomes per month.
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Appendix

Appendix:

- A. [Local Control and Accountability Plan \(LCAP\)](#)
- B. [School Accountability Report Card \(SARC\)](#)
- C. [Course Catalog](#)
- D. [Master Schedule](#)
- E. [Data Collection Tool](#)
- F. [Parent Survey Results](#)
- G. [Student Survey Results](#)
- H. [Teacher Survey Results](#)
- I. [Student Learner Objectives](#)
- J. [High School Graduation Requirements and College A-G Requirements](#)
- K. [ELAC Meeting Minutes](#)
- L. [East Union Education Dashboard](#)