



Manteca Unified School District Strategic Plan

2024-2025

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

School Site Mission

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 strategic plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

How are you going to help your kids achieve?...

School Site Description

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).

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to the CCSS and CA Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. District adopted standards-based curriculum for grades UTK-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systemically delivered, mastery of grade-appropriate standards. Teachers design lessons in Tier 1 instruction with the learner in mind using the Universal Diagnostic tool (NWEA Measure of Academic Performance) to build groups and provide opportunities for all students to access the grade level standards with supports. Our adopted base curriculum is equipped with resources for students who are performing below standard to aide in scaffolding instruction to meet the student need and develop interventions for a student who needs a little more (Tier 2) and students who need intensive support (Tier 3). All students K-8 have an opportunity within the school day to receive support on the standards they need additional support or enrichment opportunities.. These opportunities are developed and implemented through the grade level Professional Learning Communities with the aid of an Instructional Specialist at most sites. The district adheres to recommended instructional minutes for reading/language arts and mathematics (UTK–8)

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. Learning Walks are utilized by District and site staff to gather and provide specific feedback towards instructional or program goals. District staff conduct a minimum of two Learning Walks a year while site staff conduct weekly learning walks at the elementary high school levels. The data gathered is used to determine trends, effectiveness of student learning and necessary professional development at the site and district level.

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 instructional leadership team comprised of the principal, assistant/vice-principal, and others meet regularly to evaluate benchmark, common formative 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 Tier 1 standards-based instructional program at the classroom level and modifying their instruction using data and the Teaching-Assessing-Intervening cycle and lesson design. Ongoing analyses continue at the site and classroom level utilizing the Professional Learning Community model (PLC) to improve individual student achievement. Programs are evaluated regularly and no less than annually for effectiveness.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The Manteca Unified School District is dedicated to the recruitment and retention of highly qualified staff. All classes in the 2022-2023 academic year were instructed by fully credentialed and appropriately assigned staff, as confirmed by the California State Assignment Accountability System (CALSAAS) reports for that period. Throughout the same school year, 111 teachers in the district held a PIP, STSP, Waiver, or Intern Credential. Notably, there were four (4) identified misassignments of teachers of English Learners.

To support beginning teachers and interns, Manteca Unified School District employs the Induction program, offering a clear credential pathway to preliminary credential holders. In the 2022-2023 school year, the Induction program recommended 51 Preliminary Credential holders to obtain their Clear Credentials..

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 22-23 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted 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 7-8 is StudySync and in grades 9-12 HMH: Intro to Literature with Writable. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw California Glencoe Math for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Studies Weekly for grades K-2, Savvas for grades 4-6, and McGraw Hill for grades 7 and 8, HMH ED Your Friend in Learning, TCI History, LaunchPad, Cengage NGLsync and Pearson MYLan are used for grades 9-12. The adopted science materials are Amplify for grades K-8 and Stemscores for 9-12. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grades K-12 are able to take their devices home in order to have 24/7 access. All adopted base curriculum has traditional and digital resources.

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

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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 K-12 teachers in all content areas including 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 curriculum programs 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 a copious amount of base curriculum training opportunities to teachers after school focused on Tier 1 Instruction and evidence-based practices, in addition they train all substitute teachers as well to ensure sound understanding of Tier 1 practices. They also provide small group and one-on-one support for UTK-12 teachers 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)

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achievement. District adopted standards-based curriculum for grades UTK-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systemically delivered, mastery of grade-appropriate standards. Teachers design lessons in Tier 1 instruction with the learner in mind using the Universal Diagnostic tool (NWEA Measure of Academic Performance) to build groups and provide opportunities for all students to access the grade level standards with supports. Our adopted base curriculum is equipped with resources for students who are performing below standard to aide in scaffolding instruction to meet the student need and develop interventions for a student who needs a little more (Tier 2) and students who need intensive support (Tier 3). All students K-8 have an opportunity within the school day to receive support on the standards they need additional support or enrichment opportunities.. These opportunities are developed and implemented through the grade level Professional Learning Communities with the aid of an Instructional Specialist at most sites. The district adheres to recommended instructional minutes for reading/language arts and mathematics (UTK-8)

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. At UTK- 8th grade level all sites have a 30-40 minute intervention block for each grade level. An Instructional Specialist is a part of each school site's intervention team. Intervention programs include Foundations, Just Words, WonderWorks, Edmentum:Exact Path, Sound Sensible, SPIRE, Rosetta Stone, Math in Practice, Bridges Intervention. 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 Multi Tiered Systems of Supports to provide each child access to the base curriculum. Our focus is developing rich Tier 1 instruction focused on meeting the needs of all learners. In addition, all students have access to enrichment or support during the regular school day and/or beyond the school day. To ensure acquisition of skills, supplemental resources and interventions developed in the Professional Learning Communities at each grade level. Base curriculum in ELA and Math contain intervention and Response to Intervention materials to modify instruction or use as a targeted intervention for specific skills. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. The Tier 1 Instructional Program is supported by an Instructional Specialist based upon the schoolwide student need. Intervention programs include Rosetta Stone and ALEKS. These programs are implemented as designed in every classroom with materials for every student.

Manteca Unified School District undertakes various interventions to nurture the development of young minds, providing them with a foundation for lifetime success. These interventions range from academic support programs to social and emotional well-being, prioritizing addressing the needs of the whole child. We provide Tier 1 interventions tailored to building a climate of positive relationships and community inside and outside of the classroom. Tier 2 and 3 interventions provide targeted support for students.

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

An eight-week class that enables adolescents to identify, evaluate, and appropriately handle their anger. Uncontrolled anger can lead to bad habits that become unhealthy and dangerous when they are left unattended. This class examines those habits and works with young people and their families to bring about a change of mindset and behavior. A parent or guardian is required to attend three sessions.

Substance Abuse (ages 12-18)

An eight-week class that allows teenagers to learn the truth about drugs (long and short-term consequences) as well as to work through misconceptions, attitudes, and behaviors that must change if a person is to deal honestly with the issues of substance abuse.

Point Break Workshop at High Schools

This all-day workshop brings high school students together to talk seriously about the walls of division on campuses caused by issues such as bullying, disrespect, racism, gangs, intolerance, and misunderstanding. This is not an assembly; it is an all-day exercise where students are challenged to change their behaviors and attitudes.

Victor Wrap-Around Services

Victor provides a continuum of community and school-based services that meet families where their need is to provide the support and education, they deserve to help them thrive.

Coordination of Services Team (COST)

A Coordination of Services Team (COST) is a strategy for managing and integrating various learning supports and resources to remove learning barriers for students. COST teams identify and address student needs and

ensure that the overall system of support works together effectively.

Five core components (Common Referral Process, Assessment, Regular COST Meetings, Collaboration of Services, and Tracking and Evaluation) make up the COST service delivery system and maximize a school's capacity to support student success and well-being.

Intervention TOSA

This is a teacher on a special assignment who is under the direction of the high school principal. The TOSA serves as a resource to staff to support a multi-tiered system of support in the areas of prevention and intervention.

Restorative Practices

Restorative practices in schools represent a philosophical shift away from the traditional punitive approach to wrongdoing. Instead of merely focusing on rule-breaking, restorative practices view misbehavior as an offense against relationships.

Suicide Prevention

One of the strategies for suicide prevention that is utilized is crisis intervention and identification of students in crisis. All school nurses, counselors, school psychologists, and valley community counselors are trained in our Suicide Risk Assessment protocol. This protocol is used when a student is believed to be exhibiting thoughts of suicide or self-harm. For students that are identified as being at risk through this process, there is a follow-up protocol for their return to school and procedures for how to keep them safe on campus and at home.

Yellow Ribbon Suicide Prevention Program

Yellow Ribbon provides training in suicide prevention and collaborates with community support networks to reduce the stigma surrounding suicide.

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

Parent Project Senior - "Changing Destructive Adolescent Behavior" is an award-winning intervention model addressing the most destructive of adolescent behaviors. We know of no other program that addresses it all: truancy, drugs, runaways, media, early teen sex, violence, gangs . . . Parent Project Senior promises concrete answers for every parent question asked.

Parent Project Junior - Loving Solutions is a parent-training program specifically designed for parents raising difficult younger children, ages 5-10 years. With special application to ADD / ADHD issues, Loving Solutions

employs a behavioral model to help parents motivate children to do constructive tasks and manage unwanted behaviors. The program's "Steps of Success" (S.O.S.) home practice assignments help create a solid foundation for change.

Preparing Our Kids for Success - Preparing Our Kids for Success. This stand-alone, 2.5-hour truancy intervention parent class is "Trauma-Informed" and specifically designed to augment the S.A.R.B. and local Truancy Abatement efforts.

Elevate Mentoring

Is a mentoring program designed to help students elevate their life skills so they can grow confident emotionally, succeed academically, and thrive socially.

Journey Mentoring

Journey Mentoring Program (A program of New Birth Community Development), promotes and teaches responsibility for youth ages 10-18. This takes place through highly interactive activities. The program is designed as a small group mentoring resource and represents a targeted effort to engage youth in discussions and activities that reinforce positive behavior.

Multi-Tiered System of Support (MTSS)

MTSS is a framework for providing instruction and intervention to all students based on their academic, social, emotional, and behavioral needs. MTSS is a proactive and preventative approach that aims to maximize student achievement and support the whole child.

Positive Behavioral Interventions and Supports

PBIS, or Positive Behavioral Interventions and Supports, is a proactive approach to behavior management in schools aimed at creating a positive school climate. It emphasizes teaching and reinforcing positive behaviors, rather than solely focusing on disciplining negative behaviors. PBIS incorporates data-driven decision-making to tailor interventions to support the specific needs of students and promote their social, emotional, and academic success. Currently, we are in the 3rd year of implementation at MUSD. Each school has a unique timeline for full implementation based on the needs of each school and community. By next year, all schools should successfully be considered Tier 1 schools that are fully implementing the PBIS Tier 1 framework for their entire school population.

Valley Community Counseling

Valley Community Counseling is an organization that MUSD contracts with to provide school-based counseling services to our students. Every school site has a minimum of one counselor per site available to meet with students to work on skill building, crisis intervention, conflict mediation, truancy, truancy-related concerns, provide support, and help students build relationships. Through a referral process, including self-referrals, the counselors will meet with students on a routine basis, establish goals, and implement strategies based on the student's individual goals. The Valley Community Counselors work in collaboration with school site administrators, teachers, school nurses, and other service providers to ensure the needs of the whole child are met.

Social Emotional Learning

The integration of SEL to promote equity and address the needs of the whole child, and educators, is supported by many of our current policies, standards, funding, and decision-making mechanisms. Social emotional learning is defined as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

Supports

Sanford Harmony is our district's SEL Curriculum available to UTK-6th students. Harmony SEL uses the CASEL 5 framework. The CASEL framework is one of the most widely used SEL frameworks and has been used to develop multiple state and district SEL standards and competencies. The CASEL framework comprises five core competencies students and adults need to successfully navigate academic standards. The Alignment Guides align Harmony objectives with Common Core State Standards, the CASEL 5, and state SEL standards/competencies.

BASE is our district's SEL Curriculum available to 6-12th students. This offers over 100 SEL Lessons to support students' SEL needs. The program uses an evidence-based SEL curriculum to support students in navigating challenging real-world topics, developing self-awareness, building practical skills, and connecting more effectively as well as prevention, and intervention and helps avert crisis.

Our SEL BASE curriculum allows 6-12th grade students to take a BASEline Survey every 90 days. This self-reporting survey measures behavior, engagement, academic self-confidence, and social connectivity in school.

Our SEL Lending Library is available to all teachers to check out books to support their SEL classroom implementation/integration and their students' needs.

Our SEL Materials Library is available to all teachers to check out materials to support their SEL classroom lesson implementation/integration and their student's needs.

Our In School Suspension class offers “An Accountability Opportunity Project,” to attending students. This class is offered as an alternative to suspension. During the ISS classes, students engaged in incident-aligned SEL BASE lessons and then completed an accountability project that proactively repairs relationships after they have been damaged through intentional research so that healing can occur.

Our annual Women Empowerment Event invites 40 female students from each high school to participate in SEL-aligned activities. This event focuses on CASEL's five core competencies as well as fostering the needs of students facing unforeseen circumstances.

Our SEL CASEL-aligned teacher workshops are offered each month after school, this is a paid opportunity. These workshops focus on students' needs in the following areas: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

Our SEL Teacher Committee meets three times per year. This is a paid opportunity for teachers. These workshops allow teachers to collectively collaborate on the implementation and integration of SEL lessons within the classroom and how to collect SEL data intentionally and effectively to direct instruction and meet the SEL needs of the students they serve.

Our SEL Site Support visits are available to all school sites upon request. These visits focus on a student's SEL needs after looking at the school site's data.

Our SEL Staff Training is available to all school sites upon request. These visits focus on students' SEL needs after looking at the school site's data.

Our Intervention TOSAs deliver SEL-BASE instruction to our COST students. This is based on data and students' needs.

Our SEL Training is available to our ELOP program upon request. This training focuses on CASEL-aligned SEL practices to meet students' SEL needs after looking at the school site data.

Our SEL Training is available to OAs and SSAs 3 times per year during district-directed days. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL Training is available to all OA's once per month. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL SSA training courses are available to all school sites upon request. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL Trainings are offered once per year to our CTCP group. This training offers CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful when considering taking leadership roles within classified employment.

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 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).

Fiscal support (EPC)

All Manteca schools receive needs-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's 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1593	56.3	16	0.2
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	255	16
Foster Youth	3	0.2
Homeless	71	4.5
Socioeconomically Disadvantaged	897	56.3
Students with Disabilities	184	11.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	46	2.9
American Indian	7	0.4
Asian	53	3.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	50	3.1
Hispanic	1029	64.6
Two or More Races	45	2.8
Pacific Islander	6	0.4
White	357	22.4

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

District Goal

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

Site Tier 1 Goal

Improve student achievement in all content areas with an emphasis on Math and English by using PLC protocols and data analysis to determine best practices and interventions.

CAASPP Results English Language Arts/Literacy (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	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	2572.	2568.	2560.	14.91	16.08	14.75	34.78	31.88	28.96	25.78	25.61	30.33	24.53	26.43	25.96
All Grades	N/A	N/A	N/A	14.91	16.08	14.75	34.78	31.88	28.96	25.78	25.61	30.33	24.53	26.43	25.96

CAASPP Results Mathematics (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	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.	2502.	2.30	2.18	3.01	7.87	11.17	11.23	24.59	26.70	24.66	65.25	59.95	61.10
All Grades	N/A	N/A	N/A	2.30	2.18	3.01	7.87	11.17	11.23	24.59	26.70	24.66	65.25	59.95	61.10

CAASPP Results English Language Arts/Literacy (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	43.72
Female	51.30
Male	38.10
American Indian or Alaska Native	--
Asian	64.29
Black or African American	46.67

CAASPP Student Groups	CAASPP Percent Met or Exceeded
Filipino	52.94
Hispanic or Latino	37.89
Native Hawaiian or Pacific Islander	--
Two or More Races	41.67
White	55.70
English Learners	12.96
Foster Youth	--
Homeless	25.00
Military	--
Socioeconomically Disadvantaged	38.39
Students Receiving Migrant Education Services	--
Students with Disabilities	12.24

**CAASPP Results
Mathematics (All Students)**

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	14.25
Female	15.48
Male	13.46
American Indian or Alaska Native	--
Asian	21.43
Black or African American	12.50
Filipino	11.76
Hispanic or Latino	11.40
Native Hawaiian or Pacific Islander	--
Two or More Races	8.33
White	23.68
English Learners	0.00
Foster Youth	--
Homeless	7.41
Military	--
Socioeconomically Disadvantaged	12.38
Students Receiving Migrant Education Services	--
Students with Disabilities	2.04

Data

All Students

All Students

State



Orange

20 points below standard

Declined 9.8 Points ⬇️

Number of Students: 348



Red

English Learners

Students with Disabilities



Orange

Hispanic

Socioeconomically Disadvantaged



Yellow

White



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

2022-23 Smarter Balanced Assessments (SBA) Site Comparison

Roster Date
Custom

Subject: ELA

Test(s): Grade 11 ELA Summative (Final)

Gender(s): All | Reported Race: All Reported Races | Special Education: Special & Non Special | Socio-Economic: null | English Proficiencies: All

Overall Performance

PL = Performance Level

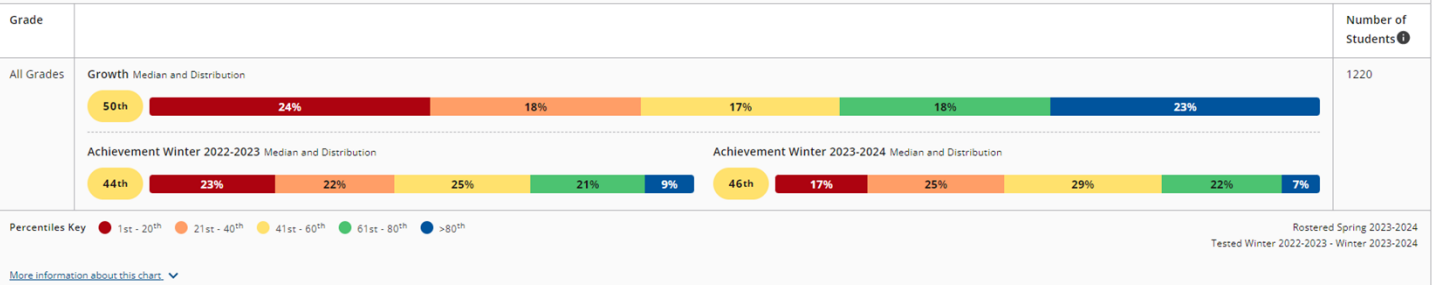
Site	Total Tested	Avg PL	Avg Dist. from L3†	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded			PL 3 Standard Met			PL 2 Standard Nearly Met			PL 1 Standard Not Met		
						0	50	100	0	50	100	0	50	100	0	50	100
DISTRICT	1,829	2.5	0	52%	48%	20%			32%			26%			22%		
East Union High School	326	2.3	-21	45%	55%	15%			30%			29%			25%		

East Union High School

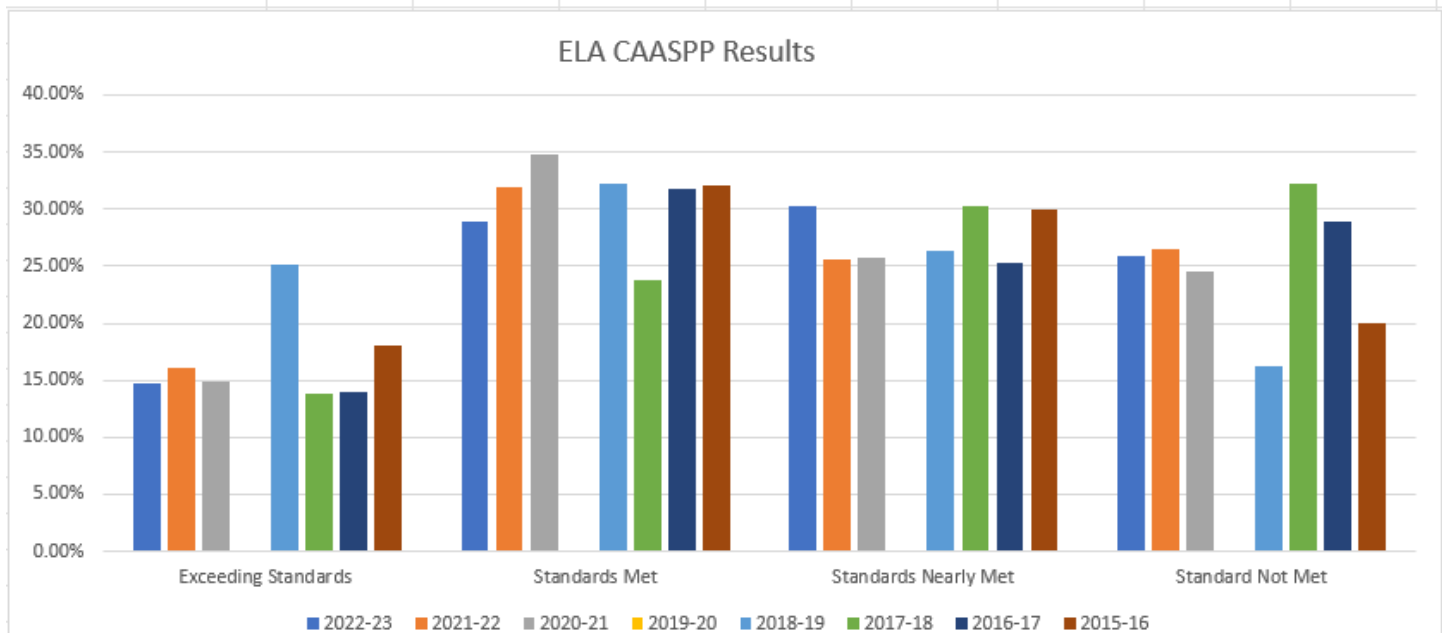
School Profile

Growth and Achievement Overview

East Union High School | Reading



Reporting Categories	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16
Exceeding Standards	14.75%	16.08%	14.91%	No Data	25.12%	13.80%	14.02%	18.00%
Standards Met	28.96%	31.88%	34.78%	No Data	32.27%	23.70%	31.81%	32.00%
Standards Nearly Met	30.33%	25.61%	25.78%	No Data	26.35%	30.21%	25.34%	30.00%
Standard Not Met	25.96%	26.43%	24.53%	No Data	16.26%	32.29%	28.84%	20.00%



Data Analysis

California Dashboard indicators show a need for school growth with English Language Arts achievement. Our school is performing 20 points below standard with a decline of 9.8 points from the previous year. Although English Learners and Students with Disabilities are identified as the lowest achieving, the Dashboard data indicates a need for growth at a comprehensive level.

Student Need 1:

Improve English Language Arts student achievement. The CA Dashboard identifies ELA as an opportunity for growth as scores remain stagnant and have slightly decreased to 45% meeting or exceeding standards.

SMART Goal 1

Improve English Language Arts performance on CAASPP with growth in the "Met Standards" and "Exceeding Standards" achieving groups by 20 students (6%) and reduce students in the "Standard Not Met" by 10 students (3%).

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>English Language Arts team will utilize PLC process for improving instruction with use of common formative assessments and data protocols to identify trends and promote professional growth.</p>	<ul style="list-style-type: none"> • PLC Protocol Evidence • CFA Assessments - How many/frequency • CFA Data Analysis - action plans • MAP Data Analysis • CAASPP Data Analysis 	<p>45% Met or Exceeded Standards (155 students)</p>	<p>Growth in Met or Exceeded Standards achievement groups by 20 students. Reduction in Standard Not Met achievement group by 10 students.</p>			<p>Time Money People</p>
<p>Implement professional development for instruction and assessment aligned to student achievement, PLC targets, Base and Supplemental instruction, and Kagan workshops.</p>	<ul style="list-style-type: none"> • PLC Protocol Evidence • Kagan Workshop Data/Feedback 	<p>Fall 2023 MAP</p> <ul style="list-style-type: none"> • Blue Band: 9% (13 students) • Green Band: 	<p>Growth in Blue, Green, and Yellow bands combined by 20 students.</p>			<p>Time Money People</p>

		<p>25 % (370 students)</p> <ul style="list-style-type: none"> • Yellow Band: 25 % (370 students) • Orange Band: 25 % (370 students) • Red Band: 16 % (236 students) 				
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Collaborate, develop, and implement incentive and intervention programs for optimizing student performance on assessments - incentive committee will be created.	number of students that participate in incentives for MAP and CAASPP	0 students participating in incentives.	Provide incentives for growth and achievement on MAP for Green and Blue percentile groups. (Approximately 520 students aligned to			Time People Money
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			MAP targets). Provide interventions to support students (target: 1000 documented interventions).			
Implement student goal setting process to promote individual achievement on MAP assessments (all students).	<ul style="list-style-type: none"> • Student goal setting evidence 	none at this time				Time People Money
Monitor achievement of students that attend tutoring sessions.	<ul style="list-style-type: none"> • Attendance Records • CFA Data Analysis Tracking • Map Testing Data Analysis 	TBD - Pre/Post Assessment Results				

Progress Monitoring

All Students

All Students

State



Red

122.4 points below standard

Declined 11.7 Points ⬇️

Number of Students: 350



Red

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities



Orange

White



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

2022-23 Smarter Balanced Assessments (SBA) Site Comparison

Roster Date
Custom

Subject: Math
Test(s): Grade 11 Math Summative (Final)

Gender(s): All
Reported Race: All Reported Races
Special Education: Special & Non Special
Socio-Economic: null
English Proficiencies: All

Overall Performance

PL = Performance Level

Site	Total Tested	Avg PL	Avg Dist. from L3†	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded			PL 3 Standard Met			PL 2 Standard Nearly Met			PL 1 Standard Not Met		
						0	50	100	0	50	100	0	50	100	0	50	100
DISTRICT	1,832	1.6	-107	18%	82%	5%			13%			23%			58%		
East Union High School	327	1.6	-123	16%	84%	3%			13%			24%			61%		

East Union High School

School Profile
Growth and Achievement Overview
East Union High School | Math K-12

Grade	Number of Students
All Grades	1221

Growth Median and Distribution
67th | 16% | 11% | 16% | 21% | 36%

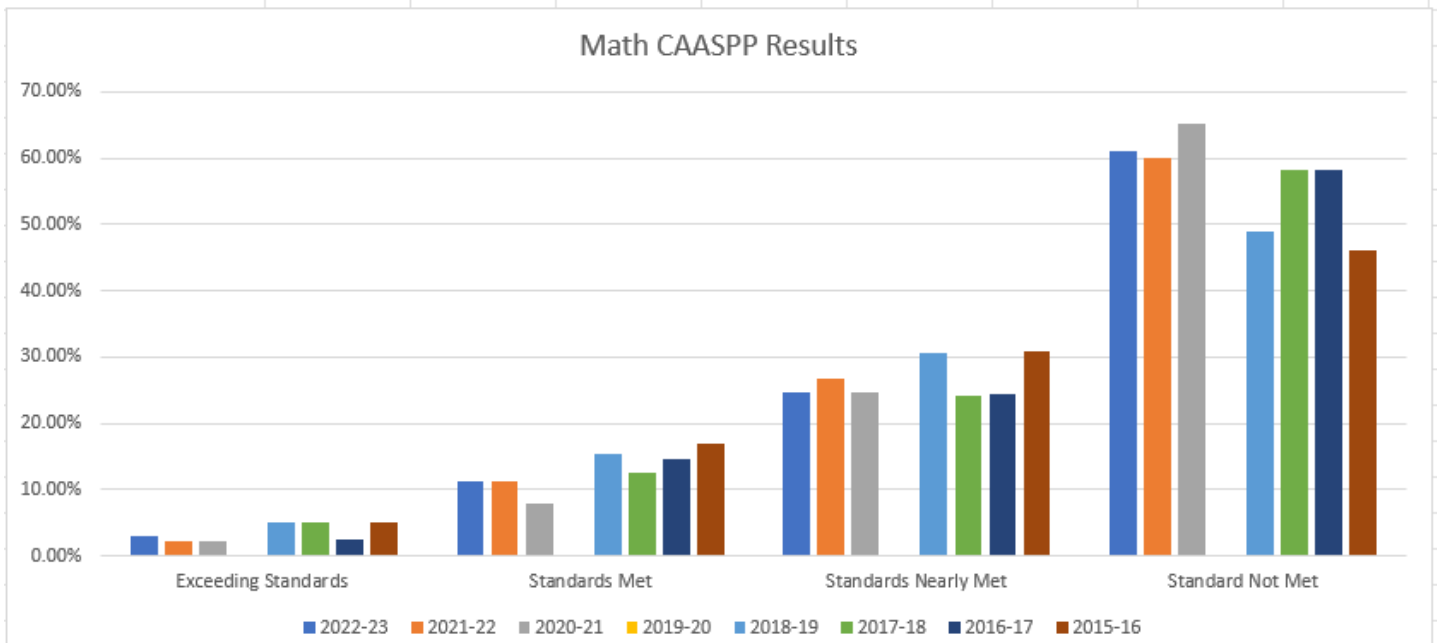
Achievement Winter 2022-2023 Median and Distribution
41st | 26% | 24% | 23% | 17% | 10%

Achievement Winter 2023-2024 Median and Distribution
51st | 19% | 20% | 23% | 19% | 19%

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

Rostered Spring 2023-2024
Tested Winter 2022-2023 - Winter 2023-2024

Reporting Categories	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16
Exceeding Standards	3.01%	2.18%	2.30%	No Data	5.00%	5.18%	2.53%	5.00%
Standards Met	11.23%	11.17%	7.87%	No Data	15.50%	12.44%	14.61%	17.00%
Standards Nearly Met	24.66%	26.70%	24.59%	No Data	30.50%	24.09%	24.44%	31.00%
Standard Not Met	61.10%	59.95%	65.25%	No Data	49.00%	58.29%	58.34%	46.00%



Data

Data Analysis

California Dashboard indicators show a need for school growth with Mathematics achievement. Our school is performing 122 points below standard with a decline of 11.7 points from the previous year. Although English Learners and Students with Disabilities are identified as the lowest achieving, the Dashboard data indicates a need for growth at a comprehensive level. The data also shows that there are disproportionate numbers in the met/exceeded categories for Hispanic (11.4%) and African American (12.5%) students.

Student Need 2:

Improve Math student achievement. California Dashboard identifies Mathematics as one of the most prominent areas for growth as students are performing 122 points below standard with 5 subgroups scoring below standard.

SMART Goal 1

Improve Mathematics performance on CAASPP with growth in the "Met Standards" and "Exceeding Standards" achieving groups by 20 students (6%) and reduce students in the "Standard Not Met" by 10 students (3%)

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Math team will utilize PLC process for improving instruction with use of common formative assessments and data protocols to identify trends and promote professional growth.	<ul style="list-style-type: none"> PLC Protocol Evidence CFA Assessments - How many/frequency CFA Data Analysis - action plans CAASPP Data Analysis 	Students are scoring 122 points below standard.				Time Money People
Implement professional development for instruction and assessment aligned to student achievement, PLC targets by utilizing the San Joaquin County Office of Education and Kagan workshops/training for improved instruction.	<ul style="list-style-type: none"> PLC Protocol Evidence Kagan Workshop Data 	4 out of 8 teachers have received training.				Time Money People
Collaborate, develop, and		CAASPP (met or exceeded) -				Time Money

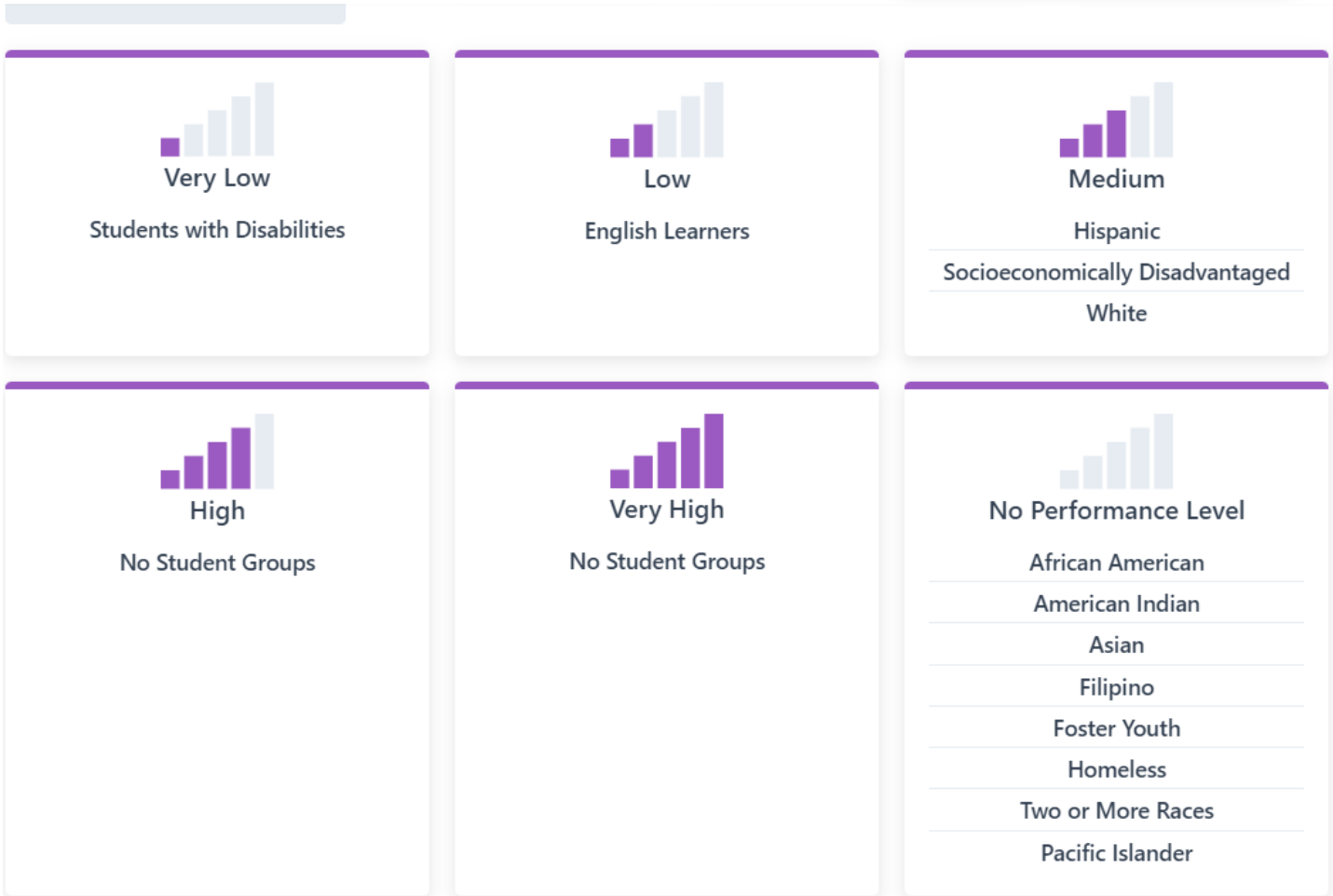
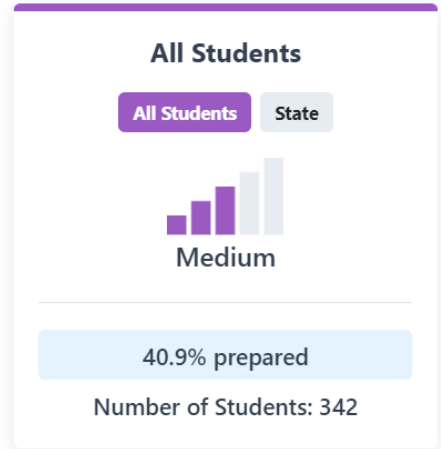
implement incentive and intervention programs for optimizing student performance on Math assessments: specifically targeting disproportionate students (African American and Hispanic)	<ul style="list-style-type: none"> • CFA Assessments - How many/frequency • CFA Data Analysis - action plans • CAASPP Data Analysis • MAP Data Analysis 	Af-Am students - 12.5% and Hispanic - 1.4%				People
Monitor achievement of students that attend tutoring sessions.	<ul style="list-style-type: none"> • Attendance Records • CFA Data Analysis Tracking • Map Testing Data Analysis 	<p>Students are scoring 122 points (CA Dashboard) below standard.</p> <p>Approximately 6 - 10 students voluntarily attending Math tutoring daily based on teacher recommendations.</p>				Time Money People
Implement student goal setting process to promote individual achievement on MAP assessments (all students).	<ul style="list-style-type: none"> • MAP Data Analysis • Student goal setting evidence 	TBA				Time
Pursue implementation of Advanced Placement Pre-calculus	<ul style="list-style-type: none"> • AP Scores • AP Enrollment 	East Union does not currently offer AP Pre-Calculus.				Time Money People

Progress Monitoring

College/Career

All Students

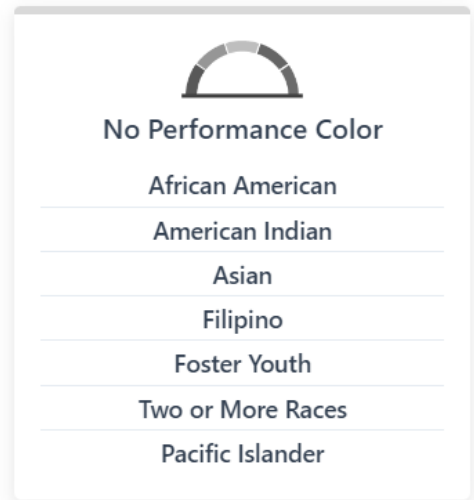
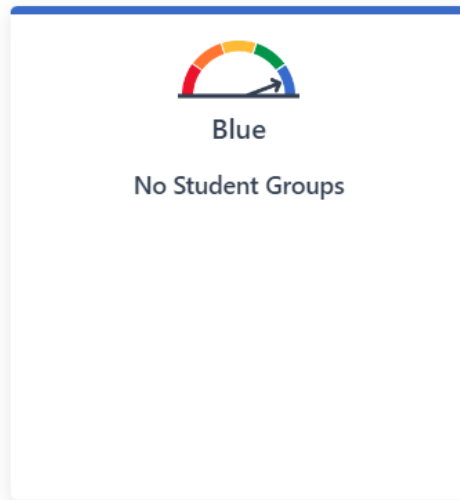
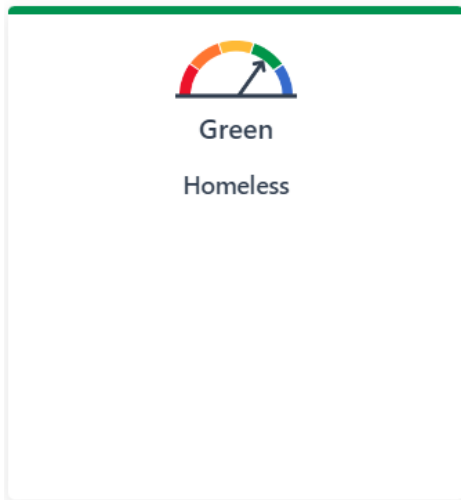
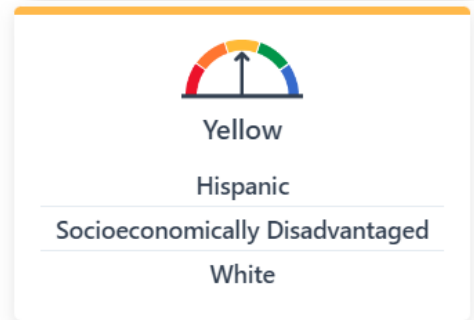
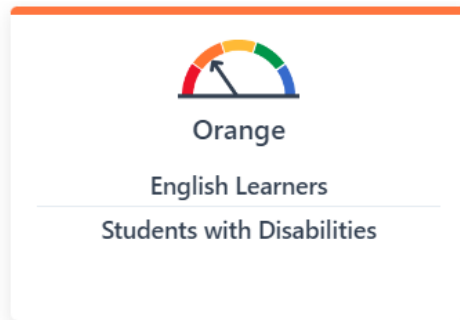
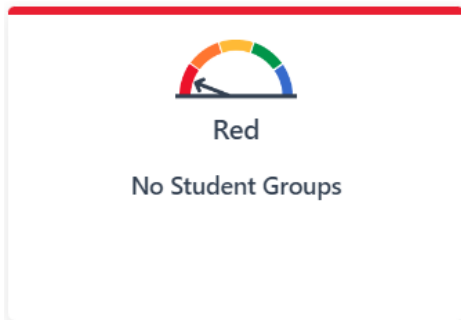
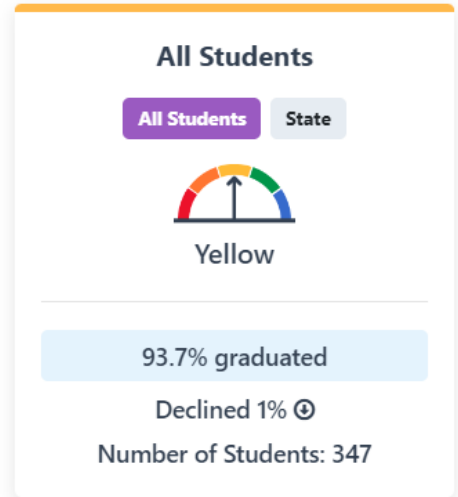
Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



Graduation Rate

All Students

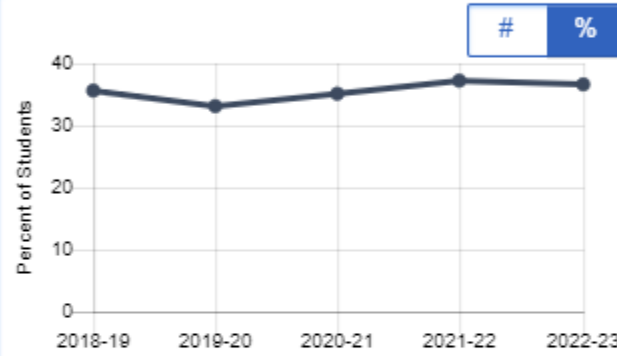
Explore information about students completing high school, which includes students who receive a standard high school diploma.



Cohort Graduates Meeting UC/CSU Course Requirements

East Union High
CDS Code 39-68593-3932001

View by ethnicity, student group, and charter status ▾



View Table Data ▾

Cohort Graduates Meeting UC/CSU Course Requirements	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	35.6 %	33.1 %	35.1 %	37.2 %	36.6 %

[Chart Notes](#) [Source](#)

This report displays the number and percentage of students in the four-year cohort who met the UC/CSU entrance, or A-G, course requirements. Use the menus above the graph to view data by race/ethnicity, program subgroup or by whether the students attend traditional district schools or charter schools. To protect student

Data

Data Analysis

The California Dashboard data shows that 40.9% of East Union High School 2023 graduates were placed in the "prepared" category. English Learners and Students with disabilities performed the lowest while the school's overall performance decreased by 1% from the year prior.

Student Need 3:

East Union has opportunity to grow in preparing students for college and career and post-secondary readiness.

SMART Goal 1

Improve College and Career readiness indicator by 1 bar for 24-25 school year.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Utilize PLC Process in all content areas including training, professional development, and learning resources to enrich instruction and learning across all content areas.	<ul style="list-style-type: none"> • PLC Protocol Evidence • CFA Assessments - How many/frequency • CFA Data Analysis - action plans • CAASPP Data Analysis • College and Career Readiness Indicator • Graduation Rates 	California Dashboard metrics indicate that East Union students are performing at 3 bars towards College and Career ready. 40.9% of students of 342 (2023 data)				Time Money People
Provide CTE resources and supplements to enhance the learning experience with cutting edge materials, databases, equipment, and experiences for students in Public Services, Culinary, Fashion Construction and Design, Agriculture, Business and Health Science pathways.	<ul style="list-style-type: none"> • Enrollment Data • CTE Completer Data 	April 2024 Completer Data 10th grade - 35 11th grade - 60 12th grade - 108				Time Money People
Provide enrichment activities (industry specific field trips, guest speakers) for students in CTE, JROTC, and A-G/AP Pathways including fine arts, science, night/events,	<ul style="list-style-type: none"> • Tracking industry specific enrichment activities. • College and Career Indicator 	California Dashboard metrics indicate that East Union students are performing at 3 bars towards College and Career ready. 40.9% of				Time Money People

historical, cultural and other A-G categorized content areas.	<ul style="list-style-type: none"> • CTE Completers 	students of 342 (2023 data)				
Provide counselor resources and support to facilitate community engagement for college and career preparedness (financial aid night, 4-year plan, college workshops, application nights, SAT facilitation)	<ul style="list-style-type: none"> • College and Career Readiness - A-G Completion Rates • Event participation rates. Parent involvement rate 	California Dashboard metrics indicate that East Union students are performing at 3 bars towards College and Career ready. 40.9% of students of 342 (2023 data)				Time Money People
Implement AVID Four-Year Plans for students new to attending college.	<ul style="list-style-type: none"> • Enrollment Data • A-G Completion Rates • MAP Scores • College Admissions Data • Number of Four-Year Plans 	California Dashboard metrics indicate that East Union students are performing at 3 bars towards College and Career ready. 40.9% of students of 342 (2023 data)				Time Money People
Address attendance concerns with PBIS and outreach programs including incentives, outreach, interventions, and mitigating measures for minimal loss of learning.	<ul style="list-style-type: none"> • Attendance Rates • Cost Data: identifying successful and unsuccessful intervention strategies that are supported by data. 					Time Money People
Modernize science lab equipment for enhanced experience including	Number of students meeting A-G requirements (3 years of science)					Time Money People

consumables such as dissections.						
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Progress Monitoring



District Goal

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

Site Tier 1, 2, and 3 Goals

Reduce A1, A2 and C ed-code infractions among all students, with an emphasis on 9th grade.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.43	6.01	0.91	4.62	0.20	3.17
Expulsions	0.00	0.00	0.01	0.09	0.00	0.07

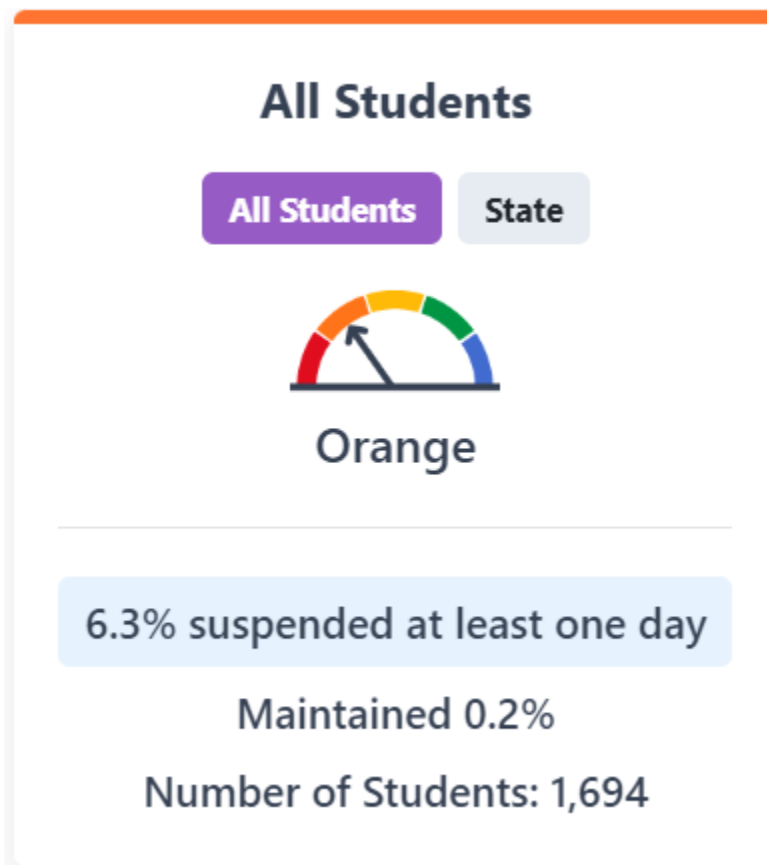
This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the 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.

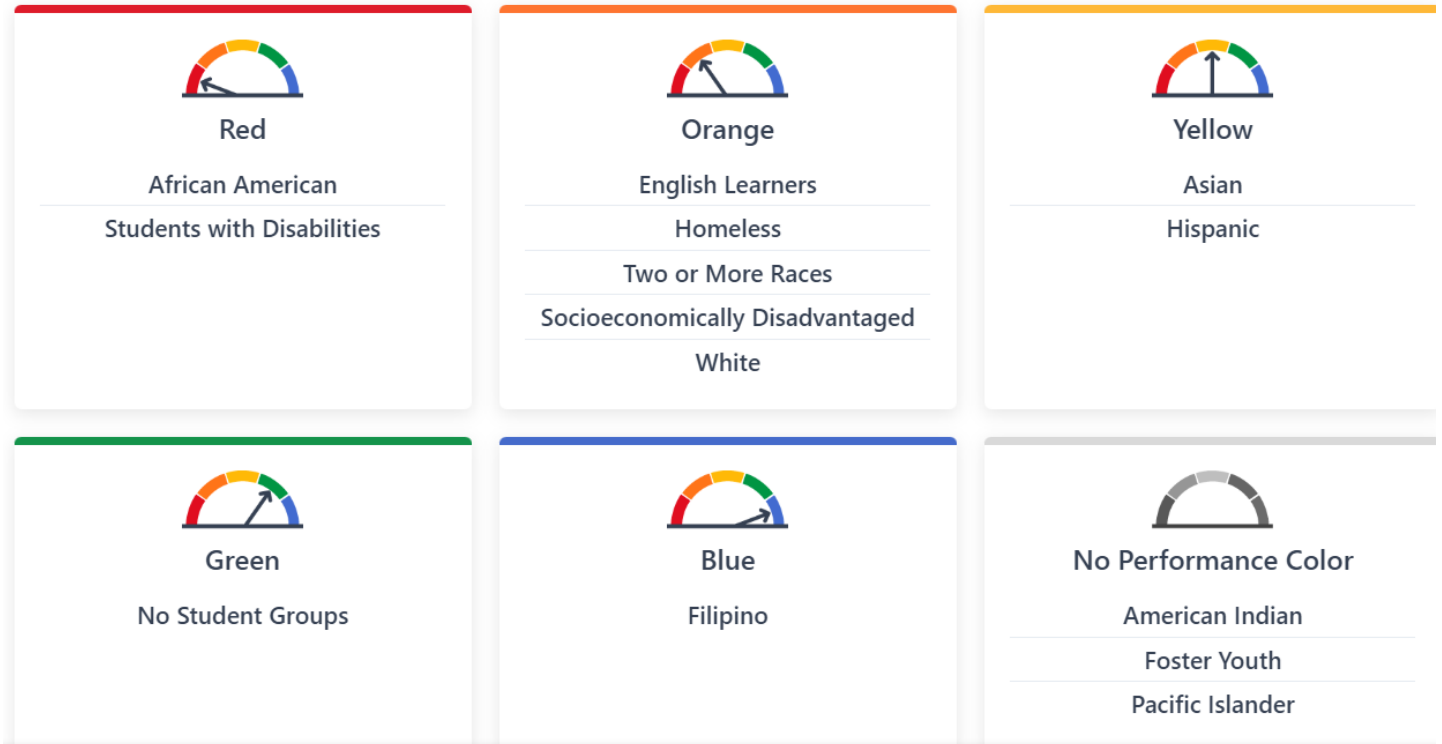
Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	6.26	4.96	3.60
Expulsions	0.65	0.24	0.08

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1694	1650	418	25.3

Female	801	779	206	26.4
Male	886	864	209	24.2
American Indian or Alaska Native	8	7	2	28.6
Asian	61	57	7	12.3
Black or African American	51	49	11	22.4
Filipino	51	51	9	17.6
Hispanic or Latino	1095	1068	290	27.2
Native Hawaiian or Pacific Islander	6	6	2	33.3
Two or More Races	50	48	7	14.6
White	372	364	90	24.7
English Learners	288	280	74	26.4
Foster Youth	10	8	4	50.0
Homeless	130	122	37	30.3
Socioeconomically Disadvantaged	1013	981	271	27.6
Students Receiving Migrant Education	68	68	6	8.8
Students with Disabilities	197	195	65	33.3

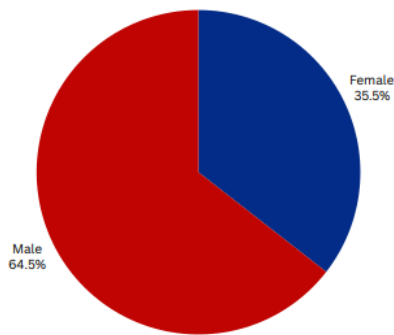




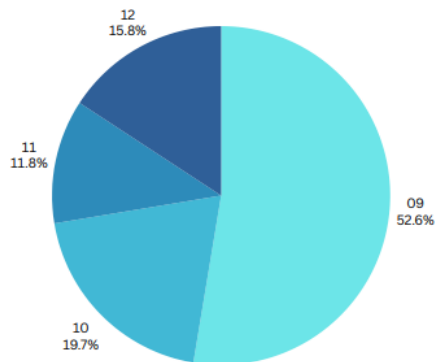
EAST UNION SUSPENSION DATA



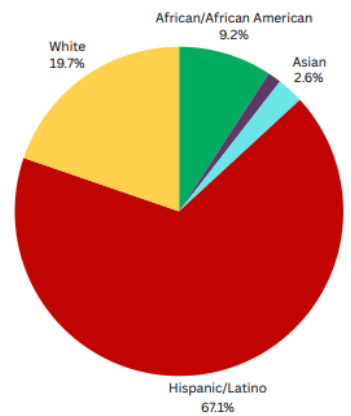
GENDER



GRADE LEVEL

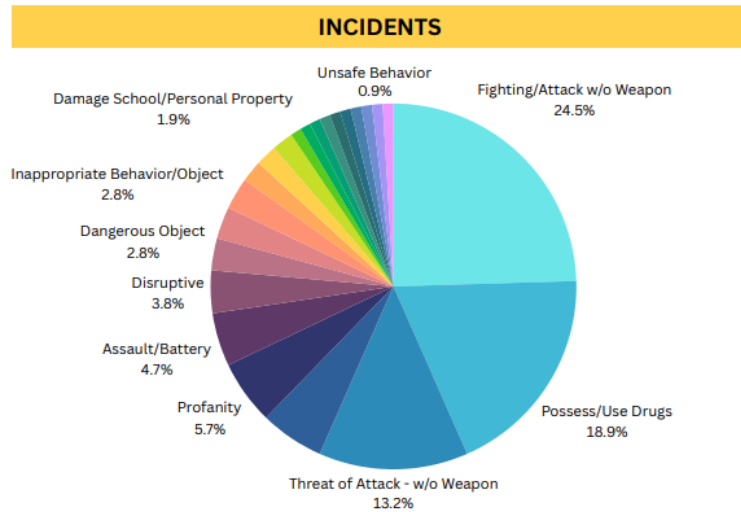
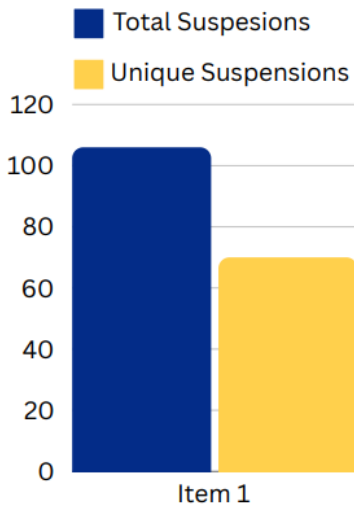


ETHNICITY





EAST UNION SUSPENSION DATA



Data Analysis

Data shows that A1, A2, and C infractions are most prevalent among all student populations. 9th grade students and students with disabilities are identified subgroups with the highest frequency of suspension infractions.

Student Need 1:

Student suspension data needs to be addressed. There are higher degrees of infractions and repeated offenders notably from the 9th grade (over 50% of infractions). Efforts towards improved behavior should be targeted to this student population including action items in conjunction with feeder schools to facilitate smoother transition to high school.

SMART Goal 1

By June 2027, East Union High School will reduce annual suspension infractions for 9th grade by 50% in Drug Use and Student Conflict categories (reduce by 28 incidents).

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Implement PBIS efforts with student outreach including incentives, branding, student activities, and recognition	<ul style="list-style-type: none"> Suspension rates Expulsion rates Attendance rates 	1 per term (approximately 32 students)				

components with ceremony and community engagement outside of the school day specifically targeting disproportionate students (African American Special Ed students and Hispanic students)	<ul style="list-style-type: none"> • Club/Athletic Participation rates 					
Begin planning and implementing for high school support to feeder schools and their PBIS efforts via Link Crew and AVID populations to develop Profile of a Lancer to establish role model influences for smoother transition.	<ul style="list-style-type: none"> • Suspension rates • Expulsion rates • Fight and Drug data for repeat offenders/ intervention plan analysis. • 8th grade COST roster behavior data. 	1 per term				
Utilize guest speakers to address student conflict, bullying, diversity, apathy, and other issues that challenge the student population as they navigate high school social dynamics.	<ul style="list-style-type: none"> • Suspension Rates • Expulsion Rates • Repeat Offenders 	106 Total Suspensions from 23-24 school year.				
Increase number of referrals for Point Break as intervention to reduce number of repeat offenders.	<ul style="list-style-type: none"> • Suspension Rates • Expulsion Rates • Repeat Offenders 	106 Total Suspensions from 23-24 school year.				
Develop systematic "break" system to safely incorporate common "break"	-Suspension Rates	13.7% of Students with Disabilities were suspended at				

<p>accommodation safely and efficiently for minimal impact to academic instruction - Specific to Special Ed students.</p>		<p>least one day. 23-24</p>				
<p>Implement and provide supports for Vape Sensors to help track student activity at restrooms with team debriefing, analysis, and adjustments to prevent drug use.</p>	<ul style="list-style-type: none"> • Suspension Rates • Time of event data 	<p>18.9% of suspensions were Possess/Use Drugs 23-24</p>				

Progress Monitoring









District Goal

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

Site Tier 2 and 3 Goals

Improve academic achievement for students with disabilities and EL students by using PLC protocols to determine best practices, interventions and enrichment activities.

 <p>Red</p> <p>English Learners Students with Disabilities</p>	 <p>Orange</p> <p>Hispanic Socioeconomically Disadvantaged</p>	 <p>Yellow</p> <p>White</p>
 <p>Green</p> <p>No Student Groups</p>	 <p>Blue</p> <p>No Student Groups</p>	 <p>No Performance Color</p> <p>African American American Indian Asian Filipino Foster Youth Homeless Two or More Races Pacific Islander</p>



Red

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities



Orange

White



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless



Red

No Student Groups



Orange

English Learners
Students with Disabilities



Yellow

Hispanic
Socioeconomically Disadvantaged
White



Green

Homeless



Blue

No Student Groups



No Performance Color

African American

American Indian

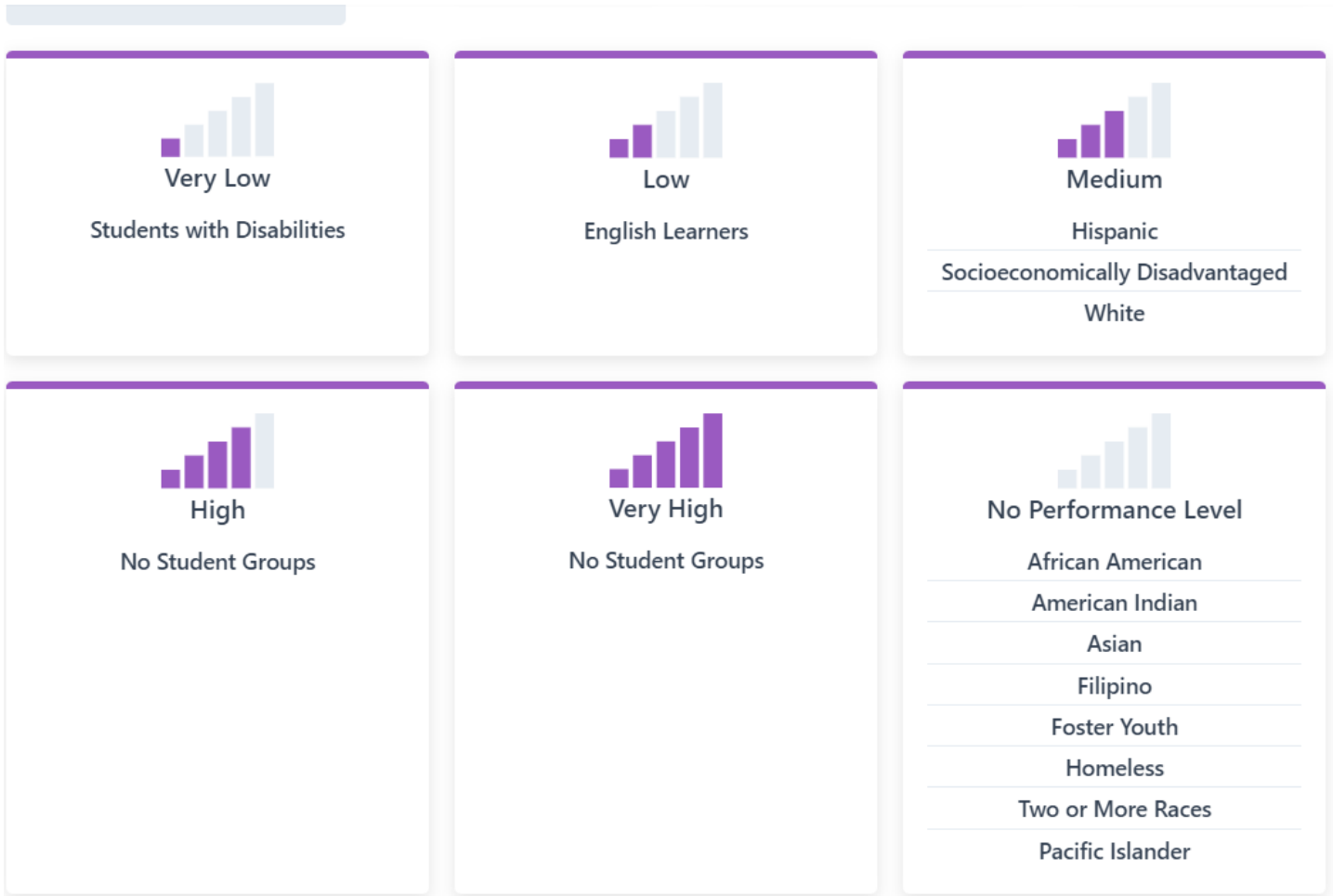
Asian

Filipino

Foster Youth

Two or More Races

Pacific Islander



Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable for all schools with identified ATSI groups.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California Dashboard indicators identify several groups with achievement gaps in the measured categories. The prominent two groups with deficiencies are Students with Disabilities and English Learners. These groups are below average (red or orange groups) in Suspension Rates, Graduation Rates, College and Career Readiness, English Language Arts, and Mathematics. Other groups are identified as low in some areas, but none are to this extent. Other low groups in Mathematics includes Students with Disabilities, Hispanic, and White. Other low groups in English Language Arts includes Hispanic and Socioeconomically Disadvantaged. Other low groups in Suspension Rates includes African American, Homeless, Two or More Races, Socioeconomically Disadvantaged, and White.

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%		

English Learner Progress

All Students State



Green

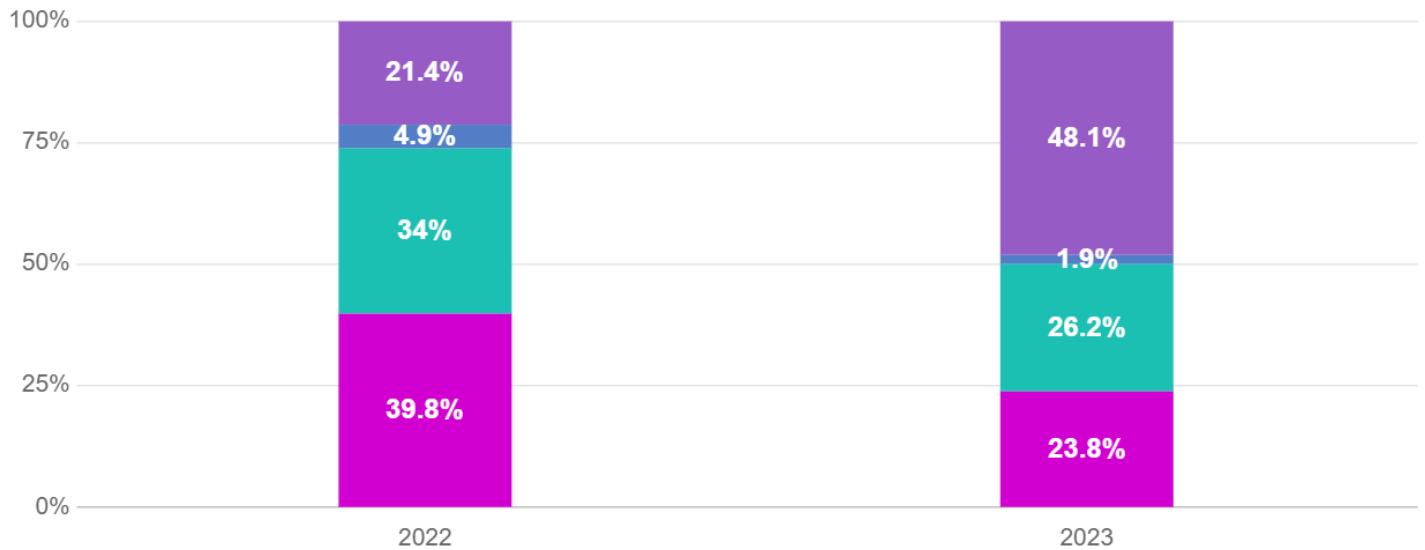
50% making progress towards English language proficiency

Increased 23.8% ↑

Number of EL Students: 206

Summative ELPAC

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.



Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.



English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



Data Analysis

Although EL students are improving, particularly in ELPAC performance, EL students continue to perform with a deficit compared to RFEP and EO Peers. The growth in all categories indicate an opportunity to build upon current practices with expansion into integrated settings with training, PLC processes, and emphasizing instructional practices that work.

Student Need 1:

Although data highlights growth for the English Learner Population, Dashboard and State Testing data analysis indicates that there are still achievement gaps with the subgroup performing at Red or Orange bands in all measured categories.

SMART Goal 1

Reclassify 40 students annually as measured by ELPAC results.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
EL team will use PLC time to collaborate with general ed teachers during PLC time for improving instruction with use of common formative assessments and data protocols to	<ul style="list-style-type: none"> PLC Protocol Evidence CFA Assessments - How many/frequency CFA Data Analysis - 	Red Category - MAP Red Category - CAASPP				Time Money People

<p>identify trends and promote professional growth.</p>	<ul style="list-style-type: none"> action plans CAASPP Data Analysis Reclassification data 					
<p>Implement professional development for instruction and assessment aligned to student achievement, PLC targets, Base and Supplemental instruction, and Kagan workshops.</p>	<ul style="list-style-type: none"> PLC Protocol Evidence Kagan Workshop Data CFA Data Analysis - action plans CAASPP Data Analysis Reclassification data 	<p>Current trainings are only provided to designated ELD instructors. CAASPP achievement shows gaps in performance for English Learner subgroup (20 points below standard in ELA, 122.4 points below standard in Math).</p>				<p>Time Money People</p>
<p>Provide enrichment and support opportunities for students beyond the school day, including cultural and extracurricular components to develop connectedness for ELD population.</p>	<ul style="list-style-type: none"> College/Career Indicator Reclassification data CTE Completers UC/A-g Data 	<ul style="list-style-type: none"> 255 students in EL D, approximately 40 RF EP achievements in 23-24 school year. 2023 				<p>Time Money People</p>

		Da shb oar d sho ws En glis h Lea rne r po pul ati on at 2 bar s for coll eg e/c are er rea din ess				
Implement process for Goal-Setting conferences with students using MAP data and incentives for CAASPP Achievement	<ul style="list-style-type: none"> • CAASPP Math and English Language Arts • MAP Data • Reclassification data 	TBD				Time Money People

Progress Monitoring

Data

Data Analysis

Dashboards and State Testing data analysis indicates an achievement gap for Students with Disabilities in English Language Arts, Mathematics, Suspension Rate, Graduation Rate, and College/Career Readiness.

Student Need 2:

In light of the deficits measured in achievement and California Dashboard metrics, a multi-layered approach is needed to improve student achievement for students with disabilities across the board. Emphasis will be placed on student engagement, instruction, and communications to address student deficits.

SMART Goal 1

Improve academic achievement for students with disabilities from red to orange as measured on the California Dashboard for 2024-2025 school year.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>SPED instructional team will use PLC time to collaborate with general ed teachers during PLC time for improving instruction with use of common formative assessments and data protocols to identify trends and promote professional growth.</p>	<ul style="list-style-type: none"> • PLC Protocol Evidence • CFA Assessments - How many/frequency • CFA Data Analysis - action plans • MAP Data Analysis - • CAASPP Data Analysis 	<p>Red Category - MAP Red Category - CAASPP</p>				<p>Time Money People</p>
<p>Implement professional development for instruction and assessment aligned to student achievement, PLC targets, Base and Supplemental instruction, and Kagan workshops.</p>	<ul style="list-style-type: none"> • PLC Protocol Evidence • Kagan Workshop Data • CFA Data Analysis - action plans • MAP Data Analysis - • CAASPP Data Analysis 	<p>Red Category - MAP Red Category - CAASPP</p>				<p>Time Money People</p>
<p>Provide enrichment activities to improve college and career readiness indicator.</p>	<ul style="list-style-type: none"> • Tracking enrichment activities/field trips etc. 	<p>Students with Disabilities are performing at 1 Bar measured by California Dashboard.</p>				<p>Time Money People</p>

	<ul style="list-style-type: none"> College and Career Indicator CTE Completers 					
Support caseload managers in progress monitoring Transition goals and data collection in efforts of moving more students to general education and out of the special education class setting.	Behavior Reports, Incidents resulting in infractions for Disruptive/Defiance (48900.K)	31 out of 91 infractions of 48900.K (Disruption/Defiance) were by Students with Disabilities. This is disproportionately high for this subgroup.				Time Money People
Implement process for Goal-Setting conferences with students using MAP data and incentives for CAASPP Achievement	<ul style="list-style-type: none"> CAASPP Math and English Language Arts MAP Data CFA Data 	Students with Disabilities are performing 149.7 points below grade level in English Language Arts and 237 points below grade level in Mathematics.				Time Money People

Progress Monitoring

Data

Student Need 3:

Data analysis shows high school migrant students at East Union need more academic support to recover credits and meet graduation requirements.

SMART Goal 1

By June 2027, 90% of migrant students will matriculate and meet graduation requirements.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
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<p>Hire full time credentialed teacher to teach and monitor students using Cyber High and or Gradpoint to ensure that students are meeting graduation requirements.</p>	<p>Number of students passing credit recovery course.</p> <p>Number of students meeting graduation requirements.</p>	<p>TBD in 24/25 school year.</p> <p>31 out of 47 students are credit deficient.</p>				
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Progress Monitoring

Budget Summary

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP A	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
3.1	Emerging Students	Smart Goal 1, 2	ES - Tutoring Timesheeting	3010	Certificated Extra-time	Year 1	\$ 7,500.00	
3.4	Emerging Students	Smart Goal 1, 2	ES - TSSP Supplies	3010	Classified Extra-time	Year 1	\$ 5,500.00	
1.8	Grade Level Standards	Smart Goal 1.2,3	GLS - PLC	3010	Conferences	Year 1	\$ 10,000.00	Kagan, Solution Tree
1.1	Grade Level Standards	Smart Goal 1.2,3	PLC Conference	3010	Conferences		\$ 2,000.00	
1.8	Grade Level Standards	Smart Goal 3	ES - AVID Supplies	3010	Materials & Supplies	Year 1	\$ 5,000.00	
1.8	Grade Level Standards	Smart Goal 3	ES - AVID Membership/Dues	3010	Services	Year 1	\$ 10,000.00	
1.8	Grade Level Standards	Smart Goal 3	ES - AVID College Field Trips	3010	Services	Year 1	\$ 15,000.00	
1.8	Grade Level Standards	Smart Goal 3	ES - AVID Guest Speakers/Presentations	3010	Services	Year 1	\$ 17,884.00	
							\$ 72,884.00	

\$ 72,884 Allocation (21)

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
3.1	Emerging Students	Smart Goal 1	ES - Bilingual Para's Extra Time	0709	Classified Extra-time	Year 1	\$ 2,500.00	
1.1	Standards	Smart Goal 1, 2, 3	Travel, Conf and Training	0709	Conferences		\$ 10,000.00	covers trainings and subs needed-ELA
1.1	Grade Level Standards	Smart Goal 3	Conferences	0709	Conferences		\$ 8,700.00	
1.3	Grade Level Standards	Smart Goal 3	Conferences, workshops	0709	Conferences		\$ 3,000.00	science
1.4	Grade Level Standards	Smart Goal 1, 2, 3	Travel, Conf and Training	0709	Conferences		\$ 2,500.00	vapa
1.4	Grade Level Standards	Smart Goal 3	PE Conferences	0709	Conferences		\$ 1,000.00	pe
1.5	Safety	Smart Goal 1	Conferences for Success 101/Training	0709	Conferences		\$ 3,000.00	
2.2	Safety	Smart Goal 1	Character Counts Conference	0709	Conferences		\$ 3,000.00	
1.2	Grade Level Standards	Smart Goal 1, 2, 3	Conferences	0709	Conferences		\$ 5,000.00	math
1.1	Emerging Students	Smart Goal 1	ES - READ 180/HMH	0709	Dues and Membership	Year 1	\$ 4,500.00	
1.1	Grade Level Standards	Smart Goal 1, 2	GLS - Training materials, bookstudies	0709	Materials & Supplies	Year 1	\$ 5,000.00	
1.5	Grade Level Standards	Smart Goal 3	GLS - Culinary CAL Card Charges	0709	Materials & Supplies	Year 1	\$ 7,000.00	
1.5	Safety	Smart Goal 1	Success 101- Academic Innovations	0709	Materials & Supplies		\$ 20,000.00	workbooks and consumable
2.4	Grade Level Standards	Smart Goal 1, 2, 3	GLS - PBIS/LEAD Incentives	0709	Materials & Supplies	Year 1	\$ 15,000.00	
2.4	Grade Level Standards	Smart Goal 1, 2	GLS - MAP Testing Incentives	0709	Materials & Supplies	Year 1	\$ 10,000.00	
2.4	Grade Level Standards	Smart Goal 1, 2	Honor Roll luncheon	0709	Materials & Supplies		\$ 6,000.00	*how many are there?
2.4	Safety	Smart Goal 1	PBIS - LEAD incentives/program	0709	Materials & Supplies		\$ 17,000.00	
2.4	Safety	Smart Goal 1	LEAD incoming freshmen (shirts)	0709	Materials & Supplies		\$ 5,000.00	incentive
2.2	Safety	Smart Goal 1	S - 5 Star Students	0709	Services	Year 1	\$ 3,500.00	
2.2	Safety	Smart Goal 1	5 star app	0709	Services	Year 1	\$ 5,000.00	
							\$ 136,700.00	

\$ 136,700 Allocation 68\$ UPP

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP #	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to supporting documents
	Safety	Smart Goal 1	Game Supervision	0000	Certificated Extra-time	Year 1	\$ 15,000.00	and desinees
	Grade Level Standards	Smart Goal 1,2,3	Payroll Subs	0000	Certificated Sub-time	Year 1	\$ 25,000.00	elpac; dist cost-remove cost
	Grade Level Standards	Smart Goal 1,2,3	ES - Timesheeting/Subs - Goal 1 Action 2	0000	Certificated Sub-time	Year 1	\$ 5,000.00	??-not enough info. Moved to year 2
	Emerging Students	Smart Goal 1	ES - ELPAC Paperwork, Testing, Translation - Goal 1 Action 2	0000	Classified Extra-time	Year 1	\$ 2,500.00	Dist. Cost
	Grade Level Standards	Smart Goal 3	Communication/Community outreach/Media timesheet	0000	Classified Extra-time	Year 1	\$ 5,000.00	timesheeting for posting on social media accounts.
	Safety	Smart Goal 1	Campus Monitors at Games	0000	Classified Extra-time	Year 1	\$ 5,000.00	*level 1 supplemental (can be cut)
	Safety	Smart Goal 1	Games Activity Clean Up	0000	Classified Extra-time	Year 1	\$ 15,000.00	
	Emerging Students	Smart Goal 1,2,3	Payroll Subs	0000	Classified Sub-time	Year 1	\$ 15,000.00	elpac; dist cost-remove cost
	Safety	Smart Goal 1	S - CADA	0000	Conferences	Year 1	\$ 6,000.00	
	Grade Level Standards	Smart Goal 1,2,3	S - Health Connected Teen Talk	0000	Conferences	Year 1	\$ 3,000.00	
	Safety	Smart Goal 1	CADA conference	0000	Conferences	Year 1	\$ 7,000.00	
	Safety	Smart Goal 1	CADA student conference	0000	Conferences	Year 1	\$ 9,000.00	
	Grade Level Standards	Smart Goal 1,2,3	Coaches Conferences	0000	Conferences	Year 1	\$ 7,000.00	
	Grade Level Standards	Smart Goal 3	Albert account for AP review	0000	Dues and Membership	Year 1	\$ 1,000.00	online AP program
	Safety	Smart Goal 1	Stage and Plants for Graduation	0000	\$500-9999	Year 1	\$ 3,000.00	
	Safety	Smart Goal 1	Food 4 Less	0000	Materials & Supplies	Year 1	\$ 500.00	VOL Supplies, Meetings
	Safety	Smart Goal 1	SaveMart	0000	Materials & Supplies	Year 1	\$ 500.00	VOL Supplies, Meetings
	Safety	Smart Goal 1	Hall of Fame/Staff Development	0000	Materials & Supplies	Year 1	\$ 5,000.00	??
	Safety	Smart Goal 1	Hudl	0000	Services	Year 1	\$ 15,000.00	ahletics-0277
	Safety	Smart Goal 1	Hudl	0000	Services	Year 1	\$ 15,000.00	ahletics-0277
	Grade Level Standards	Smart Goal 3	Field Trips	0000	Services	Year 1	\$ 5,000.00	mg0000
	Grade Level Standards	Smart Goal 3	Bus Transportation	0000	Services	Year 1	\$ 2,000.00	Charter Bus Companies-mg0000
1.5			Conferences	7412	Conferences		\$ 15,000.00	admissions, financial aid
1.5			Event Refreshments	7412	Materials & Supplies		\$ 500.00	Food 4 Less, SaveMart
1.5			Tablecloths	7412	Materials & Supplies		\$ 2,000.00	
1.5			School Presentations	7412	Services	Year 1	\$ 2,000.00	
1.5			Posters/Banners for Events	7412	Services		\$ 5,000.00	Financial Aid Night, 4 year Plan Workshop
							\$176,000.00	

Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

The School Site council met monthly throughout the 23/24 school year while ELAC met four times during the school year to review, update, and approve the Strategic Plan.

Date

May 1, 2024

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

Name of Members	Role
Eric Simoni	Principal
Sterrie Mcleod	Parent or Community Member
Cynthia Zamora	Parent or Community Member
Becky Barnes	Parent or Community Member
Sandy Lozano	Parent or Community Member
Carlos Sanchez	
Gina Gonzalez	Classroom Teacher
Julieta Salcedo	Classroom Teacher
Jenaia Cano	Classroom Teacher
Landon Wolfe	Secondary Student
Jenna Holdren	Secondary Student
Annette Dubois	Secondary Student
Tyler Dobbins	Secondary Student

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 Strategic Plan 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

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this Strategic Plan 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 Strategic Plan 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 Strategic Plan was adopted by the SSC at a public meeting on .

Attested:

Principal, Eric Simoni on May 1, 2024

SSC Chairperson, Sterrie Mcleod on May 1, 2024