

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

EAST UNION HIGH SCHOOL
1700 NORTH UNION AVE
MANTECA, CA. 95336
MANTECA UNIFIED SCHOOL DISTRICT

APRIL 15 – 17, 2024

Visiting Committee Members

John Schilling, Ed.D., Chairperson
Superintendent/Principal, Southside School District

Sophia Olliver
Administrative Vice Principal, Sequoia High School

Christopher Clark
Vice Principal, Valley High School

Ryan Stockton
Principal, Chowchilla Union High School

Tucker Farrar
Vice Principal, Northgate High School

Jessica Parfitt
Teacher, Pittsburg High School

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

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

Introduction

- **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.**
- **Summarize the involvement and collaboration of stakeholders/educational partners in the self-study process.**

Chapter 1: Progress Report

East Union High School is one of five comprehensive high schools in the Manteca Unified School District. It is a 9-12 comprehensive high school with a student population of 1,500 students. There is a small rural community of French Camp located within the attendance boundary of East Union High. Students who attend East Union come from five district feeder schools and one private school from the surrounding areas of Manteca, Lathrop, and French Camp. The enrollment make-up of the students at East Union are: Asian (3.3%), Black (2.9%), Filipino (3.1%), Hispanic (64.6%), and White (22.4%). 56.3% of students are identified as socioeconomically disadvantaged, and 11.6% of students are identified as students with disabilities.

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.

Vision Statement

To be the World's greatest high school.

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 an understanding of the audience, purpose, and word choice when interacting with others on campus.

Problem-Solving

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

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.

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.

Self-Management

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

The school's Student Learning Outcomes are partially similar to the district's LCAP. The district's LCAP has four goals:

1. Every student works to achieve mastery of grade-level standards in all subjects.
2. Every student feels safe in the school environment inclusive of design, security, and climate.
3. Every student is supported within a multi-tiered system to realize their individual success.
4. Establish a process that includes relevant personnel at the district and site level to efficiently identify foster youth upon enrollment, address the unique barriers to needed support, and monitor specific outcomes.

East Union History and WASC Accreditation

The last full self-study for East Union was completed in March of 2018. East Union identified three goals in the action plan that were supported by the visitation team.

1. Create school-wide department common formative and summative common assessments in order to improve student achievement.
2. Engage all stakeholders in the development of shared coherent goals, priorities, SLOs, and vision for East Union High School that will improve student achievement and better connect all stakeholders to the school.
3. Improve instructional strategies in order to increase student achievement and better engage students as learners in a technology-based society.

The visiting committee identified a need for East Union to reexamine and revisit the school's mission, vision, and schoolwide learner outcomes as a part of ensuring equitable outcomes for student achievement.

The East Union High School mid-cycle review was conducted in April of 2021. The school identified the schoolwide learner outcomes as:

1. Common Core Proficiency
2. Problem Solving
3. Technology
4. Communication
5. Self-Management Lancers Lead (from PBIS)
 - a. Loyal
 - b. Empathetic
 - c. Accountable
 - d. Determined

The school identified important and significant changes since the prior visit including the impact of COVID-19, personnel changes, administrative changes, and facility upgrades. The school correctly identified the need to become more inclusive and consistent in following the WASC process. The visiting committee agreed with the school's identified areas of growth:

The Visiting Committee concurs with the school's identified areas for growth:

1. As stated in the school's Action Plan, as Goal #1, all departments should follow through with their commitment to creating common formative and summative assessments during the 2021-22 school year.
2. As part of both Goal #1 and Goal #3, the school should fully implement PLCs that teachers utilize to examine data from common assessments and then use that data to inform their teaching to improve student achievement in their courses.
3. The school should develop and use additional indicators for student progress, such as MAP, common assessments, D and F reports, and other measures that provide timely data to impact student achievement in the short term as well as the long term.
4. As part of Goal #2, the school should increase the authentic input from parents and students in school decision-making.

Additional Areas for Growth

1. The school is encouraged to build on the recently established SLOs by providing means to assess student growth in each of the outcomes in order to ensure that each graduate has accomplished the school's intended outcomes.
2. To ensure full implementation and success of PLCs, the Visiting Committee recommends that the school establish a monitoring tool to collect agendas and meeting notes that provide evidence of progress.
3. Explore ways of improving the College and Career Readiness Indicator through a combination of increasing the rate of completion of a-g requirements and expanding alternative options such as increasing enrollment in CTE capstone courses and/or dual enrollment opportunities

Significant and Special Programs Offered at East Union High School

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 - East Union has a robust Agricultural Science department offering career pathways through CTE capstone classes. the Ag department has an active FFA program that participates in competitions for both animal showing and Parliamentary Procedures. 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.

English Language Development (ELD) - EL students are placed in leveled ELD classes (90 minutes) in both terms. Students receive support from their ELD instructor in language acquisition and practice for at least 30 minutes every day.

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.

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.

Remedial Support Classes - East Union continues to offer remedial support classes to meet the needs of students identified as struggling with academic 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.

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.

Other special programs include, Visual Performing Arts, Clubs, Athletics. Collectively, these programs offer a wide range of options for all students.

Stakeholder Engagement

The school has identified the need to increase the engagement of school partners in a variety of ways. Parent outreach included surveys and site meetings to gather input on the current self-study. There have been significant changes to site leadership and inconsistency in maintaining plans and systems from prior administration. This resulted in minimal participation from outside partners and a shortened amount of time to complete the self-study. The school administration and WASC coordinator have administered five surveys to staff to gather input and feedback. Additionally, there has been three staff meetings focused on WASC and the self-study process

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

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

It is advised for the school to focus on re-writing the schoolwide learning outcomes (SLO's). To establish methods to measure student progress toward the SLO's and to develop support systems to ensure every student meets the school's intended objectives upon graduation.

To ensure the full effectiveness of Professional Learning Communities (PLS's), the visiting committee suggests a monitoring tool to be used during PLC time to provide tangible evidence toward progress in the use of PLC's.

The school should continue work on revising the school vision and align the vision with the newly established SLO's and alignment with the district vision.

Chapter 1: Progress Report

- **Synthesize any significant developments since the last full visit and their impact on student learning.**
- **Briefly describe the action plan/SPSA implementation process and how the school monitors progress.**
- **Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last full self-study and all intervening visits.**
- **Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to increase high achievement for all students and why identified growth areas may not be identified in the current schoolwide action plan/SPSA.**

Significant Changes and Developments

Since the last mid-cycle visit the school has undergone significant changes to staffing, leadership, and school construction. Within the last two years, the entire administrative team has been replaced.

Principal Simoni has been the site leader since the 2022-2023 school year. Staff shortages and filling positions has been a challenge. The school began the year with seven open unfilled positions and beyond the classroom, 70% of the clerical staff has been replaced over the past three years. The school currently has six open paraprofessional positions unfilled.

The construction at the school site has had a tremendous impact on the campus. The impact extends to entrance and egress, noise, passageways, program locations, power outages and water restrictions.

Action Plan and Growth Areas

The school has identified three schoolwide progress goals. Each with associated tasks, responsibilities, and metrics.

Goal 1: Create a Schoolwide department common formative and summative assessments to improve student achievement. The first task is to create common quarterly assessments for all core classes. The implementation portion of the goal identifies by department how this will be accomplished. The second task is with ongoing professional development. The third task is the creation of a PLC leadership team to ensure implementation of the first goal.

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. The first task is to solicit feedback and input from stakeholders to measure the effectiveness of meeting the needs of students. The second task is to define the goals and priorities through stakeholder feedback. The third task for goal two is redefining the school wide learner

outcomes to meet the needs of students. Goal two is a critical part of reestablishing the priorities and values of East Union in meeting the needs of students.

Goal #3 Improve instructional strategies to increase student achievement, by implementing increased collaboration and inform instruction, with a specific focus on EL Population. The school has identified four tasks for goal three. All four tasks related to the implementation of instructional strategies and the supporting instruction through monitoring and professional development.

Additionally, the school has reviewed the recommendation from the mid-cycle visitation team and has provided a summary of progress on the action plan goals including the additional areas for improvement.

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

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

Narrative Rationale:

The transition between prior and current school administration has highlighted a lack of formal procedures for monitoring and assessing the schoolwide action plan. This gap has led for a need to recalibrate campus culture, SLO's, and student behavior expectations. The new school administration has made significant progress in campus culture and climate. Since the appointment of the new WASC coordinator, efforts have been made to track the progress of the self-study. The school has correctly identified a goal for the upcoming cycle to establish clear procedures and processes for monitoring and assessing the action plan.

Chapter 2: School and Student Profile and Supporting Data

- Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.
- Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.
- Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable.

Part 1

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

East Union High Schools demographic data shows a consistent student ethnic composition from 2017 to the present year of 2024.

Total: 1,593

African American 2.9%

American Indian/Alaskan Native .4%

Asian 3.3%

Filipino 3.1%

White 22.4%

English Learners 16%

Students with Disabilities 5.3%

Socioeconomically Disadvantaged 56%

Hispanic or Latinx 64.6%

Major Programs Offered

East Union major 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), a National Star Agricultural Sciences Education (Ag) program, Advanced Placement (AP) including biology, calculus, economics, English language and composition, English literature, European history, Human Geography, Psychology Statistics, Spanish, U.S. History and Government and Politics, Advancement Via Individual Determination (AVID) college preparatory program, English Language Development (ELD), Family, Career and Community Leaders of America (FCCLA) that is a career and technical student organization with CTE pathway certification, Freshman Lancer Academy, LEAD classes, Leadership Program, Link Crew, Positive Behavioral Interventions and Supports (PBIS), Remedial Support classes including read 180, Visual and Performing Arts (VAPA), 30 active Clubs, and 15 different athletic programs.

Significant Developments

East Union High School has experienced significant staffing and administration changes since the last mid-cycle review. Most of which occurred within the last two years. The changes have disrupted the consistency of systems and led to new initiatives by the new school administration to move the school forward in a positive direction. The school has made a slight adjustment to the daily schedule and offers a four by four block schedule.

The second major development has been the impact of school construction projects. Construction on campus began in the 22-23 school year with the addition of a new school stadium. Additional projects on campus have impacted walkways, classrooms, access points, parking, the administration building, library, and physical education classes. Inside the classrooms the construction noise has been a distraction to students during the school day. The noise includes 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.

Part 2

Mission Statement

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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.

Problem Solving

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

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

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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.

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.

Graduate Profile

Data collected from Dataquest indicates that the graduation rate for East Union in the 2022-2023 school year was 93.6%, (320 graduates) and 36.5% (117) of graduates met the UC/CSU a-g requirements. In comparison Manteca Unified's graduation rate was 91.5% (1,861 graduates) and 30.8% (574) of graduates met the UC/CSU a-g requirements.

Report total for graduation rates by comparison.

Report Totals

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
East Union High	342	320	93.6%	117	25	69
Manteca Unified	2,033	1,861	91.5%	574	146	360
San Joaquin County	12,991	10,687	82.3%	3,763	864	2,125
Statewide Total	495,492	427,241	86.2%	223,727	52,773	134,021

The four year graduate profile for East Union has shown a slight decrease in the graduation rates.

Academic Year	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
2022-23	342	320	93.6%	117	25	69
2021-22	355	336	94.6%	125	29	71
2020-21	342	325	95.0%	114	30	64
2019-20	397	384	96.7%	127	35	51
2018-19	384	374	97.4%	133	0	0
2017-18	375	356	94.9%	112	29	55
2016-17	326	313	96.0%	129	31	60

The graduate profile by ethnicity 2022-2023 indicates a gap in Hispanic students (199 graduates 64 = 32.1%) meeting a-g requirements in comparison to white students (73 graduates 33 = 45.2%).

<u>Race / Ethnicity</u>	<u>Cohort Students</u>	<u>Regular HS Diploma Graduates</u>	<u>Cohort Graduation Rate</u>	<u>Graduates Meeting UC/CSU Requirements</u>	<u>Graduates Earning a Seal of Biliteracy</u>	<u>Graduates Earning a Golden State Seal Merit Diploma</u>
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	15	15	100.0%	6	0	3
Filipino	*	*	*	*	*	*
Hispanic or Latino	214	199	93.0%	64	23	35
Pacific Islander	*	*	*	*	*	*
White	79	73	92.4%	33	2	21
Two or More Races	11	10	90.9%	7	0	5
Not Reported	*	*	*	*	*	*

Identified Major Student Learner needs

Student needs include communication, problem solving and common core proficiency. School administered surveys to teachers and parents indicated 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 school identified these skills through 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. Concluding that the classroom teachers would 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 this development need, East Union will have 70% of classrooms maintain a student 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.

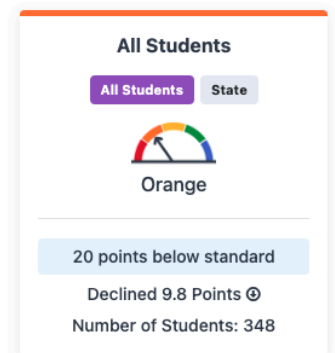
Part 3

CDE Dashboard Performance Data 2023 ELA

English Language Arts

All Students

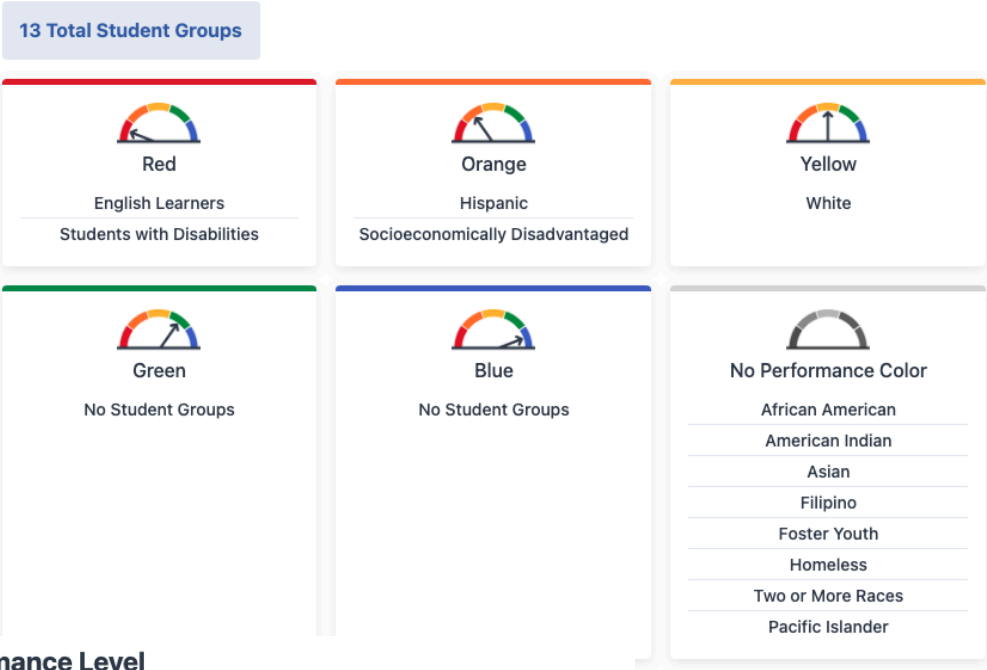
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



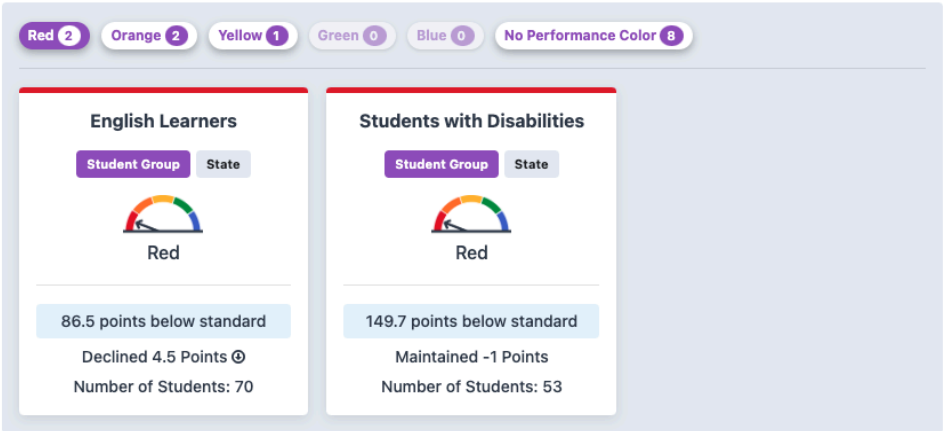
Part 3

CDE Dashboard
Performance Data 2023
ELA (cont.)

Student Group Details
All Student Groups by Performance Level



Explore Groups By Performance Level



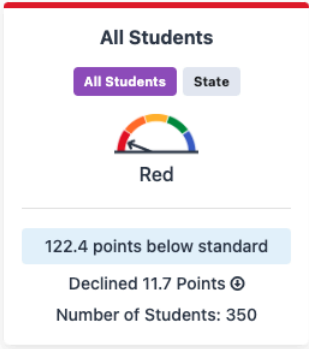
Part 3

CDE Dashboard Performance
Data 2023
Math

Mathematics

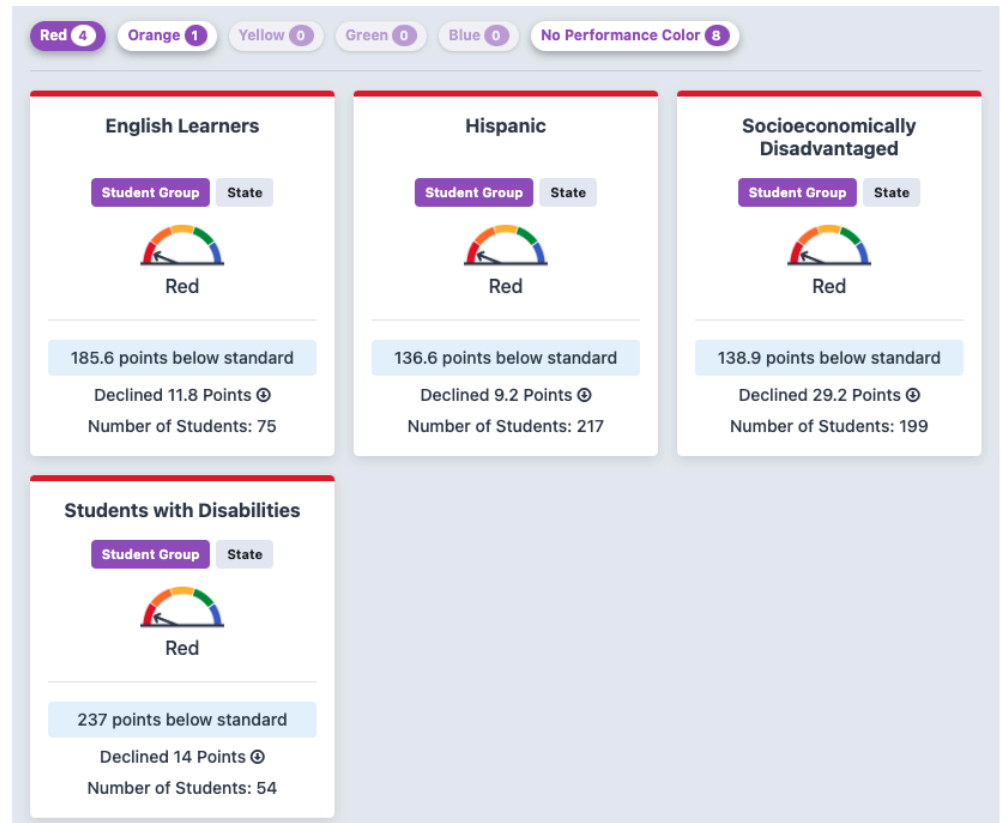
All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



CDE Dashboard Performance Data 2023

Math (cont.)



Due in large part to the COVID pandemic, the California School Dashboard has gone through several changes since the previous East Union High School WASC Self-Study. During the 2020 and 2021 school years, the dashboard was suspended and there is no data available in some areas. However, the data that East Union does have indicates COVID disruptions were impactful, particularly in academic performance and graduation rate (both which declined), though suspension rates climbed somewhat, consistent with the overall California state trend. Overall, English and math scores have declined since the 2018 WASC cycle.

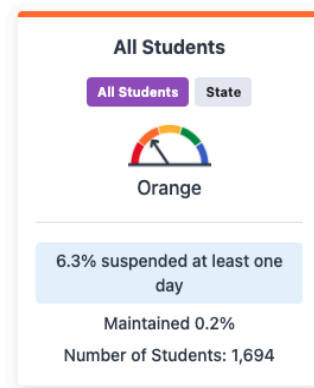
Other Data

Suspension Rates

Suspension Rate

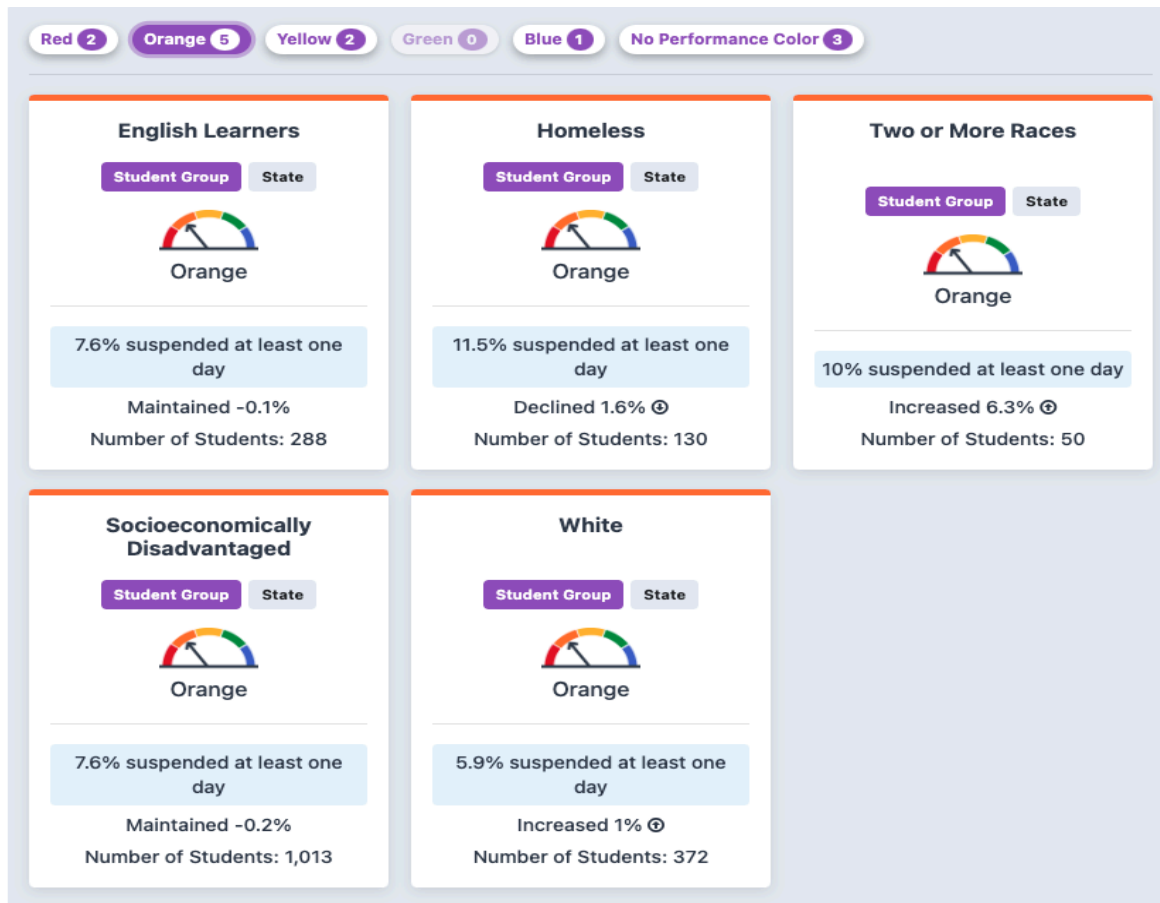
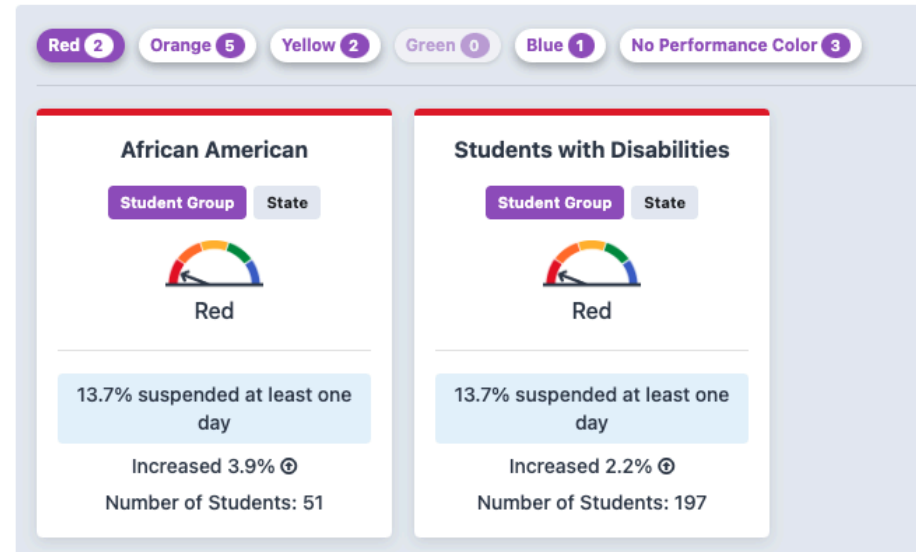
All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



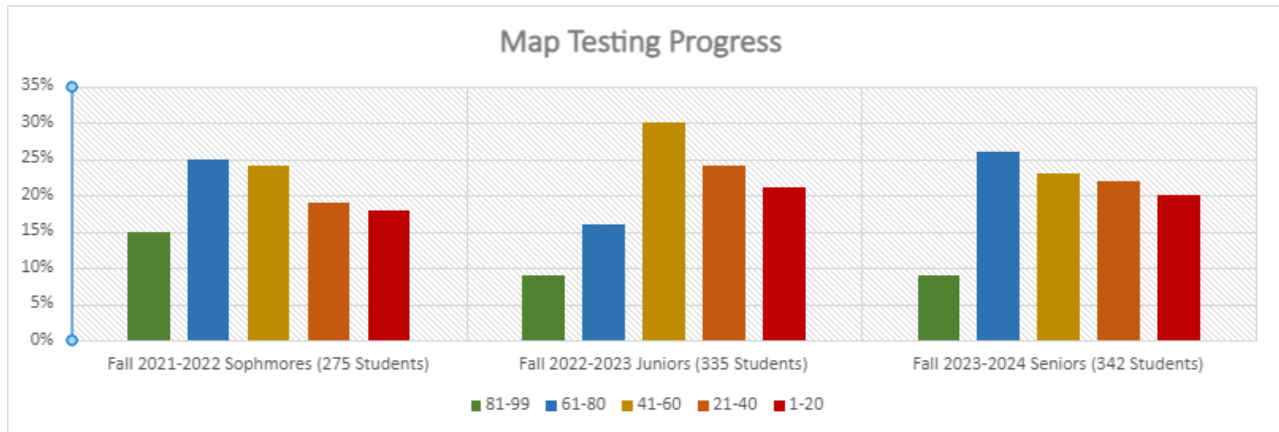
Other Data

Suspension Rates (cont.)

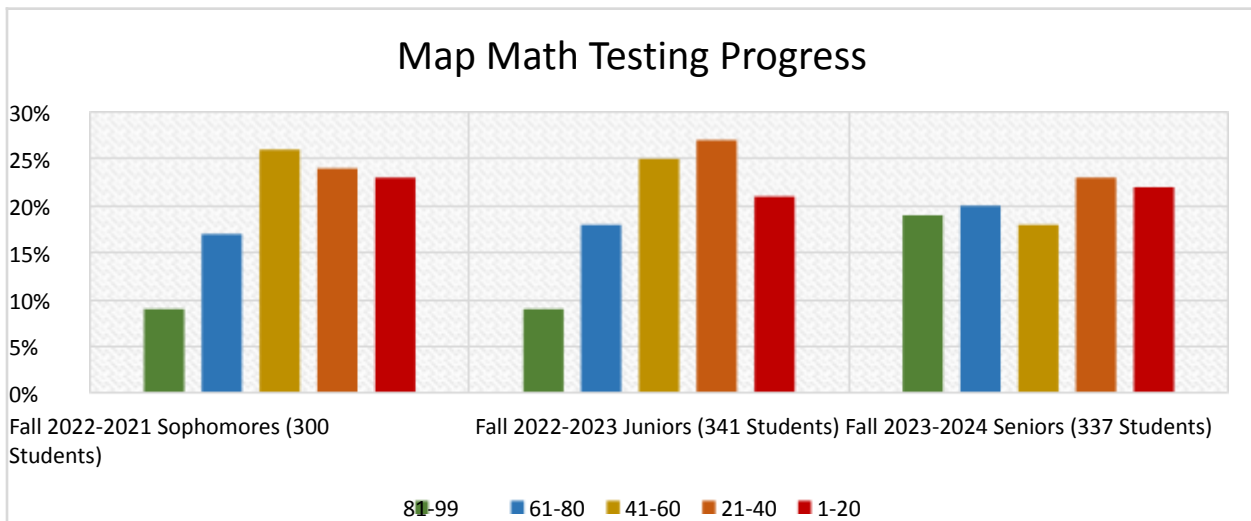


Local Measures

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



Percentile	Fall 2022-2021 Sophomores (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%

English Language progress with the class of 2024 has decreased their top 3 percentiles between sophomore and senior year meaning that the student scores were dropping each consecutive year. The school identified a learning gap for these students during their middle school years due to impacts from the pandemic and teaching inconsistencies. As the 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 CAASPP grade level performance exam scores will decrease.

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 courses due to weak basic math principles.

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

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The school is advised to prioritize rewriting the Schoolwide Learning Outcomes (SLO's) accompanied by the establishment of measurable methods to track student progress toward these objectives. It is essential to develop support systems to ensure every student achieves the school's intended goals upon graduation. Furthermore, enhancing the monitoring of college and career readiness indicators through the utilization of multiple data points would provide valuable insights and enable implementation of intervention strategies to promote student success.

Chapter 3: Quality of the School's Program

Based on the school's self-study and visiting committee findings:

- For each category of criteria, summarize the findings about the school's effectiveness in addressing each of the *criterion and all the indicators within each category*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
 - Highlight the areas of strength
 - Highlight the growth areas for continuous improvement
 - List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.

Note: When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

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

A1: Vision and Purpose

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

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

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

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

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

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

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals:

There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Visiting Committee Comments

East Union's vision and mission are clear, coherent statements. The mission statement aligns with the Schoolwide Learner Outcomes (SLOs) both at the site and the District. A school and community educational partner group focused on student needs, current educational research related to PBIS, outcome data, and the district adopted LCAP to revise the vision and mission annually as needed. The school is focused on creating a safe, nurturing, and innovative environment that promotes a school-wide culture of college and career readiness. Although the current vision, mission, and SLOs have served them well, the staff reflected on the vision and reported that it is time to revise this statement to meet the current needs of the school community.

The vision and mission statements are as follows:

- Vision Statement: To be the World's Greatest High School
- 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.

Through focused effort and alignment of the SLOs (redrafted in Oct. 2023 to include SMART goals), PBIS, and Special programs the staff is able to help the students form a respectful sense of belonging. They felt that this focus has resulted in a significant decrease in the behaviors over the past 2 years. The 5-Star app is also being utilized to assist in this endeavor. The vision needs to be updated to align with academic and post-secondary goals/expectations. When doing this work it is important to also review the mission and SLOs to ensure they continue to align and support both site and district initiatives. According to the administrative team they were planning on a review and update soon.

The Site Council meetings involve educational partners (administration, parents, students, teachers, classified) to vote on how funds will be allocated. This is done formally through educational partner meetings such as the School Site Council, and ELAC. These positions are filled by equal parts of stakeholders volunteering to be part of these groups. The school's educational partners have access to the LCAP, SPSA, supplemental budgets and ASB reports in order to show that the school is allocating funds with all students in mind.

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

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The admin and staff are highly attuned to the vision, mission and SLOs and the need to align those with the current state of the campus and district. They have made a clear and honest assessment of the need for growth related to this area. The staff understand and are ready to revise these statements as needed for the next WASC cycle.

SLOs and vision need to be updated to align with academic and post secondary goals/expectations. According to the administrative team they were planning on an update soon.

A2: Governance

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

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

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

Visiting Committee Comments

The Manteca Unified School District is governed by a 7 member board that is elected by voter trustee areas. Current board members are: Marie Freitas, Eric Duncan Sr., Steven Schluer, Kathy Howe, Cathy Pope-Gotschall, Melanie Greene, and Marisella Guerrero. Monthly school board meetings are held that are open to the public. Board meeting agendas are posted in a public space before each board meeting. Board minutes are posted after each meeting on the district website. The uniform complaint procedures are made available to parents, students, and community members via the district website, site website, and available upon request at the site.

Board Policies are clear and accessible to all educational partners. These policies address and clarify the roles of all site personnel, district personnel and procedures with regards to how the district and sites operate daily. In addition, the district coordinators meet monthly with site administration to review progress through QISA, a tier-1 support system and work on common goals.

Site personnel and community members have direct input on the modification and implementation of these policies as needed through both district administrative meetings and regularly scheduled board meetings.

Governance that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

It was clear that board policies are accessible and there are opportunities for communication with the board members. There are also opportunities for departments to work with District academic support staff and the school and district Governance support high expectations for students.

A3: Leadership for Learning

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

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

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

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

on student learning to support continuous improvement.

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

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

Visiting Committee Comments

Teachers collaborate in subject area PLCs, and as a leadership team. They are currently using data to drive collaboration and to plan how to adjust strategies in the classroom to target areas of need. As the WASC committee observed classrooms, it was clear that work had begun in this area as some teachers were using common teaching strategies in the classroom.

The administrative team has worked hard to align the site goals with the targeted intervention and strategies in the classroom. The administrative team uses the LCAP goals as the anchor to the work that they are doing as a site. After meeting with staff, it was clear that the PLC process is happening, but with the current progress, and varying stages the staff do not feel confident that they are making the impact they would like to make but are progressing.

The school's action plan is directly correlated to and driven by the analysis of student data, but this is still a new process. This is due to the fact that there is a new administrative team and they are only in the second year of their leadership and the staff is truly in the first year of implementation. They continue to work to collect common data to assess how to target improvement.

The school leadership team and staff are demonstrating an effort towards shared decision-making, responsibility, and self-reflection, but they have just begun this work. The majority of the staff is invested in this process and they have a clear understanding of the expectations of this work, but it will take at least a year of practicing the improvement cycle before they are able to agree to implement practices, programs, actions, and services across subject areas and grade levels to improve student outcomes.

Leadership for Learning that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The teams are doing the work and are committed to the process. It is difficult to determine how effective this is because they are still at the beginning of this work. If they continue to practice the data-informed process, make appropriate time for the process, and reflect on the data that comes from the process, they will be making some significant impact on learning.

If there was a rubric measure that was titled emerging, rather than somewhat effective, that would be a more appropriate indicator.

A4: Qualified Staff and Professional Development

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

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

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

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

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

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

Visiting Committee Comments

District and site protocols are in place to ensure that all staff are highly qualified and receive the proper onboarding from the site-level administration and teachers in their departments. There is a process in place to link up a new teacher with a veteran teacher in the same department to provide support during the school year.

The entire staff is currently involved in professional development that is being provided by Manteca Unified School District and the programs are district directives that include the creation and implementation of PLCs and Kagan Engagement Tools. The topic of this training includes the 3 big ideas of being a PLC, four critical questions, and revolves around the PLC community process. Professional Development is readily available to both Certified and Classified Staff. The majority of the staff have been trained in The Solution Tree PLC model. Other professional development opportunities are available for staff members upon request.

The administrative team at East Union conducts formal evaluations for new teachers. Staff may also receive informal evaluations throughout the year. The reasoning for the informal evaluation is to provide feedback to the instructor as well as allow the observation of the use of appropriate teaching practices and identification of areas of growth. The administrative team uses a formal evaluation tool to determine staff effectiveness. The evaluation process is in the teachers union contract and followed by all site-level administration. Teachers state the evaluation process is fair and supportive of student learning. Some teachers stated these procedures are not helpful in the evaluation process and they do not support teachers in improving instructional strategies following the evaluation process.

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

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

East Union has well organized PD, Evaluations, school procedures, and policies. Their communication with educational partners is notable. Staff is mostly invested and connected to the professional development provided both on site and from the district although not all opportunities are being used by all staff. The staff are highly qualified in their areas of expertise. Although the improvement cycle that is being supported through the PLC process is in its earliest stages, the staff is invested in the process therefore they are progressing and engaging in the work that is focused on student outcomes.

A5: Resources

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide student goals/graduate profile, academic standards, and college- and career-readiness standards?

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

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and goals of the schoolwide action plan/SPSA and the LCAP.

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

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

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

Visiting Committee Comments

The administration reviews the SPSA and the LCAP to reflect on progress. The District and the Board of Trustees are in agreement that the school under this new leadership is adequately making progress to align the student outcomes and the student experience to the LCAP. The LCAP is the primary tool used to build the SPSA where it identifies how funds will be used to meet those goals.

The district began a major construction project that initially created some difficulties related to the learning environment. During focus group discussions students and staff indicated that they have moved past that stage of the construction and do not have any concerns related to the construction negatively impacting student achievement. The construction plans are massive and will continue for multiple years but the end result will be extremely beneficial to students, staff, and their educational experience at East Union.

The staff works directly with department chairs and administration to develop the master schedule as well as to order instructional materials, textbooks, and support materials for specific classes.

A strength of East Union High School is the opportunities for professional development. The district and the school have created multiple opportunities for research-based professional development for staff members. If there is a desire for additional professional development above and beyond what is already being provided the opportunities are readily available. Staff in all capacities discussed this during focus groups as well as in general conversations. Based on an identified need, departments have acquired new curricula. New textbooks, digital companion platforms, and auxiliary online programs have been added to the classrooms this school year. For example, the English Language Department just purchased English 3D as they move forward with their action plans to support ELL students. After observing every classroom, the WASC team was able to come to a consensus that the school provides appropriate materials and texts to support student learning.

Resources that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Through various meetings, the visiting committee discovered that resources are readily available for staff and student needs. Staff reports budgets are needs-based but also mentioned that in most cases they can get the materials needed if they can show need and how it positively impacts the learning environment. The campus currently is in a constant state of construction but the administrative team, staff, and students have created a situation where despite the construction learning is taking place and measurable growth is happening. Once construction is done the campus will look amazing but in its current state the campus meets the ability to support student achievement. The LCAP and the SPSA need to come into tighter alignment in order to best serve the students.

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

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

- Increased consistency in student discipline procedures which has resulted in improved student behaviors as they understand the expectations on campus
- Improved strategies to influence a reduction in tardies amongst students
- Enforcement of District directed Professional Development Programs
- Supporting outside professional development opportunities for all staff
- Through the recent adjustments to administration and the challenges of construction staff have worked together to support students and each other

- East Union has worked hard to fill staff positions that have not been filled. In doing so they have done that with qualified staff members per the district's hiring process.

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

- Revision of current Vision statement is needed to reflect on the site's true belief and identity today as well as to be in alignment with the district's vision.
- Revision of current SLOs is needed as they have been in place for many years and need to be updated. The recent addition of SMART goals was a good start to this process but further consideration needs to take place.
- A missing component of growth is the involvement of parents on campus which needs to be addressed in a way that create create that sense of community and belonging

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

- Self-Study report
- Sub group student performance data
- Interviews with students, parents, staff, community, and other educational partners
- Evidence as cited in the Self-Study
- Classroom observations
- California Dashboard and other standardized test score sources

CATEGORY B: CURRICULUM

B1: Rigorous and Relevant Standards-Based Curriculum

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

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

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

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

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

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

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

Visiting Committee Comments

Since the mid-cycle report and the arrival of a new administrative team, significant efforts have been made at East Union High to align the curriculum across departments with Student Learning Objectives (SLOs) and state standards. This alignment is not only evident in the push towards department-level Professional Learning Communities (PLCs) but also in district-wide initiatives and professional development sessions aimed at engagement strategies and creating common assessments as described in the self-study and conversations with different focus groups. New curriculums have been adopted or are being considered, such as the transition from Study Sync to HMH literature in the English department and the piloting of a new curriculum in the Science department. The incorporation of support for diverse learners, including SPED and ELD students, is a highlight of these changes. Additionally, efforts are being made to enhance student engagement through strategies like Kagan engagement strategies and incorporating real-world connections into lessons both of which were discussed in detail by staff and students during conversations with the VC.

Supports for struggling students include Read-180, Edmentum programs, and interventions through the COST program and VCC, while opportunities for advanced students include an expanded AP program and dual enrollment classes through Delta College. The school also emphasizes college and career readiness through its Career and Technical Education (CTE) programs and initiatives such as the AVID program and counseling sessions on college planning and financial aid. Special Education programs are also expanding to cater to students' real-world needs, with discussions underway for additional certificate programs tailored to SPED students. Further work on incorporating Student Learner Outcomes into curriculum planning is planned following a WASC visit, indicating a continued focus on improvement.

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

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

East Union High School exhibits strengths in offering a standards-based curriculum with a commitment to supporting high achievement for all students. The implementation of new strategies like Kagan strategies and the adoption of updated curricula in English and Science departments have enhanced student engagement and support across abilities. The school fosters collaboration through PLC models and utilizes data-driven analysis to guide curriculum planning, although there's recognition of the need for further refinement in assessment development. The balance between CTE courses and A-G required courses demonstrates a commitment to diverse pathways for graduation, while initiatives like tutoring and intervention programs underscore efforts to support academic success for all students. However, there are areas for growth, including expanding elective options, addressing pathway prerequisites, and enhancing career exploration opportunities and academic planning to ensure equitable access and achievement for all students. Efforts to increase awareness of A-G requirements and facilitate post-high school goal setting are also desired for improved clarity and planning. Ongoing development in these areas could enhance the curriculum's relevance and rigor, promoting student success at all grade levels.

B2: Equity and Access to Curriculum

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

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

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

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

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

Visiting Committee Comments

East Union strives for equitable class selection to meet graduation and college A-G requirements, aiming for all students to have access to four-year colleges. This was highlighted both through the course list in the self-study and in conversations with students and staff who spoke highly about the different course offerings here at East Union. Though, students and staff did note that it was not clear to the entire student body what was required to meet the A-G requirements and knowledge of this process was dependent on the types of courses and programs they were a part of. According to the self-study report, challenges in passing certain classes, such as Algebra and

World Language persists, though measures have been put in place to help bridge comprehension gaps among struggling students such as before and after school tutoring.

Discussed in both the self-study and brought up by students in conversations with the VC, limited elective variety exists, though, with pathways often requiring prerequisite introductory courses, impacting access to advanced electives. Despite the ability to request class changes, according to the self-study, there's a lack of post-graduation outreach and transitional programs for incoming freshmen, though based on feedback from the parent groups and staff, the 8th grade night has grown in popularity. AVID and many of the CTE programs offer some career exploration opportunities, but further programming is needed in order to reach all student groups.

Students and parents are included in the process for class choice via a ballot process where they are asked to review class selections annually with counselors in order to provide personalized guidance based on education goals and four-year plans. Students and parents are also able to keep track of student progress via a parent and student app. Many students did mention concern, though, of having greater access to their counselors when issues within classes arise.

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

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

Narrative Rationale:

East Union High School demonstrates strengths in promoting equitable access to the curriculum through initiatives such as providing equal opportunity in class selections meeting graduation and college A-G requirements, offering before and after-school tutoring for additional academic support, and intervention programs aimed at supporting struggling students. However, there are areas for growth in enhancing equity and access. Challenges with limited elective variety and pathway prerequisites may hinder certain student groups' access to advanced courses and enrichment opportunities, as highlighted during discussions with students. Addressing these barriers, ensuring equitable access to a wide range of electives, and improving counselor accessibility are crucial steps. Additionally, strengthening career exploration opportunities for all students, particularly freshmen and sophomores, and implementing targeted support programs could further support equitable access and academic success for all students, especially those from underrepresented backgrounds.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

East Union High School exhibits strengths in providing a standards-based curriculum that supports high achievement for all students. The school demonstrates a commitment to equal opportunity in class selections, ensuring alignment with graduation and college A-G requirements. Additionally, proactive measures such as before and after-school tutoring for most subjects contributes to supporting student success. Despite challenges in elective variety and

pathway prerequisites, efforts to expand opportunities for career exploration and targeted support programs showcase the school's dedication to enhancing curriculum access and equity. Overall, East Union High School's strengths lie in its commitment to providing a rigorous and inclusive curriculum framework that fosters academic achievement for all students.

- **Alignment with Standards:** East Union High School has made significant strides in aligning its curriculum across departments with Student Learning Objectives (SLOs) and state standards, ensuring a cohesive and rigorous educational experience for all students.
- **Data-Driven Approach:** The introduction of a new administrative team has resulted in a more data-driven approach to curriculum development, allowing for informed decision-making and targeted interventions to support student success.
- **Adoption of New Curriculums:** Multiple new curriculums, such as HMH literature in the English department and a new curriculum in the Science department, have been adopted to provide a more standards-aligned and supportive learning environment, particularly for students with diverse needs.
- **Collaborative Opportunities:** Initiatives like the lesson study process in the Math department have promoted collaboration and interdisciplinary learning, enhancing student engagement and real-world connections within the curriculum.
- **Emphasis on College and Career Readiness:** East Union High School prioritizes college and career readiness through programs like Career and Technical Education (CTE) and Advanced Placement (AP) classes, equipping students with practical skills and pathways to post-high school success.
- **Transparent and Personalized Support:** Involving students and parents in the course selection process and providing access to progress tracking tools demonstrate a commitment to transparency and personalized support, fostering a collaborative approach to student success.

Growth Areas for Continuous Improvement for Curriculum:

- **Expanding Elective Variety:** East Union High School recognizes the need to diversify elective options to provide students with a broader range of academic interests and opportunities for enrichment.
- **Addressing Pathway Prerequisites:** The school aims to address challenges related to pathway prerequisites, ensuring that all students have equitable access to advanced courses and enrichment opportunities.
- **Enhancing Career Exploration Opportunities:** East Union High School seeks to enhance career exploration opportunities for all students, helping them make informed decisions about their future educational and career pathways at all grade levels and within all programs.
- **Providing Clear Information on A-G Requirements:** The school acknowledges the importance of providing clear and accessible information about A-G requirements to ensure that students understand the necessary steps for meeting their academic goals.
- **Fostering Comprehensive and Inclusive Curriculum:** By addressing these areas for growth, East Union High School aims to provide a more comprehensive and inclusive

curriculum framework that caters to the diverse needs of its student body, ultimately contributing to continuous growth and improvement in academic achievement.

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

- Self-study report
- Department PLC work - common formative assessment, meeting notes, and data protocols
- Focus group conversations - district level, leadership team, staff, parents, and students
- Classroom visits
- Course list and course descriptions

CATEGORY C: LEARNING AND TEACHING

C1: Student Engagement in Challenging and Relevant Learning Experiences

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

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

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

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

Visiting Committee Comments

East Union stakeholders perceive the coursework as predominantly academically rigorous and aligned with educational standards, with teachers utilizing Professional Learning Communities (PLCs) to develop common formative assessments reflecting state academic standards. Parents commend the efforts of East Union staff in engaging students effectively. Student feedback indicates that 65% find classes enjoyable and perceive teachers as invested in their academic success. The student panel did indicate that it is evident which faculty seem to care and which faculty are there to simply share their field of study. Although there are many diverse activities and clubs available to students, there seems to be a desire by both students and parents for greater inclusivity and diversity in the curriculum, suggesting courses like Hispanic/Latin history and culturally diverse clubs. Additionally, stakeholders seek more differentiated learning opportunities and increased elective class options. Surveys indicate general awareness of campus expectations and rules, with recent updates to the student handbook and plans for updating the teacher handbook to further clarify guidelines.

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

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Students are challenged and are provided learning experiences that support high achievement as evidenced by the structures in place that include emerging PLC efforts, COST, and the support and encouragement that exists for professional development. The infrastructure exists to provide the space and time for PLCs to analyze data, make collective decisions, and identify effective strategies. The school is tasked with bringing all departments, particularly in the core subjects, to implementing PLCs with clear and definitive data driven decision-making with full participation. Panel discussions and classroom observations seemingly indicate that learning and teaching priorities differ a substantial amount from class to class and department to department. There appears to be many offerings for student choice and differentiation in place to help students succeed. Students also have access to many teachers before and after school; however, there is no definitive after school program for academic support. The COST program allows for identification and attending to students' individual barriers to learning, and provides a path for students to find success. Through discussions with staff, it appears that the principal is proactive in encouraging and providing staff with any and all relevant professional development. Lastly, the special education department seems connected to the core subjects and participates in collaboration and coordinates lesson plans to assist SWD in achieving grade level standards. Using the lens of continuous improvement, these structures lay the foundation to help procure a rigorous and cohesive learning environment. PLCs working with fidelity along with systems developed by admin should aim to address the effective tenets of improving student performance: frequent teacher feedback, data driven instruction, high-dosage tutoring, increased instructional time, and a relentless focus on academic achievement.

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

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

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

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

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

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

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Visiting Committee Comments

In the Professional Learning Community (PLC) process at East Union, teachers are tasked with creating various assessments—formative, common, or project-based—that enable cross-classroom analysis of student achievement in content knowledge. These assessments

inform discussions among teachers regarding effective lesson plans and practices. While employing a range of instructional strategies, including digital platforms like Nearpod and traditional methods like Kagan and Think-Pair-Share models, some teachers still rely heavily on lecture-based instruction, according to student feedback. Stakeholders across the board express a need for increased cultural coursework opportunities and expanded access to supplemental curriculum. East Union implements processes to enhance academic engagement and college readiness, including personalized career planning sessions, access to advanced placement and dual enrollment programs, and support initiatives like AVID aimed at first-generation college-bound students. Additionally, Career Technical Education (CTE) programs, such as FFA, provide hands-on experiences in various fields, though stakeholders advocate for further diversification and expansion of career-focused offerings to better meet students' needs beyond college-bound pathways which seemingly is the case as new pathways are being introduced like Health Science.

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

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

Narrative Rationale:

The school has the PLC mechanism that opens the door for discussion of best practices, instructional planning, and developing high quality activities. The district provides professional development for the implementation of Kagan strategies. Some members of the math department are participating in Building Thinking Classrooms PD, and AVID strategies are shared to the whole staff. Additionally, staff is encouraged and supported by administration to pursue PD in the name of best practices and supporting students. Visits to all classrooms indicate that departments and teachers are utilizing many strategies to engage students and to fill in gaps in their learning to support them to reach grade-level benchmarks. A discussion with a panel of teachers confirms that support is in place for re-teaching material, offering retakes, and using adaptive technology for skill support. A discussion with students indicated that students have vastly different experiences with learning depending on their teacher. The students report that it is obvious which teachers are concerned about student learning and experience versus which teacher is more concerned about the subject/content they are teaching. Students stressed that they are most connected to learning when the teachers are passionate about teaching and when teachers are genuine in building relationships with their classes. The staff is tasked with implementing best practices with high engagement activities in every classroom, everyday which includes building micro communities of mutual respect. Bringing the PLC experience to full participation will cut the path for the school to fully realize wall-to-wall increased effectiveness in student-centered instruction.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

Teaching and Learning, East Union demonstrates several strengths and areas for growth. Strengths include the continued implementation of Kagan engagement strategies, fostering productive discussions among students and staff, and the expansion of certificate and seal

programs, such as the floral certification and biliteracy seal, providing diverse opportunities for student achievement. In addition, efforts are being made in PLCs to have common assessments and base lesson plan determinations on the formative assessment data. In general, there seems to be good camaraderie among staff and lots of hope with the efforts of the current administration.

Growth Areas for Continuous Improvement for Learning and Teaching:

In Teaching and Learning, East Union demonstrates areas for growth. Areas of growth include the need for increased promotion of the importance of MAP testing to accurately reflect student progress, the development of PBIS and extracurricular events to enhance student motivation outside the classroom, while maintaining active engagement strategies within it, and a shift towards a more balanced approach in promoting various forms of engagement activities beyond Kagan strategies, incorporating specific lesson planning accommodations for diverse learners, including English Language Learners and students with disabilities. Currently, four teachers from the math department are acquiring professional growth with Building Thinking Classrooms (BTC). It is recommended that these teachers bring the rest of the team on board to foster the utilization of the strategies offered in BTC. The strategies used in BTC lend themselves to Kagan strategies so these two are complementary with a little collaboration and group discussion.

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

- Self-study
- Walk-throughs
- Parent panels
- Administrative panels
- Student panels
- Support staff panel
- Teacher panels

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

D1: Reporting and Accountability Process

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

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

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

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

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

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

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

Visiting Committee Comments

The school leadership and instructional staff at East Union continue to work in professional learning communities to develop, collect, analyze, disaggregate and report student schoolwide performance through common formative assessments. East Union currently uses MAP testing to analyze students' instructional levels, lexile scores, and student achievement. MAP testing has been tracked by staff over the past three years and assessments are administered to students three times a year. Students are tracked through their 4-years at East Union using MAP testing. Both MAP testing and CAASPP data have yielded the same results; the LCAP report further recognising that math and English achievement are an area for growth. During the visit, teachers were observed using Edmentum to support students' growth based on MAP data. Edmentum offers students differentiated activities so that they can progress toward goals for improved achievement in math and English.

Instructional staff at East Union report stronger collaboration in departments as the school leadership team has offered room for extended collaboration through department-centered professional learning communities. Additionally, staff have reported seeing improved progress toward common assessments and using data in their PLC's particularly within the past two years bolstered by administrative supports. These PLC's create and track progress through common assessments and best practices. Staff are also working to further use the Staff Hub to share common assessments along with reviewing data moving forward to track student success. Currently, the English department has created several common assessments, and the Foreign Language department was deemed a model (by peers) for using PLC time to develop common curriculum and assessments while other departments are at the initial stages of implementation (some as a result of understaffing and changes). Teachers in singleton courses also report

collaborating with teachers across the district on common assessments.

East Union leadership and instructional staff have identified a greater need to focus on differentiated instruction for students with special needs and English Learners based on D/F reports, MAP testing, current CFA results, CAASPP data, and ELCAP information (along with graduation rates and A-G eligibility for these significant subgroups). The visiting committee recognizes an outlined plan and timeline within the next 3-5 years to not only have more common assessments to support student need across departments, but also to further evaluate and disaggregate data from said assessments to develop differentiated instruction for students with special needs, English Learners and others with greater needs. The ELD department shared challenges with a lack of a core curriculum; however, curriculum for ELD is to be implemented next year (English 3D). East Union has additionally implemented and allocated resources to the COST monitoring program to address both emotional (along with VCC) and academic supports where students with 5-day suspensions or two or more F's in a term are automatically referred. Teachers further have the ability to collaborate with school leadership and refer students in need to the COST program.

The school leadership team has received support from the district and sends teachers to PLC trainings. The district and school leadership team have also offered teachers training on Kagan strategies - coupled with the PLCs - to increase student engagement as increased student engagement could assist in fostering increased academic achievement on standards-based assessments. District leadership further shared with the visiting team that a representative from Solution Tree does visit three times a year to assist the site in tracking the work being done in PLCs. Approximately half the staff in the focus group noted that they have been trained by Solution Tree, while most others stated they will receive training this coming summer. Staff and leadership agree that a schoolwide commitment to PLCs and common pacing guides and assessments would be of great benefit to student achievement.

Reporting and Accountability Process that supports high achievement for all students.

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

Narrative Rationale:

While school leadership and instructional staff all have access to MAP data, how the data is being used to support student achievement currently varies among PLCs and departments. The school would benefit from an increased number of common assessments in each department based on MAP, CAASPP, and other data to inform instruction.

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

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

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

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

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

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

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

Visiting Committee Comments

While East Union's self-study states there is currently no formal process to monitor the schoolwide action plan, and some departments continue to work on common assessments, the school has tracked D/F reports over the past three years and has implemented MAP testing to further track student achievement over the past three years. MAP testing is additionally being utilized to appropriately place students in English, math, and to redesignate English Language Learners (RFEP). In addition to MAP data and D/F reports, teachers are reviewing 504's, IEPs, and English Learner levels to develop their assessments. Teachers in the focus group additionally stated that they will use MAP data to guide creation of collaborative groups in the classroom based on student skill.

Data indicates that teachers have worked to modify learning and teaching practices to improve student learning as there has been a 4% decrease in D/F's for freshmen in the past 3 years, as well as decrease of D/F's for English Language Learners and students with special needs from 2020-2021 to 2022-2023. While teachers continue to establish differentiated strategies in the classroom, share best practices, and create and review common assessments, East Union has turned to their COST Coordinator as a resource to further support student progress and achievement. Approximately 50 students are currently accessing COST support which includes individual check in and check outs, counseling, and scheduled tutoring, as needed. East Union has also increased tutoring availability for math and world language as grade data indicates students struggle in these areas. Furthermore, student and teacher focus groups identified multiple opportunities offered by several teachers in several different subject areas for tutoring support before and after school to support students in achieving their goals (as well as availability for support during lunch in many classes).

In East Union's increased department collaboration to create and discuss common formative and summative assessments around the standards, Special Education staff and general education teachers are jointly collaborating in their professional learning communities to develop common assessments that are inclusive and equitable for all students. Staff have already made progress in including students with special needs in developing and monitoring their own IEP goals and progress. Through the common assessments emerging from the professional learning communities, staff will continue to review MAP, Aleks, and Reading Plus data to analyze students' current levels to guide best practices, and modify and adjust the instructional program as needed. Students and teachers report that different departments are at different stages of using

assessments. Teachers do acknowledge that use of the Staff Hub over the past year is assisting with pacing guides, common lessons, and common assessments.

Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Some teachers are using common assessments to monitor and modify learning progress that supports high achievement for all students. Others are working on establishing common formative and summative assessments to guide, modify and adjust instructional practices.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

1. Administration of MAP three times a year along with an opportunity for students to receive differentiated instruction based on their MAP test results (through Edmentum and other modes of instruction) will promote academic growth and success.
2. There is consistent report that PLCs and work on common pacing guides and common assessments has created an increase in staff collaboration and further increased a focus on creating assessments based on student need to meet standards.
3. There is an increase in Special Education and general education collaboration thus providing stronger support in the classroom for students with disabilities.
4. Late start Wednesdays have been provided for PLC meeting time and collaboration. Administration - particularly in the past two years - has been a strong support of this time for common lessons, pacing guides and assessments.

Growth Areas for Continuous Improvement for Assessment and Accountability:

1. Continue to review data in PLCs in all departments where data is analyzed to create common assessments schoolwide that will better promote academic successes for students particularly on math and English achievement tests.
2. Working in PLCs to recognize how common assessments and best practices are not two separate entities, and that promoting best practices (that yield positive data results in each department) can support the work for common lessons/pacing guides/assessments.
3. Continue to use Kagan strategies along with other strategies that further engage students in learning and conversations with each other. Increase the level of student-to-student engagement in the classroom.
4. Continue to grow knowledge of data analysis to develop systems around assessment and accountability.
5. Continue to analyze and assess student growth through reclassification data, CAASPP scores, MAP achievement growth, grade data, graduation rates, and teacher formative and summative assessments.

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

- Self-Study
- Focus Groups
- Class Walkthroughs
- Published Reports: LCAP, Strategic Plan Document
- MAP data
- CAASPP data

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

E1: Family and Community Involvement

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

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

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

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

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

Visiting Committee Comments

East Union High School grapples with a series of complex hurdles in cultivating family and community involvement. The visiting committee learned from the parent panel on Sunday that fliers and emails are “opened”; however, relatively few new parents volunteer or show up to support when asked. Staff and parent panels report that the same smaller group of parents tend to be the ones who volunteer over and over again at EUHS for various opportunities throughout the year. The VC also learned that a myth exists in families that once students are in high school, parents are no longer need to be involved and or volunteer. While many parents will attend athletic events or VAPA performances for their high school-age students, attend football games, JROTC events, etc, the challenge continues to recruit parents to volunteer “at the snack bar” or serve on a PTA or boosters club. East Union has a variety of events that engage the community: Alumni Basketball Game, FFA events, FCCLA events, 8th grade parent night, a job fair, a career fair and Little Lancer Cheer program, to name a few. The VC encourages EUHS to find ways to use the existing events to engage stakeholders, alumni and community members towards increased involvement beyond the single day events. Since the mid-cycle report, East Union has increased the platforms for reaching the community to include Facebook, Instagram and the school website. The administration is working to increase non-traditional information systems to reach family members such as phone calls to stakeholders to encourage family and community involvement and to build trust and deepend the partnerships with a greater number of parents and stakeholders.

The PBIS system was implemented 6 years ago and has improved dramatically during the past 2 years, in part due to the lead teacher, the lead administrator, and LEAD class associated with implementing the LEAD program. During the focus group meetings, the VC learned about the LEAD class and the LEAD Card program, which is the leadership class associated with the schoolwide PBIS program called LEAD. The VC heard of the broad and positive impact the LEAD program is having on both students and staff and thus having a significant and positive impact on school culture.

Along with the LEAD program, the newly created Coordination of Services Team (COST) program serves as Tier 3 support for students with progress monitoring, check-in/check-outs,

tutoring, often a staff mentor, and potentially ongoing counseling services through the school counselors and or counseling from VCC..

Family and Community Involvement that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The Visiting Committee agrees some platforms exist and are utilized to engage parents and the community to become involved with volunteering and decision-making. As recognized in the EUHS WASC Self-Study, EUHS will employ non-traditional methods of engaging families. Social Media and web-based engagement tools have limited effectiveness for some families, and EUHS is planning to employ strategies to develop rapport and trust with students and families through newly implemented communication tools.

E2. School Culture and Environment

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

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

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

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

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

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

Visiting Committee Comments

East Union High School has been dedicated to fostering a positive school culture over the past two years, with a focus on student behavior and campus safety. From handling swarms of bees to preparing to install vape sensors in the bathrooms, the administration, teachers, and faculty aim to create a safe environment to help students thrive both academically and emotionally. The administration has implemented targeted tardy sweeps and increased absence monitoring. There has been a noted increase in tardies between the 2022-23 and 2023-24 school years (may be a result of increased tracking) which warrants further examination and intervention. Campus monitors have increased their rotations, particularly in restrooms, to deter disciplinary issues such as vaping and drug-related offenses. To support these campus monitoring efforts, the administration has implemented the 5-star app, which facilitates student check-in and out-of-class time for restroom passes. This app not only can help narrow students' whereabouts with a timestamp but also provides data to identify patterns of behavior. However, the effectiveness of 5-Star data is hindered by varying degrees of staff member utilization of the 5-Star app for checking students out of class.

Managed by TOSA Jared Carden, the COST program targets students in need of Tier 2 emotional and academic support where the Tier 1 and Tier 2 supports have not been successful.

Referrals are reviewed by Mr. Carden, who provides tailored interventions such as counseling, tutoring, and teacher check-ins/check-outs. Currently serving 53 students, the COST program is an effective Tier 3 strategy within the MTSS framework to track specific students and provide highly specialized supports through a variety of staff including teachers specifically chosen for the check-in/check-outs and counseling by highly trained outside counselors through VCC.

East Union continues to prioritize the LEAD Lancer and the PBIS programs, promoting positive behaviors and character development among students. Through this program, students are recognized for demonstrating traits such as Loyalty, Empathy, Accountability, and Determination (LEAD). Participation in the program offers incentives such as early release for lunch and opportunities to earn prizes through the student store.

The VC observed that the campus is clean, clutter-free, well-decorated, and orderly despite being under massive and ongoing construction projects. The campus has many systems in place to support positive student behavior. VC hosted a student group with about 35 randomly selected students where the majority of students indicated that they feel safe on campus and a surprising number of students by show of hands indicated they had at least one trusted adult on campus with whom they could reach out to in a time of crisis.

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

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The Visiting Committee interviewed students, parents, teachers, and staff. The vast majority indicated high levels of satisfaction with the school climate and levels of support, both academically and emotionally. East Union High School has made a conscious effort to make the campus safer and more inclusive for students and staff.

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

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

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

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

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

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

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

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

Visiting Committee Comments

East Union High School demonstrates a strong commitment to student enrichment through a variety of special programs and extracurricular activities, catering to diverse interests and talents. With a substantial number of students participating in the Performing Arts, JROTC, athletics, and various clubs, the school fosters a vibrant campus culture that promotes personal growth. With a vast array of skill development experiences outside of the traditional academic classrooms along with the Lancer Academy, a robust CTE, a robust agriculture program, and a variety of course options in the music department, East Union has so many ways for students to get involved and connect with their peers, their teachers, and their education. The VC observed a Lancer Workshop (Link Crew) in the gym which supports the freshman through a robust, well-organized mentoring and support program that meets with the freshmen 7-8 times yearly. The opportunities mentioned above reflect the school's dedication to providing A-G curriculum as well as career, post-high school pathway educational experiences that support students' social-emotional needs through various programs built for all 9th-12th grade students. The VC observed a high level of student engagement in college and career-readiness classes such as culinary arts, floral, Ag Mechanics, and Advanced Woodshop.

The VC observed a Lancer Workshop (part of the larger Lancer Academy program) in the gym where freshmen experience Link Crew-type learning activities facilitated by both staff and trained upper-class students who are training throughout the year in a Link Crew class. Freshmen are split up into 3 PODS, which are in part random and in part intentionally created student groups mixing demographics and genders. In years past, PODS were created using English I classes, but when the term ends in December, students are mixed anyway for the second term. PODS are now created knowing that students will need to miss class time to participate in Lancer Academy and Lancer Workshops.

Furthermore, East Union High School prioritizes the integration of engaging teaching methods utilizing Kagan training and additional tools to enhance student learning experiences across all classes. Through classroom visitation, the VC observed many classrooms in table groups of 4 or sitting with partners where students actively engage in discussions, project based learning and a vibrant curriculum.

By implementing programs such as Kagan strategies, classroom discussions, and a diverse array of teaching methodologies, teachers actively foster relationships among students and accommodate different learning styles. These practices, informed by ongoing collaboration within Professional Learning Communities, underscore the school's commitment to excellence in education and the holistic development of its student body.

The VC also observed and learned about the VCC program and the COST programs that run out of the attendance office offices that support both the academic, social-emotional and behaviorally needs of students at East Union.

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

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The Visiting Committee agrees East Union High School provides a safe environment for all students to reach their individualized educational goals. Systems are in place to support students academically and emotionally. Many students are involved with school activities, including athletics, clubs, career pathways, Success 101, AVID, band, and theater.

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

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

East Union High School has demonstrated some strengths in fostering community engagement and extensive efforts in supporting student social-emotional well-being. The school's administration, athletic program, and 3 Leadership classes (ASB, LEAD, and Link Crew) have effectively utilized digital tools and social media platforms to expand their outreach. Through the establishment of the EUSN club, all sports are being promoted throughout the year, and many more student-athletes are being recognized by use of this platform. Additionally, the staff has shown commitment to student social-emotional well-being by increasing referrals for the Valley Community Counseling Program (VCC) and the Coordination of Services Team (COST) while also maintaining support for academic growth. Furthermore, various campus groups have revitalized pre-pandemic events, such as the trunk or treat organized by FCCLA and the fall festival supported by clubs and athletics, engaging the community and bringing the community members onto the campus. The VC learned East Union is making efforts to increase events that bring stakeholders, parents, and communities onto the school campus to either spectate, support students, join a PTA meeting, participate in a school improvement committee, or simply to volunteer. These efforts collectively contribute to a vibrant and supportive school environment for both students and staff.

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

East Union High School has made strides in increasing referrals for the COST and VCC (Valley Community Counseling) programs, exemplifying a commitment to student well-being. However, with 53 students currently enrolled in the COST program, there is room for further outreach to ensure all students in need of Tier 3 supports are reached. To address this, East Union has appointed a TOSA to facilitate the COST programming, aiming to extend support to a larger number of students. The VC recommends making the COST position a viable long-term position for a staff member for year-to-year continuity. Additionally, while the school has been proactive in increasing outreach through social media, stakeholder surveys suggest diversifying communication methods and using non-traditional communication methods like phone calls and paper mailers. Incorporating strategies such as mailers and phone calls can enhance community engagement and ensure comprehensive outreach efforts that result in higher volunteering rates from a broader range of parents, guardians, and community members.

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

- Data review
- Category E School Culture Focus Group meeting
- Interviews with parents, classified staff, students and School Culture Sub-committee.
- Supporting documents from the HUB / Links in the WASC report
- Site tour with administration and leadership team
- Visiting the Counseling Center and Attendance Office
- Classroom Observations (VC observed 75 of 77 teachers)

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

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

Identified Strength Areas

- The administration's 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.
- The administration has consistently enforced district directed professional learning communities and outside professional development programs.
- The development of additional CTE Pathways.
- Increasing the number of advanced classes offered on campus.
- The enforcement of department wide essential standards and developing common formative assessments.
- The implementation of Kagan engagement strategies in classrooms.
- The increase in the seal and certificate programs for college and career readiness.
- The implementation of the Measure of Academic Progress (MAP), now there is a system in place to monitor student achievement progress.
- The increase of collaboration in departments by focusing on content standards.
- The Special Education department has created a plan to increase students' engagement in the creation and monitoring of their own Individualized Education Plans.
- The increased use of social media to reach more members of the community.
- Faculty has increased the referrals to the counseling and COST support programs.
- An increase in the number of events available for community attendance.

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize schoolwide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- **Ensure that all Growth Areas have a “who,” “what,” and a “why” in relation to the impact on student learning**
- **Confirm areas already identified by the school in the action plan sections**
- **Confirm areas to be strengthened within the already identified areas**
- **Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.***

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

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if possible.)**

Identified Growth Areas

1. East Union has correctly identified the need to develop processes and procedures to monitor the Schoolwide Action Plans and school vision. There are no formal procedures in place currently to monitor these goals. Establishing these monitoring processes will create a baseline for student achievement. Monitoring the plan and the development of the school vision will help to keep the self-study process as an ongoing improvement model.

WHO: Administrative staff, school site council, certificated staff

WHAT: Monitoring systems for the school action plans and development of the school vision are needed to continue in the school improvement process.

WHY: East Union does not have a reliable and consistent system to measure student performance outcomes or to measure if the action plans are effective or being followed with fidelity.

2. East Union has identified the need to continue to develop common formative assessments through the implementation of the professional learning communities (PLC). By using the common formative assessments, East Union can focus on student learning and achievement through systematic analysis and increase collaboration on best practices to increase student progress. Additionally, the use of district wide MAP assessments will be used along with department specific common formative assessments.

WHO: Administrative staff, department chairs, and certificated staff.

WHAT: Develop common formative assessments to support teaching and learning.

WHY: The school needs to systematize the PLC process: what do they want the students to know, how do they know the students are learning the material, and what will they do when the students don’t know that material.

3. East Union correctly identified the need to develop programs that will

increase stakeholder involvement school wide.

WHO: Administrative staff, East Union staff, district LCAP team/coordinator

WHAT: Increase parent and educational partner engagement

WHY: Educational partners are not a part of school governance, school climate, school oversight, or as a voice at the school.

4. The visiting committee recommends that the school rewrite the Schoolwide Learning Outcomes (SLO's) for the students. The school should establish methods to measure and evaluate the implementation, progress, and outcomes of the new SLO's to ensure every student fulfills the school's intended objectives upon graduation.

WHO: Administrative staff, East Union staff, Educational partners

WHAT: Write new schoolwide learning objectives for East Union High

WHY: The current SLO's are outdated, unused and not measurable.

• Chapter 5: Ongoing School Improvement

- Include a brief summary of the schoolwide action plan/SPSA
- Evaluate the school improvement issues:
 - The effectiveness of the action plan to enhance student learning and support the identified major student learner needs
 - The level of commitment to accomplish the action plan/SPSA, schoolwide and systemwide
 - The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)
 - The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan/SPSA.
- The schoolwide action plan focuses on four key areas:
 - East Union will work towards developing formal processes for formative or common formative assessment/projects as appropriate for monitoring student achievement in all courses.
 - 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.
 - 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.
 - 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.

The action plan developed by the school has addressed four areas of need, and the administration and staff are in the process of implementing systems and programs to align the action plans, SPSA, and PLC's. The implementation process for each action item is in different phases of correction and implementation. It is important that the school continue in the self-study process in future years to ensure consistency and stability. The first action item of creating common formative assessments is an action item that was in the last self-study at East Union. It is important that the implementation of this action is followed by an accountability system to monitor the progress of the departments in creating the assessments. The second action item should concentrate on the PLC process and use of a system to monitor departmental work on PLC's. This will enhance goal one and additionally support teaching and learning in the classroom.

The third action item is to increase parent and educational partner involvement in the systems at East Union. Parent engagement and involvement is a critical item in the development of a school vision, schoolwide learning objectives, and school governance.

The fourth action item is to monitor and disseminate the progress status of action plan goals to the East Union community. By doing so, this will keep the conversation and important work progressing in the desired direction. The last item identified by the visitation team is rewriting the schoolwide learning outcomes. This became evident to the visitation team through meetings and interactions with students and staff and the need to redefine the purpose and direction of the

school. Many systems are in place or advancing into place to support this action. The visitation team recommended that the school takes measures to redefine the Schoolwide Learning Outcomes. This will help the school to establish clear expectations for students and staff about the learning priorities for all students.

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

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

In the self-study process, East Union conducted an examination of its strengths and growth needs, ultimately arriving on goals targeting a need for common assessments, PLC's, and parent engagement. The need for these corrections and systems are needed to support the achievement of all students.

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

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

There is agreement by the visitation team on the Action Plan goals developed by the school. Additionally, there is confidence by the visitation team that future self-study work and work the SPSA needs to include parents, staff, district office personnel. Collectively, this gives the visitation team a high degree of confidence in the school's commitment to the plan. Progress has been made, but ongoing efforts are necessary in this work, including revisiting the school SLO's and redefining the school vision.

Accreditation Status Factors Summary

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

