

# WASC FULL CYCLE 2024

## VISITING COMMITTEE REPORT OVERVIEW



# Concurrence with Goals

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 Recommended Goal

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





# Involvement in the School Analysis

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:** Somewhat Effective

**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 (PLC'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.

# REVIEW OF SELF STUDY AND VISIT RESULTS



NARRATIVES PER SECTION

# RATING SYSTEM

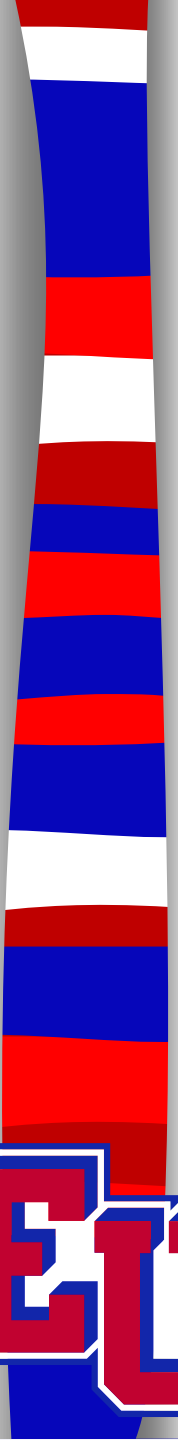
Visiting Committee will rate each section as follows:

Highly Effective:

Effective:

Somewhat effective:

Ineffective:





# CHAPTER 1: PROGRESS REPORT

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

**Visiting Committee Rating:** Somewhat Effective

**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.



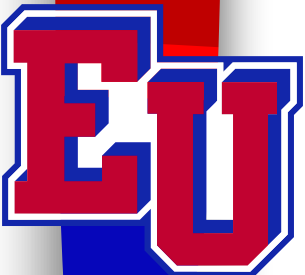


# CHAPTER 2: SCHOOL AND STUDENT PROFILE AND DATA

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:** Somewhat Effective

**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.





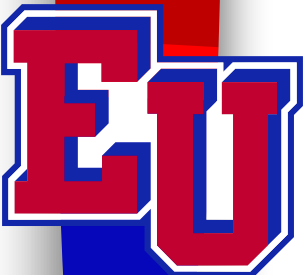


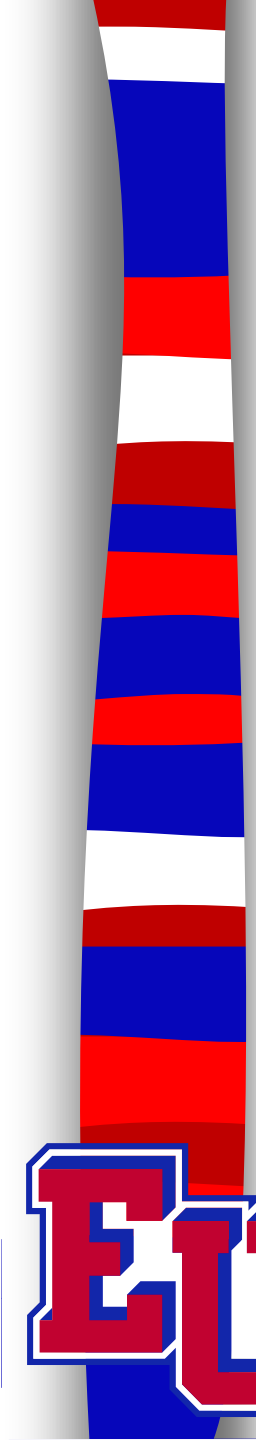
# CHAPTER 3A(1) : VISION AND PURPOSE

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:** Somewhat Effective

**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.





# CHAPTER 3A(2) : GOVERNANCE

Governance that supports high achievement for all students.

**Visiting Committee Rating:** Somewhat Effective

**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.





# CHAPTER 3A(3) : LEADERSHIP FOR LEARNING

Leadership for Learning that supports high achievement for all students.

**Visiting Committee Rating:** Somewhat Effective

**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.




## CHAPTER 3A(4) : QUALIFIED STAFF AND PROFESSIONAL DEVELOPMENT

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

**Visiting Committee Rating:** Somewhat Effective

**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.





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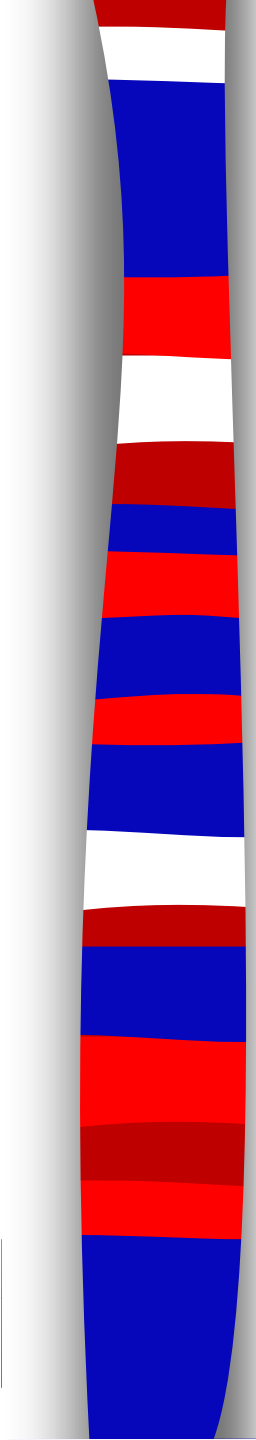
# CHAPTER 3A(5) : RESOURCES

Resources that supports high achievement for all students.

**Visiting Committee Rating:** Effective

**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.





# *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 that sense of community and belonging



# CHAPTER 3B: CURRICULUM

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

**Visiting Committee Rating:** Effective

**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.







# 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.




# CHAPTER 3C: LEARNING AND TEACHING

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

**Visiting Committee Rating:** Somewhat Effective

**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.





## *Growth Areas for Continuous Improvement for Learning and Teaching:*

- 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.




# CHAPTER 3D: ASSESSMENT

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

**Visiting Committee Rating:** Somewhat Effective

**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.





# Growth Areas for Continuous Improvement for Assessment:

- 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.
- 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.
- 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.
- Continue to grow knowledge of data analysis to develop systems around assessment and accountability.
- 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.



# CHAPTER 3E: CULTURE

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

**Visiting Committee Rating:** Effective

**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.





# Growth Areas for Continuous Improvement for Culture:

- 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.
- 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.
- 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.



# CHAPTER 4: SYNTHESIS OF STRENGTHS

## Strength:

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:

- 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.







# CHAPTER 4: SYNTHESIS OF GROWTH

## Growth:

### Action 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.

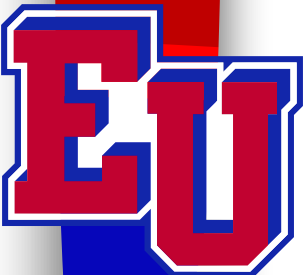
### Action 2:

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.





# CHAPTER 4: SYNTHESIS OF GROWTH

## Growth:

### Action 3:

East Union correctly identified the need to develop programs that will ACS WASC/CDE Visiting Committee Report 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.

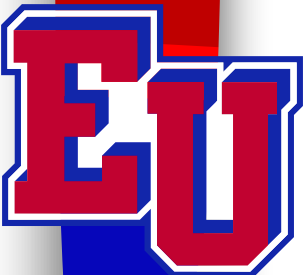
### Action 4:

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





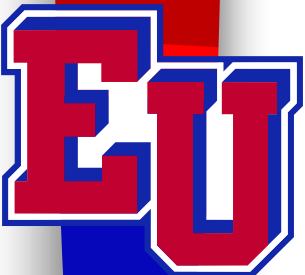
# ORIGINAL ACTION PLAN GOALS AFFIRMED..

The visiting committee agreed and affirmed the need for the 3 goals in the recommended action plan submitted in the self study.

Action Plan Goal # 1: East Union will work towards developing formal processes for common formative, formative or projects as appropriate for monitoring student achievement in all course.

Action Plan Goal # 2: East Union will continue to use data and project-based rubrics in departmental settings and PLCs to develop academic strategies to increase student learning as appropriate for each course.

Action Plan Goal # 3: East Union will continue to reach out to all stakeholders and develop programming to increase involvement schoolwide, in academic and extra-curricular environments.





# RECOMMENDED ACTION PLAN GOAL ...

The visiting committee recommended the following action plan goal:

**Action Plan Goal # 4: East Union will develop new Student Learner Objectives in alignment with the school's new vision statement**

This would include the finalization of a new vision statement and the creation of new SLO's with both Objectives and Outcomes that align with the new Vision statement.

An idea could be to create Student Outcomes that can be measured based off of L-E-A-D acronym, and SLO's that are used in Academic setting following lead acronym that can be measures separately.





# LINKS FOR FULL REPORTS

[FULL Visiting Committee Report](#)

[Revised Action Plan Calendar](#)

[Self- Study Final Document](#)



**Thank you for all the work and Patience!**



**WE DID IT!**

**EU**