



Manteca Unified School District Strategic Plan

2023-2024

Vision Statement

Every student works to achieve grade level standards, feels safe and is supported to realize individual success.

Mission Statement

Through smart actions and decisions, MUSD will work together using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security and climate.

East Union High School
39685933932001

Manteca Unified School District
39685930000000

School Site Vision

We begin every day with the mission to be "The World's Greatest High School."

School Site Mission

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.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

East Union is committed to all students achieving at or above grade level state standards. Therefore, it is critical that we create this tool to best provide direction and utilization of researched-based instructional strategies and the M.U.S.D. adopted base curriculum along with student assessments, to identify student need and ensure data-based decision making and site focus toward the attainment of our site goal. Parents will be included in the educational process through teacher contacts, counselor meetings, administrative communication and grade level evening programs.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The administrative team has reviewed, shared and received input and LCAP approval based on our California dashboard data with members of the teaching staff, Student Leadership, School Site Council, and Parent ELAC group along with the MUSD district office in the annual planning process.

School Site Council meets once a month while ELAC meets multiple times throughout the year. Each council reviews the Strategic Plan and provides input to future decisions regarding instructional strategies,

budget, and school activities. The council is composed of members from the community, teaching staff, support staff, site administration, and students.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource inequities exist in the area of our English Language Learner students and SED students are not achieving on the MAP Assessments nor the CAASPP exam at the level of other students. Funding for academic, behavior, and attendance supplements are justified based on needs assessment and achievement gaps.

School Site Description

EAST UNION HIGH SCHOOL

About Our School

East Union High School is built on 56 years of rich traditions and legendary school spirit. The East Union staff is committed to every student achieving academic success by utilizing standard-based instruction and support.

Lancers L.E.A.D. with the following core values:

- Loyalty
- Empathy
- Accountability
- Determination

School Description:

East Union High School is one of five comprehensive high schools in the MUSD. It is a four-year school with a student population of approximately 1,500. The small rural community of French Camp is within the attendance boundaries of East Union High School. Students who attend East Union come from six district feeder schools and two private schools from the surrounding Manteca, French Camp and Lathrop Communities. 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.

Students at East Union High are also encouraged to participate in athletics, community service, and extra-curricular activities. Students have the opportunity to participate in one of the 19 sports offered at East Union in addition to over 30 active student clubs. Leadership students create an undercurrent of positive school culture through ongoing activities and opportunities for students during the school day and after school. Student participation in school events is encouraged and monitored through the use of the Five-star app.

Manteca Unified School District strives to coordinate and communicate with the community including police, fire and other governmental agencies, news media, medical agencies, and other community organizations. Community agency programs include fire prevention, water safety, parks and recreation activities, the community gymnasium, bike safety, and our police School Resource Officers.

East Union 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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	64.40	87.16	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	0.10	0.22	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8.30	11.26	113.30	10.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	1.34	11.40	1.09	12115.80	4.41
Unknown	0.00	0.00	0.90	0.09	18854.30	6.86
Total Teaching Positions	73.90	100.00	1050.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						

Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.90	
Misassignments	7.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	8.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.90	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Beginning with the 2018-2019 school year and continuing through the 2021-2022 year, parents, teachers and students were surveyed with questions developed by Hanover Research with regard to safety, professional development needs, implementation of rigorous state standards, and meeting the needs of unduplicated, as well as underperforming, groups. Results were reported to all in the district LCAP and the California Dashboard. Historically, every other year, students in grades 5, 7, and 9 are administered the California Healthy Kids Survey. Results are reported out in the California Dashboard, and site level results are disaggregated and shared with school sites. Results are discussed in school site council and English Learner Advisory Committee meetings, leadership, and other stakeholder input meetings. Findings were used to inform the MUSD Local Control Accountability Plan (LCAP), school site strategic plans and further implementation needs. Individual sites may also utilize surveys.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrators, in accordance with the MEA Master Agreement, utilize classroom observation to evaluate teachers using the California Standards for the Teaching Profession.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

District-wide assessment and accountability systems monitor student academic performance and growth in learning. Over the previous school years, MUSD spent valuable time looking at and evaluating whether or not identified assessments were meaningful, measurable, and valid. With the onset of the pandemic in 2020, and the lack of state-mandated assessments, MUSD chose and implemented the NWEA MAP (Measures of Academic Progress) Growth assessment at targeted grade levels district-wide. The information gleaned from these on-going assessments was shared with parents at goal-setting conferences, and students, parents and teachers were able to discuss specific skills that each pupil was ready to learn, and his/her projected and actual growth toward state standards. Data were used to identify student need, determine areas of focus for professional learning, and choose appropriate interventions. Parents are provided results digitally via ParentConnect (the district's on-line portal for parents to access information about their student), on paper (if requested) and at teacher conferences. Throughout the year, the assessment of student achievement is a priority and requires continual support and monitoring of the collection, processing, analyses, and reporting of data. Students in grades 3-8 and in grade 11 take Smarter Balance Summative Assessments in English Language Arts (ELA) and Mathematics, except in the spring of 2020 and 2021 due to COVID-19. All English Language Learners are administered the English Language Proficiency Assessments for California annually, except in Spring of 2020 due to COVID-19 school closures. Moving forward, students in grades K-2 will be assessed using the reading fluency assessment, also through NWEA. In grades K-8, writing samples are maintained in student portfolios. In grades 3-8 students are given an on demand writing prompt each trimester, which is scored using a district-wide grade level rubric. Reading assessments include the Wonders platform aligned with California State Standards. Assessment results and other data are stored in a database which can produce reports and disaggregate data by filtering and sifting via individual subgroups or state standards. Other assessments may include performance based tasks aligned to the Common Core State Standards. Kindergarten students are assessed in Math using a system of ongoing assessments built into the curriculum which assesses students relative to specific grade level (CCSS). All of the aforementioned district proficiency data, along with academic grades, are recorded on each student's report card. The data from these report cards is collected electronically and is disaggregated by school and grade level for use by the school sites.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The site leadership team team comprised of the principal, assistant/vice-principal, and others meet regularly to evaluate benchmark and summative assessment data as well as observational and formative information. Team members then meet with specific grade level/grade span/department teachers to provide support in data analysis. The district supports an assessment evaluation program, which is designed to make decisions from the bottom up while supporting from the top down. Through the district-developed structure, school sites act as site level data teams. These teams identify areas of "cause", which affect student achievement. Further, the teams are trained in how to support the teachers at the site in developing, refining, and implementing a standards-based instructional program at the classroom level and modifying their instruction using data. Ongoing analyses continue at the site and classroom level to improve individual student achievement. The Executive Directors of Elementary and Secondary Education support this process by meeting with site teams quarterly. Programs are evaluated regularly and no less than annually for effectiveness.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Manteca Unified School District is committed to hiring and retaining highly qualified staff. 100% of classes were taught by fully credentialed, appropriately assigned staff, verified by the 2020-2021 SARC reports (the most current available). There were no identified misassignments of teachers of English Learners for 2019-2020 school year, which improved from the previous year where there were 4 misassigned teachers. Manteca Unified School District's Teacher Development Department utilizes the Induction program to support beginning teachers/interns and provide a clear credential pathway to preliminary credential holders.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

MUSD maintained its status in that 100% of students had standards-aligned curriculum, verified by the 2020-2021 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted core curricular programs and materials which are standards based in the subject areas of Reading/Language Arts, Math, Social Studies and Science. The textbook adoption for K-6 ELA/ELD is McGraw-Hill Wonders, while the adoption for reading/language arts in grades 7-12 is StudySync. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw Hill CALIFORNIA MATH COURSES 1-2 for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Scott Foresman for grades K-3, MacMillian/McGraw-Hill for grades 4-6, and Holt Rinehart and Winston Social Studies for grades 7 and 8. The adopted science materials are MacMillian/McGraw-Hill for grades K-6, and Glencoe McGraw-Hill for grades 6-8. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grade K-4 maintain access to their devices within their school setting. Students grades 5-12 are able to take their devices home in order to have 24/7 access. Wonders, StudySync, My Math and California Math Courses 1-2 have traditional and digital resources.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional Learning is the core element in creating a system in education that holds the student as the center piece of importance and allows the classroom teacher the opportunity to create lessons that are engaging and relevant to all students. Recognizing that professional learning must mirror desired outcomes in TK-12 classrooms, professional learning in Manteca Unified School District will have a multimodality approach including opportunities for on-line, face to face, site based, educator conferences, and coaching in order to meet the individual learning levels of teachers. Professional Learning in Manteca Unified School District will focus on district targets, with the focus of inclusive academic instruction in the 2021-2022 school year. A professional learning plan is in place to meet the needs of educators where they are, with a definite urgency to improve core instruction. Teacher Induction, formerly known as BTSA, will train those new to the profession on the state standards for the teaching profession and support classroom competency; base programs with instructional strategies designed to help students meet state standards will be taught and refined; supplemental programs will be utilized for those students who are not meeting, or most at risk of not meeting, the rigorous state standards; intervention by teams designed to look at the whole child and drill down to core deficiencies will occur, and funds will be employed in evidence-based actions which meet student needs.

Manteca Unified School District and the Department of Teaching and Learning is guided by meaningful and measurable data. The Department will coach, train, and support all educators with the necessary knowledge, skills, resources and tools needed to be effective in meeting the needs of all students so they can achieve mastery of grade level standards.

The Department of Teaching and Learning will also support teachers in the implementation of Manteca Unified School District's Cycle of Refinement. The department's Teachers on Special Assignment (TOSAs) will provide focused support to teachers in the design of standards-based lessons, guided by diagnostic, formative, and summative assessment data. Instructional Support Specialists will work with teachers at each elementary site to improve initial teaching and classroom-based supports and services. Student outcomes, primarily indicated by MAP growth assessment data, will determine the efficacy of the support.

In addition, the District provides three days of in-service to all teachers to promote highly qualified teaching strategies in the core content areas for all students, including English Learners and Special Education students. Data, such as state and district assessment results, formative assessments, teacher surveys, staff development day evaluations are analyzed to determine staff development needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Manteca Unified provides instructional assistance and ongoing support to all teachers of ELA/ELD, Mathematics, core classes, and intervention programs. Possible options for providing support include instructional support specialists and content experts, and teachers on special assignment who are knowledgeable about the adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. The Manteca Unified Department of Teaching and Learning offers more than 200 trainings a year after school, and provides small group and one-on-one support as needed or requested. Three district-wide staff development days this year will focus on helping students meet district targets.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Manteca Unified facilitates and supports structured collaboration meetings in order for all teachers of ELA/ELD and Mathematics, including strategic and intensive intervention, special education, and ELD teachers to analyze, discuss and utilize the results of the local assessments to guide student placement, instructional planning and delivery, and progress monitoring in the instructional programs used at the school. The district and site provide release days during the school year for development and collaboration. Teachers meet in Professional Learning Communities by grade level or by department to refine instructional practice and work to improve student outcomes.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to CCSS and Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. District developed standards-based curriculum guides for grades K-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systematically delivered, at a pace that will ensure master of grade-appropriate standards. Students who do not meet standards at their grade level and are identified as “at-risk of retention” may be offered intervention programs and/or supplemental instruction derived from programs, strategies, and skill training shown to increase student achievement.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Manteca Unified allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified English Learners. This time should be given priority and be protected from interruptions.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Manteca Unified prepares, distributes, and monitors the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the standards-aligned, basic core ELA/ELD, strategic support, intensive intervention programs, standards-aligned mathematics basic core, strategic support, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment. ELD, small-group instruction and Tier I interventions are a focus when developing a master schedule.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All textbooks are in adequate supply and fair to excellent condition. MUSD places great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials. Each pupil has a textbook and/or instructional materials to use in class and to take home. There are zero percent of pupils who lack their own assigned textbooks and/or instructional materials. Additional literature-based materials are used to enrich the state textbook matrix. All students, including those with special needs, have access to the core curriculum materials. MUSD provides students one to one access to a digital device.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Manteca Unified provides standards-aligned, basic core instructional programs, including ancillary materials for small-group instruction, for Reading/Language Arts/English Language Development (RLA/ELD) (CCSS) and for Mathematics (CCSS). Manteca Unified also provides intensive intervention programs. Intervention programs include Rosetta Stone, and ALEKS. These programs are to be implemented as designed in every classroom with materials for every student.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MUSD provides each child access to the core curriculum. In addition, underperforming students have access to intervention during the regular school day or beyond the school day. To ensure acquisition of skills, intensive intervention programs are offered. Core programs in ELA and Math contain intervention and RTI materials to modify instruction. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. Intervention programs include Rosetta Stone, and ALEKS. These programs are implemented as designed in every classroom with materials for every student. Counseling, funded through federal title funds or the Local Control Funding Formula is provided on-site by a Valley Community Counselor(s).

Evidence-based educational practices to raise student achievement

The District provides two days of in-service to all teachers to promote highly qualified teaching strategies in the core content areas for all students, including English learners and Special Education students. Staff Development in the Manteca Unified School District focuses on two goals: improvement in the educational program and in student achievement. Assessment data is analyzed and reviewed by the site leadership teams through designed processes. Common assessments for each grade level or course are administered, each of which aligns with the appropriate Common Core State Standards. These assessments may be statistically normed tests such as MAP, or district common finals.

After the assessments are given, data are collected and disaggregated for teachers to analyze. The data give teachers specific feedback on levels of achievement for the entire school population, individual classes, and individual students. These data are analyzed for trends, looking for areas of success and for areas for growth. Data drive district-wide change, both large and small, in the curricular program (which is also aligned with state student content standards) which then leads students to higher levels of achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school-wide Title I site has a School Site Council (SSC), an English Learning Advisory Council (ELAC), which is comprised of both staff and parents. MUSD has district committees which include the District Parent Advisory Council and the District English Learner Advisory Committee. These committees at the site and district level provide parent input on students' instructional needs related to under-achieving students. There are also Parent-Teacher groups which support the sites.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

MUSD established a District English Learner Advisory Committee (DELAC) and a District Parent Advisory Council (DPAC), consisting of parents and school representatives and involve them in the application for funding programs provided by the state or federal government including those that serve English Learners and Title 1 students.

The Consolidated Application (ConApp) would first be brought up to the DELAC committee members along with the DPAC members for review. Once approved, the Application for funding, which will be signed by the DELAC chairperson, lists the Categorical Program funding requests for the fiscal year. The ConApp will then be reviewed by Manteca Unified School District School Board during board meetings and be approved by the Board before making its way to the Superintendent to finalize it with a Certification of Assurance and Protected Prayer Certification. The Certification of Assurance verifies that MUSD will spend any federal funds received, legally and correctly. The Protected Prayer Certification is a certification of protected prayer within MUSD.

Both the DELAC and DPAC act as advisory councils in the development of the LCAP and make recommendations on activities and expenditures related to Local Control Accountability Funds.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds such as EIA-SCE funds and EIA-LEP funds have been replaced by the Local Control Funding Formula (LCFF) funds which are not considered categorical. LCFF funds are used to provide for the needs of all students in MUSD, including professional development related to underperforming students, tutorials, and intervention programs and materials.

MUSD uses LCFF supplemental/concentration funds as well as Title 1 funds district-wide to provide assistance for Homeless students, parent involvement activities, staff development, student achievement, teacher attraction and retention and for the Kindergarten Bridge program among many others.

Title III funds are used to provide support and resources related to English Learners. A District director and coordinator oversees EL trainings, resources, and strategies to improve ELD instruction. Trainings have focused on ELD instruction in coordination with the ELD/ELA standards and framework.

Title II funds are used to support the Induction program and to provide professional development to all MUSD staff members.

Title IV funds are used for STEAM activities, improving science teaching and the improving of safety at the school sites through Positive Behavior Intervention and Supports (PBIS).

Low Performing Student Block Grant funds support the professional development of teachers designed to assist students in meeting rigorous instructional standards.

Fiscal support (EPC)

All Manteca schools receive formula-based allocations of general fund support for staffing, instructional materials and supplies, custodian needs, and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a district-wide, centralized basis and provided to each school site-based on the unique needs of the individual school.

In addition to its support from the local general fund, each school in the Manteca Unified School District receives yearly allocations from various state and federal categorical programs. The purposes of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students such as limited-English proficient, academically deficient, and students at risk of dropping out of school.

Manteca Unified general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD, Mathematics, and the Site Strategic Plans (which contain all of the core elements of the School Plan for Student Achievement).

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,641	50.4	15.5	0.1
Total Number of Students enrolled in East Union High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	255	15.5
Foster Youth	2	0.1
Homeless	72	4.4
Socioeconomically Disadvantaged	827	50.4
Students with Disabilities	220	13.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	2.9
American Indian	5	0.3
Asian	57	3.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	50	3.0
Hispanic	1,014	61.8
Two or More Races	49	3.0
Pacific Islander	12	0.7
White	406	24.7

Conclusions based on this data:

1. The demographics of the school have been changing over time, Currently our two significant subgroups are Hispanic at 61.8% and White at 24.7%. The increase of Hispanic students and decrease of white students has been a trend reflective in the school's database for several years.
2. 22/23 site data shows that the student homeless population significantly increased to 105 students.



Grade Level Standards

Grade Level: 9-12

District Goal

Every student works to achieve mastery of grade level standards in all subjects.

Site Strategic Goal

At East Union High School, all students are supported in meeting grade level standards through the use of base curriculum, including robust opportunities for remediation and enrichment.

Base Requirements

Every student is entitled to base instruction and services including materials and supplies.

Term Rostered: Spring 2022-2023 Start Term: Spring 2021-2022 End Term: Spring 2022-2023 Course: Reading Update

Filters (0)

Apply Filters

East Union High School

	SPRING 2021-2022 ACHIEVEMENT						SPRING 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles					Median Percentile	Achievement Percentiles					Number of Students ¹
Grade 9	49th	19%	22%	25%	25%	9%	45th	18%	26%	27%	19%	10%	291
Grade 10	41st	23%	25%	27%	18%	7%	45th	21%	24%	27%	21%	7%	334
Grade 11	40th	26%	26%	18%	20%	10%	46th	22%	21%	30%	18%	9%	320
Grade 12	48th	22%	21%	23%	24%	10%	50th	16%	23%	29%	23%	9%	270

Percentiles Key: 1st to 20th 21st to 40th 41st to 60th 61st to 80th >80th

Term Rostered: Spring 2022-2023 Start Term: Spring 2021-2022 End Term: Spring 2022-2023 Course: Math K-12 Update

Filters (0)

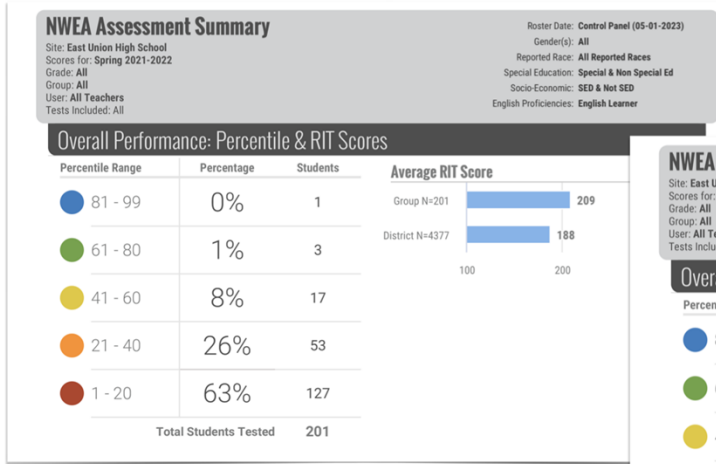
Apply Filters

East Union High School

	SPRING 2021-2022 ACHIEVEMENT						SPRING 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles					Median Percentile	Achievement Percentiles					Number of Students
Grade 9	45th	22%	25%	26%	17%	10%	45th	18%	26%	26%	19%	11%	296
Grade 10	41st	28%	22%	26%	16%	8%	44th	23%	22%	25%	16%	14%	333
Grade 11	39th	25%	28%	20%	17%	10%	39th	25%	25%	18%	18%	14%	325
Grade 12	41st	24%	23%	26%	14%	13%	42nd	20%	29%	24%	18%	9%	277

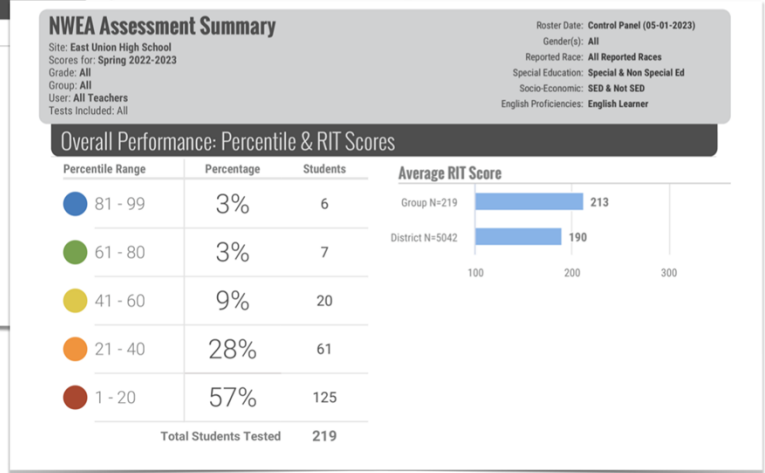
Percentiles Key: 1st to 20th 21st to 40th 41st to 60th 61st to 80th >80th

EL Math

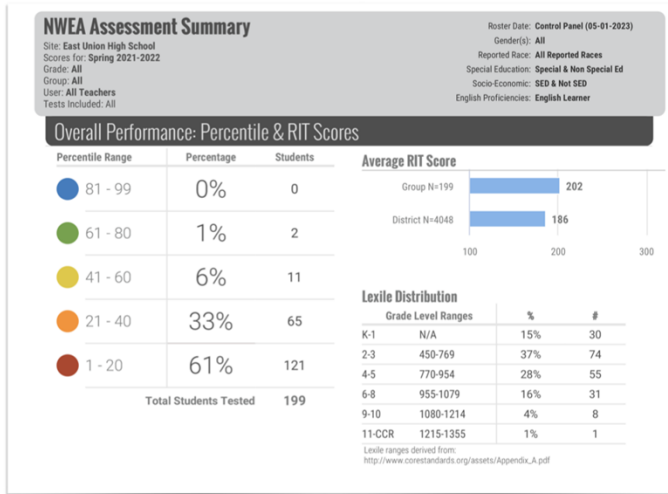


Spring 2021-Spring 2022

Spring 2022-Spring 2023

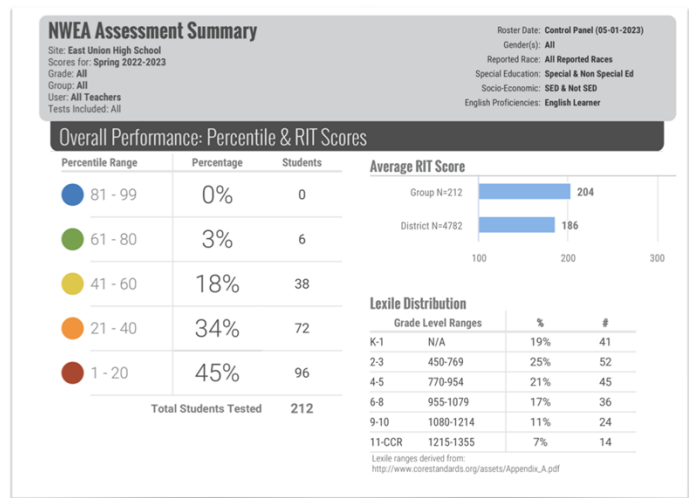


EL Reading

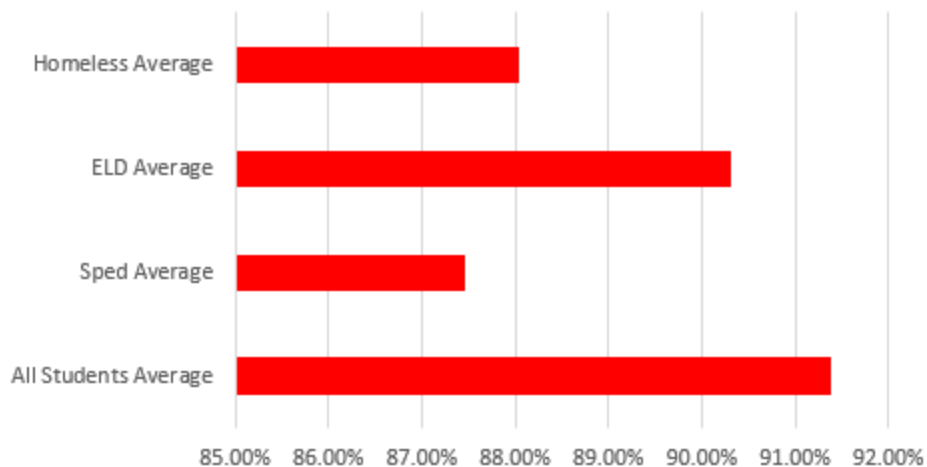


Spring 2021-Spring 2022

Spring 2022-Spring 2023



EUHS, Attendance Rates, Averages 2022-2023



Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	355	380		323	367		322	367		91.0	96.6	
All Grades	355	380		323	367		322	367		91.0	96.6	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not	
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22
Grade 11	2572.	2568.		14.91	16.08		34.78	31.88		25.78	25.61		24.53	26.43
All Grades	N/A	N/A	N/A	14.91	16.08		34.78	31.88		25.78	25.61		24.53	26.43

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	20.25	17.17		59.81	62.40		19.94	20.44	
All Grades	20.25	17.17		59.81	62.40		19.94	20.44	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	16.61	23.98		54.86	46.59		28.53	29.43	
All Grades	16.61	23.98		54.86	46.59		28.53	29.43	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	11.84	12.26		74.77	71.12		13.40	16.62	
All Grades	11.84	12.26		74.77	71.12		13.40	16.62	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	19.25	15.53		66.46	67.03		14.29	17.44	
All Grades	19.25	15.53		66.46	67.03		14.29	17.44	

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	352	379		305	367		305	367		86.6	96.8	
All Grades	352	379		305	367		305	367		86.6	96.8	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2495.	2515.		2.30	2.18		7.87	11.17		24.59	26.70		65.25	59.95	
All Grades	N/A	N/A	N/A	2.30	2.18		7.87	11.17		24.59	26.70		65.25	59.95	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	4.26	4.90		36.39	38.15		59.34	56.95	
All Grades	4.26	4.90		36.39	38.15		59.34	56.95	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2.62	5.99		57.05	64.31		40.33	29.70	
All Grades	2.62	5.99		57.05	64.31		40.33	29.70	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2.62	2.18		66.56	66.49		30.82	31.34	
All Grades	2.62	2.18		66.56	66.49		30.82	31.34	

Data Analysis

Current MAP data shows that students need to make significant growth in both math and reading to meet or exceed standards. Work to fill those gaps will be done in PLC groups throughout the year. (NWEA Website)

Student Need 1:

EUHS will improve student achievement by implementing robust instructional techniques in both Math and ELA with the goal of all students meeting standards across the curriculum.

Implementation Plan

East Union faculty will develop and implement systematic procedure for measuring student achievement utilizing Common Formative Assessments (CFAs) with structured analysis for progress monitoring, applying supports, and utilizing intervention resources for academic growth. Teachers will work in PLC groups to align CFA tools to Essential standards with data analysis with a focus on student learning. Teams will communicate within their departments and across school systems including administration, special education, and academic advising for collective information source in promoting grade level standards. School faculty will participate in professional development, implementation, reflection, and refinement to improve efficacy of common formative assessment towards student learning. Teams will utilize data for decision making for program growth. Opportunities include colleague mentoring, collaboration with shared ownership, mutual accountability, innovation and creativity, professional development, and applying resources for targeted support and intervention.

CFA data analysis will provide real-time data to make action items as departments participate in curriculum adoption, implementation, and analysis. The timeline suggests that the 23-24 school year will heavily focus on curricular efforts for science, English, and ELD for the upcoming year. CFA data will drive collaborative dialogue as teachers accelerate professional growth for improved academic instruction and skill development as well as providing clarity for targeted deficits. This provides the school the foundations to explore and apply supplemental instruction and resources for a comprehensive and robust approach to helping students achieve grade level mastery.

SMART Goal

- Increase grade level achievement from fall to spring by 200 students progressing to blue and green bands measured by MAP assessments.
- Increase student achievement on California Dashboard for Math and ELA standards by 1 bar for 2024 testing cycle.
- Adopt and implement 10 common formative assessments per department during each instructional term.
- Facilitate 15 professional development opportunities to improve instructional practice during the 2023-2024 school year.

Metric/Indicator	Baseline	Expected Outcome
MAP Assessment	Establish Fall 2023	Improved academic achievement
Professional Development Calendar	Establish Fall 2023	Improved instruction and pedagogy measured by CFA and MAP
CAASPP Scores/California Dashboard	Establish Fall 2023 (tested in May 2023)	Improved Math and ELA achievement

Targeted Resources Applied

Action	Resources	Money/Budget
PLC Training	Title I Part A: Allocation	35000
Read 180/HMH	Title I Part A: Allocation	40000
MAP Testing Incentives	LCFF- Supplemental	15000
Training, materials, book studies	LCFF- Supplemental	14000

Timesheet/Subs	LCFF- Supplemental	5000
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Progress Monitoring

October

January

April

Data

Data Analysis

Student Need 2:

School data suggests an opportunity for improving student college and career readiness.

Implementation Plan

East Union will invest efforts to structure immersive experiences for improved preparedness as students graduate from high school. The multi-faceted approach will strive to provide opportunities at all unique circumstances to provide rich opportunities for greater depth of learning and skill development.

Advanced Placement courses will participate in cycle of refinement efforts with data analysis, professional development, collaboration, supplements, outreach, and additional methods for growing program capacity. With support of the District, the AP faculty will access targeted supports improving the student learning experience and moving instruction and achievement forward. The school will emphasize enrollment and achievement with goals of developing incentives and removing barriers for student access. Students and staff will be incorporated in stakeholder input for authentic analysis of the AP program with a focus on strengths and weaknesses. Avenues for collaboration and colleague support, mentoring, professional development, and collective vision will be established for improved instruction aligned to standards and research-based practices. The school will use data analysis to engage teachers in growing the AP program for greater student achievement.

East Union will provide the AVID Program as a learning experience to support students in pursuit of college enrollment. With the primary goal of enrolling to a 4-year college, East Union will provide the learning experience to help remove barriers to connect high school to post-secondary education. The program will focus on developing college readiness skills and navigate the systems and processes for the 4-year college journey. The AVID faculty will collaborate with administration and AVID resources for building the student experience. The team will utilize reflective practice with data collection from students, staff, and community for growing and enriching the whole program. Efforts will be emphasized in student experiences, skill development, A-G completion, academic advising, and admissions/scholarships.

Career/Technical Education programs will be revamped for promoting depth of knowledge and skill development for the next generation of workforce. East Union team efforts will focus on program development for student achievement across all facets. CTE Faculty teams will focus and align visions with students, administration, counseling, District, feeder schools, industry partners, and community. The school will promote pathway achievement utilizing incentives and systems to provide access. The school will provide CTSO extracurricular opportunities for students to go

above and beyond in their education and skill development. CTE Programs will also explore opportunities for job-related certifications, college course articulation, and dual enrollment. Furthermore, CTE Teams will undergo cycle of refinement processing with monitoring, data analysis with decision making, professional development, collaboration, and outreach.

Students who may be considering the military after graduation will be afforded robust opportunity for exposure to guide educational decision making. The JROTC program will provide students the opportunity for military-based learning with physical education instruction to provide a sampling of the military experience. In addition to promoting physical health, teamwork, and leadership, the JROTC program will provide foundational knowledge with rich experience to pique student interest in enlisting in military as a promising option after high school graduation. The faculty will participate in reflective practice with collaboration among neighboring JROTC programs for improved program capacity. Efforts will go to developing rich experiences, outreach, best practices, professional development, and data analysis for decision making.

The administrative team will monitor, supervise, and collaborate with educational partners across each of the potential educational experiences during high school. Administrators and academic counselors will provide advising and participate in the decision making processes with students, faculty, District, community, and other educational partners for continued growth and program excellence.

SMART Goal

- Achieve 3 bars for College and Career readiness measured by California Dashboard (not measured in 2022).
- Develop program calendars for each of the specified programs by September 2023 (PBIS, CTE, AVID, AP, JROTC, Athletics)
- Participate in data analysis including achievement, participation disaggregation, and qualitative/reflections at least twice during the 23/24 school year for each program.
- Increase the school's overall attendance rate by 3% (94% based on site 22/23 attendance data).

Metric/Indicator	Baseline	Expected Outcome
California Dashboard	Not reported in 2022	Achieve 3 bars for upcoming year.
EUHS Document Hub-Training Calendar	N/A	Develop highly effective educators for greater student achievement
Student Survey	Establish Baseline	Develop baseline for current senior achievement
Monthly Attendance Data Collection and Analysis	91%	A 3% improvement of the school attendance rate.

Targeted Resources Applied

Action	Resources	Money/Budget
Culinary CAL Card Charges	LCFF- Supplemental	7000
PBIS LEAD Incentives	LCFF- Supplemental	26610

AVID Center	Title I Part A: Allocation	12000
Wifi Room T11 Alternative Education	Title I Part A: Allocation	25000

Progress Monitoring

October

January

April



District Goal

Every student feels safe in the school environment inclusive of design, security and climate.

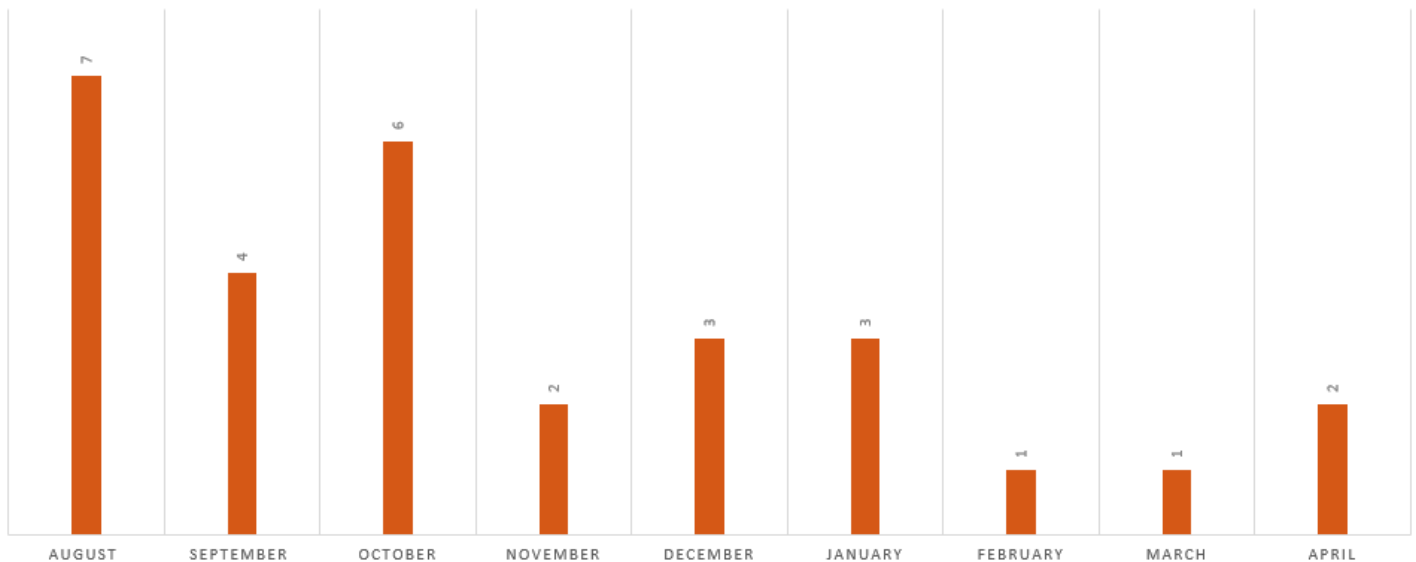
Site Goal

Students are demonstrating success in classrooms, feel safe and are self-actualized to learn.

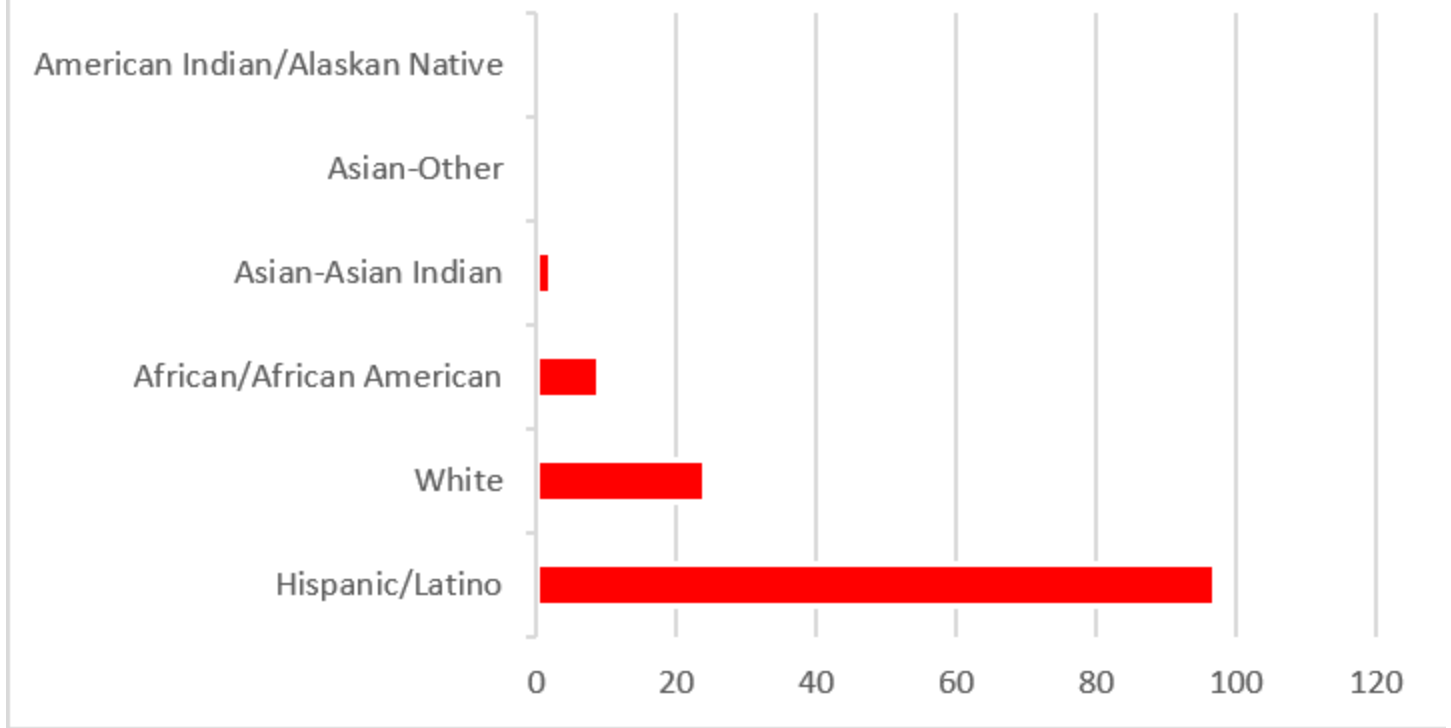
Base Requirements

Every student is entitled to a clean, comfortable, and well maintained which includes the resources necessary to make and keep the campus appropriate for students.

22-23 STUDENT FIGHTS BY MONTH

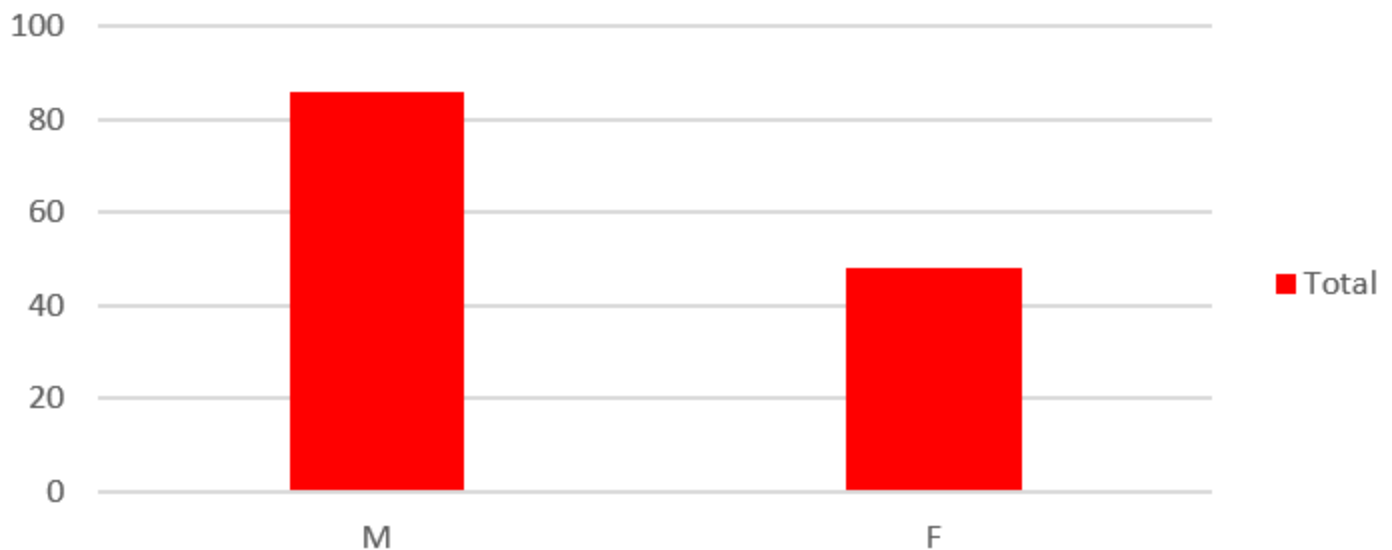


22-23 Suspensions Incidents by Ethnicity



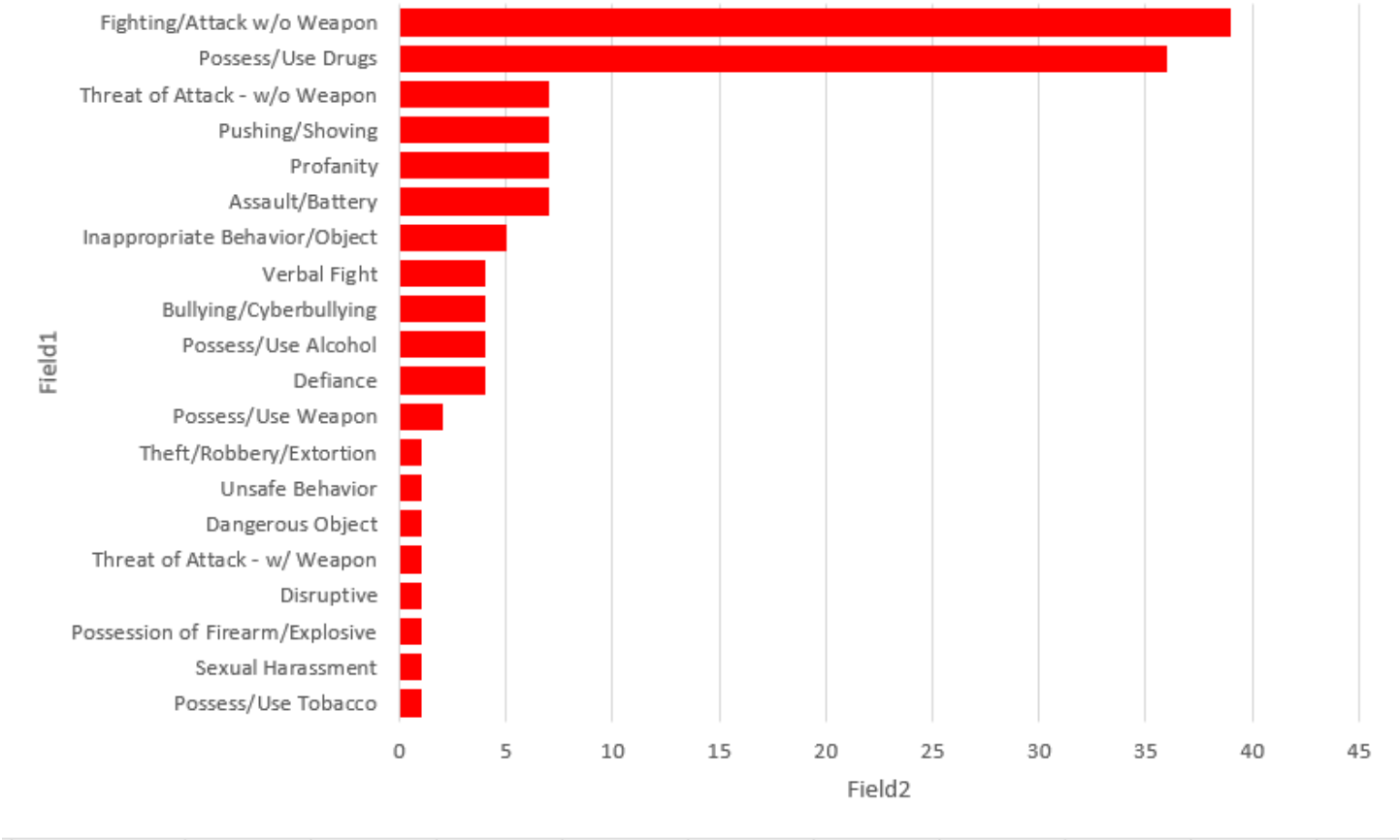
Count of Gender Code

22-23 Suspensions by Gender



Gender Code ▼

22-23 Suspension Incidents by category



LEARN MORE

Suspension Rate

All Students

State



Medium

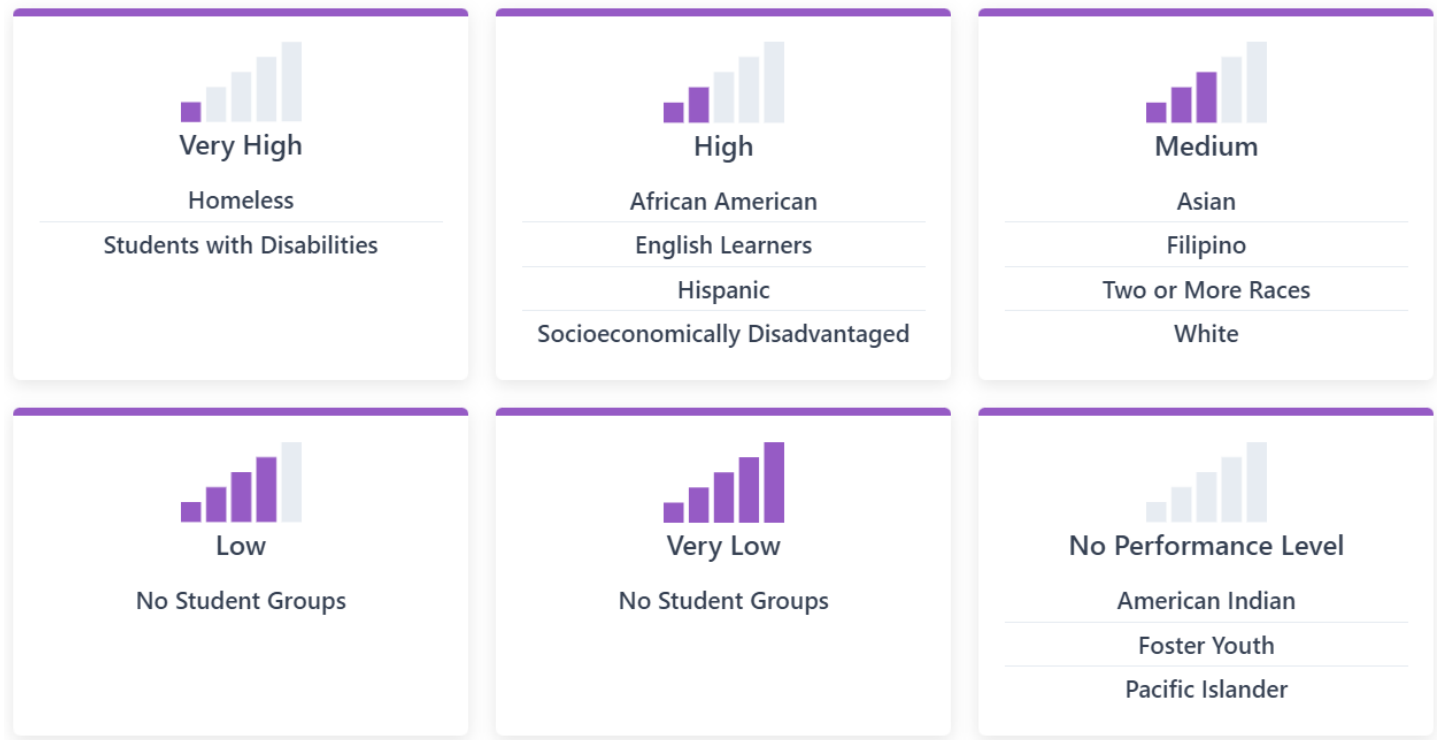
6% suspended at least one day

EQUITY REPORT

Number of Student Groups in Each Level



View More Details →



Climate

This table displays suspensions and expulsions data collected between July through June, each full school year respectively.

Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.88	0.43	5.22	0.91	3.47	0.20
Expulsions	0.12	0.00	0.23	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.12	4.19	2.45
Expulsions	0.12	0.14	0.05

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1623	1610	155	9.6
Female	793	788	96	12.2
Male	830	822	59	7.2
American Indian or Alaska Native	6	6	1	16.7
Asian	75	75	2	2.7
Black or African American	46	43	5	11.6
Filipino	47	46	3	6.5
Hispanic or Latino	975	969	84	8.7
Native Hawaiian or Pacific Islander	10	10	0	0.0
Two or More Races	47	47	7	14.9
White	417	414	53	12.8
English Learners	231	230	24	10.4
Foster Youth	3	2	1	50.0
Homeless	65	64	19	29.7
Socioeconomically Disadvantaged	1097	1089	124	11.4
Students Receiving Migrant Education	52	52	5	9.6
Students with Disabilities	231	225	31	13.8

Data Analysis

Data analysis shows that educational code A1/A2 and C had the highest number of incidents during the 22/23 school year. The data also shows that as A1/A2 ed-code infractions decreased from month to month as ed-code C infractions increased.

Student Need 1:

The physical environment of East Union High School facilities needs to be addressed to improve efficacy of resources with systems conducive to safe school processes and student learning activities.

Implementation Plan

The school will implement robust efforts to review and improve the physical safety of campus in relation to student learning, student activities, staff workplace conditions, community events, and other school processes. We believe that facilities and campus grounds have direct impact on student learning, behaviors, and attendance. Furthermore, the facilities and grounds have impact on staff morale and community involvement. The focus on facilities and campus grounds would promote a high standard with campus pride and individual accountability for higher achievement.

School expectations are that students and staff have clean, comfortable, and well-maintained classrooms, offices, buildings, restrooms, grounds, and furnishings that mitigate negative impact on student learning.

Facilities/Maintenance: The administrative team and head custodian will review and implement solutions to meet the safety standards of Clean, Comfortable, and Well-Maintained buildings and grounds. The current assessment supports school needs for re-painting buildings, repairing roof and HVAC systems, improving campus illumination, updating doors and locks, improving drainage, addressing trip hazards, and updating signs. The impact of providing functional facilities with Clean, Comfortable, and Well-Maintained environments will improve student and staff achievement, morale, and community.

Furnishings: Furniture is essential to carrying on the business of education. The school will begin furniture refresh cycle for classroom furniture. The focus will be on quality, functionality, and uniformity with an eye towards collaborative learning and current educational practices.

School Processes: The safety needs of today's age are different from the safety needs of 1967, the original construction date of East Union High School. Additional efforts are needed to improve school safety by nature of the outdated infrastructure to meet today's standard of safety metrics for all students and staff in relation to school process such as check-outs, off-campus, ingress and egress, unstructured time, campus visitations, driving hazards, and other miscellaneous processes. Data supports a need for addressing student behaviors that pose threats to the safety of the school and their personal health/well-being. An additional campus monitor for security purposes will be funded with the goal of reducing all safety-related incidents.

Miscellaneous: As hazards are fluid and can be unpredictable at times, the administrative team, head custodian, site safety team, and COST team will review safety needs and propose safety mitigation solutions through the appropriate channels throughout the school year.

SMART Goal

- Reduce the number of student behavior incidents in for fighting/altercation/assault by 15 incidents for the 23-24 school year.
- Establish baseline for room repair and/or facility updates to meet standard of clean, comfortable, and well-maintained learning environment.
- Establish baseline of facility hazards with analysis of incident reports

Metric/Indicator	Baseline	Expected Outcome
# of A1/A2 Suspension Q SIS	29 Infractions for 22-23 school year	reduction of 15 incidents, approximately half
Communications Data in Q: T-1, T-2, T-3, etc.	1333 Communications	reduction by 700, approximately half
Work Orders		reduction in frequency over the course of 23-24 school year.

Resources to Support

Progress Monitoring

September

December

March

Data

Climate

Data Analysis

Student Need 2:

Student and educational partner groups reporting a need for additional mental health support to promote student achievement and wellbeing.

Implementation Plan

The frequency and severity of Mental Health issues has impacted the school environment with negative influences on student achievement, behavior, attendance, and wellbeing. Current VCC resources are being utilized at capacity. We believe additional VCC support would benefit all students with contributions to mental health across a wide variety of needs for the student body.

LCAP feedback data solicited from various parent groups, students, and teachers identify mental health as one of the highest priority needs. Ideas included expansion of services for greater return on investment, greater longevity to improve rapport, and pushing into classrooms. In addition to one-on-one consultations, the VCCs have been integrated into other campus interventions including COST process, facilitating suicide-risk screening, and conflict resolution. Continued expansion of scope of work would benefit the student body. The school proposes additional VCC investment to continue growth in schoolwide Tier I, Tier II, and Tier III mental health supports.

In addition to schoolwide support, additional VCC investment would address student needs from our special education population. Data analysis shows higher frequency of infractions connect to students with disabilities and unstructured time. A commonly used accommodation for students with special needs is to utilize breaks, which can lead to additional unstructured time. VCC support would provide an opportunity to develop formalized processes for supervised and effective breaks to promote student achievement and reduce behaviors connected to the Special Education student subgroup.

Furthermore, data analysis shows a higher frequency of behavioral incidents among students in the Homeless population. Additional research and collaboration should be conducted to see if VCC investment could return strategic interventions to address this discrepancy.

The school will also focus efforts to implement supports for climate, culture, and build student connectedness. Resources will be used to further implement a schoolwide PBIS/L.E.A.D program to promote positive student citizenship and develop targets for student growth. Schoolwide implementation would include robust action steps such as data tracking, marketing, incentives, planning, supplemental resources, connections community, and professional development. The school will monitor progress with goals of improving student engagement for greater student and school achievement.

SMART Goal

- Implement student climate survey to establish baseline for incidents of student conflict, bullying, and other social-related incidents.
- Improve participation in school sponsored events across all programs by 150 participants.
- Organize and implement at least 1 PBIS event per month.
- Reduce the number of student disciplinary incidents for vaping by 15 for the school year.

Metric/Indicator	Baseline	Expected Outcome
VCC Log, Conflict Mediation	N/A	Preventative measures to resolve student conflicts.
Q-Activities	N/A	More students involved to reduce names on Ineligibility List
PBIS	N/A	More events with student outreach to promote positive citizenship, measured by ineligibility list

Resources to Support

Action	Resources	Money/Budget
5 STAR Training	Title I Part A: Allocation	2000

Progress Monitoring

September

December

March

Data



District Goal

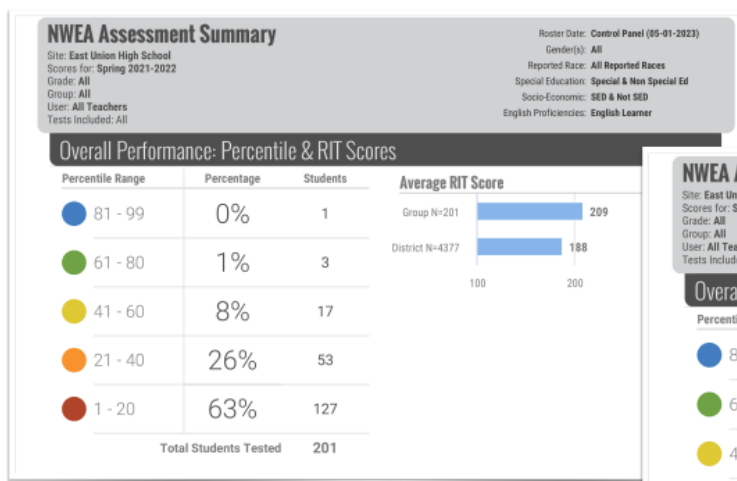
Every student is supported within a multi-tiered system to realize their individual success.

Site Strategic Goal

All students at East Union High School are supported to realize their individual success through a multi-tiered remediation and enrichment system of support.

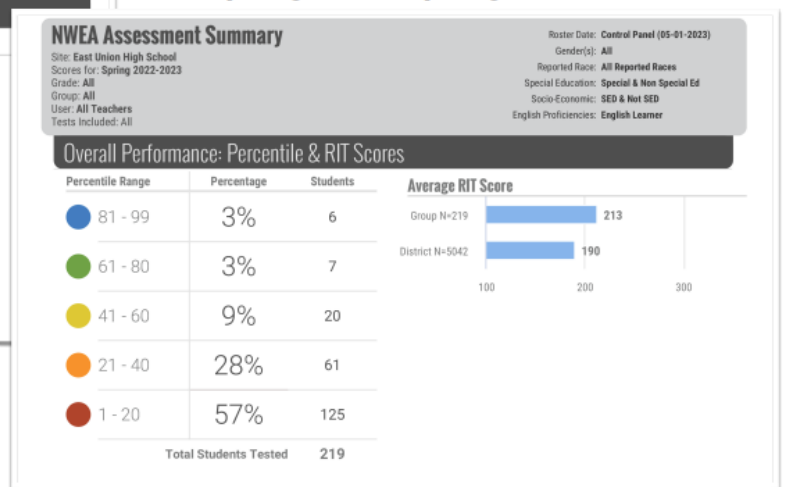
English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	217	255	255	13.9%	15.5%	16.0%
Fluent English Proficient (FEP)	442	410	421	28.2%	25.0%	26.4%
Reclassified Fluent English Proficient (RFEP)	15			6.9%		

EL Math

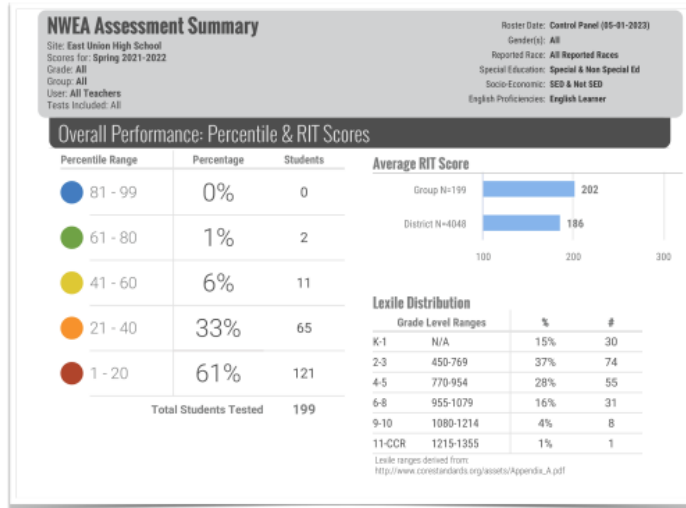


Spring 2021-Spring 2022

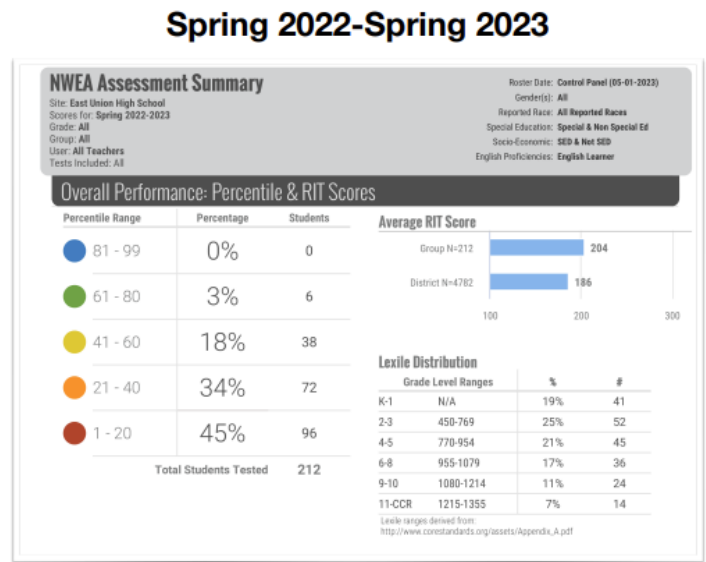
Spring 2022-Spring 2023



EL Reading



Spring 2021-Spring 2022



Student Need 1:

Achievement gap is prominent among the English Learner student population. Formalized intervention is needed to provide academic and additional supports.

Implementation Plan

Recent transition at the District level has provided direction for the ELD instruction aligned to State expectations. East Union High School will be utilizing the Designated model throughout the English department and other adjunct staff members. Teachers, administrators, and counselors will participate in professional development to provide high quality instruction for the EL student population. As a new learning model to campus, the team will focus on data analysis, best practices, and collaboration. Our teachers have recently participated in the ELPAC testing for the first time, resulting in clarity for learning targets. The Designated ELD class will function as a language support and as an academic support, to help promote achievement across many subject areas. East Union will utilize the opportunity to integrate staff beyond the English department as a "collective responsibility" approach to reaching achievement goals. Opportunities include in-class instruction and intervention as well as after school instruction and intervention. Collaboration, planning, progress monitoring, and community outreach are key components in the first year of this model of instruction. The team, consisting of Administration, ELD Teachers, Core Subject Teachers, and Bilingual Aide will meet regularly to reflect on progress and adjust course as needed.

Schoolwide efforts for instruction will be steered toward Kagan instructional strategies with a focus on student engagement and language development. The socialization dynamics offered through Kagan have been received well with positive feedback from students, staff, and parents. Kagan offers deeper and targeted trainings to subject areas, ELD, and soft-skill development. Our staff will continue its learning journey and teaching proficiencies with on-site coaching, workshops, conferences, and learning walks for professional development efforts in support of campus-wide language development.

SMART Goal

Page 37 of 43

- Obtain 30 students with Reclassified Fluent English Proficient for 2023-2024 testing cycle
- Establish formalized tutoring calendar by September 2023
- Participate in Kagan Professional development (workshops, conferences, and in-class coaching) by Spring 2024
- Send 10 team members to participate in ELD Curriculum adoption collaboration and training sessions.

Metric/Indicator	Baseline	Expected Outcome
ELPAC Scores for 23-24 Testing Cycle	N/A	Improved student reclassification by 30 students
Professional Development Calendar	N/A	Targeted efforts towards improved instructional practices
Tutoring Calendar	N/A	Targeted and formalized intervention for improved student achievement

Targeted Resources Applied

Action	Resources	Money/Budget
College Field Trips	Title I Part A: Allocation	11365
ELPAC Testing/Proctoring/Supplies	LCFF- Supplemental	2500
Bilingual Para Extra Time	LCFF- Supplemental	2500

Progress Monitoring

November

February

May

Data

Student Need 2:

The 22/23 homeless student population has increased to its highest level - 105 students. Providing basic needs: food, transportation, internet access, clothing, personal hygiene products, etc. will be a priority.

Implementation Plan

The school site homeless liaison and site staff will continue to develop and grow the homeless support system to meet the demands of the increased number homeless students. Student population and product inventory will be closely monitored and reviewed on a monthly basis and expenditures, supports and needs will be determined from the review.

SMART Goal

Conduct a needs assessment to gather data on the homeless population each month throughout the school year.

Metric/Indicator	Baseline	Expected Outcome
Student roster and needs assessment established.	N/A	Identify and support homeless needs based on needs assessment.

Targeted Resources Applied

Action	Resources	Money/Budget
Supplies: food, water, clothes, personal hygiene products	LCFF- Supplemental	5500

Progress Monitoring

November

February

May

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	125,365	0.00
LCFF- Supplemental	78,110	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF- Supplemental	78,110.00
Title I Part A: Allocation	125,365.00

Stakeholder Input

Date

School Site council met monthly throughout the 22/23 school year while ELAC met four times during the school year. School Site Council approved the strategic plan on May 3, 2023.

Groups

School Site Council, ELAC

Outcome

All groups unanimously approved our Strategic Plan with no dissensions.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Eric Simoni	Principal
Peter Gale	Classroom Teacher
Gina Gonzalez	Classroom Teacher
Julieta Salcedo	
Ashlee Harrington	Classroom Teacher Other School Staff
Landon Wolfe	Secondary Student
Courtney Amaral	Secondary Student
Mariah Amaral	Secondary Student
Annette DuBois	Secondary Student
Becky Barnes	Parent or Community Member
Sterrie Mcleod	Parent or Community Member
Carlos Sanchez	Parent or Community Member
Sandy Del Mundo	Parent or Community Member
Cynthia Zamora	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on September 2, 2021.

Attested:



Principal, Eric Simoni, Principal on 9/2/21



SSC Chairperson, Peter Gale, Chairperson on 9/2/21

High School Site Budget

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Manteca Unified School District
2022-23 NEEDS BASED BUDGET DEVELOPMENT

High School Site Budget

Site Name: East Union HS			Function: 1000 Instructional									LCAP A/S
Location: 600			Mgmt: 0260-0276, 0280, 0285									1.1
Administrator: Eric Simoni			Goal: 1110									
High School Site Base - Resource 0000												
PROGRAM: English, W. Lang., VAPA, LifeSkills, Science, Business, Math, Social Sci., PE, Ag												
Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Mgmt	Estimated Annual Cost									
			1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
ES	Science Tutoring	0268	500									
ST	Ag Classroom Supplies	0280			60,700							
ST	English Classroom Supplies	0261			8,000							
ST	Choir Classroom Supplies	0271			5,000							
ST	Band Classroom Supplies	0271			15,200							
ST	Theatre Classroom Supplies	0271			14,350							
ST	Ceramics Classroom Supplies	0271			7,650							
ST	Art Classroom Supplies	0271			10,700							
ST	3D Art Classroom Supplies	0271			9,000							
ST	Business Classroom Supplies	0260			5,000							
ST	Physical Education Supplies	0267			3,050							
ST	Math Classroom Supplies	0266			6,000							
ST	Social Science Classroom Supplies	0269			9,000							
ST	World Language Classroom Supplies	0262			7,300							
ST	Lifeskills Classroom Supplies	0264			25,000							
ST	Culinary Classroom Supplies	0264			15,000							
ST	AP Supplies	0254			5,500							
ST	3D Art IRIS IRIScan Desk 5 Pro Document Camera	0271			350							
ST	PE Equipment	0267				19,950						
ST	Science Projectors, Elmos, Lab Equipment	0268				1,500						
ST	Math Computers, TV's	0266				8,000						
ST	Ceramics Equipment	0271				1,500						
ST	English Printers/Equipment	0261				2,000						
ST	Piano Keyboards, Choir Uniforms,	0271				13,500						
ST	Social Science TV's, DVD Players,	0269				6,000						
ST	AP Training	0261						10,000				
ST	Science Conferences/field trips	0268						4,500				
ST	Choir Transportation	0271						2,500				
ST	PE Conferences	0267						2,000				
ST	Math Workshops	0266						6,000				
ST	Character Counts Conference	0264						3,000				
ST	Typing Club Subscriptions (EdClub)	0260							1,200			
ST	Albert Account for AP Review	0266							1,000			
ST	RISO (All Programs)								9,000			

Manteca Unified School District
2022-23 NEEDS BASED BUDGET DEVELOPMENT

High School Site Budget

Site Name: East Union HS						Function: 1000 Instructional						LCAP A/S	
Location: 600						Mgmt: 0260-0276. 0280, 0285						1.1	
Administrator: Eric Simoni						Goal: 1110							
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PROGRAM: English, W. Lang., VAPA, LifeSkills, Science, Business, Math, Social Sci., PE, Ag													
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ST	Ingram and Brauns Repairs (Band)	0271								1,000			
ST	Science Repairs	0268								500			
ST	Piano Accompanist	0271									2,000		
ST	Printshop (All Departments)										5,250		
EM	AP, College Board	0254									15,000		
TOTAL			500	-	206,800	52,450	-	28,000	11,200	1,500	22,250	-	
GRAND TOTAL												322,700	

High School Site Budget

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High School Site Budget

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High School Site Budget

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High School Site Budget

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High School Site Budget

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High School Site Budget

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