East Union High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	East Union High School
Street	1700 N. Union Road
City, State, Zip	Manteca, CA 95336
Phone Number	(209) 858-7270
Principal	Eric Simoni, Principal
Email Address	esimoni@musd.net
School Website	https://www.mantecausd.net/eastunionhighschool
Grade Span	9-12
County-District-School (CDS) Code	39685933932001

2024-25 District Contact Information

District Name	Manteca Unified School District
Phone Number	(209) 825-3200
Superintendent	Clark Burke
Email Address	cburke@musd.net
District Website	www.mantecausd.net

2024-25 School Description and Mission Statement

EAST UNION HIGH SCHOOL
About Our School
East Union High School is built on 58 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:

2024-25 School Description and Mission Statement

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 1,550. The small rural community of French Camp is within the attendance boundaries of East Union High School. Students who attend East Union come from five district feeder schools and one private school from the surrounding Manteca, French Camp and Lathrop Communities. East Union's vision is to LEAD all students to learn and thrive in career, college, and community.

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:

We inspire students to pursue lifelong success through our core LEAD values: Loyalty, Empathy, Accountability, Determination. These values drive us to create a safe, supportive, inclusive, and collaborative environment where students develop skills through the mastery of learning standards.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	371
Grade 10	380
Grade 11	384
Grade 12	375
Total Enrollment	1,510

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.2
Non-Binary	0.3
American Indian or Alaska Native	0.3
Asian	4.4
Black or African American	2.8
Filipino	3.4
Hispanic or Latino	64
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2.6
White	22.1
English Learners	14.8
Foster Youth	0.5
Homeless	8.7
Migrant	3.8
Socioeconomically Disadvantaged	65.4
Students with Disabilities	13

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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/Incomplete/NA	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)	61.50	80.24	829.80	80.07	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	45.20	4.36	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.60	3.47	64.50	6.23	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.10	2.80	25.70	2.48	11953.10	4.28
Unknown/Incomplete/NA	10.30	13.47	71.00	6.85	15831.90	5.67
Total Teaching Positions	76.60	100.00	1036.30	100.00	279044.80	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.

2022-23 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)	66.20	84.05	771.70	72.44	231142.40	100.00
Intern Credential Holders Properly Assigned	0.90	1.15	37.00	3.48	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.50	4.44	86.60	8.13	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	1.56	21.60	2.03	11746.90	4.23
Unknown/Incomplete/NA	6.90	8.77	148.20	13.92	14303.80	5.15
Total Teaching Positions	78.80	100.00	1065.40	100.00	277698	100

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	2022-23
Permits and Waivers	0.90	1.00	0
Misassignments	7.30	1.60	3.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	8.30	2.60	3.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.90	0.00	0
Local Assignment Options	0.00	2.10	1.2
Total Out-of-Field Teachers	0.90	2.10	1.2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.80	2.5	6.7
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	0	0.7

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Most recent hearing on the sufficiency of instructional materials was on April 18, 2024.

Year and month in which the data were collected	November 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1- Into Literature, Houghton Mifflin Harcourt (Adopted 2023) English 2- Into Literature, Houghton Mifflin Harcourt (Adopted 2023) English 3- Into Literature, Houghton Mifflin Harcourt (Adopted 2023) English 4- Into Literature, Houghton Mifflin Harcourt (Adopted 2023) Special Ed Parallel English 1, 2, 3, 4- Into Literature, Houghton Mifflin Harcourt (Adopted 2023) Special Ed Essential English 1, 2, 3, 4- Into Literature, Houghton Mifflin Harcourt (Adopted 2023) English Honors 1- Foundations of Language & Literature, Bedford, Freeman and Worth (Adopted 2023) English Honors 2- Advanced Language & Literature, Bedford, Freeman and Worth (Adopted 2023) AP English Language & Composition- The Language of Composition, Bedford, Freeman and Worth (Adopted 2023) AP English Literature & Composition- Literature and Composition, Bedford, Freeman and Worth (Adopted 2023) ELD 1: Houghton Mifflin Harcourt English 3D – Language Launch Volumes 1 & 2 (Adopted 2024) ELD 2: Houghton Mifflin Harcourt English 3D – Course B, Volume 1 (Adopted 2024) ELD 3: Houghton Mifflin Harcourt English 3D – Course B, Volume 2 (Adopted 2024) ELD 4: Houghton Mifflin Harcourt English 3D – Course C (Adopted 2024)	Yes	0

Mathematics	Algebra 1, A, B - Common Core Curriculum, Big Ideas Learning (Adopted 2015) Geometry - Common Core Curriculum, Big Ideas Learning (Adopted 2015) Algebra 2 - Common Core Curriculum, Big Ideas Learning (Adopted 2015) Pre-Calculus - Pre-Calculus with Limits, Brooks Cole (Adopted 2014) AP Calculus - Calculus of a Single Variable, Brooks/Cole (Adopted 2014) Special Ed - Pre-Algebra - ALEKS Math, McGraw-Hill (Adopted 2015) Special Ed - Functional Math 1 – ALEKS, McGraw-Hill (Adopted 2015) Special Ed - Functional Math 2 – ALEKS, McGraw-Hill (Adopted 2015) Special Ed - Algebra A & B - ALEKS, Big Ideas Learning (Adopted 2015) Special Ed - Functional Personal Financial Literacy, Pearson/Prentice Hall (Adopted 2010)	Yes	0
Science	Anatomy/Physiology- Essentials of Human Anatomy & Physiology 12th Edition, Pearson (Adopted 2022) Biology- The Living Earth-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) AP Biology- Biology, 12th Edition, Campbell / Benjamin, Cummings (Adopted 2022) Chemistry- Chemistry in the Earth System-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) AP Chemistry- Chemistry: The Central Science, Pearson Education (Adopted 2022) Physics- Physics in the Universe-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) AP Physics- College Physics: A Strategic Approach, Pearson Education (Adopted 2022) Astronomy- Horizons: Exploring the Universe, Cengage Learning (Adopted 2022) Environmental Science- Environmental Science: Your World, Your Turn, Savvas Learning Company (Adopted 2022) AP Environmental Science- Environmental Science for the AP Course, Bedford, Freeman and Worth (Adopted 2022) Zoology- Zoology, McGraw-Hill Education (Adopted 2022) Introductory Physical Earth and Space Systems- Inspire Earth Science, McGraw-Hill Education (Adopted 2024) Ag Biology- The Science of Agriculture: A Biological Approach, Delmar Thomson Learning (Adopted 2004) Ag Earth Science- Earth and Space Science-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) Special Ed- The Living Earth-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021) Special Ed- Earth and Space Science-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021)	Yes	0
History-Social Science	World Geography - Global Geography, Houghton Mifflin Harcourt (Adopted 2019) World History - Modern World History California Edition 2019, Houghton Mifflin Harcourt (Adopted 2019) AP Human Geography - Human Geography: A Spatial Perspective AP Edition, Cengage Learning (Adopted 2024)	Yes	0

	AP European History –The Western Heritage Since 1300, 12th Edition AP Edition, Pearson (Adopted 2022) U.S. History – American History: Reconstruction to the Present California, Houghton Mifflin Harcourt (Adopted 2019) AP U.S. History – The Enduring Vision: A History of the American People, National Geographic Learning/Cengage Learning (Adopted 2019) AP U.S. History – Fabric of a Nation 3rd Edition, Bedford, Freeman, & Worth, (Adopted 2022) American Government – Government Alive! Politics, and You, TCI (Adopted 2019) AP US Government & Politics– Government in America People, Politics, and Policy 2016 Presidential Election Ed, 17th Edition, Pearson (Adopted 2019) Economics – Econ Alive! The Power to Choose, TCI (Adopted 2019) AP Microeconomics - Krugman's Microeconomics for the AP Course 3rd Edition, Bedford, Freeman, & Worth, (Adopted 2019) AP Macroeconomics - Krugman's Macroeconomics for the AP Course 3rd Edition, Worth Publishers/BFW (Adopted 2022) Psychology – Essentials of Psychology: Concepts & Applications 5th Edition, Cengage (Adopted 2019) AP Psychology – Myers' Psychology for AP 4th Edition, Bedford, Freeman and Worth (Adopted 2024) Special Ed – Essential World History – Modern World History, Houghton Mifflin Harcourt (Adopted 2019) Special Ed – Essential U.S. History – American History: Reconstruction to the Present, Houghton Mifflin Harcourt (Adopted 2019) Special Ed – Essential Economics – Economics, Houghton Mifflin Harcourt (Adopted 2020) Special Ed – Essential American Government – United States Government, Houghton Mifflin Harcourt (Adopted 2020)		
Foreign Language	Spanish 1 - Descubre Level 1 Series, Vista Higher Learning (Adopted 2017) Spanish 2 - Descubre Level 2 Series, Vista Higher Learning (Adopted 2017) Spanish 3 - Descubre Level 3 Series, Vista Higher Learning (Adopted 2017) Spanish 4 - Imagina Level 4 Series, Vista Higher Learning (Adopted 2015) Spanish for Spanish Speakers – Tu Mundo, McDougal Littell (Adopted 2002) Spanish for Spanish Speakers - El Español Para Nosotros Nivel 1 y 2, McGraw Hill (Adopted 2017) Spanish AP - Temas, Vista Higher Learning (Adopted 2016) Spanish AP - Azulejo 2nd Edition, Wayside Publishing (Adopted 2018) Spanish AP Lit - Nextext for Abriendo Puertas, Holt McDougall (Adopted 2013) French 1 – D'accord 1 Level 1 Series, Vista Higher Learning (Adopted 2015) French 2 - D'accord 2 Level 2 Series, Vista Higher Learning (Adopted 2015) French 3 - D'accord 3 Level 3 Series, Vista Higher Learning (Adopted 2015) AP French – Themes, Vista Higher Learning (Adopted 2017)	Yes	0

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

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

School Facility Conditions and Planned Improvements

The District takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses the Facility Inspection Tool (FIT) instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the District Office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings
East Union High School was built in 1965 and has 84 classrooms, a cafeteria, performing arts building, large gym, small gym, library, swimming pool, team rooms, and administration building. Some of the buildings were modernized in 1988, 1996, and 2005. Additions to the library and business classroom were completed in 1970. In 1973, additions to the cafeteria and the art/ceramics classroom were constructed. Portables were added in 1985, 1986, 1992, 1994, 1997, 2000, and 2004. A performing arts building and a science wing were built in 1995. The band room, additional classrooms, and team room addition were built in 2001. In 2008, the boys' locker room was renovated adding air conditioning and new lockers. In 2017, two unused portables were salvaged then removed. In 2023, the stadium, track / field, were modernized.

Maintenance and Repair
District maintenance staff ensures that repairs necessary to keep schools in good working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority.

Cleaning Process and Schedule
The District's governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office and at the District Office. Staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance Program
The District allocates funding for maintenance. The Maintenance Program includes funding for replacement of existing school building components so that the educational process may safely continue. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, wall systems, floor systems, etc.

Modernization Projects
The District is currently planning to renovate and modernize its schools based upon the District's 2014 Facility Master plan and 2019 Needs Assessment. As part of that activity there are projects planned at the campus which will be completed through the use of local funds. State funding will also be sought for those projects which may be eligible for modernization funding. This first phase, constructed a new metal shop and classroom building then modernizes the existing woodshop and agricultural program classrooms. The second phase,which modernized 30 CRS, started construction in June of 2020 and is now complete. The third phase of modernization, which includes the replacement of 30 portable CRs, the construction of a new small GYM, P.E. classroom and weight room, is now currently under construction.

Year and month of the most recent FIT report	August 2024

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Holes in flooring. Ceiling damage-holes, tears, etc. Carpeting damage - waiting for funding.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	44	49	38	36	46	47
Mathematics (grades 3-8 and 11)	14	17	22	22	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	369	357	96.75	3.25	49.02
Female	181	174	96.13	3.87	56.32
Male	188	183	97.34	2.66	42.08
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	52.94
Black or African American	12	11	91.67	8.33	54.55
Filipino	--	--	--	--	--
Hispanic or Latino	247	240	97.17	2.83	45.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	75	72	96.00	4.00	56.94
English Learners	45	44	97.78	2.22	2.27
Foster Youth	--	--	--	--	--
Homeless	44	40	90.91	9.09	45.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	254	245	96.46	3.54	47.76
Students Receiving Migrant Education Services	19	19	100.00	0.00	31.58
Students with Disabilities	39	36	92.31	7.69	0.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	369	357	96.75	3.25	16.53
Female	181	173	95.58	4.42	15.03
Male	188	184	97.87	2.13	17.93
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	11.76
Black or African American	12	11	91.67	8.33	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	247	239	96.76	3.24	14.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	75	73	97.33	2.67	21.92
English Learners	45	43	95.56	4.44	0.00
Foster Youth	--	--	--	--	--
Homeless	44	39	88.64	11.36	10.26
Military	--	--	--	--	--
Socioeconomically Disadvantaged	254	244	96.06	3.94	12.70
Students Receiving Migrant Education Services	19	19	100.00	0.00	5.26
Students with Disabilities	39	37	94.87	5.13	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	21.28	21.42	22.16	22.63	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	742	719	96.90	3.10	21.42
Female	341	328	96.19	3.81	21.34
Male	399	389	97.49	2.51	21.59
American Indian or Alaska Native	--	--	--	--	--
Asian	33	32	96.97	3.03	28.13
Black or African American	28	27	96.43	3.57	18.52
Filipino	26	26	100.00	0.00	26.92
Hispanic or Latino	478	465	97.28	2.72	17.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	40.00
White	154	148	96.10	3.90	29.05
English Learners	84	79	94.05	5.95	0.00
Foster Youth	--	--	--	--	--
Homeless	79	72	91.14	8.86	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	491	475	96.74	3.26	19.16
Students Receiving Migrant Education Services	26	26	100.00	0.00	11.54
Students with Disabilities	89	84	94.38	5.62	4.76

2023-24 Career Technical Education Programs

East Union High School has focused on integrating and focusing on elements of a 21st Century student, adhering to the motto of "Lancers Lead." Ninth graders participate in Success 101, a class designed to help them select a career path and develop a 10-year plan as they move through high school. A career path is developed for each student to prepare for the transition from school to post-secondary options. East Union students may enroll in CTE classes on campus in a variety of career pathways. Students also may enroll in districtwide CTE capstone courses in a variety of areas. CTE classes incorporate Standards for Career Ready Practice (a series of twelve standards that encompass fundamental knowledge and skills students need in order to be prepared for postsecondary education, career development, or the workforce) as well as standards-specific to their industry sector that consist of technical skills.

Districtwide CTE Capstone Courses:
Accounting (Automated)
Advanced Ag Welding
Advanced Ag Wood
Advanced Business: Entrepreneurship
Advanced Careers with Children
Advanced Child Development

2023-24 Career Technical Education Programs

Advanced Fashion Merchandising
Advanced Health Careers
Advanced Interior Design
Advanced Public Safety
Advanced Emergency Medical Response
Advanced Emergency Medical and Fire Response
Advanced Pro-Start: Culinary Arts
Advanced Video Game Art & Design
Ag Construction
Food Service and Hospitality

East Union High School Career Technical Education (CTE) Pathways:
Agricultural Mechanics Pathway
Agriscience Pathway
Floral Pathway
Business Management Pathway
Fashion Design and Merchandising
Financial Services Pathway
Food Service & Hospitality Pathway
Public Safety

CTE Advisory Committee Members and Industry
Industry Members:
Dan Summa – Art, Media, Entertainment
Danell Hepworth – Education
Pamela Knapp – Education
Gerry Hinayon – Health Services, Education
George Singh – Banking, Business
Jeff Liotard – Food Service/Hospitality
Taylor Hasal – Chamber of Commerce
Carla Cope – Health Services
Faith Rosado – Health Services
Silvia Mendez – Parent
Tevani Liotard – Food Service/Hospitality
Tom Wilson – Real Estate
Franco Torres – Public Services
Sergeant William Mueller – Public Services
Workforce Development Members:
Belinda Petate
Yecenia Razo Jara
Education Members:
Clara Schmiedt – Manteca USD
Amanda Peters – Manteca USD
Larry Machado – Manteca USD
Lisa Herrin – Manteca USD
Eric Simoni – Manteca USD

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1104
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	61
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	94.94
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	28.78

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98	98	99	98	99

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Opportunities for Parent Involvement
At East Union High School, we believe our success is the direct result of the support we receive from our parents and the surrounding community via our ELAC parent group, the East Union School Site Council, Athletic Boosters, Sober Grad, and our JROTC Booster clubs. Parents can also participate in annual college information meetings, FASFA training, back to school night and eight grade parent night. Parents can contact the East Union Administration at (209) 858-7270, email administration and staff directly through our website, follow us on Facebook (https://www.facebook.com/EastUnionHighSchool/), and are encouraged to regularly check our website (http://https://eastunion.mantecausd.net/for-parents-students/for-parents-students) to find out how they can get more involved with our student's education.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	3.1	4.7	3.3	3.9	4.4	4.3	7.8	8.2	8.9
Graduation Rate	94.6	93.6	94.2	93.2	91.5	91.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	364	343	94.2
Female	154	148	96.1
Male	208	193	92.8
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	16	16	100.0
Black or African American	17	14	82.4
Filipino	16	16	100.0
Hispanic or Latino	222	209	94.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	81	76	93.8
English Learners	56	49	87.5
Foster Youth	--	--	--
Homeless	42	35	83.3
Socioeconomically Disadvantaged	303	283	93.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	60	47	78.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1612	1577	321	20.4
Female	750	736	157	21.3
Male	857	836	163	19.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	68	68	14	20.6
Black or African American	49	47	14	29.8
Filipino	54	52	4	7.7
Hispanic or Latino	1037	1015	205	20.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	40	39	6	15.4
White	352	345	75	21.7
English Learners	266	258	57	22.1
Foster Youth	14	12	6	50.0
Homeless	185	181	52	28.7
Socioeconomically Disadvantaged	1136	1111	233	21.0
Students Receiving Migrant Education Services	60	59	8	13.6
Students with Disabilities	216	213	68	31.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

	Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
6.01	6.26	5.65	4.62	4.96	4.95	3.17	3.6	3.28

This table displays expulsions data.

	Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.65	0.25	0.09	0.24	0.18	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.65	0.25
Female	4.27	0.00
Male	6.88	0.47
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.94	0.00
Black or African American	16.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.98	0.29
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.00	2.50
White	4.26	0.00
English Learners	6.02	0.00
Foster Youth	50.00	0.00
Homeless	10.27	0.00
Socioeconomically Disadvantaged	6.87	0.35
Students Receiving Migrant Education Services	3.33	0.00
Students with Disabilities	16.20	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

All school sites in the Manteca Unified School District annually update their Comprehensive School Safety Plan in accordance with California Education Code and State legislation. Plans are revised by Site Administration per the required adoption process with appropriate School Site Council public meetings and School Site Safety Team input. At the March 2024 Board of

2024-25 School Safety Plan

Education meeting, current school safety plans were unanimously approved by the MUSD Board of Education.

The safety of students and staff as well as the security of school campuses are high priorities in MUSD. Safety plans in place are thorough and inclusive of various forms of threats and the protocols aligned for each situation. Staff and students receive ongoing training throughout the school year on emergency response and participate in regular disaster preparedness drills including but not limited to specific procedures for fire, earthquake, flood, civil disturbance, and hazardous chemical situations as aligned with state guidance. Safety plans evolve as necessary to adapt to current local, state, and national conditions.

Each school in Manteca Unified has a dedicated site safety team made up of key personnel who represent differing areas of expertise and perspective relating to campus logistics. The team meets regularly to review, adjust, and implement the best safety procedures for their school communities. Plans outline the many components necessary for a comprehensive safety plan such as steps for preparedness, proactive measures for prevention, emergency response, and a thoughtful blueprint for recovery.

As Manteca Unified School District attendance boundaries expand beyond city limits, MUSD partners and works closely with six law enforcement agencies, three fire departments, and many local first responders. MUSD's master emergency plan as well as school safety plans are reviewed by these agencies.

Site safety team members are requested to earn their ICS 100 certification upon joining the team. Several members of District senior leadership, site principals, and MUSD's Coordinator of Emergency Preparedness and Safety maintain an ICS 402 certification.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	31	14	5
Mathematics	16	28	15	2
Science	23	9	8	8
Social Science	20	15	14	6

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	26	19	4
Mathematics	19	23	13	5
Science	21	12	8	2
Social Science	19	19	13	9

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	24	15	8
Mathematics	20	20	12	2
Science	21	7	11	3
Social Science	22	14	15	7

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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	Ratio
Pupils to Academic Counselor	377.5

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6312.20	1486.15	4826.04	98829.08
District	N/A	N/A	3748.92	$90,799
Percent Difference - School Site and District	N/A	N/A	25.1	8.5
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-76.2	4.3

Fiscal Year 2023-24 Types of Services Funded

All Manteca schools receive 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, socio-disadvantaged, and students at risk of dropping out of school.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$60,687	$56,573
Mid-Range Teacher Salary	$86,656	$87,186
Highest Teacher Salary	$116,178	$119,665
Average Principal Salary (Elementary)	$179,500	$148,486
Average Principal Salary (Middle)	$0	$154,835
Average Principal Salary (High)	$187,357	$170,008
Superintendent Salary	$311,917	$338,699
Percent of Budget for Teacher Salaries	29.82	31.41
Percent of Budget for Administrative Salaries	5.51	4.86

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	13.5

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	11

Professional Development

Manteca Unified School District continuously analyzes student data, utilizes staff surveys, and student surveys to determine professional development needs to improve student learning. As a district, we then prioritize our major focus areas for staff development for each school year. The Educational Services Team then plans out our district professional learning calendar as a collective to ensure it aligns with our district and site strategic plans. The 2024-25 school year focus is to continue to refine our Tier 1 Inclusive Classroom Instruction to engage and meet the individual needs of every student, as well as address social emotional learning and the academic learning loss of your student population. Manteca Unified provides a variety of professional development in-person and virtually for our Preschool-12th certificated and classified staff. This includes live/independent training courses, live/archived webinars, virtual and in-person training/coaching, administrator academies, and dedicated district-wide training on UTK-8th Early Release Minimum Days, 9th-12th Late Start Professional Development Wednesdays, UTK-12th District Pull-out Days, and Preschool- 12th District-wide Staff Development Days.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	96	97	113