



EAST UNION HIGH SCHOOL

ACS WASC/CDE MID-CYCLE VISIT SCHOOL PROGRESS REPORT

**1700 N Union Road
Manteca, CA 95336**

April 26-27, 2021

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

**ACS WASC/CDE Focus on Learning Accreditation Manual
2020 Edition (Edited for SY 2020-2021 Interim Visit)**

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I: Student/Community Profile Data

Manteca Community

East Union High School is located in Manteca, a city in the Central Valley located 76 miles east of San Francisco. Manteca was founded in 1861 by Joshua Cowell and has grown from a predominantly agricultural crossroads of main highways and railroads to a commuter city with a growing urban center. It's placement, so close to the Bay Area, has attracted commuters, eager to avoid skyrocketing real estate prices. This has led to the growth of Manteca, known as the "Family City", and booms in real estate development and population in the last few decades. Most Manteca adults commute an average of 35.2 miles, one-way. The relatively low and stable crime rate and low poverty rate at 10.9% continues to attract new residents. Between 2017 and 2018 the population saw a 2.34% increase. In 2019, the US Census Bureau estimated that the population of Manteca grew to 83,028. Data collected in 2020 shows that the median age of Manteca residents is 38.7. It also showed that about 25% of that population consists of persons under the age of 18. These residents are serviced by the schools within the Manteca Unified School District. East Union High School is one of 5 comprehensive high schools in the district.

Manteca Population & Age Distribution 2019¹

Age

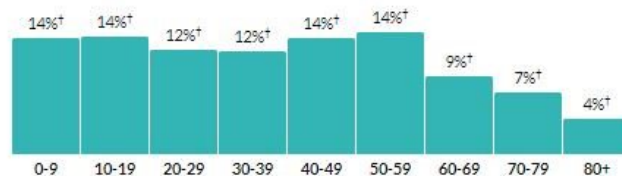
38.7

Median age

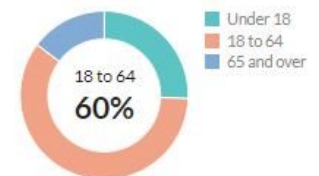
about 10 percent higher than the figure in the Stockton, CA Metro Area: 34.7

a little higher than the figure in California: 37

Population by age range



Population by age category



The US Census Bureau also noted that the median home value in Manteca is \$386,400, with an ownership rate of 59.4% and median rent is \$1,451, making it an attractive and affordable alternative to the Bay Area. In 2019, the median household income was \$82,265 a significant growth from 2017 (\$68,019) and 2018 (\$69,255) years that saw an increase of 18% overall.

¹ Data collected from datausa.io

Manteca Household Income (2019)²

Income

\$32,456

Per capita income

about 10 percent higher than the amount in the Stockton, CA Metro Area: \$28,919

about 80 percent of the amount in California: \$39,393

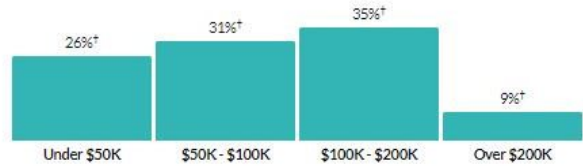
\$82,265

Median household income

about 20 percent higher than the amount in the Stockton, CA Metro Area: \$68,997

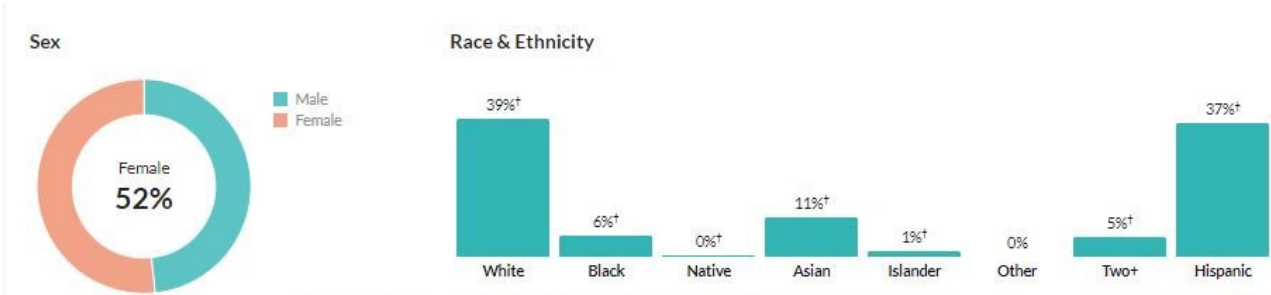
about the same as the amount in California: \$80,440

Household income



The 5 largest ethnic groups in Manteca are white (39%), Hispanic (37%), Asian (11%), Black (6%), and two or more races (5%). The population also skews 52% female. About 3% of Manteca residents are foreign born with Mexico, the Philippines, and China being the most popular places of naturalization. The economy of Manteca employs 32.6k people with the Manteca Unified School District serving as the largest employer in the city.

Manteca Race & Ethnicity (2019)



Thirty percent of the Manteca population hold a high school diploma, with another 39% having completed at least some college. Residents who hold bachelor’s degrees or higher make up about 21% of the population. This reveals that 88.9% of residents are considered educated, holding a high school diploma and above. This is 4.9% higher than the state average of 84%.

Manteca Residents Educational Attainment (2019)

Educational attainment

88.9%

High school grad or higher

about 10 percent higher than the rate in the Stockton, CA Metro Area: 79.6%

a little higher than the rate in California: 84%

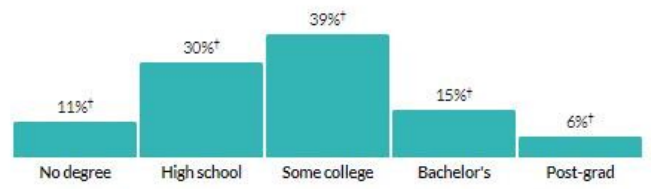
20.7%

Bachelor's degree or higher

a little higher than the rate in the Stockton, CA Metro Area: 20%

about three-fifths of the rate in California: 35%

Population by minimum level of education



² Data collected from datausa.io

East Union Community

East Union High School was originally built in 1865 as a dual use funeral home and school, adjacent to the East Union Cemetery. In 1913, the school burnt down and was not rebuilt until 1966, when a campus of East Union was opened within the Manteca High School campus. In 1967, the present East Union campus was opened with a population of 750 students. The school population at East Union has been steadily increasing ever since, and currently maintains the highest student population in the district, at 1493³. This is mostly due to the six feeder schools and two private schools in the area, as well as East Union's placement adjacent to both the small rural communities of French Camp and Lathrop. The school has a varied ethnic mix of students; there are at least 12 identified student languages spoken within the school community.

The 2020-21 school year reflects a significant decrease in the student population, due in large part to parental concerns over the pandemic and Manteca Unified School District return to school plan, which called for all students to return to campus, on a hybrid basis, by January of 2021. The pandemic necessitated the opening of the MUSD Online Academy. Concerns over the safety of in-person learning led many parents to remove their students from EUHS and into the newly created Online Academy or the Independent Study program.

East Union High School is a four-year comprehensive high school. The administration and staff consist of a principal, assistant principal (focusing on curriculum and instruction), a vice principal, and a vice principal/athletic director. There is also an activities director, WASC coordinator, and a Link Crew coordinator who help run the special programs within the school. The counseling department has four full-time counselors. The East Union High School day includes four periods on a 4 by 4, two-term block schedule that was adjusted for the 2020-2021 school year to meet the needs of SB328, distance learning needs, and student learning loss. To meet the needs of SB328, the start of the school day was moved from 7:26 am to 9:00am. This change currently includes an additional 45-minute prep period for teachers, at the start of the day. This was included to accommodate the technological necessities of the distance/hybrid learning models. An additional 4 minutes was added to the passing periods, to allow teachers to set up necessary tech for distance learning and clean classrooms in-between classes - as part of the COVID-19 mitigations for hybrid learning. Furthermore, an additional

³ This figure reflects the student enrollment in February of 2021. This number is down from the prior month where it was 1518.

40-minute period, Lancer L.E.A.D time, was added at the end of the school day, to support learning loss, lesson plan, and provide one-on-one support to students. That period was negotiated out by the union and is now a voluntary student support time which is minimally used by teachers and students. The block was decreased from 90 minutes to 70 minutes to accommodate these necessary changes. The effectiveness of these changes is difficult to assess, although the reduced instructional time has been a cause for concern amongst the teaching staff. These changes are temporary and should only be in effect for the 2020-21 school year. The school still maintains a 4x4, two-term schedule.

East Union's current campus was built in 1967 and has 76 classrooms, a cafeteria, black box theater, large gym, small gym, library, swimming pool, team rooms, attendance building, and administration building. In early 2021, the ceiling in the administration building and the library experienced severe water damage resulting in closing those buildings and moving the administrative offices to the attendance building. The tech support and library technician are currently sharing space in one of the campus classrooms. These buildings are undergoing repairs, but no estimate has been given as to when it will be completed.

Some of the buildings were modernized in 1988, 1996, and 2005 with renovations currently underway. Additions to the library and business classes were completed in 1970. In 1973, additions to the cafeteria and the art/ceramics classes were constructed. Portables were added in 1985, 1986, 1992, 1994, 1997, 2000, and 2004. A black box theater and science wing were built in 1995. The band room, additional classrooms, and a team room addition were built in 2001. In 2008, the boys' locker room was renovated, adding air conditioning and new lockers. In 2017, two unused portables were salvaged and removed.

The swimming facilities have been refreshed. In the last three years, many of the buildings have been painted, a mural project has been started, the gymnasium has a new floor, and several classrooms have had their uses redesignated. East Union is scheduled for over 13 million dollars in upgrades, maintenance, and renovations. Construction and renovations are currently underway with continued plans and updates to be rolled out in three phases over the next 10-years, according to the districts 2014 Faculty Master Plan. East Union is currently in the first phase of implementation. In the last year, construction began on the Agricultural Sciences Building that consists of 2 classrooms, a metal/wood shop, and 2 restrooms. Furthermore, in late 2020 construction on a perimeter fence, to provide more security and privacy on campus, was started.

In 2020, the foreign language wing of the school, consisting of 8 classrooms, succumbed to damage and is currently being rebuilt. They should be completed for the 2021-22 school year. Due to limited capacity, 3 teachers have been temporarily moved to the Neil Haffley Elementary school campus, next door, and are teaching from there.

Students are involved in many programs including Special Education (SDC- special day classes, ED – severely and emotionally disturbed classes, and RSP – resource specialist programs), Junior Reserve Officer Training Corps (JROTC), Career and Technical Education (CTE), Agricultural Sciences education, Advanced Placement (AP), Advancement via Individual Determination (AVID), ELD and sheltered classes, and the Freshman Lancer Academy (suspended during the 2020-21 school year due to COVID restrictions).

Parent / Community Organizations

At East Union High School, we believe our success is the direct result of the support we receive from our parents and surrounding community. Parents and community members are encouraged to become involved in the governance and development of policy at East Union through the School Site Council. The School Site Council meets 3 times per year to oversee expenditures of School Based Coordinated Programs (SBCP) funds and work closely with school leadership to develop, oversee, and carry out the school plans and provide feedback for LCAP. Booster Clubs (including academic, athletic, JROTC, and band) and ELAC further contribute feedback, funds, and insight on school site governance.

In recent years, East Union has increased its online presence by updating and streamlining the school's website. With the assistance of a faculty member, who acts as the school's webmaster, information on programs and school events is provided to the East Union community in a more timely and organized manner. Furthermore, the school's Facebook, Instagram, and Twitter pages have a significant and active following. Individual programs within the school also increase program awareness and accomplishments of its students through their own Facebook, Instagram, and Twitter feeds. In 2019, the remind.com and 5-Star Apps were further implemented to send up to the minute information to students and families in the community and encourage increased participation in school events and spirit days. During the pandemic, we have used Teams and Zoom to communicate with our parents and community, this has increased parent participation in some arenas due to its accessibility.

East Union maintains continual and close relationships with community businesses. A number of these businesses provide support or assist in fundraising efforts for programs throughout the

school. Recently, the school partnered with local photographers Leonard Photography to provide yearbook and athletic booster photos. Leonard provides school identification cards, banners, posters, and other marketing materials to the school. The Nike corporation donates uniforms. The Ayn Rand Institute donates class sets of novels to teachers. The Target Corporation has provided field trip grants. Horace Mann Insurance, Vitality Bowl, and Cozzini have donated goods and gift cards for incentive programs and the athletic boosters annual crab feed. Donorschoose.org has donated classroom supplies to individual teachers and programs. The Raymus Foundation provided grant funds for the AVID Washington D.C. trip in 2019. Monogram Magic has donated canopies for the aquatics club. Several local restaurants and franchises have been instrumental in sponsoring fundraisers including: Mountain Mike's Pizza, Straw Hat Pizza, Redi-Mark, J&J Printing, Fiesta Place, Diamond King Sports, FROLO frozen yogurt, On the Scene Cuisine, Chillaberries Yogurt, Tandoori Grill, Dribbles Car Wash, Fagundes Restaurant, El Jardin Restaurant, Chili's Restaurant, Chipotle, See's Candies, Kiwanis Club, and Save Mart Supermarkets. These partnerships provide students with the opportunity to participate in community service activities and fundraisers that often support club trips and activities.

Special Programs

AVID: In 2015, East Union reinstated the Advancement via Individual Determination (AVID) program to great success. This program assists students on their academic journey and prepares them to attend college. It is focused on mid-range first generation students, often overlooked and underrepresented in higher education, and provides them with the tools and pathways necessary to attend and succeed in four-year colleges. The program provides a lifelong advantage to students who traditionally underperform academically. Students spend time learning effective study skills such as notetaking, organization, discussion, and critical thinking skills. It also offers peer tutoring and one-on-one teacher assistance for all courses. It focuses on skills necessary for long term success in rigorous academic environments. From freshman to senior year, it promotes application and attendance at institutions of higher learning through college field trips, leadership workshops, campus visits from colleges, financial assistance workshops, a 10-year plan, and an interdisciplinary approach to academic support. AVID is a vital part of the East Union culture and currently has 110 students and 3 teachers participating in the program. Since its reinstatement in 2015, AVID has assisted more

than 100 students to move on to institutions of higher learning. All AVID students are serviced by the same, dedicated academic counselor who helps them plan their high school programming and understands the needs of students within the program.

Agriculture Sciences: East Union has an extensive Agricultural Sciences Department offering CTE Capstone classes and participating in (and winning) local, state, and national agricultural competitions. East Union currently has the largest agriculture program in the school district, serving students through core class offerings and electives and boasting an active, well recognized FFA program. FFA is the club with the largest student participation on-campus. Each area in Ag has Employable Skills Certificates students can earn that can be used to demonstrate mastery to potential employers. Ag has concurrent enrollment for students through Modesto Junior College in Floral Design and serves over half of the school's student population on a yearly basis with their program guided by an advisory committee comprised of community, industry, parents, and faculty.

The National FFA Organization is an intra-curricular program that follows a three-ring model of FFA involvement including classroom instruction, leadership opportunities, and supervised agriculture experience projects. The intra-curricular program strives to develop students with premier leadership, personal growth, and career success opportunities.

East Union Agriculture Department is a National Star Chapter. To receive this distinction, it must be balanced in not only awarding students at the chapter level but also receive awards and honors at the Section, Region, State and National level. In addition, the East Union Agriculture Department was selected as the Outstanding Ag Department for the Delta-Cal Section. Students participate in Career Development Teams where they compete at the State level in their knowledge of hands-on skill sets that are used in the agriculture industry. This knowledge and skill is designed to give them experience that makes them career ready when graduating from East Union. Since 2017, the East Union Agriculture Department has qualified and placed numerous times at state finals in Agriculture Mechanics, Floriculture, and Veterinary Science. Students on these teams have also received top individual honors.

Advanced Placement: East Union offers a large selection of Advanced Placement classes including: biology, calculus, chemistry, economics, English language and composition, English literature, comparative government and politics, physics, Spanish, statistics, U.S. History, psychology, and computer sciences. Each class, and its instructor, is certified by the College

Board. Some courses are on temporary hold for the 2020-21 school year, due to early retirements and faculty changes as a result of COVID, however, the administration is currently working to ensure that those courses are filled with qualified instructors for the 2021-22 school year. These courses include: biology, psychology, chemistry, computer science, and economics. In order to prepare students for the rigorous needs of college coursework and improve student success beyond college, the AP Department's major goal is to encourage students to enroll in these courses and increase the number of students taking and passing the AP exam. It is important to note that in the past two years, the state passed legislation that pays for the first two-years of community college for students. This legislation has taken some of the pressure off of students to complete college course work prior to college, as economic savings was a motivational factor for this. This decreased pressure for students and the recent curricular shifts to online or hybrid education has decreased enrollment in AP as students look to alleviate some stress in their senior year.

English Language Development Classes: In 2020, MUSD released its Master Plan for English Learners. It outlines 9 specific goals based on the state's goals:

1. To enable English learners to achieve English language proficiency.
2. To promote the academic success of English learners providing, when necessary and possible, support through the primary language.
3. To develop cross-cultural awareness, appreciation of one's own culture and language, encourage bilingualism, and enhance positive self-esteem of English learners.
4. To facilitate the participation of English learners in the regular academic core curriculum.
5. To maintain a District-wide coordinated ELD curriculum for English learners.
6. To identify and train instructional personnel, both certificated and classified, to implement effective instructional programs and teaching strategies for English learners.
7. To increase the level of parent and community awareness, involvement, and support in meeting the educational needs of English learners.
8. To establish a District-wide communication network of certificated and classified personnel who work directly with English learners.

9. To maintain a District master plan for English learners.

MUSD developed the plan largely from what the literacy coach accomplished beginning in 2016. East Union has played a major role by highlighting for MUSD a systemic ELD continuum that documents student growth. We were the first to pursue, purchase, and utilize appropriate curriculum complete with assessments to appropriately place students in classes. We began creating cohorts of EL students in general education classes and provided many general education, and ELD teachers training between 2016 and 2021. East Union created a master plan that included stakeholders, the EL and migrant counselor, administration, and consultant (former director of the Language Institute at Grace Davis). In 2020-21 EU is maintaining the curriculum purchase on site, receiving 4 hours of curriculum training, and 8 hours of EL instructional training on the EL Roadmap.

East Union is implementing these plans into the English curriculum. In fact, East Union took the lead, amongst the other schools in the district to specifically cater to the EL population by creating ELD specific classes have which have been part of the East Union English curriculum since 2014. In these classes, English learners are taught by an appropriately trained and credentialed instructor. The instructor provides an appropriate ELD program with bilingual aides assigned to provide support in and out of the classroom. Primary language assistance is provided as needed and possible. During the 2020-21 school year, in order to further address the needs of English learners, sheltered English classes were added to the curriculum. These courses are offered in addition to ELD courses and are specifically designed to provide content instruction in English in a manner that is comprehensible to the student and appropriately scaffolds and differentiates instruction for their needs.

In 2016, the EU and district administration visited a successful local language program and modeled the East Union program after its success. New reading curricula, Read 180 and MAP testing platforms were purchased and implemented in January of 2017.

In 2017-2018 EL coordinators focused on increasing professional development for content area teachers in ELD strategies. Since then, the focus has been mainly on the English department with trainings with the Stanislaus County Office of Education, StudySync Workshops for differentiation, and content specific sessions during department late start meetings.

All English Language learners are serviced by the same, dedicated, bilingual academic counselor who can assist in planning their program of study and understands their unique needs. This consistency allows for seamless communication between parents, administration, and EL students. The comprehensive program involves strategic scheduling and clustering of students so that paraprofessionals and student tutors can attend classes, translate, and tutor students who are language deficient. The counselor mentors EL seniors which involves parent meetings, support completing FAFSA, college visits, college application support, and goal setting.

Ethnic Studies: In 2020, East Union implemented a new ethnic studies program. The course is designed to create a more inclusive and diverse culture within the school and teach cultural sensitivity within our student and staff community. BSU and Mecha members, along with their advisers, created an equity committee to determine the needs of the school and work to create a cohort of socially conscious students. The Advocacy and Social Justice club grew out of this endeavor as well as 3 sections of Ethnic Studies. The Mecha Guest Speaker series was born out of the need to provide critical hope in a time where students expressed the need for motivation and inspiration. This series brings in speakers throughout the community, in various fields, who provide inspiration and role models to our students of various ethnicities. So far this year, students have heard from: Dr. Michael Singh, Assistant Professor in the Department of Chicana and Chicano Studies at UC Davis and Jasmin Aleman, a Central Valley Purepecha Chicana Attorney. More speakers who are ethnic studies students, majors, or prevalent in the social justice field as it relates to ethnic relations are scheduled for the coming months. The idea is to expose students to a variety of faces and stories that they can relate to and reflect their own culture and ideals and see the success that they can attain. The series culminates on May 31, Cesar Chavez Day, when students in Ethnic studies and Mecha, become speakers themselves and go out and inspire and motivate students in the elementary and middle schools.

Junior Reserve Officer Training Corps (JROTC): Army JROTC began at East Union High School in 1986. Today the program, known as Lancer Battalion, is made up of 110 cadets and two instructors. Lieutenant Colonel John Tao is the Senior Army Instructor with 27 years of active-duty service experience. He started teaching at EU in 2015 upon retiring from the Army. Sergeant First Class Oscar Moreno is the Army Instructor with 20 years of active-duty service

experience and came to EU in 2016. During their tenure, Lancer Battalion has won more than 40 local, regional, and Army-level competitions. In 2019, Lancer cadets competed against 179 Army JROTC programs from eight western states and three U.S. territories during the annual U.S. Army JROTC Fitness Challenge. EU Army JROTC won first place and would have headed to Daytona to compete in the national fitness and endurance competition but it was, unfortunately, cancelled due to COVID-19.

Today, the program is broken down into three periods, called “companies.” Lieutenant Colonel Tao teaches second to fourth-year cadets while Sergeant First Class Moreno teaches first-year cadets. The curriculum, textbooks, uniforms, and training aids are provided by the Army. The program receives its operating budget from the Army and MUSD. Cadets also take the lead in raising funds during a normal year. Each year, a group of 22 upperclassmen and women are handpicked to serve as battalion staff. In coordination with the instructors, they plan all volunteer activities and competitions. EU Army JROTC supports more than 30 volunteer events in the local area every year ranging from marching in the Manteca Christmas parade to supporting veteran-appreciation events. Each term, all cadets must participate in a minimum of 10-hours of community service. Lancer Battalion has a strong connection with the local community and parents. Each week, parents receive a weekly JROTC update from the instructors detailing upcoming events and recent achievements. Family regularly participates in JROTC extra-curricular activities and competition to support their cadet. Lancer Battalion utilizes Facebook, Instagram, and Twitter to generate awareness and provide timely information.

Positive Behavioral Interventions and Supports (PBIS): The East Union PBIS program began in 2017 and the committee meets once a month to create a roadmap for proper PBIS implementation. EU is still in the beginning stages of planning and coordination as turnover in administration for the past 3 years has started and halted the process several times. The focus of PBIS is to implement positive behaviors, expectations, policies, and procedures to sustain effective instruction and limit behavioral and disciplinary issues. Also, appropriate RTI strategies and practices will lead to less suspensions and classroom interruptions, resulting in more student engagement. EU seeks to promote student achievement and responsibility by providing a safe and caring environment where discipline is proactive and not punitive. The committee is currently mapping out instruction to be implemented in the new school year and explicitly taught during home period (2nd period). These lessons will consistently teach

behavioral expectations to students to maintain a nurturing learning environment that results in quality instruction and academic, behavioral, and social-emotional success for our students. Teachers will explicitly teach, and model expected behavior, recognize positive behavior, and provide a common language and set of expectations that are equitable to all students. The expected result is improved student outcomes, reduced exclusionary discipline, and improved teacher outcomes, essentially a more positive campus culture.

Remedial Support: A variety of remedial support courses have been developed in order to meet the needs of students with identified academic deficits. Read 180 is designed to assist students with below grade level reading abilities. It is offered in addition to grade level English courses as a support for those students and supplement instruction. Furthermore, students retaking, or repeating English 1 have been provided their own section of the course to meet the specific needs of these students and ensure that they are able to be successful in future English courses. The English department plans to expand these courses, so that the unique needs of students repeating courses are met. Mathematics support includes Algebra A and Algebra B classes. This year-long program extends the Algebra curriculum so that it is differentiated and more accessible to struggling students.

Special Education: Special Education is administered in the least restrictive environment possible and emphasizes inclusion in regular classrooms, where available, and in accordance with the students' Individualized Educational Plan (IEP). The special education department has 9 full-time faculty, a school psychologist, 4 academic counselors, a behavioral counselor (shared across sites), and 2 behavioral specialists (shared across sites). Remedial Support Programs (RSP) offer modified Algebra A and Pre-Algebra courses as well as modified English and a study skills course for additional support. Special Day Class (SDC) and Severely Emotionally Disturbed (ED) offers support classes in math, science, English, history, success 101, and study skills.

Success 101: In 2016-17, East Union implemented the Success 101 course. This course introduces students to high school and provides them the opportunity to develop skills that will allow them to be successful in personal and academic life. Success 101 assists students in transitioning to a comprehensive high school and helps them integrate career, life, and educational planning into a career choice. As a part of the program, freshmen create a 10-year

plan for their future. For now, this program has been implemented exclusively for freshmen, it is offered every term and follows the Career Choice curriculum. Recently, there is discussion and preliminary plans are being implemented to expand this program to sophomores and create a Success 102 follow-up class. These plans have been put on hold due to the pandemic but will be revisited in 2021-22.

Clubs / Athletics

East Union currently hosts 30 clubs that serve students this academic year. Due to the mitigation requirements of the pandemic and limited options for student meetings the current number of active clubs is significantly lower than in past years. It is anticipated that club involvement and offerings will normalize or increase for the 2021-22 school year as we transition out of the COVID era. Sports programs also provide students with additional avenues to become involved on campus and in the community. Unfortunately, the pandemic has postponed or put most of the sports seasons on hold. Currently, season 1 sports have begun and the district has approved certain sports to resume practicing and conditioning. However, as the COVID data is in flux, so too is the sports season. This has been disheartening and a cause for concern for the mental well-being of both students and teachers. If the COVID infection rates in San Joaquin County continue to drop, sports will be allowed to move forward – this is the hope. As of February 2021, the traditional season 1 sports actively playing consists of cheer, tennis, golf, cross country, track, and swim. The California Interscholastic Federation (CIF) has the following season 2 sports set to begin in March and April baseball, softball, basketball, volleyball, and soccer.

Clubs 2020-21

Club	Adviser
Class of 2021 (Seniors)	Denise Runyan
Class of 2022 (Juniors)	Denise Runyan
Class of 2023 (Sophomores)	Jen Dal Porto
Class of 2024 (Freshmen)	Caitlin Brooks
Advocacy & Social Justice Club	Maribel Rosendo
American Sign Language	Ashlee Teczon
Anime (Kotaku Dynasty)	Brennan Khoeller
ASB	Jenaia Cano
Art-n-Soul	Jeff Moring
Band	Terry Silveria
Black Student Union (BSU)	Lachysha Halloway
Choir Club	Gary Fritzen
California Scholarship Foundation (CSF)	Jessica Munoz
Family Career Community Leaders of America (FCCLA)	Savannah Wegner
FFA	Kristen Buck
Future Educators Pathways	Monica Cabrera
Gay Straight Alliance (GSA)	Shawna Zibura
Gamers Inn	Lee Tribbey
Junior Reserve Officer Training Corps (JROTC)	John Tao
Key Club	Khalil Abou-Hamad
Link Crew	Denise Runyan
MeCHA	Maribel Rosendo
Photography Club	Monica Cabrera
Playbox Company	Annette Taser
Quill & Scroll Journalism Honors Society	Monica Cabrera
Reflections	Jen Dal Porto
Science Olympiad	Juliet Mathews
Spirit Squad	Denise Runyan / Caitlin Brooks
Thespians	Annette Taser
Yearbook	Monica Cabrera

Staff Description

East Union Certificated Staff by Ethnicity

Year	Hispanic	Asian not Hispanic	American Indian or Alaska Native	African American not Hispanic	Filipino not Hispanic	White not Hispanic	Two or more races not Hispanic	Total
2018-19	15	1	0	3	1	59	5	83
2019-20	15	1	0	2	1	59	5	83
2020-21*	15	5	0	3	2	48	2	75

*data collected via staff-wide survey as data quest numbers for this year are not available

East Union Certificated Staff by Education Level

Year	Master's Degree +30	Master's Degree	Baccalaureate Degree +30	Baccalaureate Degree	Average Years of Service	Total
2018-19	8	22	30	22	16	83
2019-20	8	22	30	22	16	83
2020-21*	29	7	29	10	16	75

*data collected via staff-wide survey as data quest numbers for this year are not available

East Union Certificated Staff by Gender

Year	Male	Female
2018-19	42	41
2019-20	42	41
2020-21*	32	43

*data collected via staff-wide survey as data quest numbers for this year are not available

The certificated staff at East Union has been consistent in size, even though enrollment continued to grow over a three-year period. However, the 2020 pandemic adversely affected enrollment and teacher turnover. As the prospect of returning to the classroom for instruction loomed, several teachers moved to the Online Academy. Additionally, others took advantage of the early retirement option offered by the district. Some of those positions were not restaffed, as enrollment also declined in the middle of the 2020-21 school year when many students opted to stay in either Independent Study or join the Online Academy.

The ethnicity of the staff does not mirror that of the student body, but with hires over the past two years, there has been an increase in staff diversity. Additionally, there has been a marked shift from a predominantly male staff to a predominantly female staff. The average years of service remains constant at 16. There has been an increase in staff members who were once

students of East Union. The staff is highly educated with the majority of them completing at least 30 credits beyond their baccalaureate.

Pupil Service Staff by Type

Year	Counselors	Psychologist	Library/Media Technician	Nurse	Hearing/Speech/Language Specialist
2018-19	4	0	0	0	0
2019-20	4	1	1	0	0
2020-21*	4	1	1	0	0

*data collected via staff-wide survey as data quest numbers for this year are not available

Classified Staff by Type

Year	Registrar	Account Clerk	ASB Account Clerk	Clerical Assistant	Health Clerk	Office Manager	Attendance Clerk	Campus Monitor	DST
2018-19	1	1	1	5	1	1	1	3	2
2019-20	1	1	1	5	1	1	1	3	2
2020-21*	1	1	1	6	1	1	1	3	2

*data collected via staff-wide survey as data quest numbers for this year are not available

At East Union we had the opportunity to add a full-time library technician. Additionally, we have a full-time school psychologist and two part-time psychologists shared throughout the district. A clerical assistant was added in 2020-21 in order to assist with the logistics involved with hybrid learning and COVID mitigation. The increased focus on expanding resources and academic success to our ELD population necessitated the inclusion of 2 bilingual para’s who assist teachers in classrooms and are at the forefront of home communication with parents of EL students. They have helped expand participation in ELAC meetings, which take place every month, and assisted in the planning and implementation of these meetings. Additionally, EU employs a professional in charge of overseeing the Migrant Ed Program. The pandemic has seen an increase in homeless, migratory, and displaced students. Although, EU enrollment has steadily increased in the past few years, with 2020-21 the notable exception, the school has maintained only 4 full-time academic counselors. As enrollment normalizes, or increases in 2021-22, as expected, the student counselor ratio will continue to grow. The Going Digital movement implemented by the district in 2015, necessitated the addition of 2 full-time technology consultants (DST’s). Since their hire, they have been overtaxed with the responsibility of serving almost two-thousand individuals. The rapid shift to online and hybrid learning in 2019-20 and 2020-21 expanded their responsibilities and they continue to be spread thin.

ASC WASC History

East Union has had a WASC leadership team since 2005. At any given time, this leadership team is composed of eight to ten teachers, and two administrators. The leadership team meets monthly or as needed to oversee the implementation and progress of the school wide action plan.

East Union's last full review was in 2018 where we received a 6-year accreditation with a 2-day midcycle visit in 2021. The 2018 findings reinforced the following areas of growth:

1. Teachers need to develop common, standards-based assessments, both formative and summative and develop a sustainable system of evaluating student assessment data to improve performance through more effective targeting of instruction.
2. Students and parents need to better understand their role and importance in the shared goals of the school so that student achievement can be supported by all stakeholders. This includes the identification of meaningful schoolwide learner outcomes that are incorporated into the curriculum, instruction, and assessment schoolwide.
3. Teachers need ongoing professional development and collaboration to improve their instructional strategies so they can successfully engage students as self-directed learners.
4. Teachers need to facilitate student use of technology to broaden their technological literacy and productivity within the various instructional content areas.

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.

School Vision Statement

In the past 3 years, East Union has worked in conjunction with Richard Parkhouse and his World's Greatest High School program to completely realign the school vision with the growing needs of our student body. Through workshops, teacher meetings, and leadership team meetings we implemented the World's Greatest High School vision on-campus and continue to work to rebrand East Union, creating a "culture of significance, where everyone matters." This is an ongoing process that will be forwarded by the World's Greatest High School Leadership Team, the WASC leadership team, the PBIS Committee, and the Success 101 program. The vision of East Union High School is that we are the World's Greatest High School because Lancers lead with:

Loyalty

- Respect our community
- Honor our traditions
- Be true to yourself

Empathy

- Empower myself and others
- Take positive action
- Make a difference

Accountability

- Own your words
- Own your actions
- Own your future

Determination

- Invest in your success
- Use the power of "yet"
- Do whatever it takes



School Philosophy

The philosophy of the East Union High School community is that education is a cooperative venture among our diverse student body, school staff, parents, and community emphasizing academic standards, self-management, problem solving, communication, and the use of technology.

Schoolwide Learner Outcomes

As per the recommendation of the WASC visiting committee and the EU Action Plan, the Schoolwide Learner Outcomes (SLO's) were workshopped between 2019 and 2020. They were designed to correlate with the adoption of the California CCSS and new testing requirements. The new SLO's were finalized, voted on, and adopted by the staff in fall of 2020.

1. Common Core Proficiency (Academic Standards)

Students at East Union will demonstrate proficiency in the Common Core Standards and college/career readiness through:

- Common finals in core subjects and benchmark assessments across all disciplines.
- Standardized assessments, including the Smarter Balanced Assessment, SAT/ACT, and/or AP exams.
- Successful completion of A-G enrollment or CTE pathways based on college and career goals.

2. Problem Solving

Students at East Union will demonstrate proficiency in troubleshooting and addressing challenges. Students will:

- Engage in critical thinking to identify various types of problems.
- Use appropriate processes and resources to solve problems.
- Demonstrate mastery of 21st Century Skills related to effective problem solving.

3. Technology

Students at East Union will incorporate and utilize technology appropriately. Students will:

- Use technology responsibly and ethically.
- Select effective applications to access, communicate, demonstrate, or measure information.
- Use technology to demonstrate 21st century skills.

4. Communication

Students at East Union will select appropriate modes of communication to convey ideas, knowledge, or skills. Students will:

- Utilize verbal and non-verbal means to accurately express ideas and concepts.
- Adapt communication to disciplines and tasks.
- Communicate with respect and empathy.

5. Self-Management

Students at East Union will be punctual, productive, prepared, plan for the future, and accept responsibility. Students will:

- Be **L**oyal
- Be **E**mpathetic
- Be **A**ccountable
- Be **D**etermined

Local Control Accountability Plan (LCAP)

East Union High School solicits input from community stakeholders through LCAP specific meetings, surveys, ELAC, and School Site Council. There were several LCAP specific meetings held on site and stakeholders were invited through a variety of means including announcements to staff and students, Blackboard telephone messages, mailers, website postings, remind.com announcements, notices through teams and social media postings. It is the goal of East Union High School to have as much and as varied input as possible in identifying and addressing LCAP priorities. Our information is then sent to the district office where their LCAP plan becomes the guiding document district-wide.

To make sure all students—especially low-income students, English learners and foster youth—will be served well by this new funding, each district sets goals and show growth in eight priority areas. The goals and actions to achieve them are created with input from community, parents, students, and staff. These goals and actions are called the Local Control Accountability Plan (LCAP). It is updated every year. The public hearing for the Manteca USD LCAP was held Tuesday, June 11, 2019. The LCAP was adopted by the Manteca USD School Board on Tuesday, June 18th, 2019.

The eight priorities fall into three broad areas:

A. Conditions of Learning

- Basics: good teachers, curriculum, and facilities.
- State Standards: all education must meet state standards.
- Course Access: all students can take the courses they need.

B. Pupil Outcomes

- Student Achievement: measured by how students score on standardized tests; how many learn English, pass the Advanced Placement tests, and are prepared for college.
- Other Student Outcomes: measured by how students do in their classes.

C. Engagement

- Parent Involvement: parent input and participation.
- Student Engagement: measured by attendance, dropout, and graduation rates.
- School Climate: measured by suspensions and expulsions, safety, and connectedness.

School Program Data

East Union students are all enrolled in 4 classes per term, for a total of 8 classes a school year. Many seniors qualify for a reduced day; therefore, their schedule may deviate from this. When a student successfully completes a class, they earn a total of 5 credits per class, per semester. This means that East Union students have the ability to earn up to 320 credits over their 4-year tenure. Two hundred and sixty credits are required for graduation. Therefore, with the implemented block scheduling students have more than enough time to fulfill graduation credits and explore optional electives to ensure they are A-G ready upon graduation. To be eligible to graduate, students must complete following:

Graduation/College Preparation Requirements

MUSD High School Graduation Requirements

A minimum of 275 credits is required for students to earn a high school diploma. Semester courses are worth five credits each. Term courses, which are comprised of two continuous semesters, are worth ten credits each.

- 40 credits of English to include: English I, II, III and IV
- 30 credits in Mathematics to include:
 - a. 20 credits in mathematics department
 - b. 10 elective credits of math in either the mathematics department or approved elective courses that must be taken during junior or senior year
 - c. Equivalent of Algebra I to meet or exceed State Standards
- 30 credits in Social Science to include:
 - a. 10 credits in World History/AP European History
 - b. 10 credits in U.S. History
 - c. 5 credits in American Government
 - d. 5 credits in Economics
- 20 credits in Science to include:
 - a. 10 credits in Life Science
 - b. 10 credits in Physical Science
- 40 credits in Physical Education unless the pupil has been exempted pursuant to Board Policy 6178.2
- 5 credits in Health
- 10 credits in Fine Arts or World Languages
- 120 Electives

East
Union
has

College Preparation A-G Requirements

There are several basic entrance requirements that are shared by colleges and universities. Heavy emphasis should be placed upon high school course selections in English, Mathematics, Science, Social Science, World Languages, as well as other A-G college preparation electives. Students must earn a "C" or better in all college prep classes. If you plan to attend a specific college or university, check with your counselor to make sure that you will be able to meet the necessary requirements for admission to that institution. It is required that all students planning to attend a four-year college or university complete, at minimum, the following:

- A. Two years of History/Social Science
- B. Four years of English
- C. Three years of Math required (Algebra I, Geometry, Algebra II); four years recommended
- D. Two years of Lab Science; three years recommended
- E. Two years of World Languages required; three recommended
- F. One year of Visual & Performing Arts
- G. One year of College Prep Elective

Students planning to attend a four-year college or university directly after high school graduation are required to take the SAT and/or the ACT. It is strongly recommended that students take the college entrance exam by the end of their junior year.

incorporated segments of the state’s vision of what high schools should be like in the 21st century. Incoming freshmen participate in Success 101, a class designed to help them select a career path as they move through high school. Through the creation of a ten-year plan, a career path is developed for each student to prepare for the transition from high school to post-secondary options. Additionally, EU students are able to enroll in Career and Technical Education (CTE) classes on-campus in a variety of career pathways. Students may also enroll in district wide CTE capstone courses. These classes focus on workplace skills that can transfer into any career pathway. CTE has pathways, both completed and in-progress, that lead to capstone coursework that demonstrates mastery of skills in both business and agriculture. The district CTE programs provide East Union students with the opportunity to pursue career pathways in a variety of fields. The programs provide practical opportunities and hands-on applications to gain experience in these fields and to facilitate career exploration and achievement. The courses are offered throughout the high schools in the district and students can take these courses, no matter their school of origin. The program provides pathways in law enforcement, culinary arts, banking, health careers, drafting, interior design, fashion and merchandising, automotive technology, Ag construction, pre-school education, and more.

District wide CTE Capstone Pathways

Career Technical Education (CTE) Pathways



East Union Career and College Pathways

East Union offers the following career pathways: Ag Mechanics, Agriscience, Business Management, Family & Human Services, Financial Services, Food Service & Hospitality, Information Support & Services, International Business, Ornamental Horticulture/Floral Design. Expanding our course offerings is a priority, and we carefully ensure that all new course offerings have been through the A-G approval process to ensure that our students have the most possible options for career and college pathways, at the end of their studies at East Union. In the past 3 years, East Union has added several A-G approved courses including, Sheltered English, Ethnic Studies, and AP Comparative Government have been added to the catalog. AP Comparative Government is not currently being offered due to low enrollment. The class is offered in years where we can secure high enough enrollment in the class. All classes are open enrollment with few pre-requisites. This allows students to pursue the most rigorous course of study they choose.

Student Demographic Data

Student Enrollment

Year	9 th	10 th	11 th	12 th	Total
2018-19	374	408	429	392	1603
2019-20	414	400	394	406	1614
2020-21*	412	389	352	340	1493

*data collected on site via Q system, as data quest stats not available

For the past few years, East Union experienced a steady increase in student enrollment. However, with the uncertainty of the pandemic and the expanded online options available to students who do not feel comfortable returning to onsite instruction, our enrollment dropped significantly. It is unclear whether this trend will continue after the pandemic, but it is logical to assume that once the worst has passed and family’s feel safer allowing their students on-campus, enrollment will normalize and continue its upward trend. It is notable to state that as enrollment for all grades decreased, significantly in the case of seniors, the enrollment for freshmen remains stable.

Enrollment by Gender

Year	Female					Male				
	9 th	10 th	11 th	12 th	Total	9 th	10 th	11 th	12 th	Total
2018-19	186	202	203	187	778	188	206	226	205	825
2019-20	209	198	196	201	804	205	202	198	205	810
2020-21*	190	192	180	169	731	222	197	172	171	762

*data collected on site via Q system, as data quest stats not available

For the past three years, the student population has been almost evenly divided between male and female students. The 2018-19 school year saw the largest divide in enrollment based on gender with almost 60 more males than females. Student enrollment tends to be highest in the 9th and 10th grades with the largest loss of students happening between 11th and 12th grade. It is during this time when students are commonly placed in alternative programs for credit recovery.

Enrollment by Major Subgroup

Year	Hispanic	Asian	White	SED	EL	Disabled
2018-19	941	78	411	885	179	196
2019-20	964	78	410	911	214	208
2020-21*	887	73	412	823	194	202

*data collected on site via Q system, as data quest stats not available

Students by Ethnicity

Year	African-American	American Indian / Alaska Native	Asian	Filipino	Latinx or Hispanic	Pacific Islander	White	Two or More	Total
2018-19	55	11	78	56	941	19	411	32	1603
2019-20	48	7	78	48	964	17	410	42	1614
2020-21*	49	11	73	51	887	10	412	**	1493

*data collected on site via Q system, as data quest stats not available

** data unreported in Q system and not available on Data Quest

The East Union student population continues to consist primarily of Latinx or Hispanic students. White has the second highest enrollment. However, the campus has an active Black Student Union and Asian Pacific Islander Club that demonstrate our growing diversity and expand cultural awareness of our student population. Prior to 2018, the Socio-Economically Disadvantaged (SED) population was in a measured decline, due to economic recovery and

growth in the area. However, in 2019 there was an increase in this population and, although the numbers have declined in the current year, EU's SED population makes up more than half of the student body. Current economic trends, closely related to the pandemic, likely means we can expect this population to grow in the coming year.

Students by Language Acquisition Status

Year 2018-19

Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To be Determined (TBD)
9	374	228	9	56	81	0
10	408	238	17	50	102	1
11	429	249	8	49	123	0
12	392	231	9	24	128	0

Year 2019-20

Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To be Determined (TBD)
9	414	242	3	65	104	0
10	400	242	13	54	91	0
11	394	230	19	46	98	1
12	406	230	8	49	119	0

Year 2020-21

Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To be Determined (TBD)
9	400	233	4	64	97	2
10	371	205	4	57	105	0
11	341	199	11	44	87	0
12	323	189	17	29	88	0

Prior to 2018, East Union experienced an increase in the reclassification of English learners across grade levels. In 2019, those numbers remained mostly steady, due to our increased commitment to providing services to the EL population and efforts in the English department to

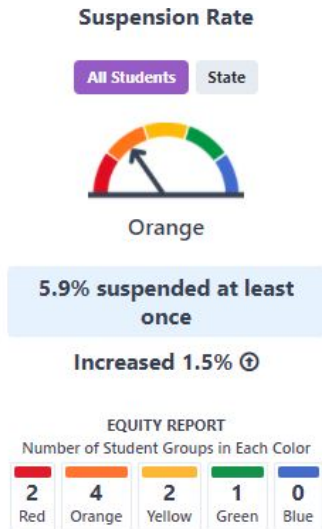
further improve their academic success and readiness. However, the current school year shows a marked decrease in students reaching RFEP. It is likely that the pandemic and the shift to online only instruction in the spring of 2020 and the first half of fall 2020 school year are the cause of this decrease. Issues with students being able to access the Internet, get more personalized support and services, as well as inability to test created a significant decrease in engagement from our English learners. The addition of sheltered classes, more sections of ELD specific English, and the shift to hybrid learning in 2021 has allowed us to provide more targeted support to this community and we expect to see more students reclassified after testing in February of 2021.

The State Indicators for the California School Dashboard

2019 State Dashboard

The last available results for the California School Dashboard are for the 2018-19 school year as standardized testing was suspended for spring 2020, due to COVID. Additionally, there has been a delay in reporting and updating the dashboard.

Suspension Rate



Total Student Groups: 11

Student Groups in Red/Orange: 6

In recent years, the expulsions at East Union have increased, after a downward trend in the preceding years. It is unclear what has led to this increase however, in the past 3 years we have had a high turnover of administration in this area. Additionally, PBIS efforts have been paused or delayed due to this turnover and the pandemic. We expect that with a consistent Vice Principal in charge of discipline and the reevaluation and implementation of PBIS strategies and curriculum the expulsion rate will steadily

decrease.

English Learner Progress

Total Student Groups: 1

Students in Red/Orange: 0

Prior to 2019, East Union was demonstrating growth in the area of EL progress, due to the increased focus on content specific professional development and expansion of ELD classes. With the addition of Sheltered English courses, it is expected that EL's will continue to make progress. Students are currently completing ELPAC testing and end of the year data will be analyzed for growth and progress. Furthermore, the implementation of MAP testing, in order to create more targeted differentiation for student groups should further increase the academic success and progress of EL students.

English Learner Progress

All Students State

47.8% making progress towards English language proficiency

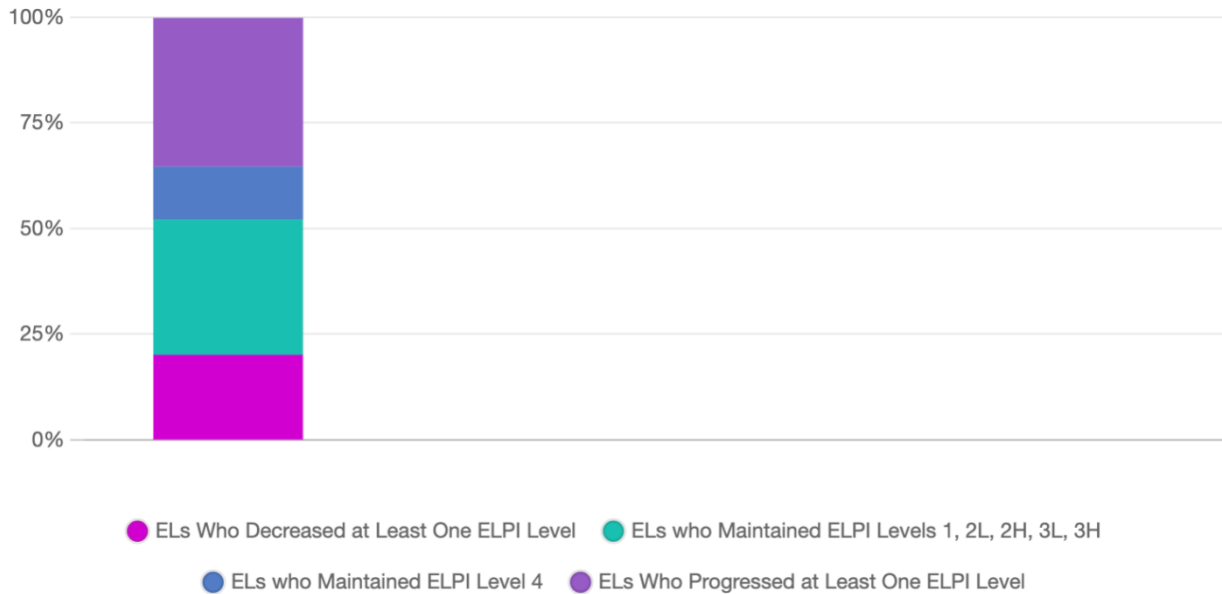
Number of EL Students: 159

Performance Level

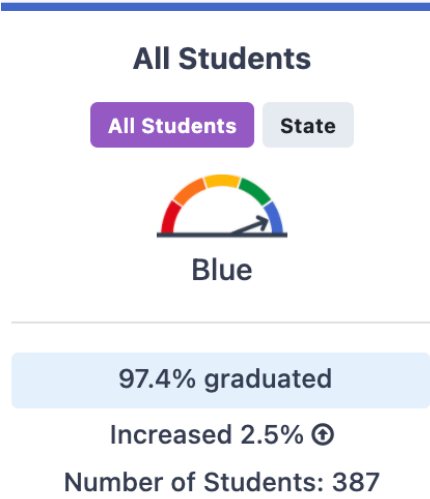
Medium

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Graduation Rate



Total Student Groups: 5

Student Groups in Red/Orange: 0

East Union’s graduation rate, at 97.4%, remains the highest in the district and will hopefully continue to increase. With the expansion of the EL program it is expected that this student population will see an increase in graduation and A-G completion.

Local Control Funding Formula (LCFF) Priorities

LCFF Priority 1: Basic Services (Conditions of Learning)

A state priority is ensuring that all students have equitable access to appropriately assigned, experienced and effective teachers. In order to meet this priority administration reviews enrollment data to determine staffing needs, ensures that teachers are appropriately assigned in their designated subject areas, and recruits and retains qualified teachers. The district offers a free induction program that provides on-the-job coaching by a mentor, peer assistance and review, and personalized learning opportunities. The school partners with local colleges and universities to provide the site and personnel for teacher internship programs to better assess possible new teachers.

Certificated Staff Experience

Year	Average Years of Service	Average Years in District	Year-1 Staff	Year-2 Staff
2017-18	16	13	7	3
2018-19	16	14	1	6
2019-20	**	**	**	**
2020-21*	16	13	7	4

*data collected via staff-wide survey as data quest numbers for this year are not available

** data unavailable

The staff at EU is experienced and stable. Prior to the 2020-21 school year, teacher turnover was relatively low, and teachers commonly stay at EU to retirement. However, the pandemic caused several teachers to transfer to the online academy or opt for the early retirement option.

Teacher Credentials

Teachers at this school	2018-19	2019-20	2020-21
With full credential	72	73	72
Without full credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits and waivers)	5	5	3
Teaching Outside of Subject Area or Competence	0	0	0

East Union currently has 3 teacher candidates is pre-induction, 5 year-one induction candidates, and 1 year-two candidate. No teachers are currently misassigned and none have been misassigned in the past three years. There are no teachers with National Board Accreditation. Thirteen current teachers are graduates of East Union, in addition to 5 other staff members.

Professional Development

Teachers at East Union are dedicated to continuous professional development activities. The administration and district are committed to providing relevant and timely staff development and opportunities to allow staff to develop as professional educators. The rapid shift to online and then hybrid learning necessitated increased staff development, especially on the use of technology in the classroom. Ed Con, an annual professional development day – provided twice a year by the district – usually provides staff with a number of opportunities to tailor their own learning experiences. However, with the pandemic Ed Con was postponed in 2020-21 and the Professional Learning Department focused on providing relevant training opportunities, most of them paid, through online platforms. This has allowed them to expand their offerings and has also increased staff participation and engagement.

Training	Staff/Frequency
Keenan Safe Schools	All staff / ongoing
Illuminate	All staff / ongoing
Microsoft Teams	All staff / ongoing
Microsoft Office Tools	All staff / ongoing
ELD Strategies	PLC's / ongoing
San Joaquin Office of Education Online Learning Trainings	Open to all staff
Flipped Classroom Modules	Open to all staff
Hybrid Learning Modules	Open to all staff
Distance Learning Playbook Book Study	Open to all staff / 2x's a year
StudySync Differentiation & ELD Trainings	English Department / ongoing
NWEA Edmentum Exact Path	Math & English Department / ongoing
NWEA Map Testing & Reporting	Math & English Department / ongoing
MobyMax	Open to all teachers / ongoing
Sora	Open to all teachers / ongoing
Nearpod	Open to all teachers / ongoing
Wakelet	Open to all teachers / ongoing
QISA	Select staff / monthly
CTA Good Teaching Conference	Open to all staff / yearly
Brandon Doubek: Common Core Alignment Workshop	All staff (2018, 2020)
World's Greatest High School Workshops	All staff (2019, 2020)
Time to Thrive HRC Conference	GSA Advisor 2021
CTA Equity & Human Rights Conference	Open to all teachers / Yearly

This is not an exhaustive list, as many teachers have taken advantage of conferences, workshops, and professional development that educational and community agencies are offering online, at discounted or no cost, due to the pandemic.

District Staff Development

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	84	107	136

Manteca Unified School District continuously analyzes data to determine professional development needs. As a district, it then selects the major focus areas for staff development for each school year and then plans out the district professional learning calendar. In response to COVID-19 protocols, Distance Learning Phase 1, and Hybrid Learning Phase 2, needs significantly changed in the 2020-21 school year. A Director of Professional Learning was assigned to promote and handle the logistics of this undertaking. Manteca Unified provides a variety of professional development virtually for their certificated staff. This includes live/independent trainings courses, live/archived webinars, and virtual and in-person coaching for administrators and teachers. According to payroll data, East Union staff has attended a total of 1,557.25 hours of professional development, so far, in 2020-21.

Instructional Materials

Students at East Union have access to rigorous standards based instructional materials. These texts are reviewed and piloted, then they are voted on by the departments for district-wide adoption. Students have access to their own copy of the required texts, either in physical or digital form.

Quality, Currency, Availability of Textbooks and Instructional Materials (2020-2021)

Year and month in which data were collected: November 2020

Most recent hearing on the sufficiency of instructional materials was on September 15, 2020

Subject	Textbooks and Other Instructional Materials / Year of Adoption	Most recent adoption?	Students Lacking own assigned copy
Reading/Language Arts	Eng 1 - Study Sync, McGraw-Hill (Adopted 2015) Eng 2 - Study Sync, McGraw-Hill (Adopted 2015) Eng 3 - Study Sync, McGraw-Hill (Adopted 2015) Eng 4 - Study Sync, McGraw-Hill (Adopted 2015) Special Ed – English 1 & 2 Study Sync, McGraw-Hill (Adopted 2015) Special Ed – English 3 & 4 Study Sync, McGraw-Hill (Adopted 2015)	Yes	0
Mathematics	Algebra 1, A, B - Common Core Curriculum, Big Ideas Learning (Adopted 2015)	Yes	0

	<p>Geometry - Common Core Curriculum, Big Ideas Learning (Adopted 2015) Algebra 2 - Common Core Curriculum, Big Ideas Learning (Adopted 2015) Pre-Calculus - Pre-Calculus with Limits, Brooks Cole (Adopted 2014) AP Calculus - Calculus of a Single Variable, Brooks/Cole (Adopted 2014) Special Ed - Pre-Algebra - ALEKS Math, McGraw-Hill (Adopted 2015) Special Ed - Functional Math 1 – ALEKS, McGraw-Hill (Adopted 2015) Special Ed - Functional Math 2 – ALEKS, McGraw-Hill (Adopted 2015) Special Ed - Algebra A & B - ALEKS, Big Ideas Learning (Adopted 2015) Special Ed - Functional Personal Financial Literacy, Pearson/Prentice Hall (Adopted 2010)</p>		
Science	<p>Anatomy/Physiology - Essentials of Human Anatomy & Physiology, Pearson (Adopted 2008) Biology - Biology, McDougal Littell (Adopted 2008) AP Biology – Biology by Campbell, Benjamin Cummings (Adopted 2007) Chemistry - Matter & Change, Glencoe (Adopted 2007) AP Chemistry- Chemistry: The Central Science, Prentice Hall (Adopted 2009) Physics, Holt, Rinehart, Winston (Adopted 2007) Conceptual Physics, Hewitt (Adopted 2002) Earth Science - Geology, The Environment, and the Universe, Glencoe (Adopted 2007) Astronomy - Explorations: An Introduction to Astronomy, Glencoe (Adopted 2010) Ag Biology - The Science of Agriculture: A Biological Approach, Delmar Thomson Learning (Adopted 2004) Ag Earth Science – Earth Science, Pearson Prentice Hall (Adopted 2006) Special Ed – Life Science – Pacemaker General Science, AGS (Adopted 2001) Special Ed – Earth Science – Earth Science, AGS (Adopted 2012)</p>	Yes	0
History / Social Science	<p>AP Government – Government in America People, Politics, and Policy, Pearson (Adopted 2019) AP Government – The Western Heritage Since 1300, Pearson (Adopted 2019) AP Government –American Government: Roots and Reform, Pearson (Adopted 2019) American History – Reconstruction to the Present California, Houghton Mifflin Harcourt (Adopted 2019)</p>	Yes	0

	<p>World History - Modern California Edition 2019, Houghton Mifflin Harcourt (Adopted 2019) Global Geography, Houghton Mifflin Harcourt (Adopted 2019) Government – Gov Alive, Politics, and You, TCI (Adopted 2019) Economics – Econ Alive, Power, Politics, and You, TCI (Adopted 2019) Psychology – Essentials of Psychology, Cengage (Adopted 2019) AP Psychology – Psychology for AP, Bedford, Freeman and Worth (Adopted 2019) AP European History – The Western Heritage Since 1300, Pearson (Adopted 2019) Essentials of Psychology – Concepts and Applications, National Geographic Learning/Cengage Learning (Adopted 2019) U.S. History – The Enduring Vision: A History of the American People, National Geographic Learning/Cengage Learning (Adopted 2019) U.S. History – Western Civilization since 1300, National Geographic Learning/Cengage Learning (Adopted 2019) U.S. Government – Gateways to Democracy, National Geographic Learning/Cengage Learning (Adopted 2019) Special Ed - World History – Modern World History, Houghton Mifflin Harcourt (Adopted 2019) Special Ed - U.S. History – American History Reconstruction to the Present, Houghton Mifflin Harcourt (Adopted 2019)</p>		
<p>Foreign Language</p>	<p>Spanish 1 - Descubre Level 1 Series, Vista Higher Learning (Adopted 2017) Spanish 2 - Descubre Level 2 Series, Vista Higher Learning (Adopted 2017) Spanish 3 - Descubre Level 3 Series, Vista Higher Learning (Adopted 2017) Spanish 4 - Imagina Level 4 Series, Vista Higher Learning (Adopted 2015) Spanish for Spanish Speakers – Tu Mundo, McDougal Littell (Adopted 2002) Spanish for Spanish Speakers - El Español Para Nosotros Nivel 1 y 2, McGraw Hill (Adopted 2017) Spanish AP - Temas, Vista Higher Learning (Adopted 2016) Spanish AP - Azulejo 2nd Edition, Wayside Publishing (Adopted 2018) Spanish AP Lit - Nexttext for Abriendo Puertas, Holt McDougall (Adopted 2013) French 1 – D'accord 1 Level 1 Series, Vista Higher Learning (Adopted 2015) French 2 - D'accord 2 Level 2 Series, Vista Higher Learning (Adopted 2015)</p>	<p>Yes</p>	<p>0</p>

	French 3 - D'accord 3 Level 3 Series, Vista Higher Learning (Adopted 2015) AP French – Themes, Vista Higher Learning (Adopted 2017)		
Health	Health – Glencoe Health, Glencoe (Adopted 2007)	Yes	0
Visual & Performing Arts	Intro to Theatre - The Stage & The School, Glencoe (Adopted 2005) Theater - Actions: The Actor's Thesaurus, London (Adopted 2004) Theater - Basic Drama Projects, Perfection Learning (Adopted 2004) Technical Theatre - Practical Technical Theater, An Interactive Educational DVD Series, Interactive Educational Video LLC Copyright 2005 (Adopted 2015)	Yes	0

Facilities

Manteca Unified School District takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses the Facility Inspection Tool (FIT) instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the District Office. The most recent FIT report for the school was completed in August of 2020. Since then, there has been significant structural damage to the administration/library building. Repairs for these buildings are currently under way. Additionally, the staff lounge requires repair, as it does not meet the rigorous state requirements for earthquake and structural safety. Plans for these repairs are part of the MUSD Facilities Plan and partially funded through several legislative measures.

August 2020 FIT Report

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas leaks, Mechanical/HVAC, Sewer	Good	*
Interior: Interior Surfaces	Poor	Ceiling panels need replacement. Floor tile repairs/replacement to be scheduled as funding allocated.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestations	Good	*

Electrical	Fair	Light defusers need replacement
Restrooms/Fountains: Restrooms, sinks, fountains	Good	*
Safety: Fire safety, Hazardous materials	Good	*
Structural: Structural Damage, Roofs	Good	*
External: Playground/School grounds/ windows/ doors/ gates/ fences	Poor	Significant cracks, trip hazards, holes, deteriorations of North and South parking areas.

Maintenance and Repair

District maintenance staff ensures that repairs necessary to keep schools in good working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. The District’s governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school and District Office. Staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The pandemic has necessitated more careful and frequent cleaning of classrooms and surfaces. All teachers were provided with Virex spray to disinfect surfaces in-between classes. Additional time was added to the passing period to accommodate this cleaning. Custodial staff is responsible for deep cleaning classrooms daily to mitigate the spread of COVID-19 as much as possible. The school’s HVAC system would need to be upgraded and modernized to meet the CDC’s mitigation requirements but there are no current plans or funding available to update these systems. To improve ventilation and provide safely circulated air, the district purchased Carrier Air Scrubber machines and placed them in every classroom. It is pertinent to mention that the last school climate survey, distributed by the district in 2020, showed that the quality, age, and disrepair of the buildings is amongst the top concerns for faculty, students, and parents.

Modernization Projects

The District is currently planning to renovate and modernize its schools based on the District’s 2014 Facility Master plan. This plan lays out modernization and repairs in a 5–10-year plan. These projects are currently underway throughout the district, including at East Union High

School. As part of that activity there are projects planned at the campus which will be completed using local funds. State funding will also be sought for those projects which may be eligible for modernization funding. The first increment of a \$14.4 million modernization began in June of 2019. This phase constructed a new metal shop and classroom building that modernizes the existing woodshop and agricultural program classrooms. The second phase started construction in June of 2020 and is scheduled to be completed in August 2021.

East Union HS has a needs estimate of \$39.8 million in the Master Facilities Plan. From Measure G, \$13 million will be spent. From Prop 39, Nutrition and IT funds, another \$2.3 million will be spent. This leaves \$23 million in unfunded projects remaining. A small portion of this will be offset by a technology grant. Following are the major areas of development planned:

1. Health and Safety: Fire alarm replacement, upgraded paging system, improved drop-off area and gymnasium parking lot, video surveillance, and restroom upgrades.
2. Major Maintenance: Science lab, modernization, construction of classroom building, and parking lot expansion.
3. Modernization: lighting upgrades, field improvements, locker room remodel, parking lot expansion, construction of Ag shop and classrooms, and theater lighting replacement.



LCFF Priority 2: Implementation of Standards (Conditions of Learning)

East Union has implemented CCSS across all available core curricular areas, including Next Generation Science Standards (NGSS). Each core department has been through training in rigorous curriculum design and some created RCD units to correlate with common core standards and align curricula to accommodate differences in individual learning needs.

Administration and department leaders have attended training in the development of PLC's and adopted these frameworks within common core areas to establish and support mutually agreed-upon student learning goals and outcomes. Departments meet in their PLC's 3x's a month.

Texts have been updated to align with CCSS and administration and staff has worked to ensure equitable access to instructional content. The pandemic created challenges to this access as many students in the community either lacked access to or had inadequate Internet bandwidth to engage with online learning materials and classes. The administration made calls and home visits to determine need and provide hotspots to ensure equal access to curriculum materials. The process of creating and implementing common assessments was well under way before the pandemic, with English and math utilizing district-wide assessments developed through inter-district PLC's and QISA groups. However, questions about test integrity and security halted the use of these assessments in Spring 2020. Development and implementation of common assessments is set to resume for Fall 2021 and it is our goal to provide common formative assessment in 2021-22, in English, math, and social science with science following in 2022.

LCFF Priority 3: Parent Involvement (Engagement)

The educators at East Union communicate regularly with parents and families through a variety of means including mass emails, parent phone calls, and timely updates on parent connect. East Union regularly seeks family input and contributions through our ELAC group, Migrant Ed. Program, and School Site Council. Administration recently instituted a "Parent Tea", where parents can learn up-to-date information about school events and programs and voice comments and concerns. The goal is to hold a "Parent Tea" every month. The pandemic has increased the need for timely and accurate parent communication and the implementation of Zoom meetings has increased accessibility and participation in ELAC and school site council events. Furthermore, although ELAC is only mandated to meet 4 times a school year, our active East Union ELAC team holds meetings once a month. A dedicated webmaster has

improved the visibility and accessibility of our website, providing more avenues for parent communication and involvement. Additionally, East Union has active athletic, band, and JROTC boosters. We communicate with parents regularly via our website, email, Blackboard telephone messages, Facebook, Instagram, Twitter, and Remind.com. Traditionally, the school holds onsite back to school nights twice a year, at the beginning of each term. This year back to school night and 8th grade parent nights were held online. We will be returning to onsite gatherings as soon as it is safe to do so, but will also provide online opportunities for participation, marrying the best of both worlds to increase parent involvement.

LCFF Priority 4: Student Achievement (Pupil Outcomes)

It is the goal of East Union to examine data on student performance to improve academic achievement, college/career readiness, and support English learners and students with disabilities. PLC’s and departments use teacher created assessments, student work, CAASPP, SBAC, MAP, ELPAC, and additional assessments to support a relevant and engaging curriculum for students. This will continue to support student success during and after high school.

CAASPP Results 2018-19*

English Language Arts Overall Achievement

	Male	Female	African-American	Asian	Filipino	Latinx/Hispanic	White	SED	Total
Students enrolled	216	196	10	26	10	256	99	241	412
Students tested	212	195	10	26	10	253	98	237	307
Standard Exceeded (4)	20.85%	29.74%	*	30.77%	*	19.84%	37.76%	19.07%	25.12%
Standard Met (3)	31.75%	32.82%	*	23.08%	*	33.33%	28.57%	32.20%	32.27%
Standard Nearly Met (2)	27.96%	24.62%	*	26.92%	*	28.57%	20.41%	29.66%	26.35%
Standard not met (1)	19.43%	12.82%	*	19.23%	*	18.25%	13.27%	19.07%	16.26%

Mathematics Overall Achievement

	Male	Female	African-American	Asian	Filipino	Latinx/Hispanic	White	SED	Total
Students enrolled	216	196	10	26	10	256	99	241	412
Students tested	210	191	10	26	10	247	99	234	307
Standard Exceeded (4)	4.78%	5.24%	*	3.85%	*	3.64%	9.18%	3.42%	5.00%
Standard Met (3)	15.31%	15.71%	*	15.38%	*	12.55%	23.47%	12.39%	15.50%
Standard Nearly Met (2)	27.27%	34.03%	*	42.38%	*	28.74%	29.59%	28.63%	30.50%
Standard not met (1)	52.63%	45.03%	*	38.46%	*	55.06%	37.76%	55.56%	49.00%

CAASPP Results 2017-18

English Language Arts Overall Achievement

	Male	Female	African-American	Asian	Filipino	Latinx/Hispanic	White	SED	Total
Students enrolled	207	196	11	21	15	226	113	223	401
Students tested	200	185	11	21	15	219	105	215	385
Standard Exceeded (4)	12.50%	15.22%	9.09%	28.57%	40.00%	9.13%	14.42%	12.15%	13.80%
Standard Met (3)	19.50%	28.26%	27.27%	14.29%	20.00%	21.92%	27.88%	22.90%	23.70%
Standard Nearly Met (2)	27.50%	33.15%	9.09%	42.86%	20.00%	32.42%	29.81%	32.24%	30.21%
Standard not met (1)	40.50%	23.37%	54.55%	14.29%	20.00%	36.53%	27.88%	32.71%	32.29%

Mathematics Overall Achievement

	Male	Female	African-American	Asian	Filipino	Latinx/Hispanic	White	SED	Total
Students enrolled	206	194	11	21	15	225	113	222	400
Students tested	199	187	11	21	14	220	106	214	386
Standard Exceeded (4)	5.03%	5.35%	0.00%	9.52%	28.57%	1.82%	7.55%	3.27%	5.18%
Standard Met (3)	14.57%	10.16%	18.18%	23.81%	21.43%	10.00%	12.26%	11.68%	12.44%
Standard Nearly Met (2)	20.60%	27.81%	9.09%	28.57%	28.57%	24.09%	22.64%	26.64%	24.09%
Standard not met (1)	59.80%	56.68%	72.73%	38.10%	21.43%	64.09%	57.55%	58.41%	58.29%

CAASPP Results 2016-17

English Language Arts Overall Achievement

	Male	Female	African-American	Asian	Filipino	Latinx/Hispanic	White	SED	Total
Students enrolled	189	198	*	32	11	198	130	200	387
Students tested	182	190	*	32	11	190	123	193	372
Standard Exceeded (4)	12.64%	15.34%	*	34.38%	18.18%	10.58%	13.82%	9.90%	14.02%
Standard Met (3)	29.12%	34.39%	*	25.00%	63.64%	30.69%	30.89%	27.08%	31.81%
Standard Nearly Met (2)	21.98%	28.57%	*	28.13%	9.09%	23.81%	28.46%	29.69%	25.34%
Standard not met (1)	36.26%	21.69%	*	12.50%	9.09%	34.92%	26.83%	33.33%	28.84%

Mathematics Overall Achievement

	Male	Female	African-American	Asian	Filipino	Latinx/Hispanic	White	SED	Total
Students enrolled	189	198	*	32	*	198	130	200	387
Students tested	178	179	*	29	*	185	119	188	357
Standard Exceeded (4)	2.82%	2.23%	*	3.57%	*	1.08%	4.20%	1.60%	2.53%
Standard Met (3)	18.64%	10.61%	*	25.00%	*	8.65%	18.49%	13.83%	14.61%
Standard Nearly Met (2)	23.16%	25.70%	*	39.29%	*	25.41%	17.65%	18.09%	24.44%
Standard not met (1)	55.37%	61.45%	*	32.14%	*	64.86%	59.66%	66.49%	58.43%

CAASPP testing was not administered during the 2019-20 school year due to the pandemic, therefore, no data is available for this time period. However, the data for the preceding 3 years shows a steady increase in student test scores in both ELA and Mathematics. The scores in ELA have shown a significant improvement over the time period with 57% of the students meeting or exceeding standards. It is notable that these increases mirror a shift in the ELA curriculum to the StudySync platform as well as an increase in focus on writing and resources for EL's such as ELD classes and System 44. East Union's ELA scores are higher than those of the State of California which shows 51% of students meeting or exceeding standards. The mathematics scores however, are below the states 39.73% pass rate, with roughly 21% of students meeting or exceeding standards in mathematics for 2018-19. The modest increase in math scores demonstrates a shift in the right direction but additional work needs to be done in terms of planning based on student needs. There does seem to be an improvement in the performance of English Learners all around. Additionally, teachers and students have had

time to adjust and accommodate to block scheduling allowing teachers to make better use of class time and provide more support to students. It is unclear how the pandemic and the anticipated learning loss from missed or reduced class time and minimal student teacher interaction will affect student scores. However, if state testing moves ahead as planned, it would not be surprising to see a decrease in scores overall.

California Science Test (CAST)

Science Results 2018-19

	Grade 11	Grade 12	Total
Students enrolled	408	369	777
Students tested	391	357	748
Standard Exceeded (4)	3.07%	3.36%	3.21%
Standard Met (3)	18.16%	15.13%	16.71%
Standard Nearly Met (2)	62.92%	61.62%	62.30%
Standard Not Met (1)	15.86%	19.89%	17.78%

The 2018-19 school year was the first year the science CAST test was administered to assess the new NGSS common core standards for science. Testing for the 2019-20 school year was discontinued due to COVID-19 and therefore, there are no results for us to compare with the previous year. However, based on statewide data, East Union scored below the California average of 29.93%, with only 19.92% of its students testing at or above standards. The East Union science department is still in the beginning stages of adapting curriculum and instruction to the newly adopted NGSS standards. They are currently in the book adoption phase and are reviewing different publishers. The plan is to finalize book selections by the end of the 2020-21 school year. The science department meets in QISA groups each week to review books and discuss curriculum. They have recently finalized their science pathway for students throughout high school. All freshmen will start with Biology, then will progress into Chemistry and then Physics. The science department will fully adopt NGSS for the 2021-22 school year. We will monitor test scores from the coming year and discuss progress in PLC's. However, it is difficult to determine the effect of the pandemic on student learning and retention for this school year and this will have to be taken into consideration when analyzing scores moving forward.

NWEA MAP Testing

For the 2020-21 school year, MUSD implemented MAP testing district-wide. The roll out at the high school level begins with the 9th graders and English Learners this year and will continue to 10th graders next year, until all students are consistently tested. The goal is to use the MAP data to assess student needs, monitor growth, and close learning gaps. The test is meant to provide actionable evidence to help target instruction for each group. It tests students where they are to allow teachers to accurately plan differentiation and develop instruction. East Union gave it's first round of tests in fall of 2020 and we have been unable to fully review initial data.

MAP Language Arts: Reading (2020)

Language Arts: Reading

Summary	
Total Students With Valid Growth Test Scores	308
Mean RIT	221.7
Standard Deviation	15.5
District Grade Level Mean RIT	220.6
Students At or Above District Grade Level Mean RIT	172
Norm Grade Level Mean RIT	220.3
Students At or Above Norm Grade Level Mean RIT	172

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	34	11%	56	18%	89	29%	79	26%	50	16%	221-222-223	15.5

MAP Language Arts: Language Usage (2020)

Language Arts: Language Usage

Summary	
Total Students With Valid Growth Test Scores	78
Mean RIT	221.2
Standard Deviation	11.2
District Grade Level Mean RIT	218.2
Students At or Above District Grade Level Mean RIT	48
Norm Grade Level Mean RIT	218
Students At or Above Norm Grade Level Mean RIT	48

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Language Usage	5	6%	14	18%	20	26%	28	36%	11	14%	220-221-223	11.2

MAP Math (2020)

Math: Math K-12

Summary	
Total Students With Valid Growth Test Scores	245
Mean RIT	231.1
Standard Deviation	14.4
District Grade Level Mean RIT	230
Students At or Above District Grade Level Mean RIT	121
Norm Grade Level Mean RIT	228.4
Students At or Above Norm Grade Level Mean RIT	133

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	20	8%	56	23%	69	28%	52	21%	48	20%	230-231-232	14.4

These MAP scores are a new data source. The staff is still undergoing training and we are strategically implementing the tests. EUHS's intention is to have data for deeper analysis in the fall of 2021. However, preliminary data, for the 9th grade, shows that the RIT scores for both ELA and math are above both the district and state average.

SAT and ACT Testing Data

In 2019-20 SAT and ACT testing was suspended due to the pandemic, therefore there is no data past the 2018-19 school year.

SAT Testing Data 2016 - 2019

	2016-17	2017-18	2018-19
Students tested	141	155	224
Percentage meeting ELA benchmark	75.89%	74.84%	72.97%
Percentage meeting math benchmark	50.35%	50.32%	56.76%

ACT Testing Data 2016 - 2019

	2016-17	2017-18	2018-19
Students tested	78	50	29
Average reading score	22	21	21
Average English score	20	20	20
Average math score	22	21	22
Average science score	21	21	20

East Union has seen a steady increase of students choosing to take the SAT with the biggest jump occurring between 2018 and 2019 where there was increase of 68 students who tested. Counselors and staff continue to encourage students to take either the SAT or ACT and there is an SAT prep class provided on campus. While the number of testers continues to grow, the scores remain relatively static, with a marked drop in ELA scores in 2018-19 and increase in math in the same year. The overall performance mirror's the performance on the CAASPP with a majority of the students performing better in ELA than in math. The number of testers taking the ACT has dropped significantly and continued to drop sharply between 2018 and 2019. It is unclear why there is such a discrepancy, but it is likely due to the on-campus SAT preparation class, as there is no equivalent class for the ACT. The scores for the ACT have also remained consistent throughout this three-year period indicating that students are testing at or above the national average score.

AP Test Scores

AP Psychology

Year	% passed	# took test	# took class	% took test
2017-18	66%	29	39	74%
2018-19	71%	31	47	66%
2019-20	53%	36	58	62%

AP Calculus BC

Year	% passed	# took test	# took class	% took test
2017-18	20%	25	25	100%
2018-19	39%	23	25	92%
2019-20	24%	17	24	71%

AP Calculus BC (AB Subscore)

Year	% passed	# took test	# took class	% took test
2017-18	36%	25	25	100%
2018-19	44%	23	25	92%
2019-20	*	*	*	*

AP Economics

Year	% passed	# took test	# took class	% took test
2017-18	11%	9	28	32%
2018-19	47%	19	36	53%
2019-20	42%	24	46	52%

AP Physics

Year	% passed	# took test	# took class	% took test
2017-18	22%	9	18	50%
2018-19	*	*	*	*
2019-20	55%	11	16	69%

AP Spanish Language

Year	% passed	# took test	# took class	% took test
2017-18	100%	15	18	83%
2018-19	100%	19	19	100%
2019-20	100%	13	19	68%

AP English Literature

Year	% passed	# took test	# took class	% took test
2017-18	12%	25	78	32%
2018-19	30%	43	71	61%
2019-20	37%	30	65	46%

AP English Language & Composition

Year	% passed	# took test	# took class	% took test
2017-18	36%	50	93	54%
2018-19	50%	64	89	72%
2019-20	43%	51	77	66%

AP Chemistry

Year	% passed	# took test	# took class	% took test
2017-18	35%	20	24	83%
2018-19	6%	16	23	70%
2019-20	67%	6	12	50%

AP Biology

Year	% passed	# took test	# took class	% took test
2017-18	14%	7	15	47%
2018-19	57%	14	43	33%
2019-20	60%	15	26	58%

AP U.S. History

Year	% passed	# took test	# took class	% took test
2017-18	33%	51	82	62%
2018-19	35%	37	52	71%
2019-20	47%	38	41	93%

AP Statistics

Year	% passed	# took test	# took class	% took test
2017-18	80%	15	27	56%
2018-19	50%	22	26	85%
2019-20	64%	14	27	52%

AP Government

Year	% passed	# took test	# took class	% took test
2017-18	31%	55	56	98%
2018-19	71%	34	37	92%
2019-20	46%	28	35	80%

AP Comparative Government & Politics

Year	% passed	# took test	# took class	% took test
2017-18	*	*	*	*
2018-19	*	*	*	*
2019-20	71%	7	11	64%

AP enrollment continues to fluctuate, mostly due to the block scheduling which minimizes contact time in AP classes and the time available to prepare for exams. This proves a bit intimidating to students who may feel they are unable to meet the high demands and rigor of an AP class in an abridged time frame. AP courses offered in the spring are particularly difficult because instructional time is cut from 5 months to 4 months because of the scheduling of the AP exam prior to the end of the semester. Furthermore, the states' ruling to provide financial support for the first two years of community college has led many students to feel less pressured to complete college level work in high school and many opt to take a less rigorous senior year as a result. The current state of our lives has led to social emotional distress for students that has also impacted AP enrollment. Additionally, pandemic reduced the number of class AP class offerings for the 2020-21 school year, due to staff turnover. Although students experienced an instructional gap and interruption in the spring of 2020, due to the pandemic,

the overall pass rate for 2020 was 51%, the same as the previous year. The number of students who tested however, reduced from 71% in 2019 to 63% in 2020. This is likely due to the pandemic. In the upcoming year, East Union is committed to offering the AP courses that needed to be dropped for this year. Furthermore, we offer open access AP courses so there are no prerequisites for any of these courses on campus. This allows students to actively pursue the most rigorous course of study available without barriers. Vouchers are offered to students who cannot afford to take the test, to remove one of the major obstacles to testing, the cost. The assistant principal maintains course approval for all AP course offerings.

English Language Proficiency

Year	English Learners who made progress towards English proficiency
2019	47.8%
2018	*
2017	94.1%
2016	56.1%

English Learner Progress Indicator (2019)

EL’s who progressed at least one ELPI level	EL’s who maintained ELPI level 4	EL’s who maintained ELPI levels 1, 2L, 2H, 3L, 3H	EL’s who decreased at least one ELPI level
35.2%	12.5%	32%	20.1%

Redesignated Fluent English Proficient (RFEP)

2016-17	2017-18	2018-19	2019-20
13	29	10	11

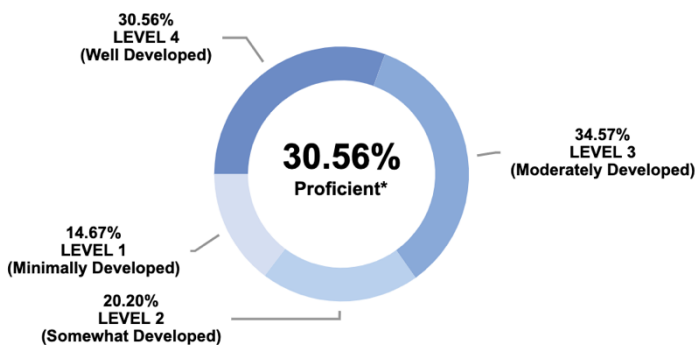
In 2018, there was a shift to a new assessment by the state from the CELDT to the ELPAC. With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. This is likely one of the main influences on the decrease in English proficiency from 2017 to 2019. Additionally, with the implementation of new EL programs and courses, there was likely a back log in reclassifications. In 2017 MUSD assigned a literacy coach to all sites. Prior to this, paraprofessionals did all of the reclassification work and teachers had no real knowledge of the work that was going on in this

arena. When a literacy coach was hired, there was more oversight into reclassification, this likely led to the increase during 2017 and then a normalization in 2019. Testing in 2020 was also erratic and interrupted by the pandemic. About 15% of EL students, level 3 and above, were not given the summative ELPAC because COVID restrictions were put into effect during the spring testing period. ELPAC testing is currently underway. As of 2/22/21, 56 of 196 students began their summative ELPAC test. Of the students who were tested, 152 of 196 have progressed at least 1 ELPI level. Forty-four students have maintained their levels. It is difficult to say what implications the pandemic and learning loss will have on these students moving forward. However, as they were the most adversely affected by the curriculum changes and access issues during the pandemic, it is likely that we will see a drop before we can see the positive effects of the new ELD programs that have been implemented. This population will continue to be a priority for East Union and we will continue to use the data to inform instruction and program changes to meet their critical needs.

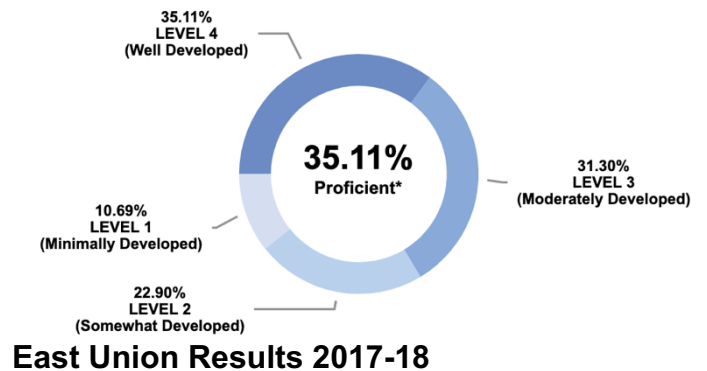
ELPAC Levels

In the 2017-18 school year, the California Department of Education discontinued the CELDT test and replaced it with the ELPAC. The ELPAC is given in initial and summative phases to demonstrate progress and proficiency in English language development. The data and scores provided are detailed from the summative ELPAC. Scores are only available for 2017-18 and 2018-19 as students were not given the summative test in 2019-20.

State Results 2017-18

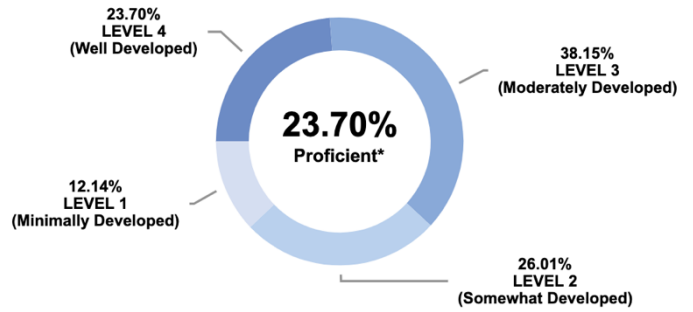
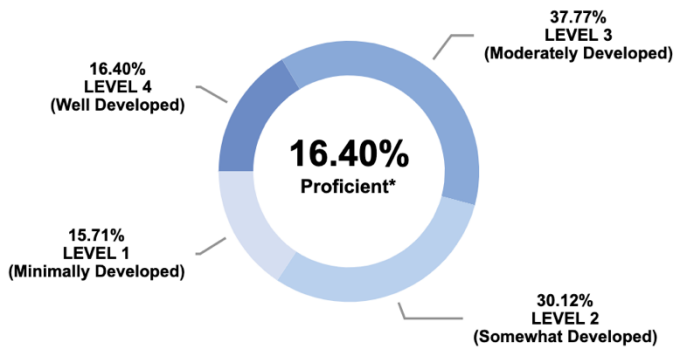


East Union Results 2017-18



State Results 2018-19

East Union Results 2018-19



The results of both the 2017-18 and 2018-19 tests show that East Union students are performing at a higher proficiency level when compared to the rest of the state. However, when comparing the overall results from 2017-18 to 2018-19 for East Union there is a marked decrease in performance from 2018 to 2019. It is unclear what led to this decrease as we have been making a concerted effort to focus on the progress and academic success of our English Learners and have instituted several changes, such as adding ELD specific courses and providing content specific ELD professional development. There was a district shift in focus during this time and the System 44 program, was no longer being supported. The funding and implementation of these materials and resources fell to the school and between budgeting delays and COVID, we did not have access to the full program until recently and it is currently being reimplemented. Furthermore, East Union is the home school for the French Camp Migrant camps. We have about 40-60 families each year, who migrate to Mexico between

Current English Learners	Reclassified English Learners
100.9 points below standard	48 points below standard
Increased 20 Points Ⓞ	Increased 27.5 Points Ⓞ
Number of Students: 42	Number of Students: 24

December and March. Those students are not receiving consistent schooling and most of those families speak only Spanish at home. Our EL population experiences

significant learning loss each year as they travel out of the country due to camp closures. East Union is experiencing growth in both the number of English Learners and the number of students who are reclassified. Once they are reclassified, they are no longer considered EL's, therefore, all the high-level learners' data is removed from the EL proficiency tabulations. We will have to monitor the results for next year to see if the addition of Sheltered English has any impact on these scores. Although, it is expected that there will be significant learning loss, due

to the gap in schooling that came with the pandemic as well as the online and hybrid structures that left many EL students with diminished access to classes and resources. The entire student population was hit hard with the mental and academic challenges of the pandemic, but the EL population was disproportionately affected. Access was a major issue, specifically during the fully remote learning phase. Our English Learner population on campus continues to increase every year and we have been modifying our programs to better serve this population, as noted previously in this document.

Other Local Assessments

Currently, East Union departments are at varying stages in the process of developing and implementing common assessments to help inform instruction. Progress towards this goal was halted due to the pandemic but departments have indicated that the goal is for all departments to have common assessments for the 2021-22 fall finals. End of course exams in English and math were implemented district-wide and then halted due to the pandemic. Formative assessments are being developed on a site-by-site and department-by-department basis. The district implemented MAP testing in English and math this school year to better determine growth in students and assist in identifying areas of critical need. This process is new and data for these tests are currently being reviewed. East Union uses the Scholastic Reading Inventory as an indicator for placement in Read 180, coupled with teacher recommendations. The English department began to administer a Readiness Screener (from StudySync) at the beginning of each term to assess student's readiness to undertake the English curriculum for their particular grade level. This too is newly implemented, and data is unavailable for review.

LCFF Priority 5: Student Engagement (Engagement)

It is the intention of East Union High School to follow the model practices determined by the California Department of Education to support LEA's and stakeholders. The goal is for all student groups including students of historically disadvantaged groups, students with disabilities, SED students, English Learners, and foster youth to benefit from improved access to appropriate student support services to reduce chronic absenteeism and drop-out rates and increase attendance and graduation rates. A PBIS committee was formed in 2018 to help address some of these issues and provide appropriate RTI to increase student success and engagement. East Union is still currently building the PBIS infrastructure, training staff, and observing model programs to successfully implement these interventions. The goal of PBIS is

to address challenging student behavior through a holistic approach of positive, proactive, interventions that are not punitive in nature. To develop and assign adult mentors to high-risk students, and expand school counseling services to at-risk students. To create consistent, equitable, and effective classroom discipline and behavior management and provide students with a sense of belonging to the school and its community to increase engagement.

Graduation Rates

Year	English Learners	SED	Homeless	African American	Asian	Filipino	Hispanic / Latinx	White	Total
2017-18	94.9%	95.9%	95.8%	*	92.9%	100%	97.3%	96%	96.9%
2018-19	86%	94.5%	95.5%	*	100%	100%	95.3%	95.2%	95.7%
2019-20	97.7%	98.9%	100%	100%	100%	100%	98.6%	98.2%	98.7%

East Union’s cohort graduation rates have consistently been amongst the highest in the county. In 2020, East Union had its highest graduation rate surpassing both San Joaquin County’s 87.1% and the state’s 87% by more than 10 percent. Four cohort groups experienced 100% graduation rate. Every cohort experienced a dip in 2019 but rebounded strongly in 2020.

Chronic Absenteeism

With the switch to fully online instruction in Spring of 2020, absentee rates have been difficult to accurately calculate and issues with Internet access and technology contributed to student absences that could not be accurately counted as absences due to the circumstances. Needless to say, the pandemic led to issues related to attendance. There is no data currently available for the 2019-20 school year.

Chronic Absenteeism (CA) 2018-19

	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic/ Latinx	Pacific Islander	White	Two or more races	Total
Enrollment	62	11	80	56	998	20	440	33	1700
CA count	7	2	1	3	98	5	42	5	163
CA rate	11.9%	18.2%	1.3%	5.4%	10.1%	25%	9.9%	15.2%	9.8%

East Union’s chronic absenteeism rate has dropped significantly in the past 3 years. Previously, it was above the state average. It is currently lower than the county average of 14% and the state average of 12.1%. Through our attendance monitoring system, we are immediately notifying parents of their child’s absence and we have been consistent with following through on district and state truancy procedures. PBIS has been working on incentives for attendance and incorporating our core values of L.E.A.D. into the curriculum to ensure students are more accountable for their actions and determined to follow-through with their responsibilities.

Dropout Rate

	2014-15	2015-16	2016-17
East Union	0.9%	0.6%	0.4%
District	1.1%	0.8%	0.8%

The latest data available for the dropout rates is for the 2016-17 school year. However, East Union has consistently maintained a minimal dropout rate that is smaller than the state, county, and district averages. The numbers show a continual decrease through the years and suggests that students at East Union are engaged in their educational success throughout their four years. The addition of Success 101, the college planning in AVID, and the push to increase A-G completion provide pathways and plans that allow students to better envision their opportunities beyond graduation.

LCFF Priority 6: School Climate (Engagement)

East Union is dedicated to sustaining a positive school climate and committed to meeting the cognitive, social, emotional, and physical needs of each student. With the introduction of the PBIS program and committee, East Union wants to ensure the implementation of positive disciplinary measures that are inclusive and build positive relationships between students, staff, parents, and the community. The PBIS committee has provided a school wide discipline matrix that clearly establishes expectations for all students and a roadmap for consistent behavioral intervention for staff. These can be found in the East Union faculty handbook provided in the appendix of this document.

Suspension Rates 2017-18

Cohort	Enrollment	Suspensions	Unduplicated count of students	Suspension rate	Percent of students suspended with one suspension	Percent of students suspended with multiple suspensions
African American	51	4	3	5.9%	66.7%	33.3%
American Indian / Alaska Native	16	0	0	0.0%	0.0%	0.0%
Asian	96	1	1	1.0%	100%	0.0%
Filipino	57	1	1	1.8%	100%	0.0%
Hispanic / Latinx	1000	70	52	5.2%	78.8%	21.2%
Pacific Islander	15	0	0	0.0%	0.0%	0.0%
White	484	25	18	3.7%	77.8%	22.2%
Two or more races	28	*	*	*	*	*
East Union	1747	102	76	4.4%	78.9%	21.2%

Suspension Rates 2018-19

Cohort	Enrollment	Suspensions	Unduplicated count of students	Suspension rate	Percent of students suspended with one suspension	Percent of students suspended with multiple suspensions
African American	62	12	10	16.1%	80.0%	20.0%
American Indian / Alaska Native	11	0	0	0.0%	0.0%	0.0%
Asian	80	1	1	1.3%	100%	0.0%
Filipino	56	3	2	3.6%	50.0%	50.0%
Hispanic / Latinx	998	81	62	6.2%	79.0%	21.0%
Pacific Islander	20	5	3	15.0%	33.3%	66.7%
White	440	24	18	4.1%	77.8%	22.2%
Two or more races	33	*	*	*	*	*
East Union	1700	130	100	5.9%	78.0%	22.0%

Suspension Rates 2019-20

Cohort	Enrollment	Suspensions	Unduplicated count of students	Suspension rate	Percent of students suspended with one suspension	Percent of students suspended with multiple suspensions
African American	33	8	5	9.4%	40.0%	60.0%
American Indian / Alaska Native	*	*	*	*	*	*
Asian	82	0	0	0.0%	0.0%	0.0%
Filipino	48	0	0	0.0%	0.0%	0.0%
Hispanic / Latinx	1020	51	44	4.3%	88.6%	11.4%
Pacific Islander	19	2	1	5.3%	0.0%	100%
White	426	23	17	4.0%	82.4%	17.6%
Two or more races	43	*	*	*	*	*
East Union	1699	87	70	4.1%	82.9%	17.6%

At the time of the last WASC visit, East Union was already making significant strides in reducing the suspension rate and reported a decrease of 8.6% in overall suspensions. Since that visit, we have further reduced the suspension rate by another 4.5%. This indicates a continued commitment to keeping students in class and the work being done on expanding PBIS as a means of controlling suspensions and maintaining a safe and positive school climate.

Expulsion Rate

Year	Enrollment	Total Expulsions	Expulsion Rate
2017-18	1747	2	0.11%
2018-19	1700	2	0.12%
2019-20	1699	2	0.12%

Expulsions have been consistently low at East Union and are rare occurrences. We strongly believe that the more connected students are to their school and teachers the less likely they are to allow their behaviors to escalate to the point of expulsion. The expulsion rate at EU is below the Manteca Unified School District rate of 0.14%. Students understand that their teachers want them to succeed and understand the high expectations we have for them.

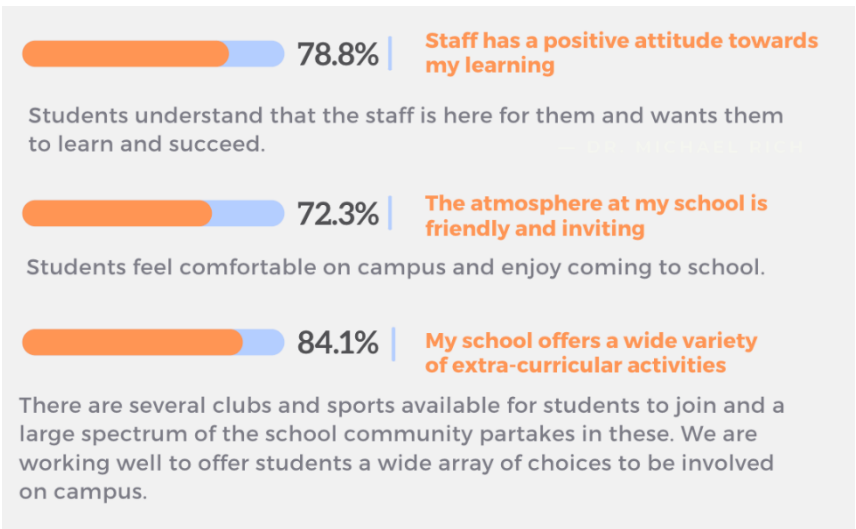
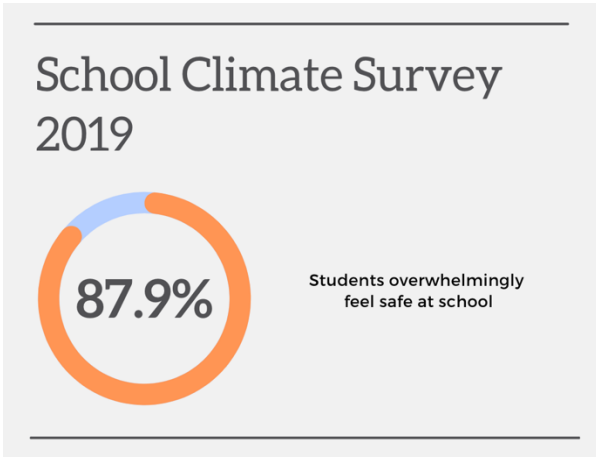
Student Participation in co- and extra-curricular activities

East Union has an active leadership program, Link Crew, JROTC, and BSU, as well as 26 additional clubs (normally we have about 40) and a wide range of athletic opportunities. The pandemic has hindered both our ability to connect with students as easily and provide an outlet for them via sports or clubs. This has caused many students to feel emotionally disconnected from school and has contributed to rises in depression and anxiety in our students. Our leadership and link crew programs have worked diligently to continue to provide some semblance of normalcy to the students through spirit weeks, weekly video announcements, birthday acknowledgments, and an active social media presence. It has gone a long way in keeping students connected to the school. However, the lack of sports has taken a toll on student engagement and motivation. Additionally, many clubs were forced to suspend meetings this year due to COVID-19 regulations or the already overtaxed nature of the school day for both students and teachers. Club rush, held annually to encourage club participation, was held online this year to a limited audience. Faculty members serve as advisors for all the clubs on campus.

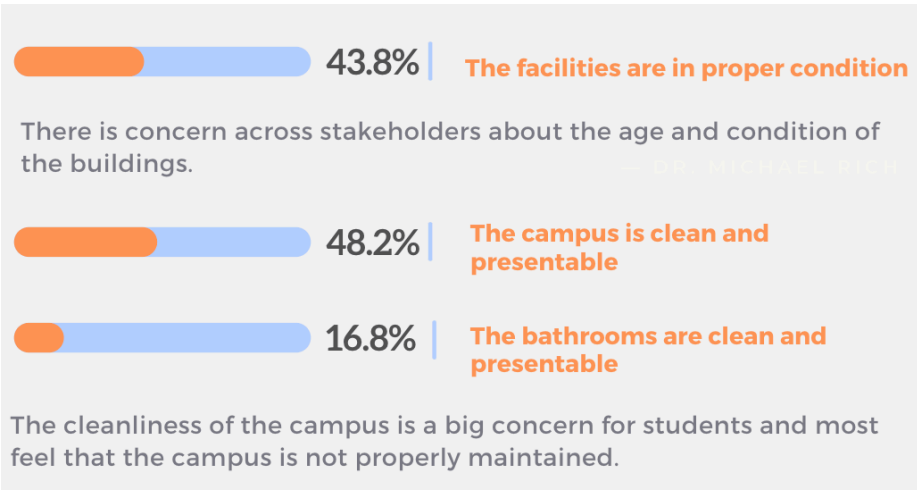
Student, Parent, Faculty, and Staff Surveys

Surveys have been continually offered to all stakeholders on various topics and developments throughout the campus and the district. It is our intention to continue to offer relevant surveys to all stakeholders. Faculty and staff worked on creating a new survey to specifically assess the school climate at East Union. Through research and collaboration, we created separate surveys for parents, students, and staff that correlate with our newly updated SLO priorities. This survey was finalized by the staff in January of 2021 and is ready to be administered. However, the district recently released their own School Climate Survey, and we did not want to confuse and overwhelm stakeholders, so we are holding our survey until later in the year. In April of 2019, MUSD released a School Climate Survey that was administered to all stakeholders. It replaced the Healthy Kids Survey of previous years. This survey provided site-specific feedback on such domains as: students impressions about staff and culture and the state of campus facilities.

The survey was recently released to the stakeholders for the current year. It was not offered during the 2019-20 school year due to the pandemic.



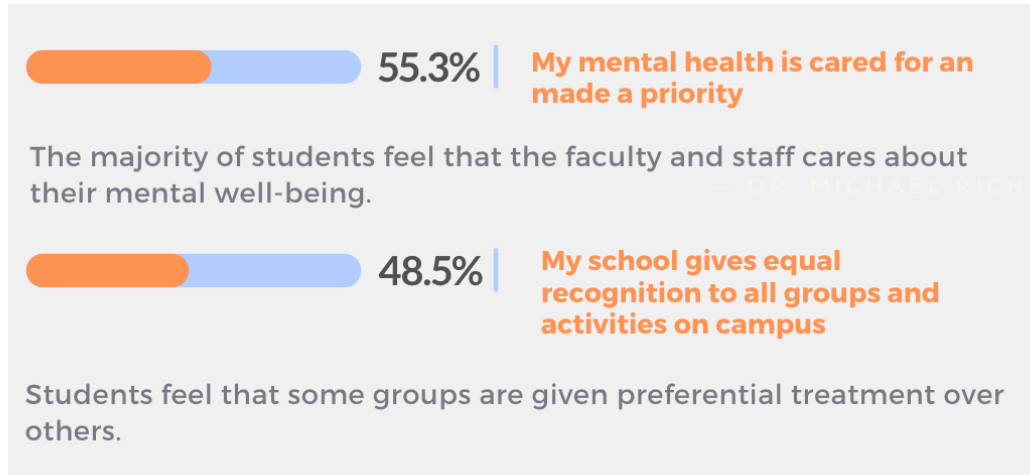
The results from the 2019 survey found that students felt overwhelmingly positive about their safety on campus, how the staff views their success, and the atmosphere they create on campus.



The state of the facilities, due to the age of the buildings on campus, has been an issue of concern for staff and students for some time. The oversight of the building and grounds is maintained by the district and EU administration has

little control over it. In 2014, the district created a facilities plan to upgrade and improve campuses throughout the district. Phase I of this plan is currently being completed and repairs and upgrades are underway throughout campus. The current construction projects are set to be completed by Fall of 2021. Ongoing renovations will take place around campus through 2024. In the past year, new custodial staff has been hired to replace outgoing grounds/custodial staff. More have been contracted to assist in the deep cleaning and necessary mitigations related to COVID-19.

Some areas of particular concern that we feel need to be further investigated and addressed through dialogue with students and the various student



groups on campus pertain to the mental health of the student body and recognition given to groups. Although students feel that their mental health is prioritized the margin is narrow and demonstrates that there is some work to do in this arena, especially since the pandemic has isolated so many students and been truly devastating to their mental health. Staff has become more vigilant about checking in with students and taking class time to address self-care. In the fall 2019, the administration spoke with students in each of our four grade levels regarding school rules, procedures and expectations. As a result of the portion of the presentation covering the dress code, given by the freshman and sophomore Vice Principal at the time, many of our female students expressed an inequity of disciplinary measures that targeted female students over male students. After the sophomore class presentation, a petition was circulated by the student body directly addressing this issue in addition to comments on several social media sites which continue to negatively impact the Health and Safety survey. As more students return to campus, and with the hiring of a new Vice Principal, the dress code was reexamined and enforcement moving forward will be conducted with an equitable conscious as part of the PBIS plan. To date, there have been no further complaints about this issue, but a message of equity in the enforcement of dress code will be given in class presentations at the beginning of the 2021-2022 school year.

Additionally, staff raised concerns about communication with administration. Administration is currently taking steps to remedy this with the remind.com app and the formation of The World's Greatest High School committee. This committee is dedicated to improving staff culture and communication. Prior to the pandemic, we made great strides in unifying staff and improving overall communication through friendly competition for spirit points. The current nature of the pandemic and the mitigation requiring staff to be more isolated from each other has been

difficult for staff morale and unity, however as the campus becomes more open and more activities return to campus collaboration and staff unity is increasing.

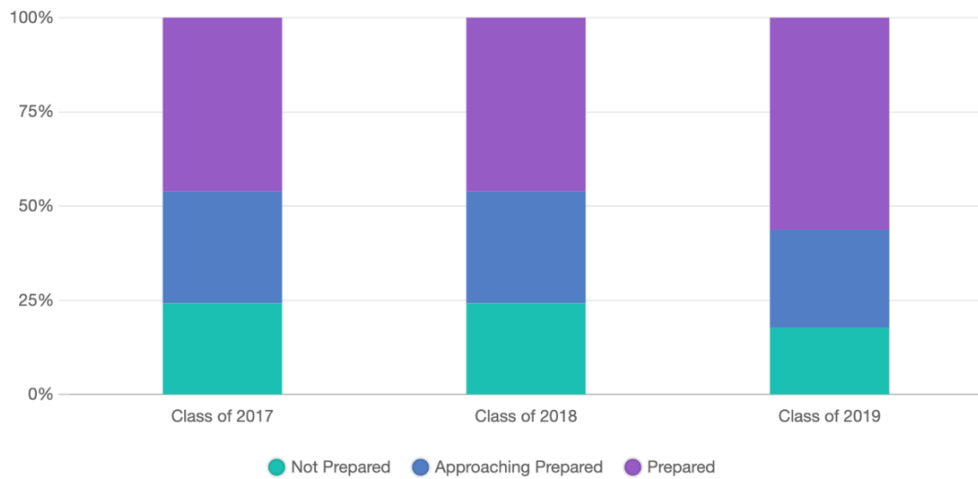
LCFF Priority 7: Course Access (Conditions of Learning)

College & Career Indicators

Year	Prepared	Approaching Prepared	Not prepared
2017-18	46.1%	29.6%	24.3%
2018-19	56.3%	26.0%	17.7%
2019-20	49.9%	31.5%	18.6%

Based on the data from 2017 – 2019, the level of college and career preparedness of our students increased by a little over 10%. This shows that we are making positive strides, with the inclusion of new classes, more career pathways, and focused 4-year planning, towards improving student success.

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Cohorts Meeting A-G Requirements

Year	English Learners	SED	African American	Asian	Filipino	Hispanic / Latinx	White	All
2017-18	37.5%	48.1%	*	84.2%	88.9%	46.3%	55.6%	54.9%
2018-19	37.5%	50.0%	42.9%	64.7%	70%	53.8%	50.0%	50.4%
2019-20	46.7%	54.3%	40.0%	66.7%	*	59.5%	47.2%	57.1%

Most classes are open to all students and provide no pre-requisites. Counselors and staff are working to ensure that any new courses offered at East Union are A-G certified to ensure that students have the most possible exposure to these courses and the best chance of graduating with A-G completion. Course approval is maintained by the Assistant Principal, Megan Peterson. The implementation of the two-term block schedule has increased the number of credits students are able to complete in a school year, therefore offering them multiple opportunities and pathways to A-G completion. As of 2020, 57.1% of EU students have graduated completing A-G requirements which demonstrates a marked increase from the 2016-17 high of 41%. The number of English learners completing A-G requirements is also increasing steadily, likely due to the school’s implementation of ELD specific courses and additional support for this population. In the past three years, we have made strides towards ensuring that current classes meet A-G requirements, and all new classes require this alignment.

LCFF Priority 8: Student Outcomes (Pupil Outcomes)

California Physical Fitness Test Results (2019-20)

Percentage of students within HFZ (health fitness zone)			
Grade Level	4 of 6 standards	5 of 6 standards	6 of 6 standards
9	25.5%	18.4%	39.2%

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6,874.25	1,486.82	5,387.44	89,462.99
District	N/A	N/A	4,853.66	\$80,457
Percent Difference - School Site and District	N/A	N/A	10.4	10.6
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	-36.0	7.4

Note: Cells with N/A values do not require data.

Types of Services Funded

All Manteca schools receive equal allocations of general fund support for staffing, instructional materials and supplies, custodial needs, and other uses. Funding for support services such as

maintenance of buildings, grounds, utilities, and student transportation is budgeted on a district-wide, centralized basis and provided to each school based on their unique needs.

In addition to support from the general fund, each school in MUSD receives yearly allocations from various state and federal categorical programs.

LCFF 9: Expelled Youth (Conditions of Learning)

The purpose of this practice is to meet with stakeholders to determine alternatives for expelled students and how best to address learning gaps. Although East Union’s expulsion rate is extremely low and we continue to work to keep it so, there is a plan for expelled students to ensure that their learning is not interrupted. Students expelled from East Union are transferred to Manteca Day, the district’s continuation school. In the rare case that the student is also expelled from Manteca Day, they are referred to the County for their continuation program.

LCFF 10: Foster Youth (Conditions of Learning)

Foster youth program

East Union High School provides all the same services to foster and transient youth as the rest of the student body with some additional options for support. An Intake Meeting is held within 30 days of enrollment and whenever possible with Guardian, Ed Rights Holder, and Social Worker to ensure that the students’ needs are met. The students in this program are also invited to the San Joaquin County Office of Education High School Youth Field Trips.

Academic counseling and social and emotional services are provided to foster students in addition to career awareness, career presentation, internships, and job opportunities. All foster youth are assigned to the same counselor, who coordinates all of their classes and specialized services. The program coordinator meets with seniors to ensure they have properly completed and submitted their FAFSA’s and applied for the Chaffee and May Graham Foundation Scholarship available to them. Furthermore, the program coordinator follows-up with them to make sure they continue to have a safe place to live, after high school.

II: Significant Changes and Developments

COVID-19

Since the last WASC visit, the most significant and impactful development that has occurred is the COVID-19 pandemic. It caused delays in the implementation of some measures necessary

to make progress with our critical learner needs, halted some altogether, and created immediate needs that took precedence over ongoing projects. The changes that occurred in school climate and culture, curriculum, and the overall schedule have repercussions that will likely be felt by students and staff for years after the pandemic has ended. Initial delays to act with a cohesive plan, caused many of the necessary changes and adjustments to be reactive rather than proactive. East Union was more than ready for the challenge and the dedicated faculty and staff stepped-up in extraordinary ways, often completely changing plans and instruction with very little notice or guidance.

On March 13, MUSD announced a decision to dismiss school beginning after its scheduled spring break, during which time custodial and grounds staff implemented enhanced sanitation procedures. On March 17, the California Department of Education (CDE) released new COVID-19 guidance for K-12 schools. Shelter in place orders were issued in California, except for those who were considered essential workers/services. Great concern over children and food insecurity was answered with "Grab and Go" meal service at nearly every district school location. Individual student devices were sent home with students to launch home learning in the spring. After informing parents of the suspension of on-campus schooling, the home-learning supports website was shared with the public. On March 26, an emergency meeting of the Board of Trustees was held where it was unanimously approved to transition students to a distance learning model through May 15, 2020. While San Joaquin County was rather low in percentage of positive cases, hospitalizations, and COVID-related deaths early in the record-keeping, numbers and cases continued to rise per the official counts published by the state. Starting April 2020, the school district leadership implemented distance learning due to COVID-19. At the time, staff was given two weeks to completely change instruction, assessment, and implementation of curriculum on a platform many had never used before and most were untrained in. This is where, we believe the resilience and dedication of our staff shone. Educators focused on the needs of their students and collaborated to make sure students had "classrooms" to return to and instruction that would continue their previous course but also consider their new unique needs and challenges. It was not an easy transition and issues with access to Internet and technology, as well as other logistical complications, compounded by the social-emotional turmoil of students, staff, and the community stretched the faculty and staff thin. However, staff stepped up to the challenge, many of the more tech savvy on campus volunteered their already limited time to provide guidance and support through tutorials, videos, and workshops. Collaborative groups were formed on teams where

staff members could voice issues and concerns and work together to find solutions that were beneficial to all. It is often said that it takes a crisis to see what people are made of and what their priorities really are. It is clear that this crisis highlighted the dedication of our staff and their ability to unify and grow for the sake of our students.

In the summer months, the school district continued to plan for the upcoming year with the notion that the worst of the pandemic would be over by the fall term and made no mitigation plan for a prolonged distance learning experience. Until the Governor declared that schools in specific tiers would be required to return in a fully online capacity, it was the school board's decision that students and staff would return to school 100% onsite, with little to no mitigations for the spread of the virus. Classes were to be full, and masks would not be required. There was backlash from the community, especially teachers who were concerned for their well-being and that of their students and families.

After a decision on July 14th, 2020 by the Board of Trustees to follow the San Joaquin County Office of Education decision recommending distance learning for the start of the 2020-2021 school year, Nutrition Services continued to provide meal service to students in all regions of the district, but transportation for all but special education students was eliminated. As the framework for reopening in person learning in California was released, MUSD continued to make adjustments to its Return to School plan, offering, as one of its education options, a 100% online academy. Manteca Unified School District's plan for returning to school attempts to balance the academic programming, current allowable health conditions, safety, socio-emotional well-being, childcare, and resources available within the guidelines and recommendations issued, while acknowledging the uncertainty and fear associated with any efforts to start the 2020-21 school year.

Despite hopes to the contrary, EUHS started the 2020-21 school year in full distance learning mode. This continued through October of 2020, when the district shifted to Phase 1.5 of their COVID mitigation plan and moved to a hybrid learning model. It provided a tiered return to the classroom based on grade levels and student names. Some were still able to attend school fully online, at this time. However, starting January of 2021 all students were required to shift to the hybrid model, opt for Independent Study, or transfer to the online academy. The hybrid model calls for students to attend school 2 days a week, on alternating days, with Wednesdays being fully online. This has proved challenging, as there are limited transportation options for students. It caused a decrease in the enrollment at EUHS this year. The pandemic stretched

students, families, staff, and the community to economic, social, and emotional limits. The uncertainty of when school would begin, how long we would have online learning, and how to handle issues of student access to reliable Internet led tensions to run high amongst teachers and students. During the initial spring 2020 online learning experience, lack of personal interaction, a fluctuating schedule, technology issues, and problems at home led to a sharp decline in student participation and engagement. Faculty was hard-pressed to get students to complete assignments in a timely manner or even to be present during class time. Adjustments to scheduling and attendance policies resolved some of these issues for the fall but student engagement and attendance continue to be a concern. Communication between the district, administration, and staff was complicated and often delayed instructions or expectations. In the spring, when it became clear that we would not be returning to in-person instruction for the remainder of the school year, MUSD moved quickly to provide students and teachers with the necessary guidance and resources. However, there is no doubt that learning loss occurred, and we will not know the full extent of that for some time. Again, East Union faculty worked diligently throughout all this uncertainty to provide students with the safest, most consistent, and supportive environment possible. We consistently reviewed state standards and tried to ensure that the depth and breadth necessary is given to them however, absolute adherence is difficult in this time and some standards are regrettably left behind as we focus on reteaching and recapturing learning loss.

Schedule Changes

To meet the challenges of the pandemic, it was necessary to make changes to the overall schedule. Previously, our schedule consisted of 4, 90 minutes classes a day. The school day began at 7:26 am and school let out at 2:33. Class start time was pushed back to 9:00 am to provide teachers a 45-minute prep period in the morning. This prep period was included so teachers could prepare their lessons and ensure technology was working appropriately as needed. Furthermore, passing periods were extended to 10-minutes to assist teachers in transitioning from classes online and still address the needs of students in between classes. This time was later necessary for teachers to clean desks and surfaces in-between classes during hybrid learning. Class time was reduced from 90-minutes to 70-minutes so that a 40-minute support period could be added at the end of the day to provide students with additional support and services to mitigate learning loss and handle social-emotional problems as they occur. However, this time period was not effectively managed or rolled and was eventually

negotiated out by the Union. The support period is currently voluntary and only used sparingly. The deduction of 20-minutes of class time, coupled with the added time necessary for transitions and instruction in an online setting have significantly decreased instructional time, which we feel is essential to promote student success. It is anticipated that these schedule changes are temporary and that the usual block scheduling will return for the 2021-22 school year. However, this is not certain as we wait for the CDC, state health department, and government to provide feedback as to how schools will move forward.

Administrative Changes

In the past 3 years, East Union has experienced a staff change in the position of Vice Principal 3 times. This turnover made it difficult to make consistent changes regarding discipline and has delayed some of the PBIS program progress. For the 2020-21 school EU hired, Tarsha Taylor-Godfrey, as the new Vice Principal, from within the EU family. As a former EU classroom teacher, she is familiar with the student body and its unique needs. She is the former ELD coordinator for the school and as such is uniquely positioned to help make progress with the critical needs of this population and their academic success. She has been a member of the PBIS committee since its inception and can now able easily transition into helping facilitate the program still being created. In addition to being charged with discipline she is the coordinator for COVID mitigation on campus. This gives the faculty, staff, and students a place they can go to voice their safety and compliance concerns and a centralized authority to meet the unique challenges of this pandemic and the needs of the school in the complex hybrid learning model. With this position now in stable hands, we will be able to phase in the PBIS curriculum with the coming school year and work on further decreasing suspension and expulsion rates by increasing student engagement and positive reinforcement.

Facilities Changes

In 2014, Manteca passed Measure G to assist with renovating and upgrading facilities in the district. Measure G authorized the district to increase its debt by \$159 million through issuing general obligation bonds in that amount. It also authorized the district to levy additional property taxes to repay these bonds. The passage of the measure allowed for MUSD to prepare its Facilities Plan which laid out the necessary updates to be completed by 2024. In that time, Phase I of the plan has been completed and Phase II is in progress. However, much of the repairs, especially to the aging East Union campus were still unfunded. The East Union Agriculture Department applied for and was awarded the CTE Facilities Grant. This grant has

allowed the Agriculture Department to update and modify two existing buildings including three classrooms, the woodshop, and two student restrooms. In addition, it allowed us to build a new facility which includes two classrooms, two restrooms, and an agriculture mechanics shop. This grant has been instrumental in the upgrade of the fire alarm system at East Union as well as bringing a section of the East Union campus up to date on current DSA and code requirements. The age and condition of the buildings continues to be an issue. As recently as, January of 2021 the administrative offices and library complex suffered severe damage causing those offices to be temporarily moved to the attendance building and the librarian and DST's to share a space within a portable building. Students no longer have access to the library. The repairs for that are currently underway and expected to be completed over the summer. The foreign language wing of the school also needed major repairs and is currently being rebuilt. This has caused 8 of our classrooms to be out of commission and several of the foreign language teachers to take up temporary classroom space at the neighboring Neil Hafley campus. Our students have to walk to the Elementary School to attend these classes. In late 2020, the construction of a perimeter fence was started. This should provide a safer environment for students and staff and decrease instances of vandalism after hours. In November 2020, Measure A, another \$260 million dollar bond was approved by voters, after being denied in March. These funds are to be dedicated, mostly, to address the major

CONSTRUCTION IN PROGRESS

Nile Garden Elementary



- \$7 million Measure G Funds
- Convert Current Cafeteria into Office
- New Multi-Purpose Room
- New Kindergarten Classroom Building
- Safety, and Modernization Projects
- Asphalt, Fire Alarm, and Paging System Replacement

East Union High School



- \$13.1 million Measure G Funds
- Improved Drop-Off and Parking Lot
- Construction of Agriculture Shop and Classroom Building
- Renovation of Existing Classrooms
- New Fire Alarm, and Paging System

Manteca High School



- \$15 million Measure G Funds
- Extensive Fencing Upgrades
- New Large Gymnasium, Softball Field, Swimming Pool and Classroom Building
- Safety, and Modernization Projects
- New Fire Alarm, and Paging System
- Restrooms and Theater Modernization

deficiencies at Manteca and East Union High School, the 2 oldest campuses in the district. As the repairs, updates, and improvements continue to be made, we are confident that it will improve campus culture and increase pride in the school. The complete 2014 Facilities Plan is available online as well as in the appendices of this document.

Personnel Changes

In addition to changes related to curriculum, instruction, and classroom logistics the COVID-19 pandemic also caused a plethora of changes to the East Union faculty. Because delayed response to the pandemic and plans to return to fully onsite instruction without mitigation, several staff members requested transfers to the Online Academy or opted for early retirement rather than return to onsite instruction and potentially endanger themselves and their families. Several veteran teachers, who spent decades at both East Union and MUSD were replaced with faculty both new to MUSD and East Union. Further, the district provided incentives for early retirement that encouraged 2 more teachers to retire in December of 2020. These changes caused the most disruption in the science department. The department was short a teacher and all of the faculty had to teach an additional period, meaning they did not have a prep period. The loss also created some curricular changes as we were no longer able to offer AP Biology and AP Chemistry. The faculty changes also required the cancellation of AP Economics and AP Psychology for the 2020-21 school year. We are currently working to ensure that all these classes receive qualified faculty and are approved for the 2021-22 school year. We have also experienced high turnover of custodial and grounds staff this year.

III: Engagement of Stakeholders in Ongoing School Improvement

The current three-year Action Plan was developed with the participation of all faculty and staff. It incorporated recommendations outlined by the WASC Visiting Committee in their report dated March 21, 2018. The process starts with the administration and the WASC Leadership Team. This team meets bi-monthly and is comprised of a classroom teacher as the WASC Coordinator, the school psychologist, the head of the VAPA department, the head of the Special Ed department, 2 classroom teachers, and 2 administrators. The WASC Leadership Team reviews and compiles revisions, staff input, and stakeholder feedback and presents these revisions to the staff during WASC Focus Group meetings. Once approved by the staff, the plan is presented to the School Site Council for community feedback.

Implementation of the Action Plan is coordinated through the administration and the progress is monitored by the WASC Leadership Team. Five focus groups are responsible for assisting in data collection and analysis as well as ensuring that the work outlined in the Action Plan is done. The focus groups are led by members of the WASC Leadership Team and consist of a mixture of faculty and staff working together. The five focus groups were reorganized and

renamed prior to the 2018 full WASC visit to align with the WASC criteria as follows:

Organization, Instruction, Curriculum, Assessment, and Culture. The cadres are reorganized yearly to best meet the needs of the Action Plan and the faculty/staff. At beginning of each year, all faculty and staff indicate their preferences for focus group participation and then the administration assigns a cross-section of support staff including campus monitors, custodians and grounds keepers, instructional aides, office staff, and paraprofessionals to even out the groups. The focus groups meet two or three times a term during Wednesday Late Start meetings. The meeting dates are determined by the Late Start Wednesday committee and alternate between focus group and home group meetings. WASC home groups, consist of the academic departments and further assist in implementing the action plan. The WASC focus groups, home groups, and leadership team assist the WASC Coordinator with data collection, survey design, data analysis, and collaboration with staff and stakeholders. A new WASC Coordinator was selected in the 2019-20 school year.

There was engagement of all stakeholder representatives from the School Site Council, ELAC parent group, WASC leadership team, and WASC focus and home groups during the implementation of the Action Plan. Data, evidence, and reporting collected over the past three years is reviewed and analyzed in both focus and home groups and then the feedback data from these meetings is collected by the WASC Coordinator and incorporated into the progress report.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

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

Rationale: By creating common formative and summative assessments teachers can have meaningful dialogue about student data that will better inform students, teachers, and parents about student progress in meeting the schools' goals and common core standards.

Additionally, it will facilitate opportunities to more effectively evaluate schoolwide programs and instruction to ensure that the school can better meet students' needs by analyzing data to inform instruction and drive best practices.

Progress: In 2018, MUSD created district-wide assessments for ELA, math, and science. The goal for MUSD was to have district-wide quarterly benchmarks that were the same for every

school. At East Union we felt that the best results and most useful data would come not from district-wide assessments but through department created formative and summative assessments. During 2018 ELA and math administered the district-wide finals, in addition to their own teacher created assessments. Then we began the process of working in departments to create relevant formative and summative assessments to be administered to all our students in ELA and math. Social sciences was in the process of textbook adoption and adapting curriculum for the new social sciences standards and the science department was waiting for the NGSS standards to begin the process of restructuring curriculum. Staff and administration agreed to move forward with planning common assessments for ELA and math first and then cycle in social sciences and science as their curriculum was updated and they could better inform their assessment needs. In the middle of this process, COVID-19 hit. The district decided to halt the district-wide exams, due to concerns over security and relevancy and the departments paused their planning to quickly pivot to address the new curricular needs of online and hybrid learning. Recently, the district instituted MAP testing, which is being rolled out progressively and began with 9th grade English and math students, as well as all EL students, in Fall 2020. Professional development is being offered for MAP testing and most staff in the English and math departments have attended at least one training. As more students are tested, and this data is used to better differentiate and plan targeted instruction, the MAP tests will be utilized as part of the common assessments. Implementation is too new and insufficient data is currently available. Our revised goal is to have site-wide common assessments in ELA, math, and social sciences designed by the spring of 2022 for implementation in the 2022-23 school year. The social science department was in the early stages of developing essential standards in government and economics in addition to adopting the new state standards. They were creating pacing guides for all classes to then begin working on creating school wide subject benchmarks. The science department is adopting their new text in 2021 and needs to become more familiar with the text and NGSS standards before developing their assessments, therefore they should have their common assessments ready by fall of 2022. The World Languages department has common assessments in place for midterms and finals and analyze this data to inform instruction. The visual and performing arts department (VAPA) is currently working with the district to create district-wide PLC's, they hope this collaboration will yield district wide assessments that accurately assess students based on the specialized needs of the arts programs. The timeline is dependent on the progress of the pandemic and the logistics of instruction in the coming year.

Professional development for creation, implementation, and analysis of data has also been put on hold as most of the PD provided by the district has focused on best practices to handle the unique needs of the pandemic. MUSD hired a new Director of Professional Learning to specifically address the PD needs of faculty and staff to implement the various online learning tools necessary for our current hybrid model. All of the professional development, as of late, has been pushed out and focused on the district mandates. This has provided significantly more development opportunities through the district that the staff has eagerly taken advantage of. Much of the training is paid, which has helped to increase participation. The Office of Professional Learning sends out weekly emails with all the training opportunities available that week and outlines which ones are paid separately, and which ones are funded under the MOU with the MEA, which pays for a total of 4 hours of professional development for the year. Additionally, they have updated and streamlined their webpage so that PD opportunities are easier to find and access. So far, for the 2020-21 school year, over 950 staff members in MUSD have participated in an average of 35.5 hours of professional development. The staff at East Union has taken advantage of the expanded development and has completed 1,557.25 hours of trainings, as a staff. MUSD also put forth next steps for 2021-22 that includes: Identifying essential standards to address in training, enhance PLC training offerings, development of Tier 1 instructional methods, establish a district-wide system of support to remove barriers to learning, and address learning loss (Department of Professional Learning Update is available in the Appendix). Onsite PD in recent years was focused on progressing on Goal 2 of our Action Plan and redeveloping the SLO's and school vision. Current PD has been on hold because of the nature of the implementation, most courses and workshops have been moved to online platforms but continue to be costly therefore, it is being postponed until more effective and relevant onsite trainings resume. The staff has stepped up greatly in this arena, seeking out their own opportunities for growth and development through free or low-cost online options that are geared towards their specific needs. Additionally, East Union staff has done an excellent job with onsite training through Teams. Staff members have created streaming channels, Teams channels, and specific resources to share and collaborate best practices and push out demo videos related to online and hybrid learning.

Due to COVID-19 and the suspension of state and district testing, there is currently little data to analyze. Prior to COVID administration analyzed available data and made changes to instructional programs, especially the EL program, as needed to better address student needs. However, data on the efficacy of these programs will take some time collect and it will be

difficult to determine whether the data reflects the changes made to programming or the learning loss and issues related to COVID-19. Analysis of current MAP results are teacher-led and completed in departments. In the coming year, we will be able to use this data to reinforce instructional practices, differentiate in a more targeted fashion, and place students in classes more appropriately.

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 to the school.

Rationale: Staff, administration, faculty, and students have observed that there is a need for more communication and dialogue schoolwide to unify the goals, vision, and plans to create a shared direction for the school for all stakeholders. By having all stakeholders involved and engaged EUHS can better serve the needs of its students. Additionally, the Schoolwide Learner Outcomes had not been systematically reviewed and readdressed in some time but have been recently updated to meet the changing needs of our student body and the world at large.

Progress: Administration and staff have made strides in more effectively communicating with stakeholders about the school, its programs, and priorities for student learning. The pandemic made certain practices impossible to continue, such as onsite Open House and 8th grade parent night. However, the staff was quick to adapt and able to offer these opportunities for parents through Zoom and Teams. This new platform offers flexibility for working families and also provides recordings of all meetings that can be viewed, even if stakeholders are unable to attend. The recent 8th grade parent night had a high-attendance, and it is our intention to continue to offer these meetings through Zoom or Teams, even when the pandemic has normalized and these activities can be held in-person. We expect that it will increase participation in ELAC and School Site Council as well.

Since the last visit, we have made excellent strides in increasing ELAC stakeholder participation. We currently have an extremely active ELAC group that meets every month. In 2018, the Vice Principal took over the ELAC outreach. Coming from a background in migrant education, she had forged deep relationships with the Latinx community and when she took over community participation increased. She initiated robust dialogue and input from our Hispanic families and allowed the stakeholders to set the agenda for the meetings and express their needs freely. Feedback from these meetings is what led to the increase in ELD classes

and other changes to address the needs of our most populous stakeholders. This cooperation set the tone for future meetings and has carried forward, despite the change in administration. Even as we moved our meetings to Zoom, they are still highly attended and interactive.

School Site Council meets 3 times a year. The agenda for these meetings is set and led by the administration. These meetings are increasing in attendance, especially since the outset of the pandemic and the need for parents and community to be updated on mitigation, school activities, and instructional changes. Additionally, NTI messages are sent regularly via phone and email to consistently keep students and parents updated. East Union has an active social media presence where students and parents can not only receive the most up-to-date information but can also reach out to faculty and staff with concerns and issues. In the last year, one of the faculty has stepped up to become the webmaster for our website and did an overhaul of the site making it easier to navigate. The website is updated regularly and has the most up-to-date program information available. The district recently pushed out Smore, a newsletter creation platform. In just the last week, our webmaster was invited to join this site and it is anticipated that he, in coordination with administration, counselors, the athletic director, the activities director, and the WASC committee, will begin putting out a weekly newsletter to parents and community within in the next few weeks. This will also allow us to push out a regular needs assessment to get feedback from parents on their concerns and needs. We want to better understand how to support them and their families and provide them a place they can easily access to make their voices heard. We still need to work on updating our communication database to ensure that we are reaching as many people as possible. Our database currently has outdated or incorrect contact information for about 10% of our parents. We want to make sure that we are able to reach 100% of our stakeholders with our efforts.

The pandemic has decreased opportunities for parents to become involved on campus but increased attendance in ELAC and School Site Council show a desire for further communication and involvement. Recently, the new Vice Principal created a Parent Tea, an informal meeting time where parents can discuss what is happening in school and participate in school events as allowed. The event is to occur monthly and should significantly increase opportunities for parent and community involvement.

Although, sports have been on hold since 2020, our boosters are still active and involved in their respective programs.

One of our goals was to administer an annual survey to stakeholders and increase participation in this survey yearly. Since setting that goal, we worked on creating a school climate survey that would be administered to students, faculty, and staff. The survey was finalized in early 2021 with the feedback of the WASC focus and home groups. As the survey was created and being prepared for distribution the district pushed out its own school climate survey. In light of this, administration felt it would be best to hold off on our survey so as not to confuse stakeholders and ensure maximum participation. Furthermore, there is some concern that the results of the survey, at this time, may not be reliable due to the current circumstances involving the pandemic. It would be difficult for us to differentiate concerns over programming and culture from frustration with the district decisions for COVID mitigation and the pandemic as a whole.

In 2019, the administration moved ahead on plans to revisit and workshop the school vision, mission, and SLO's to reflect the needs of students and staff. This began with dedicating the PD days at the beginning of the school year to developing culture through "The World's Greatest High School" training provided by Richard Parkhouse. The goal is to create a culture of significance where everyone matters. As a staff we were asked to reflect on our culture, what it is we do, how we are creating significant moments for all students, and what makes us a special place. Through these interactions we worked on a shared vision for the school based on the idea that we are THE WORLD'S GREATEST HIGH SCHOOL. This shared vision was demonstrated through the acronym LEAD, which has been a part of the school motto since the inception of the school. In the year following this training, we continued to work on updating the vision and created workgroups based on each letter of the acronym: Loyalty, Empathy, Accountability, and Determination. These groups met several times throughout the year to refine the expectations related to each of these concepts. The goal is to have a vision with actionable expectations that can be folded into the curriculum and explicitly taught through lessons prepared by the PBIS committee. A school leadership team was created and dubbed The World's Greatest High School Team. This team worked in conjunction with the Stanislaus County Office of Education, Building Capacity for Continuous Improvement program. The program provided training and guidance to analyze data, surveys, and staff feedback in order to create a more cohesive and engaged school culture. This team worked with the WASC focus and home groups to workshop the SLO's, which were finalized and implemented in fall of 2020. Additionally, it helped integrate the work the LEAD teams completed on the vision and created a new school logo and began plans for the rebranding of the school vision.

Work on this was halted in Spring of 2020 as the pandemic hit and priorities had to be quickly shifted. However, we completed reworking the vision and rewriting the SLO's and the next steps revolve around rebranding and implementation. The new vision and SLO's were presented to the School Site Council in October of 2020. The new vision and SLO's are presented in this report of on pages 18-19.

Goal 3: Improve instructional strategies in order to increase student achievement and better engage students as learners in a technology-based society. Facilitate student use of technology to broaden their technological literacy.

Rationale: Focus groups have noted that there have been major changes in standards and curriculum over the last several years and that modification of instructional techniques to better utilize the block scheduling, best practices, and technology can maximize engagement for students.

Progress: Much of the progress for this goal moved ahead due to the nature of current instructional needs. The rapid shift to distance learning on Teams increased the use of technology overnight and staff quickly adapted and, oftentimes, trained themselves on working in these new modalities. It led to a reliance on technology that some believe contributed to a decrease in student engagement. We are currently overwhelmingly reliant on technology for instruction which can cause some classes to become less personal and collaborative. Although, many teachers have been able to find the right balance in their classes and students have been able to thrive. This reliance on technology has presented some challenges because there are only two DST's to service all faculty, staff, and students. Students' inability to create their own tech tickets can be time consuming and may lead to students being left without the technology needed to access classes and necessary materials. The filters on student laptops are also sensitive and oftentimes block websites for materials on district-approved websites or online texts. These delays can lead to access related issues and delays in class. Although, teachers have become adept at finding alternate materials or means for students to access these sites and the additional prep time makes it possible to plan for these issues. The WiFi on campus can be slow or erratic which causes students and faculty to disconnect from classes and wait for lag, these issues can unintentionally reduce class time. The district has made adjustments to WiFi bandwidth and service across all campuses but the demand on the WiFi can be unpredictable. In the face of these various challenges, the school staff was able to train, assist each other, and rapidly adapt to the needs of students through hard work and

determination. It has demonstrated the strength and dedication of our staff and the lengths they will go to, to put the well-being and needs of their students first. This time has also made us critically examine the role of technology in the classroom, it is a useful tool that should be used strategically and in conjunction with research based pedagogical strategies that do not always rely on technology.

Prior to 2019, the district was focused on all departments creating RCD units and provided training and pull-out work time for departments to create them and prepare plans for district-wide implementation. In 2017, the English department spent a full pull-out day analyzing data, reviewing the common core standards, and planning RCD units for articulation. Then the district introduced StudySync, which includes its own RCD units, assessments, and planning and the RCD units were replaced by the StudySync units. Mathematics was not instructed by the district to create RCD units; they adopted the Big Ideas Math (BIM) online curriculum which is already designed to follow common core standards and articulated in units which build on each other. The district has since moved away from a focus on the use of RCD units, since the pandemic necessitated a shift in focus, for the time being.

East Union began the school year with a two-day training on adapting the common core to online learning modalities. Since then, most in-house training has been voluntary and at the personal discretion of faculty and staff. The district has provided more training, focused mainly on distance learning, hybrid instruction, flipped classrooms, and Microsoft tools. Trainings in PLC structures and best practices for data usage and analysis have been put on hold, due to the pandemic and the lack of current data to review. Departments review grades and discuss observational data on student engagement and performance and work together to improve instruction but there is currently no school-wide comprehensive way of analyzing what little data we do have. The implementation of MAP testing has provided some guidance for the ELA and math departments, but staff is still attending training on implementation and analysis of MAP data. The tests are too new to have historical data to analyze. It is our intention to continue to work on this goal in the coming years.

Questions to be examined

Through discussions and feedback during this mid-cycle process several questions were continually asked and should continue to be addressed moving forward.

1. What are the implications of the pandemic on student learning and motivation?
2. How do we address learning loss and gaps in the coming years?

3. How can we continue to integrate technology without letting it overwhelm the classroom, post pandemic?
4. How can we better serve our English Learners to ensure they are meeting A-G requirements and making academic progress?
5. How can we communicate better as a staff and create a more unified culture?
6. How do we increase diversity in our curriculum?
7. How can we increase parent involvement?

V: Schoolwide Action Plan/SPSA Refinements

Goal 1: Create schoolwide department common formative and summative common assessments, in order to improve student achievement.

Rationale: By creating common formative and summative assessments teachers can have meaningful dialogue about student data that will better inform students, teachers, and parents about student progress in the meeting the schools’ goals and common core standards. Additionally, it will facilitate opportunities to more effectively evaluate schoolwide programs and instruction to ensure that the school can better meet students’ needs by analyzing this data to inform instruction and drive best practices.

Schoolwide Learner Outcomes Addressed (SLO’s) addressed:

- Common Core Proficiency: Students at East Union will demonstrate proficiency in the Common Core standards and college/career readiness.
- Technology: Students at East Union will incorporate and utilize technology appropriately.
- Communication: Students at East Union will select appropriate modes of communication to convey ideas, knowledge, or skills.

Task	Assessment /Monitoring	Personnel Responsible	Resources	Timeline*
1.1 Meet with department Chairs, administration, and departments.	Create common quarterly summative assessments for all non-singleton classes Monitoring Data analysis Classroom observations District-wide Data	Departments by course Administration	Late Start PD days	Spring to Fall 2022

	<p>Create common quarterly embedded formative assessments for all non-singleton classes</p> <p>Monitoring Administration Department Chairs</p>			Spring to Fall 2022
<p>1.2 Ongoing professional development for faculty on assessment on Illuminate / MAP.</p>	<p>Provide teachers the tools to fully utilize data to evaluate and inform instruction.</p> <p>Monitoring District-wide data Teacher self-reporting</p>	<p>Administration Department Chairs Faculty</p>	<p>PD Days Illuminate website NWEA/MAP website MUSD Tech Center MUSD Training courses Late Start</p>	ongoing
<p>1.3 Analyze, aggregate, and disaggregated data.</p>	<p>Teachers examine data to evaluate and modify instruction.</p> <p>Monitoring Data analysis Classroom observations District-wide data</p>	<p>Departments and Focus Groups</p>	<p>Late Start PD Days</p>	Ongoing

*timelines dependent on COVID-19 mitigation requirements

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 to the school.

Rationale: Staff, administration, faculty, and students have observed that there is a need for more communication and dialogue schoolwide to unify the goals, vision, and plans to create a shared direction for the school for all stakeholders. By having all stakeholders involved and engaged EUHS can better serve the needs of its students.

Schoolwide Learner Outcomes Addressed (SLO's) addressed:

- Self-Management: Students at East Union will be punctual, productive, prepared, plan for the future, and accept responsibility.
- Technology: Students at East Union will incorporate and utilize technology appropriately.
- Communication: Students at East Union will select appropriate modes of communication to convey ideas, knowledge, or skills.

- Problem Solving: Students at East Union will demonstrate proficiency in troubleshooting and addressing challenges.

Task	Assessment	Personnel Responsible	Resources	Timeline*
2.1 Gather increased feedback from all stakeholders about the school and its effectiveness in meeting student learning needs.	<p>Create new student/staff/parent surveys aligned with SLO's and Mission/Vision statements</p> <p>Monitoring Data analysis Collaborative plan for implementation</p>	Admin Leadership Team	Survey Thought Exchange	Fall 2021
2.2 Define priorities and goals for the following three years based on stakeholder feedback	<p>Annual survey administration with response rates of 90% staff, 80% students, and 50% parents, with parents' percentage growing by 10% annually for the next three years.</p> <p>Monitoring Surveys Data analysis Collaborative plan for implementation</p>	<p>Administration Leadership Team Focus Groups</p> <p>Participants: Faculty Staff Students Parents</p>		Fall 2021/ Spring 2022
2.3 Administration and staff collaborate on implementation of identified school priorities	<p>Reinitiate World's Greatest High School Leadership team Create timeline and prioritized implementation plan.</p> <p>Monitoring Surveys WGH Minutes Collaborative Plan for implementation</p>	Administration Leadership Team Department Chairs Faculty	Late Start WASC Focus Group meetings Department PLC's	Fall 2021
2.4 Create weekly newsletter for increased stakeholder communication	<p>Use Smore to push out weekly newsletter and needs assessment to parents and community</p> <p>Monitoring Self-monitoring Parent / Student feedback</p>	Administration Webmaster Leadership Team Chairs Faculty	Late Start Leadership Team Meetings Department Chair meetings WGH meetings	Fall 2021 Ongoing

<p>2.5 Increase stakeholder attendance and buy-in for School site council, ELAC, and Parent Tea</p>	<p>Create more opportunities for attendance by having online and onsite meeting</p> <p>Update communication database to ensure contact information is always up to date</p> <p>Monitoring Self-monitoring Attendance at meetings Parent/Student feedback</p>	<p>Administration Webmaster Leadership Teams</p>	<p>Leadership Team Meetings Late Start WGH Meetings</p>	<p>Spring 2022 Ongoing</p>
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*timelines dependent on COVID-19 mitigation requirements

Goal 3: Improve instructional strategies in order to increase student achievement, and better engage students as learners in a technology-based society. Implement PLC strategies for increased collaboration regarding best practices. Analyze data to inform instruction and increase student achievement across the board, with a focus on the EL population.

Rationale: Focus groups have noted that there have been major changes in standards and curriculum over the last several years and that modification of instructional techniques to better utilize the block scheduling, best practices, and technology can maximize engagement for students.

Schoolwide Learner Outcomes Addressed (SLO's) addressed:

- Common Core Proficiency: Students at East Union will demonstrate proficiency in the Common Core standards and college/career readiness
- Technology: Students at East Union will incorporate and utilize technology appropriately.

Task	Assessment	Personnel Responsible	Resources	Timeline*
<p>3.1 Identify new research-based instructional techniques and delivery that aligns with the common core</p>	<p>Identify modern, research-based, technology focused techniques</p> <p>Monitoring Classroom observations Student surveys PLC minutes Assessment data</p>	<p>Administration Leadership Team Department Chairs PLC's Faculty</p>	<p>Professional Development Late Start PD materials Online resources Parent/Student Feedback Assessment Data Teams Channels MUSD Office of Professional Learning</p>	<p>Fall 2021</p>

<p>3.2 Evaluate efficacy of new instructional modes for performance and engagement and modify as appropriate.</p>	<p>Evaluate new techniques in PLC's to determine impact on student learning</p> <p>Monitoring Classroom observations PLC Minutes Common Assessment data</p>		<p>Student Surveys Assessment Data</p>	<p>Fall 2021/ Spring 2020</p>
<p>3.3 Increase achievement and progress for EL's and long-term English Learners</p>	<p>Evaluate MAP, ELPAC, and common assessment data to determine needs of EL students and plan differentiation and instruction accordingly.</p> <p>Review performance in ELD specific courses to determine efficacy.</p> <p>Mentor and monitor EL community and incorporate stakeholder feedback into practices</p> <p>Monitoring Classroom Observations Surveys ELAC minutes PLC Minutes Assessment Data Student feedback</p>		<p>ELPAC Meetings Student Feedback Bilingual Para's NWEA MAP website</p>	<p>Ongoing Data Evaluation Fall 2021</p>
<p>3.4 Provide and participate in professional development in research-based instructional techniques and technology integration.</p>	<p>Provide onsite and access to off-site PD on instructional strategies, data analysis, PLC's, and best practices for technology use in the classroom</p> <p>Monitoring Department Meeting minutes Staff self-reporting Professional development participation certificates/forms</p>		<p>MUSD Office of Professional Learning Microsoft Office Education Website Teams Channels</p>	<p>Ongoing</p>

*timelines dependent on COVID-19 mitigation requirements