Manteca Unified School District Strategic Plan

2025-2026

Vision Statement

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

Mission Statement

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

East Union High School
39685933932001

Manteca Unified School District
39685930000000

School Site Vision

We LEAD all students to learn and thrive in careers, colleges, and communities.

School Site Mission

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

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
- Additional Targeted Support and Improvement

African American and Students with Disabilities for the 25-26 school year.

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.

East Union is committed to ensuring that all students achieve at or above grade-level state standards. To effectively meet ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, we implement a strategic plan centered on data-driven decision making, evidence-based instructional practices, and equitable access to the MUSD-adopted core curriculum. Regular student assessments are used to identify learning needs and inform targeted interventions. Additionally, we foster meaningful parent engagement through ongoing communication with teachers, counselors, and administrators, as well as through grade-level family outreach events. This comprehensive approach ensures alignment of resources and supports toward achieving our school-wide academic goals.

School Site Description

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:

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.

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 Stemscopes 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)

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)

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)

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)

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 Fundations, 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.

<u>Funding</u>

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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,510	**65.4%**	**14.8%**	**0.5%**
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

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	224	14.8%
Foster Youth	8	0.5%
Homeless	131	8.7%
Socioeconomically Disadvantaged	988	65.4%
Students with Disabilities	196	13%

2022-23 Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	46	2.9
American Indian	7	0.4
Asian	53	3.3
Filipino	50	3.1
Hispanic	1029	64.6
Two or More Races	45	2.8
Pacific Islander	6	0.4
White	357	22.4

2023-24 Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	43	2.8%
American Indian	5	0.3%
Asian	66	4.4%
Filipino	51	3.4%
Hispanic	967	64%
Two or More Races	39	2.6%
Pacific Islander	6	0.4%
White	333	22.1%

Conclusions based on this data:

1. Overall, the school's demographic trends indicate a steady increase in the Hispanic student population and a corresponding decrease in the White student population over several years. This shift highlights the importance of culturally responsive practices and targeted support to meet the evolving needs of our diverse student body.
2. Site data indicates a significant increase in the number of socioeconomically disadvantaged students. This trend underscores the need for continued focus on student access to academic support, resources, and interventions that address both academic and non-academic barriers to student success.
3. Site data indicates a significant decrease in the number of English Learner (EL) students. This decline appears to correlate with an increase in reclassification rates, suggesting progress in English language development. As this trend continues into the current year, it will be important to closely monitor future data points to ensure sustained support for both current EL students and recently reclassified 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 Met**			**% Standard Not Met**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	2568.	2560.	2571.	16.08	14.75	13.17	31.88	28.96	35.85	25.61	30.33	28.01	26.43	25.96	22.97
All Grades	N/A	N/A	N/A	16.08	14.75	13.17	31.88	28.96	35.85	25.61	30.33	28.01	26.43	25.96	22.97

CAASPP Results
Mathematics (All Students)

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	2515.	2502.	2522.	2.18	3.01	3.36	11.17	11.23	13.17	26.70	24.66	24.93	59.95	61.10	58.54
All Grades	N/A	N/A	N/A	2.18	3.01	3.36	11.17	11.23	13.17	26.70	24.66	24.93	59.95	61.10	58.54

CAASPP Results
English Language Arts/Literacy (All Students)

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	47.96	43.72
Female	54.95	51.30
Male	41.08	38.10

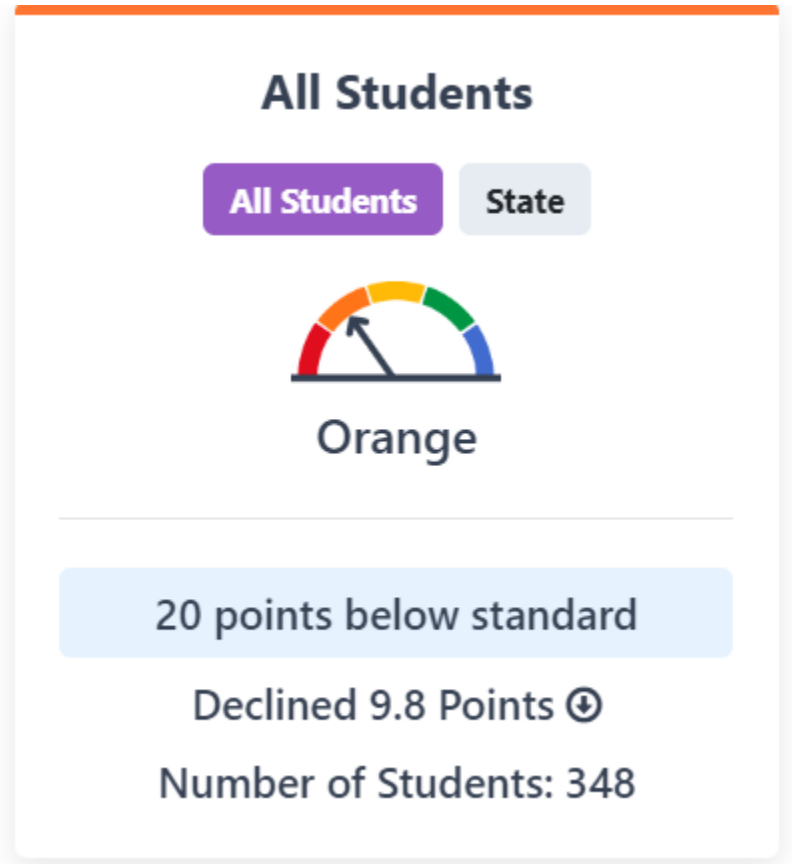
CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
American Indian or Alaska Native	--	--
Asian	62.50	64.29
Black or African American	--	46.67
Filipino	--	52.94
Hispanic or Latino	40.43	37.89
Native Hawaiian or Pacific Islander	--	--
Two or More Races	66.67	41.67
White	63.10	55.70
English Learners	4.44	12.96
Foster Youth	0.00	--
Homeless	37.50	25.00
Military	--	--
Socioeconomically Disadvantaged	46.70	38.39
Students Receiving Migrant Education Services	38.46	--
Students with Disabilities	9.09	12.24

CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	13.35	14.25
Female	15.30	15.48
Male	11.41	13.46
American Indian or Alaska Native	--	--
Asian	18.75	21.43
Black or African American	--	12.50
Filipino	--	11.76
Hispanic or Latino	7.42	11.40
Native Hawaiian or Pacific Islander	--	--
Two or More Races	26.67	8.33
White	27.06	23.68
English Learners	0.00	0.00
Foster Youth	0.00	--
Homeless	6.67	7.41
Military	--	--
Socioeconomically Disadvantaged	9.39	12.38
Students Receiving Migrant Education Services	0.00	--

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
Students with Disabilities	0.00	2.04

Data



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

Subject: **ELA**

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

Roster Date: **Custom**

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

Grade		Number of Students
All Grades	Growth Median and Distribution: 50th — 24% / 18% / 17% / 18% / 23%	1220
	Achievement Winter 2022-2023 Median and Distribution: 44th — 23% / 22% / 25% / 21% / 9%	
	Achievement Winter 2023-2024 Median and Distribution: 46th — 17% / 25% / 29% / 22% / 7%	

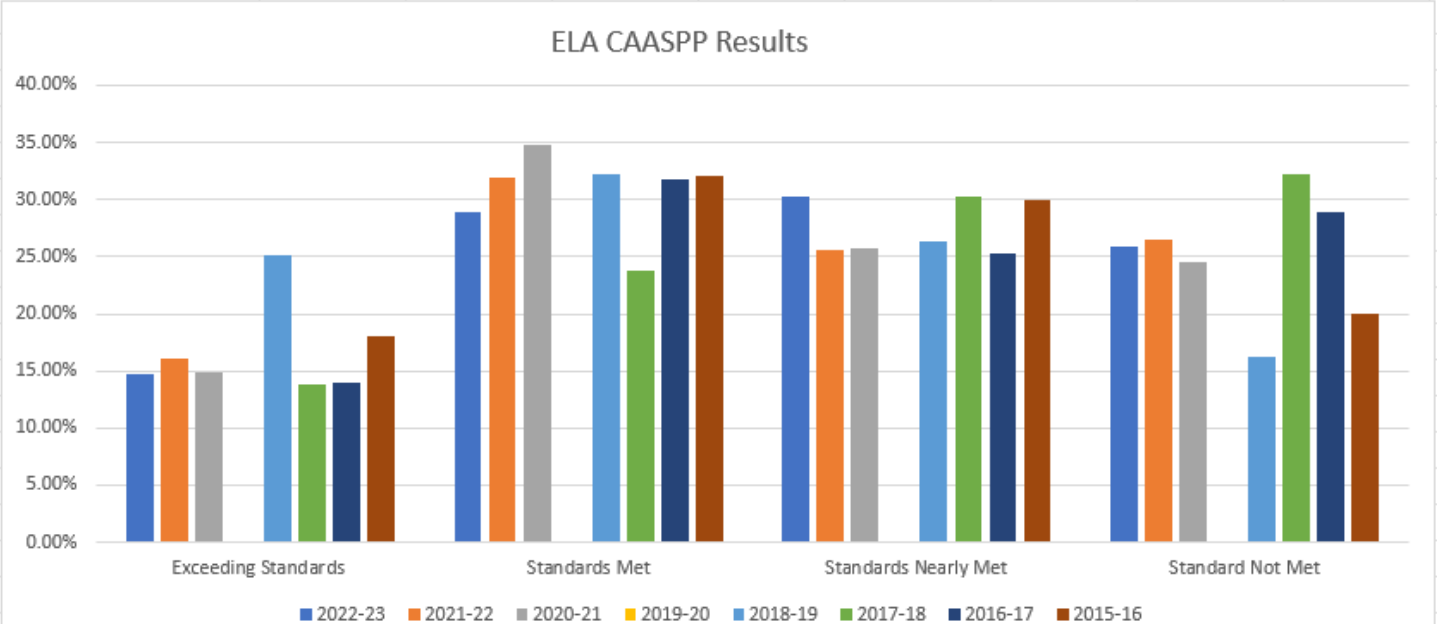
Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Spring 2023-2024

Tested Winter 2022-2023 - Winter 2023-2024

More information about this chart

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
English Language Arts team will utilize PLC process for improving instruction with use of common	-PLC Protocol Evidence -CFA Assessments - How many/frequency -CFA Data Analysis - action plans	CAASPP 2023 43.71% Met or Exceeded Standards	Making Progress			Time Money People

formative assessments and data protocols to identify trends and promote professional growth. Implement peer observation/coaching professional development.	-MAP Data Analysis -CAASPP Data Analysis					
Implement professional development for instruction and assessment aligned to student achievement, PLC targets, Base and Supplemental instruction, and Kagan workshops.	-PLC Protocol Evidence -Kagan Workshop Data/Feedback	Fall 2023 MAP -Blue Band: 9% (133 students) -Green Band: 25% (370 students) -Yellow Band: 25% (370 students) -Orange Band: 25% (370 students) -Red Band 16% (236 students)	Met			Time Money People
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.	Not Met			Time People Money
Implement student goal setting process to promote individual achievement on MAP assessments (all students).	-Student goal setting evidence	none at this time	Not Met			Time People Money
Monitor achievement of students that attend tutoring sessions.	-Attendance Records -CFA Data Analysis Tracking -Map Testing Data Analysis	TBD - Pre/Post Assessment Results	Not Met			

Progress Monitoring 24-25

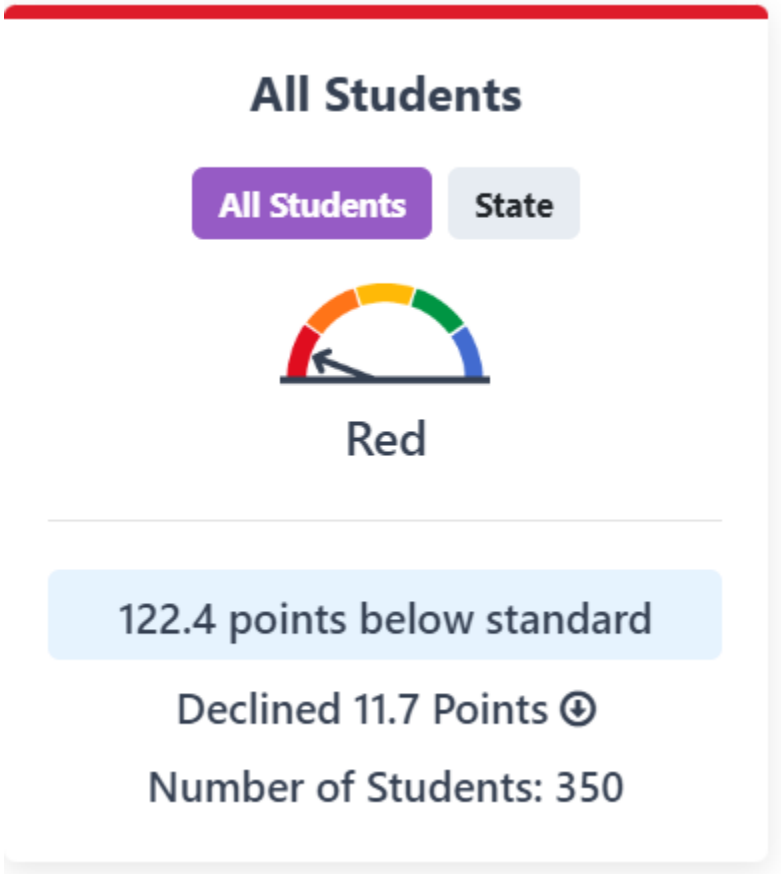
Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: The English Department was provided a day in September to collaborate and work as a team to review/revise essential standards, pacing guides, CFAs, data protocols while using the new HMH curriculum. The English department has made growth in many of these categories. That said, there is more opportunity for growth as evidenced in the evidence and analysis. The staff participated an Kagan Training/staff development opportunities this year. Approximately 7 teachers went to Day 1 training over the summer. During the year, we had approximately 80% of teachers participate in Kagan Planning and Kagan Coaching opportunities with feedback from Kagan Coach. The English department has developed a plan for utilizing peer tutors to support small-group learning and targeted intervention to be implemented beginning in January 2025. Point teachers have been selected to move forward to service the entire department with intervention. We have not structured the incentive program for MAP	-PLC Protocol Evidence - Agenda minutes allocates time for PLC protocols consistently; however, the team is lacking the documentation of the analysis and takeaways from CFA data. -CFA Assessments - ELA team has completed and provided evidence of 2 to 3 CFAs each with variation among the grade levels. There is evidence of use of HMH assessments as CFA. -CFA Data Analysis - There is evidence of data collection. Agenda minutes allocates time for data analysis, but we are lacking evidence of analysis and takeaways. -MAP Data Analysis, Baseline established at August assessment: September 2024 9th - 51st percentile 10th - 49th percentile 11th - 47th percentile 12th - 50th percentile - 36% School - 49th percentile -CAASPP Data Analysis (11th Grade) Spring 2024 - 49.02 % Exceeded/Met Standards -Kagan workshops provided an opportunity for snapshot data collection. Data shows that 85% of classrooms are physically structured for Kagan implementation (pairs or teams). Students are engaged in Kagan structures to replace "call on 1" approximately 25% of the time, and utilizing a mix of Class/Team/Pair structures in about 15% of classes.	-Based on current analysis, the next steps include implementing individual student goal setting prior to Winter Map Assessments based on individual strengths, weaknesses, and opportunities for growth. -Next, we need to conduct weekly meetings with department chairs to review data collection, analysis, and action plans. -Continue to implement Kagan Planning and Coaching for professional growth. Continue supporting new teachers with training opportunities and on-boarding. -Work with English point teachers to identify and recruit English peer tutors and implementation of intervention within the school day. Sustain CFA metrics for analysis of tutoring program to evaluate effectiveness. Initiate tutoring program, beginning Spring of 2025.	

growth and achievement and need to continue growth with this action.			
Cycle 2: The English department has engaged in vertical articulation across the four grade levels. Critical elements focus on vocabulary, grammar/writing, and parts of speech. The English department has continued to implement CFAs, collect data, and analyze. The team has begun developing goals and action steps for upcoming years, particularly leveraging Professional Development opportunities and Master Schedule. Noteworthy, the English department has few electives. The team is pursuing additional opportunities with CTE Yearbook and Broadcast Journalism, but is hinged on enrollment and the need for graduation requirements. One of our English teachers is pursuing certification as a Kagan Coach. Through this experience, she will be able to serve as a resource that is more accessible and customized to East Union High School. She has worked with administration to fulfill the application requirements including demonstration lesson to staff on engagement strategies. The utilization of peer tutors and intervention has stalled due to logistical	-PLC Protocol Evidence - Agenda minutes allocates time for PLC protocols consistently; however, the team is lacking the documentation of the analysis and takeaways from CFA data -CFA Assessments and data - ELA team has implemented CFAs, noted on their PLC protocols. Although there are minutes and agenda suggesting implementation, the team is lacking in analysis and takeaways for progress monitoring over the course of Cycle 2. -MAP Data Analysis January assessment: 9th - 51st percentile 10th - 48th percentile 11th - 49th percentile 12th - 50th percentile School - 50th percentile CAASPP Data Analysis (11th grade) Key data point. California Dashboard reports a discrepancy in ELA achievement by EL proficiency level -English Only - 1.2 points above standard -Recently RFEP - 35.2 points below standard -Current EL - 128.9 points below standard	-Meetings with department chairs for reporting on data analysis needs to be made a priority. The use of CFAs has much more capacity for instructional decision making. As the foundational components of reporting and data analysis become routine, we expect improved growth in results across all metrics. -Intervention efforts need to revamp. Regarding peer tutors, teachers and administration will continue to revise plan with counselors for opportunity for RTI within the school day, beginning in August 2025. -The team has discussed the need for expanding literacy skill beyond the English department. Further exploration into the opportunity will continue. -The English department will need to extend efforts to work with Special Education partners for widening scope of instruction and addressing student specific learning with connection to IEPs and	

issues. The English department is pursuing to begin this at August 2025 with more preparation. We have not structured the incentive program for MAP growth and achievement and need to continue growth with this action. Administration attended growth and goal setting training, and conversations with educational partners has begun. It has yet to be utilized at a formal PLC.		Parallel learning settings.	
Cycle 3: Over the course of cycle 3, the focus of the work has been on data collection, reflection, and planning for next year. The staff is evaluating teacher assignments for optimizing program and class effectiveness, facilitated through PLC collaboration, department chairs with use of data analysis. Teachers continue to update and utilize QISA driven and site created assessments for progress monitoring. However, there is a void of interventions and response to academic deficiencies that will need to be worked on for next year. Furthermore, the team needs to invest efforts into data disaggregation and target specific action steps and growth metrics. The team expresses continued interest in utilizing peer tutors as an option for next steps.	MAP Reading Achievement Percentile: -Schoolwide: 49th Percentile -9th: 49th Percentile -10th: 51st Percentile -11th: 48th Percentile -12th: 49th Percentile Map Growth Achievement Percentile: -Schoolwide: 45th Percentile -9th: 45th Percentile -10th: 48th Percentile -11th: 48th Percentile -12th: 41st Percentile Projected CAASPP Proficiencies (via MAP) -Fall 24: 66 Not Met, 119 Nearly Met, 102 Met, and 67 Exceeded -Spring 25: 85 Not Met, 96 Nearly Met, 98 Met, 64 Exceeded	The data suggests that student learning has sustained the similar patterns of growth. There is not evidence of accelerating thus far towards improvement for standard proficiencies. The forefront need is to develop intervention and action plans aligned to responding to CFA data, identifying skill deficiencies, and apply targeted supports. The team began conversations on peer tutors, and would like to move the initiative forward in support of learning. Aligned to this, we would like to pursue extended collaboration with peer observations to improve instruction. Furthermore, more work needs to be done regarding incentives and goal-setting aligned to state assessments.	Refine

Progress Monitoring 25-26

Progress Monitoring



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

Subject: **Math**

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

Roster Date: **Custom**

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
All	All Reported Races	Special & Non Special	null	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
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	Growth Median and Distribution: 67th; 16% / 11% / 16% / 21% / 36%	1221
	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%	

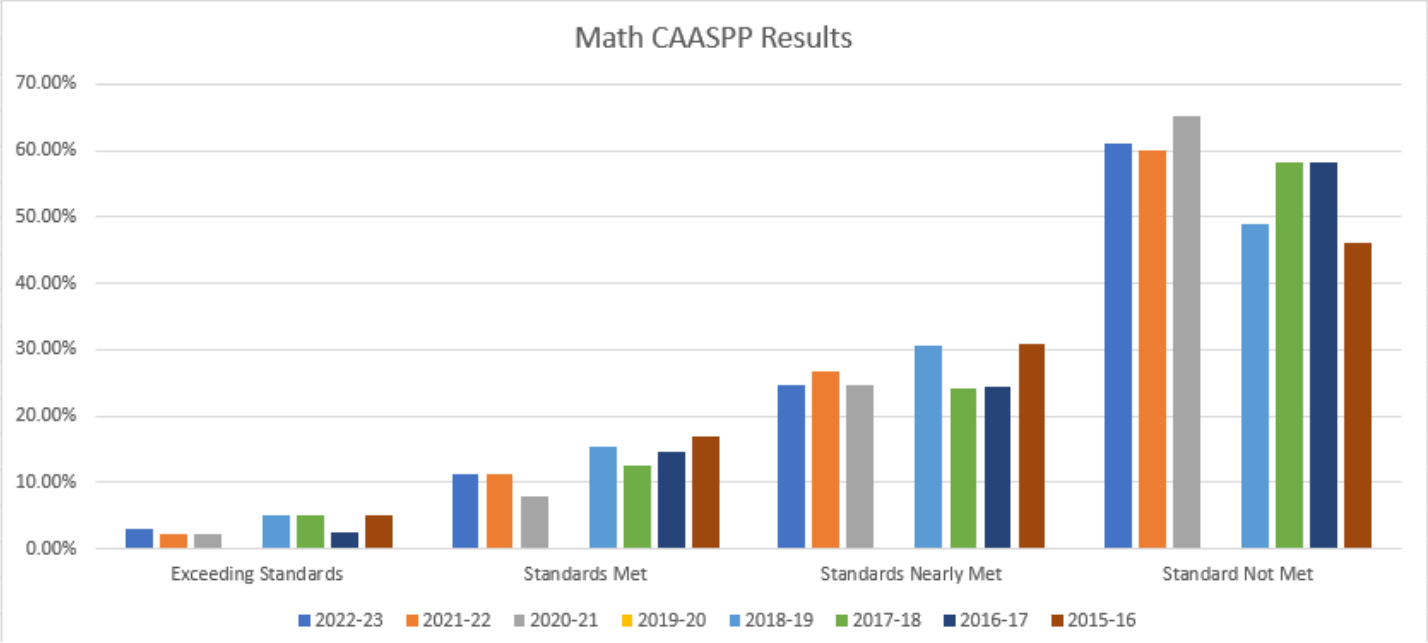
Percentiles Key: 1st - 20th; 21st - 40th; 41st - 60th; 61st - 80th; >80th

Rostered Spring 2023-2024

Tested Winter 2022-2023 - Winter 2023-2024

More information about this chart.

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	-PLC Protocol Evidence -CFA Assessments - How many/frequency	Students are scoring 122 points below standard.	Making Progress			Time Money People

formative assessments and data protocols to identify trends and promote professional growth.	-CFA Data Analysis - action plans -CAASPP Data Analysis					
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.	-PLC Protocol Evidence -Kagan Workshop Data	4 out of 8 teachers have received SJCOE Math training. All teachers have received Kagan training.	Making Progress			Time Money People
Collaborate, develop, and implement incentive and intervention programs for optimizing student performance on Math assessments: specifically targeting disproportionate students (African American and Hispanic)	-CFA Assessments - How many/frequency -CFA Data Analysis - action plans -CAASPP Data Analysis -MAP Data Analysis	CAASPP (met or exceeded) - Af-Am students - 12.5% and Hispanic - 1.4% (2023)	Making Progress			Time Money People
Monitor achievement of students that attend tutoring sessions.	-Attendance Records -CFA Data Analysis Tracking -Map Testing Data Analysis	Students are scoring 122 points (CA Dashboard) below standard. Approximately 6 - 10 students voluntarily attending Math tutoring daily based on teacher recommendations.	Making Progress			Time Money People

Implement student goal setting process to promote individual achievement on MAP assessments (all students).	-MAP Data Analysis -Student goal setting evidence	TBA	Making Progress			Time
Pursue implementation of Advanced Placement Pre-calculus	-AP Scores -AP Enrollment	East Union does not currently offer AP Pre-Calculus.	Making Progress			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: From 22-23 to 23-24, student achievement has increased 2.5% for students that are Meeting or Exceeding standards, measured by CAASPP assessment. The math department has been utilizing some PLC processes including CFA and Data analysis. This has predominantly focused on efforts of implementing Collaborative learning through SJCOE training and tutoring interventions. The math tutoring/intervention has been implemented this year using "open-door" and referral processes. The team is continuing to monitor effectiveness with key checkpoints coming at the Winter MAP cycle. Headed into the year, we had 3 out of the 8 teachers that completed math training with SJCOE. 4 additional teachers are	2023 CAASPP Achievement (meeting or exceeding standards) -Hispanic 11.41%, -African American, 12.5% -Students with Disabilities, 2.04% 2024 CAASPP Achievement (meeting or exceeding standards) -Hispanic 13.96% -African American, 0% -Students with Disabilities, 0% August MAP achievement 50th percentile -9th-52nd percentile -10th-52nd percentile -11th-49th percentile -12th-46th percentile -Kagan workshops provided an opportunity for snapshot data collection. Data shows that 85% of classrooms are physically structured for Kagan implementation (pairs or teams). Students are engaged in Kagan structures to replace "call on 1" approximately 25% of the time, and utilizing a mix of Class/Team/Pair structures in about 15% of classes.	-Based on current analysis, the next steps include implementing individual student goal setting prior to Winter Map Assessments based on individual strengths, weaknesses, and opportunities for growth. -Next, we need to conduct weekly meetings with department chairs to review data collection, analysis, and action plans. -Continue to implement Kagan Planning and Coaching for professional growth. Continue supporting new teachers with training opportunities and on-boarding. -Work with Math department to continue development of the tutoring program with analysis for actions in	

undergoing training with lesson studies and coaching this year. The incentive program for MAP and/or CAASPP Incentive programs have not yet been developed, and work needs to be done in this area. East Union and District partners are collaborating on implementing an AP Pre-Calculus course that may potentially be offered 24-25 school year. Discussions are on-going.		future planning. Questions to consider include accessibility, effectiveness, staffing, and role as intervention for supporting instruction.	
Cycle 2: Over the course of cycle 2, the efforts for math achievement have been status quo. Math teachers have participated in a second round of Lesson Study with SJCOE training and support for implementation. Further exploration needs to be conducted regarding scope of the impact in classrooms and data collection for analyzing effectiveness. The math department continues to implement and evaluate content specific intervention opportunities and efforts. Primarily, the process for tutoring has continued under the same model with regular participation. It is currently being utilized as an "open-door" support. Dynamics to the program can be added to improve the effectiveness. In	January MAP achievement 50th percentile -9th-49th percentile -10th-54th percentile -11th-47th percentile -12th-50th percentile -School - 50th percentile 9th Grade Focus Report # of Algebra A students: 81 White: 9 African American: 1 Hispanic: 63 Algebra A Pass Rate: 64% # of Algebra 1 students: 273 White: 73 African American: 11 Hispanic: 159 Algebra 1 Pass Rate 62% 9th Grade MAP, % of students meeting Achievement: 52% 9th Grade MAP, % of students meeting Growth: 62%	In collaboration with department chairs, there are a wide variety of deficiencies to work on as a department to improve the math model for improving student achievement. 9th grade math, Debbie Williams training, and tutoring are dynamics that are showing some success with data support. Other components need to be addressed, including instructional design, engagement, alignment in pacing and grading, intervention, and promoting deeper learning (Algebra II enrollment, and beyond). At the core, the PLC process serves as the tool for facilitating this decision making. In addition to professional	

conjunction with tutoring, the conversation regarding grades and test-makeups has emerged, and there are inconsistencies that need to be addressed. This has clarified work to be done via PLC collaboration for improved alignment. We have not structured the incentive program for MAP growth and achievement and need to continue growth with this action. Administration attended growth and goal setting training, and conversations with educational partners has begun. It has yet to be utilized at a formal PLC. The math team has begun engaging in plans for the upcoming year including program alignment, enrollment, and overall model and sequence of courses. This factors in the balance of promoting acceleration as well as developing and investing in effective intervention across any and all opportunities. To date, the component to grow upon is the model of 9th grade math that has seen promise and results.		development surrounding the deficient areas of the math program, it would be prudent to pursue professional learning on PLC for these specific educational partners.	
Cycle 3: Over the course of cycle 3, the primary efforts of the staff are allocated to assessment, data collection, reflection, and planning for next year. Through these discussions, the team is making staffing decisions that align to this goal and	MAP Math Achievement Percentile: -Schoolwide: 54th Percentile -9th: 54th Percentile -10th: 58th Percentile -11th: 51st Percentile -12th: 51st Percentile Map Growth Achievement Percentile: -Schoolwide: 53rd Percentile -9th: 53rd Percentile	Student achievement in math has shown some areas of promising growth and accelerated learning. Particularly, students achieved higher on the most recent MAP assessment in Math. Students are consistently accessing	Continue

accelerating student achievement. PLC continues to be an area of struggle with inefficient collaboration on alignment. Through leadership action, the efforts need to be clarified and direct for moving forward. The student results showed improved achievement in a few areas including CAASPP projections from MAP testing as well as Algebra 1 data analysis. The team attributes these successes to the Freshmen cohort model of Algebra 1/Algebra A, as well as utilizing an incentive on MAP testing. The implementation of incentives was utilized for Math only, and it showed stark improvements, indicating an effective practice. Furthermore, tutoring continues to be accessed consistently. However, we need to collect and analyze data. Anecdotal narratives provide strong support for the tutoring program.	-10th: 52nd Percentile -11th: 52nd Percentile -12th: 55th Percentile Projected CAASPP Proficiencies (via MAP) -Fall 24: 168 Not Met, 97 Nearly Met, 59 Met, 29 Exceeded -Spring 25: 169 Not Met, 67 Nearly Met, 56 Met, 53 Exceeded	tutoring, and we are seeing a growth in enrollment in our Algebra II classes for 25-26 school year. PLC production and collaboration remains a challenge as well as expressed resistance to professional development. Decision making and resources will need to be applied to move the math initiatives forward. Engagement and assessment are thrive in some classes, but lack in others, leading to inconsistency. This will need to be prioritized for the next year.	

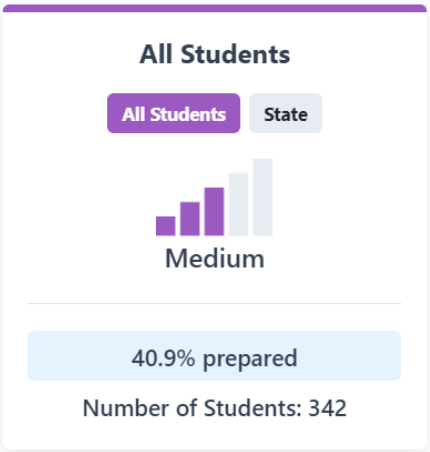
Progress Monitoring 25-26

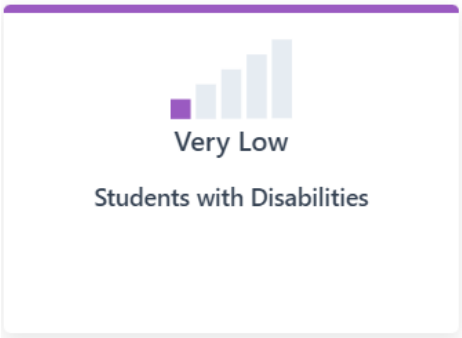
Progress Monitoring

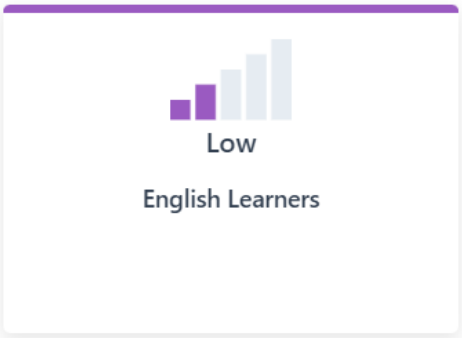
College/Career

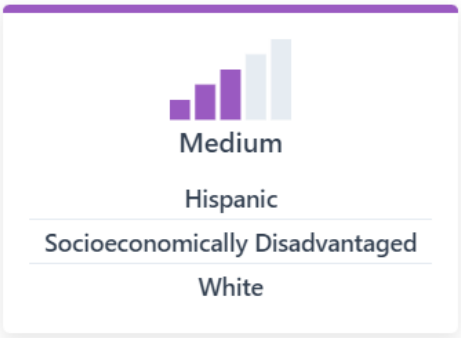
All Students

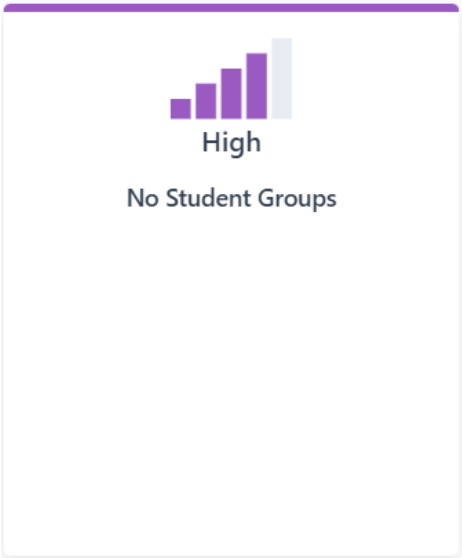
Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

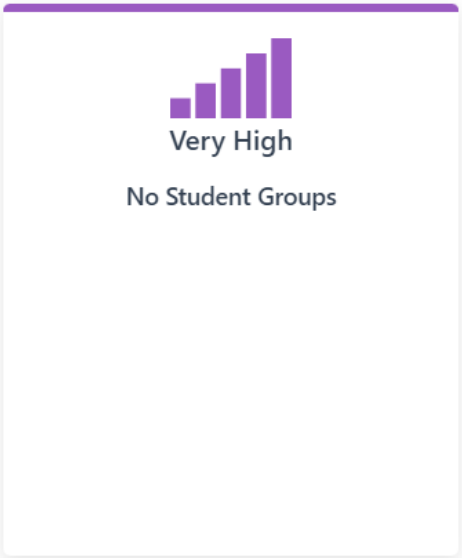


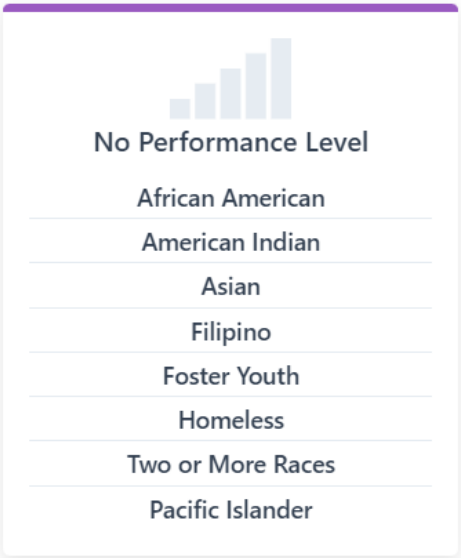












Graduation Rate

All Students

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

All Students

All Students | State

Yellow

93.7% graduated

Declined 1%

Number of Students: 347

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

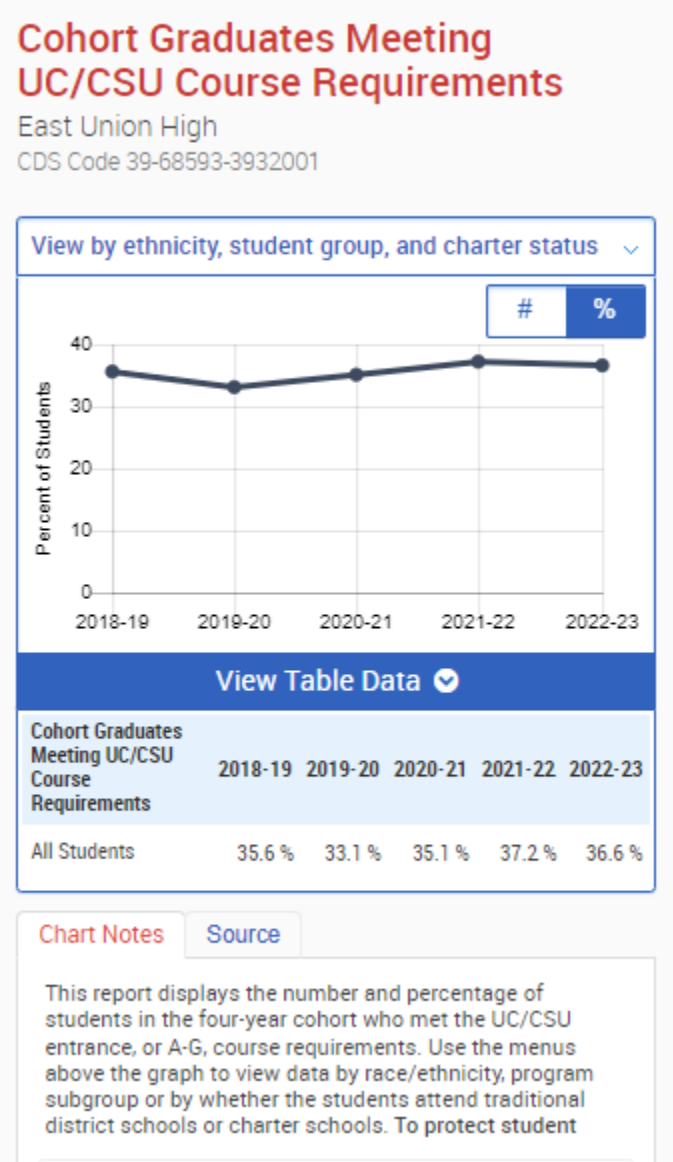
Asian

Filipino

Foster Youth

Two or More Races

Pacific Islander



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.	-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)	Making Progress			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.	-Enrollment Data -CTE Completer Data	April 2024 Completer Data 10th grade - 35 11th grade - 60 12th grade - 108	Met			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, historical, cultural and other A-G categorized content areas.	-Tracking industry specific enrichment activities. -College and Career Indicator -CTE Completers	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)	Met			Time Money People
Provide counselor resources and support to facilitate community	-College and Career Readiness - A-G Completion Rates	California Dashboard metrics indicate that East Union	Making Progress			Time Money People

engagement for college and career preparedness (financial aid night, 4-year plan, college workshops, application nights, SAT facilitation)	-Event participation rates. Parent involvement rate	students are performing at 3 bars towards College and Career ready. 40.9% of students of 342 (2023 data)				
Implement AVID Four-Year Plans for students new to attending college.	-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)	Met			Time Money People
Address attendance concerns with PBIS and outreach programs including incentives, outreach, interventions, and mitigating measures for minimal loss of learning.	-Attendance Rates -Cost Data: identifying successful and unsuccessful intervention strategies that are supported by data.		Met			Time Money People
Modernize science lab equipment for enhanced experience including consumables such as dissections.	Number of students meeting A-G requirements (3 years of science)		Making Progress			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: CTE pathways have utilized CTIG funds to pursue instructional materials and			

learning experiences to support college and career readiness. Each pathway has completed enrichment activities in efforts of developing program participation and output. AVID has on-boarded additional team members with active learning experiences for attending colleges. The team has pursued multiple trainings including site visits to other AVID programs. This has particularly been noteworthy over the course of college application season with high participation in SAT, PSAT, and AP courses in efforts of bolstering candidacy for students. The program currently serves cohorts at each grade level, approximately 30 students at each grade level. The counseling program has been active with enrollment and application workshops, offered during the day and during the evening. FAFSA information nights are scheduled for the Spring. The team is pursuing additional branding materials for improved marketing and participation. Additional projects include dual-enrollment analysis and efforts to recruit/improve. The counselors and department chairs are also highlighting the attention to A-G and College/Career readiness. Continued investigations to data analysis need to be			

conducted to develop more refined action plan to promote College & Career metrics. PBIS has continued development and implementation. The school has expanded the efforts to develop tier 2 supports. Furthermore, we have applied and achieved Bronze certification with our PBIS program.			
Cycle 2: During Cycle 2, the college and career programs have sustained efforts aligned to Cycle 1. CTE programs are in early stages of developing and implementing capstone courses in Business Entertainment and Leisure, Advanced Public Safety, and Advanced Fashion Construction. In addition, the District has recently added AutoTech pathway and corresponding courses. We have seen a population of our students engage in the opportunity. Across the capstone classes, enrollment is low, but growing in each of these pathways. Counselors and administration are priming efforts to expand vertical articulation with mindfulness. Action steps include alignment to the course catalog to facilitate program completers, 4-year planning with A-G completion, and marketing for opportunities to get	CTE Enrollment 24-25 -Sports & Entertainment Marketing: -Adv. AutoTech: 0 students -Adv. Fashion Construction: 3 students -Adv. Public Safety: 0 students CTE Enrollment 25-26 (projected) -Sports & Entertainment Marketing: 42 students -Adv. AutoTech: 9 students -Adv. Fashion Construction: 3 students -Adv. Public Safety: 19 students During the 24-25 PBIS Walkthrough there was increase across the board. 88%% of staff knew the LEAD expectations 100% of staff taught site expectations 100% of staff have given out LEAD bracelets/cards for acknowledging desired behavior (this is an impressive feat!) 100% of students knew 75% or more of the site expectations 60% of students said they received LEAD bracelets/cards for demonstrating the LEAD expectations AP Biology Enrollment: 24-25: 1 student (@ MHS) 25-26: 61 students	Feedback from staff is that this area is a priority for direction of growth. 3 out of 4 focus groups from Department chairs selected College/Career readiness as the most important target based on California Dashboard data. The committee proposed actions that enhance processes to improve CTE completion, A-G completion, AP Achievement, and academic monitoring as an extension of the success 101 modules. Student engagement is moving in the positive direction aligned with college and career achievement, evidenced by enrollment data, participation in PBIS, and student connection data. Pathways need to continue recruitment and development for improved programming to achieve the smart goal.	

involved. The multi-faceted approach includes 8th grade parent night, school visits from counselors and magnet programs, and participation in the Horizon to High School Committee. Although marketing and exposure partnerships are in place, the committee has identified a common agreement that 8th to 9th grade transition can be improved with more formal structures to support. AVID has recently worked to on-board an additional team member as a part of the elective pathway. The teacher has participated in training, and the team has done site visits to neighboring programs as professional development. Enrollment has sustained, and we are approaching college acceptance and scholarship season for critical data reporting. Science department is moving forward with the return of AP Biology for 25-26 school year. The staff is navigating the corresponding planning points including credentialing, curriculum, schedule, and student recruitment. Early data reports are promising, and the teacher is planning to attend the AP Summer Institute this year. PBIS continues to develop at the site. Student participation and staff participation has increased significantly over 23-24. The PBIS team continues to		Outreach, connection, and alignment to feeder schools needs to improve to support these efforts as well. Although the marketing/recruitment efforts are robust, we are not capitalizing on the potential of vertical articulation as intervention to feeder schools for deeper learning to achieve this target. Work will need to improve in this area.	

refine interventions, supports, and incentives for teachers and staff. PBIS evaluators noted significant positivity on campus. The East Union shop class recently completed a prize wheel to support student incentives.			
Cycle 3: Through department chairs, we have begun to disaggregate and analyze data trends regarding college/career metrics. The faculty has embraced the multi-faceted approach to student achievement, including efforts towards CTE preparedness, AP scores, CAASPP Proficiency, PBIS, AVID, JROTC, dual enrollment, and biliteracy. Over the course of the year, programs have participated in professional development, community outreach, program recruitment, and enrichment within and outside of traditional class settings. Efforts include field trips, competitions, model school observations, guest speakers, ceremonies and celebrations, tutoring and academic support, and feeder school visits.	AP Data Enrollments: 311 Students: 180 Exams: 263 25/26 Tallies Adv. Public Safety 13 students Spanish 3: 69 students French 3: 18 students Algebra 2: 227 students Accounting: 21 students Sports/Entertainment Marketing: 33 students Culinary Arts/Food Services: 17 students Adv. Floral: 63 students JROTC 1: 89 students AP Precalculus: 55 students Attendance: 23-24: 93.05% 24-25: 93.16%	Overall, we are seeing more improvement than decline in enrollment in deeper learning classes. Furthermore, there is some data that shows an increase in attendance and could be connected to student engagement. Because the data is widespread, efforts need to be made to clarify the specific successes and identify specific areas of need. We anticipate that annual CCI data will continue to show underachieving groups in students with disabilities and English learner populations based on last year's data. Leadership and resources will need to steer the work to address these shortcomings.	Continue

Progress Monitoring 25-26

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

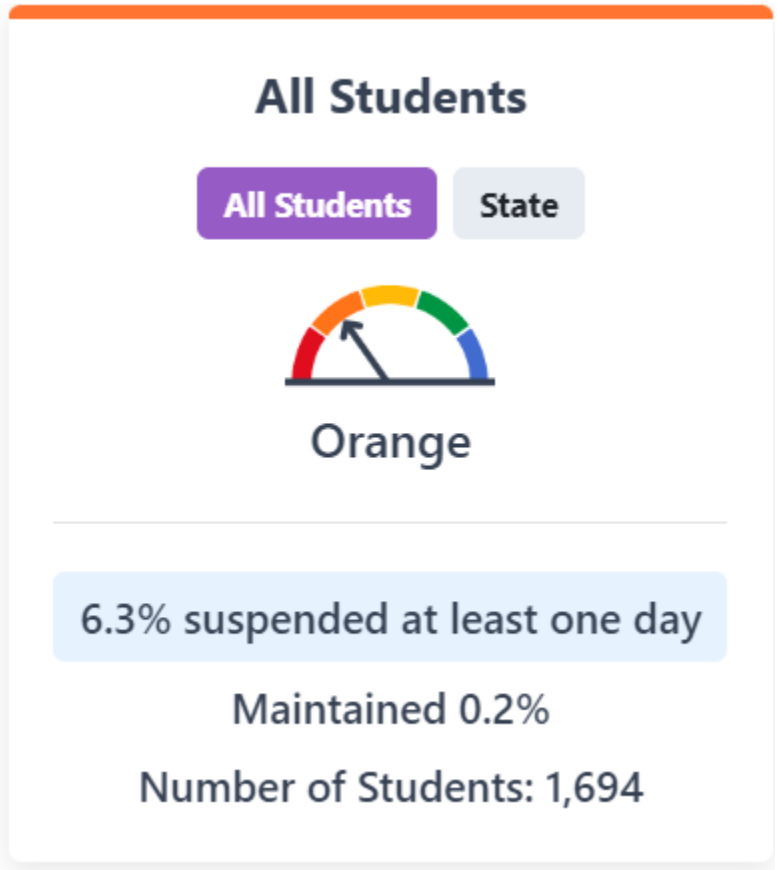
This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the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



Red

African American

Students with Disabilities

Orange

English Learners

Homeless

Two or More Races

Socioeconomically Disadvantaged

White

Yellow

Asian

Hispanic

Green

No Student Groups

Blue

Filipino

No Performance Color

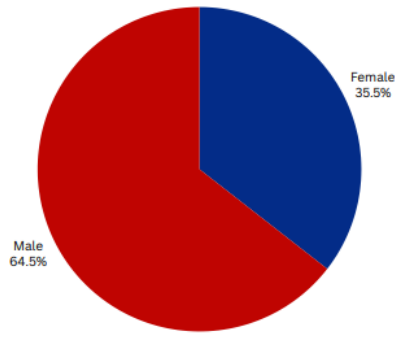
American Indian

Foster Youth

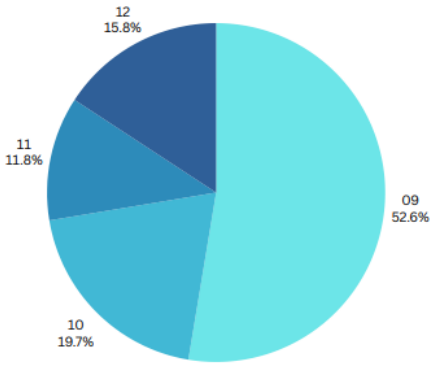
Pacific Islander

EAST UNION SUSPENSSION DATA

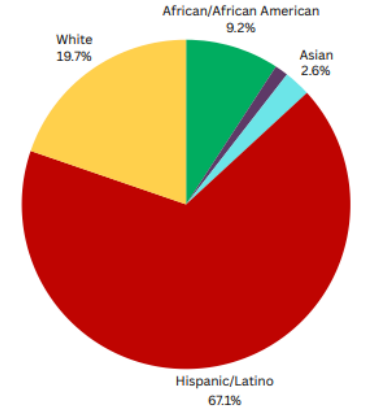
GENDER



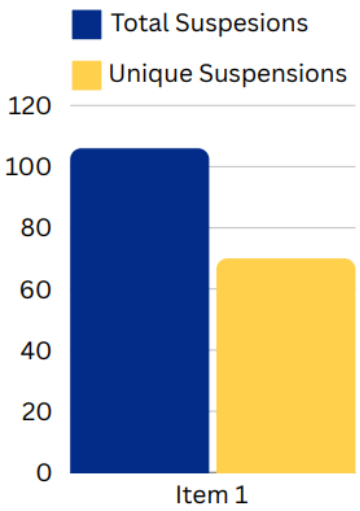
GRADE LEVEL

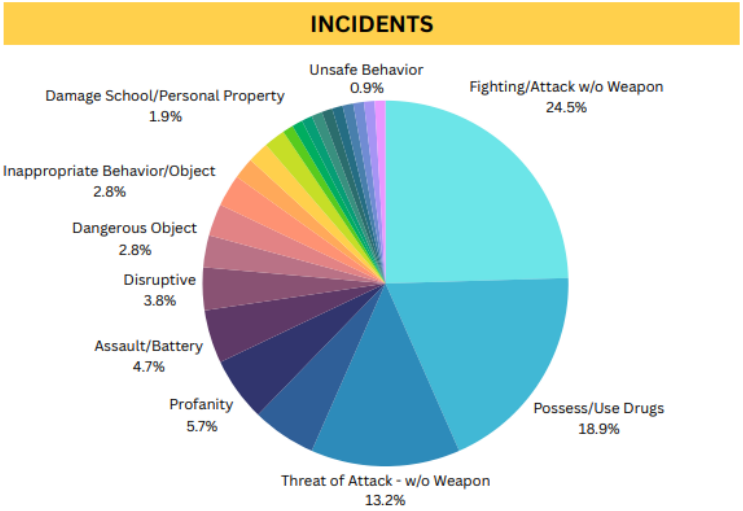


ETHNICITY



EAST UNION SUSPENSSION 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 56 out of 106). 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	-Suspension rates -Expulsion rates -Attendance rates -Club/Athletic Participation rates	1 per term (approximately 32 students)	Met			

components with ceremony and community engagement outside of the school day specifically targeting disproportionate students (African American Special Ed students and Hispanic students)						
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.	-Suspension rates -Expulsion rates -Fight and Drug data for repeat offenders/intervention plan analysis. -8th grade COST roster behavior data.	1 per term	Making Progress			
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.	-Suspension Rates -Expulsion Rates -Repeat Offenders	106 Total Suspensions from 23-24 school year.	Met			
Increase number of referrals for Point Break as intervention to reduce number of repeat offenders.	-Suspension Rates -Expulsion Rates -Repeat Offenders	106 Total Suspensions from 23-24 school year.				
Develop systematic "break" system to safely incorporate common "break" accommodation safely and efficiently for minimal impact to academic instruction -	-Suspension Rates	13.7% of Students with Disabilities were suspended at least one day. 23-24	Not Met			

Specifc to Special Ed students.						
Implement and provide supports for Vape Sensors to help track student activity at restrooms with team debriefing, analysis, and adjustments to prevent drug use.	-Suspension Rates -Time of event data	18.9% of suspensions were Possess/Use Drugs 23-24	Not Met			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: PBIS has continued development and implementation. The school has expanded the efforts to develop tier 2 supports. Furthermore, we have applied and achieved Bronze certification with our PBIS program. Student leadership groups have made visits with school counselors in preparation for high school transition with emphasis on marketing for programs and classes. Leadership also incorporated the feeder schools as a part of Homecoming festivities. Some feeder schools participated with parade entries and parade observers. CTE has also sent student representatives to feeder schools for marketing and connecting students to programs and college/career readiness initiatives. Similar outreach efforts have been made by	936 students have at least one "School Activity" code on their attendance, indicating that activities and programs are connecting with a substantial portion of the population (extra-curricular and co-curricular activities). These are activities during the school day that contribute to enrichment across all school programs. To date, East Union has had 21 suspensions for student conflict (fight, threat, assault). Only 4 of these are 9th grade students. As of December 2024: A1 - 19 Suspensions - This includes fights, verbal fights and threats. We have 5 documents fights, one of them occurring off campus with minimal knowledge by the school community. Two of the documented fights are responsible for 8 out of the 19 A1 infractions. 9th Grade A1 Suspensions - 4 students Total Suspensions - 19 A2 Suspensions - 0 students Total Suspensions - 2 C Suspensions - 4 students Total Suspensions - 8	The collective action steps have impacted the suspension numbers, and East Union is currently on trajectory to improve from the past year. The efforts are comprehensive, and further analysis should be done to clarify the impact of student connection to reducing behavior incidents. Our October 204 ineligibility list was initially published at 185 students ineligible, an improvement from Spring 2024 (305 ineligible). In addition, metrics on Open Enrollment indicate a net-influx of students and families choosing and pursuing East Union for enrollment. This portrays the school culture that is generated through student connection, learning, programs, attendance,	Continue

JROTC and AVID programs. Future visits scheduled to look at course selection. AVID tutoring with Neil Hafley. Read Across America Day. Department Chairs are also in progress of developing instructional highlights to clarify targets, another tool to guide junior high instruction for smoother transition. We recently hosted two Point Break intervention workshops, spearheaded by our Intervention TOSA and COST team. The workshops served approximately 200 students with mix among the various intervention targets. In addition to Point Break, East Union is planning guest speaker seminars to target behaviors as an intervention and addressing student social dynamics and healthy school campus and culture. (Keith Hawkins and Tuff Harris) Students and staff participate in monthly recognition for perfect attendance for students and staff. Attendance has also been highlighted utilizing "scoreboard" method with randomly selected prize winners. Work needs to continue on implementing systematic Break Accommodation. The accommodation is still consistently used, and needs revision for providing supervision. No progress to report at this time.		and behavior across many facets. We will continue to analyze for targeted actions.	

Work also needs to continue for implementing Vape Sensors in restrooms. Administration and IT are working together to move this project forward.			
Cycle 2: PBIS continues to develop at the site. Student participation and staff participation has increased significantly over 23-24. The PBIS team continues to refine interventions, supports, and incentives for teachers and staff. PBIS evaluators noted significant positivity on campus. The East Union shop class recently completed a prize wheel to support student incentives. East Union teams continued outreach to feeder schools. Site administration participated in Read Across America Day, communicating and supporting Elementary students. 8th grade Parent Night had very high attendance. AVID visited Neil Hafley to provide tutoring. Neil Hafley and McParland Bands performed with the East Union band during Football games. Homecoming showed Neil Hafley participating and all feeder schools were invited to participate. French Camp and New Haven bussed students to see the homecoming parade. Student representatives from prominent programs	During the 23-24 PBIS Walkthrough the following data were found: 80% of staff knew school expectations (LEAD) 80% of staff taught site expectations 60% of staff have given out LEAD cards for acknowledging desired behavior 81% of students knew 75% or more of the site expectations 18% of students said they received LEAD cards for demonstrating the schoolwide expectations During the 24-25 PBIS Walkthrough there was increase across the board. 88%% of staff knew the LEAD expectations 100% of staff taught site expectations 100% of staff have given out LEAD bracelets/cards for acknowledging desired behavior (this is an impressive feat!) 100% of students knew 75% or more of the site expectations 60% of students said they received LEAD bracelets/cards for demonstrating the LEAD expectations Suspensions at this point in the year have reached 67 students after a series of student conflicts and drug offenses. Suspensions for 9th Graders reached 21. 26 10th Graders have been suspended to date. 17 11th Graders and 3 12th Grade Seniors have been suspended to date. This data includes all violations. A1 Violations lead at 8 students and 12 total suspensions. At this time last year there were 28 suspensions for physical altercations.	As previously, the collective action steps continue to impact the suspension numbers, and East Union is currently on trajectory to improve from the past year. There are continuing challenges with student behaviors but overall we are seeing improvement. The efforts continue to be comprehensive, and further analysis remains to be done to clarify the impact of student connection to reducing behavior incidents. Our October 204 ineligibility list was initially published at 185 students ineligible, an improvement from Spring 2024 (305 ineligible). In addition, metrics on Open Enrollment indicate a net-influx of students and families choosing and pursuing East Union for enrollment. East Union has a net influx of 75 students for the 24/25 school year. This portrays the school culture that is generated through student connection, learning, programs, attendance, and behavior across	Continue

and staff visited all feeder schools. Feedback from feeder school principals stated that student participation and the visit of Principal Simoni was highly impactful. We recently hosted Tuff Harris and Keith Hawkins to support students in leadership, athletics, and students struggling with trauma and challenging circumstances. Both presentations were well received and more than 200 students from all grade levels were able to participate. Monthly recognition ceremonies continue. Students were also recently recognized in our LEAD ceremony, with students nominated by staff for their adherence to Loyalty, Empathy, Accountability, and Determination. Parents, students, and district dignitaries participated in the activities. Work needs to continue on implementing systematic Break Accommodation. The accommodation is still consistently used, and needs revision for providing supervision. No progress to report at this time. We were unable to implement the Vape Sensors due to budget constraints and issues with technological integration. We will revisit in the 2025/2026 school year.	To date there have been 4 A2 violations To date there have been 5 C violations to date for 9th grade students. 9 Special Education students have been suspended to date. Aside from an early spike in suspensions this is inline or better than previous years. 9 English Learners have been suspended to date.	many facets. We will continue to analyze for targeted actions.	

Cycle 3: The site has made measurable progress toward our Safety SMART goal, particularly in reducing A1, A2, and C infractions. A significant decline in 10th grade suspensions compared to the previous year highlights this improvement. Contributing factors include strengthened PBIS initiatives, proactive outreach to feeder schools, and consistent enforcement of behavioral expectations—all of which have positively influenced student culture and campus climate.	Suspensions at this point in the year (5-12-25) have reached 84 students after a series of student conflicts and drug offenses. Suspensions for 9th Graders reached 28 (33%). 32 (10th Grade suspensions is 27 (as 9th graders-56 suspensions). 18 11th Graders and 6 12th Grade Seniors have been suspended to date. This data includes all violations. 9th Grade A1 Suspensions - Total Suspensions - 19 A2 Suspensions - Total Suspensions - 2 C Suspensions - Total Suspensions - 7 SPED - 1 student - A1 twice EL 4 students To date (5-12-25) A1 Violations lead at 37 students and 44 total suspensions. At this time last year there were 28 suspensions for physical altercations. To date (5-12-25) there have been 8 A2 violations, increase by 1 from 23-24 To date (5-12-25) there have been 7 C violations to date for 9th grade students. 11 Special Education students have been suspended to date. Aside from an early spike in suspensions this is inline or better than previous years. 15 English Learners have been suspended to date.	Next steps: sustain current efforts and get more granular. Analyze behavior data by grade level and infraction type to identify emerging trends. Continue to utilize the intervention Tosa and PLC teams to strengthen tiered interventions. Sustain PBIS efforts - currently earned a gold level status. Continue feeder school collaboration efforts and provide ongoing staff development focused on student engagement and cooperative learning strategies - Kagan implementation.	

Progress Monitoring 25-26

Progress Monitoring

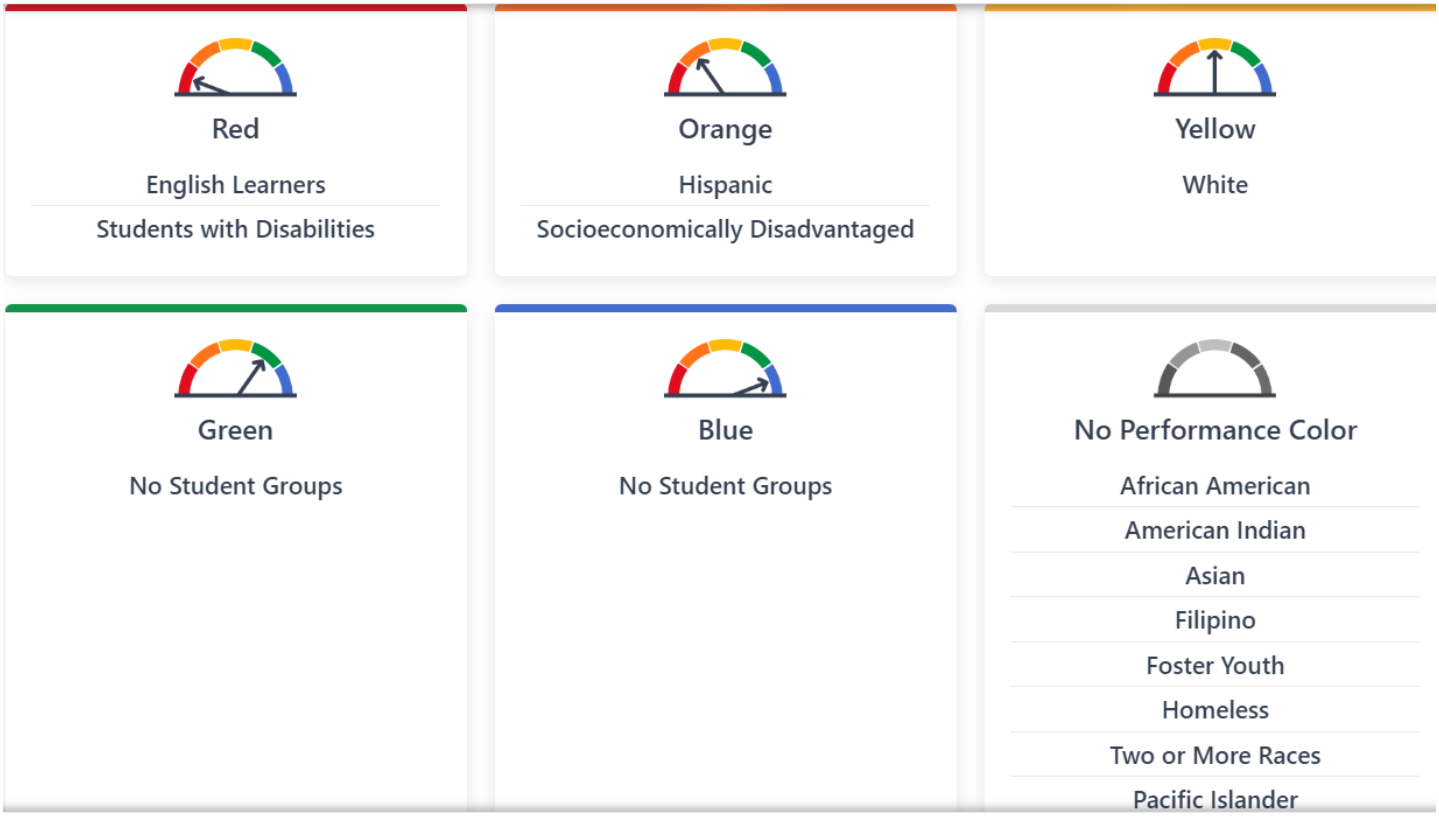
Emerging Students

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.



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

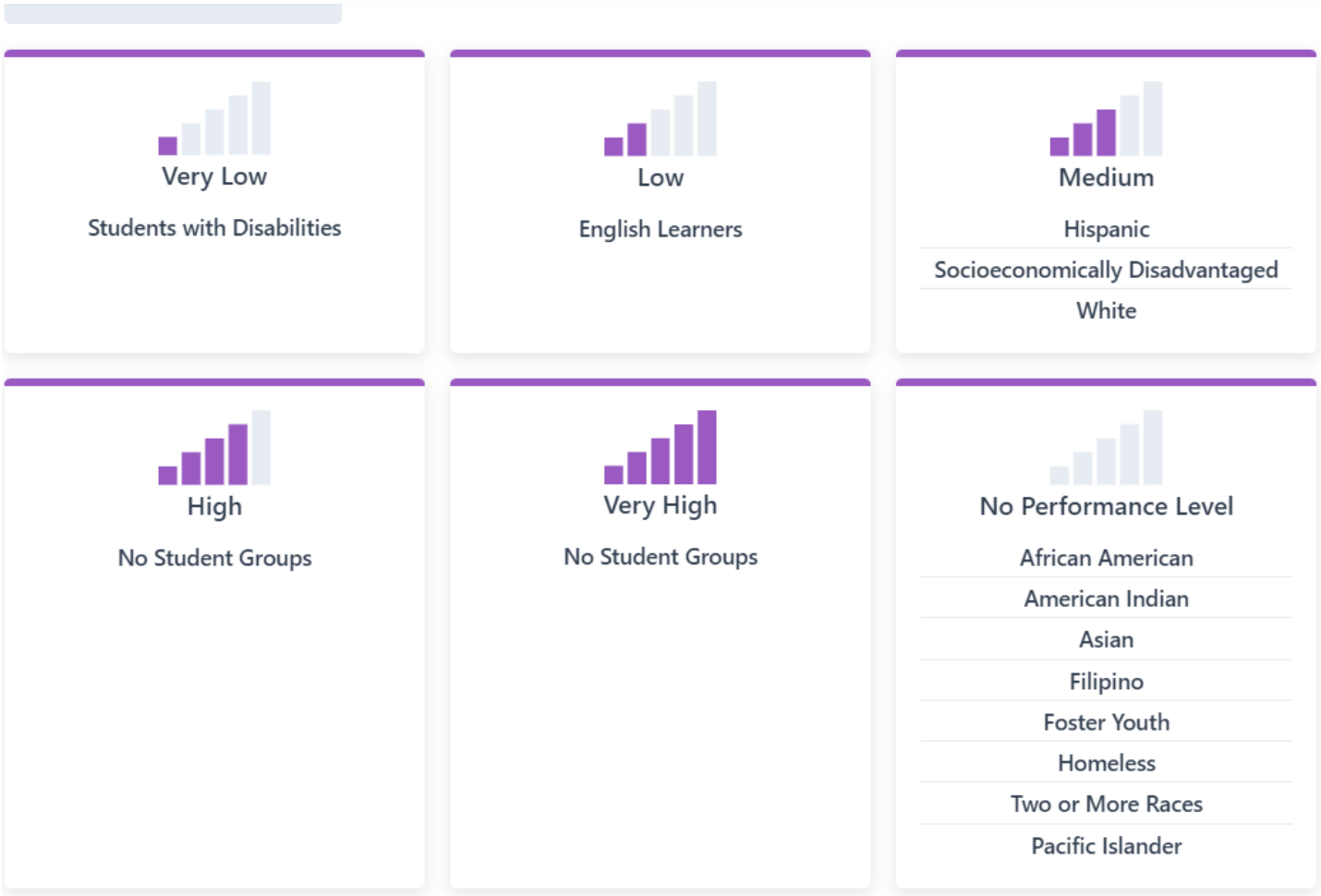
Asian

Filipino

Foster Youth

Two or More Races

Pacific Islander



Resource Inequities

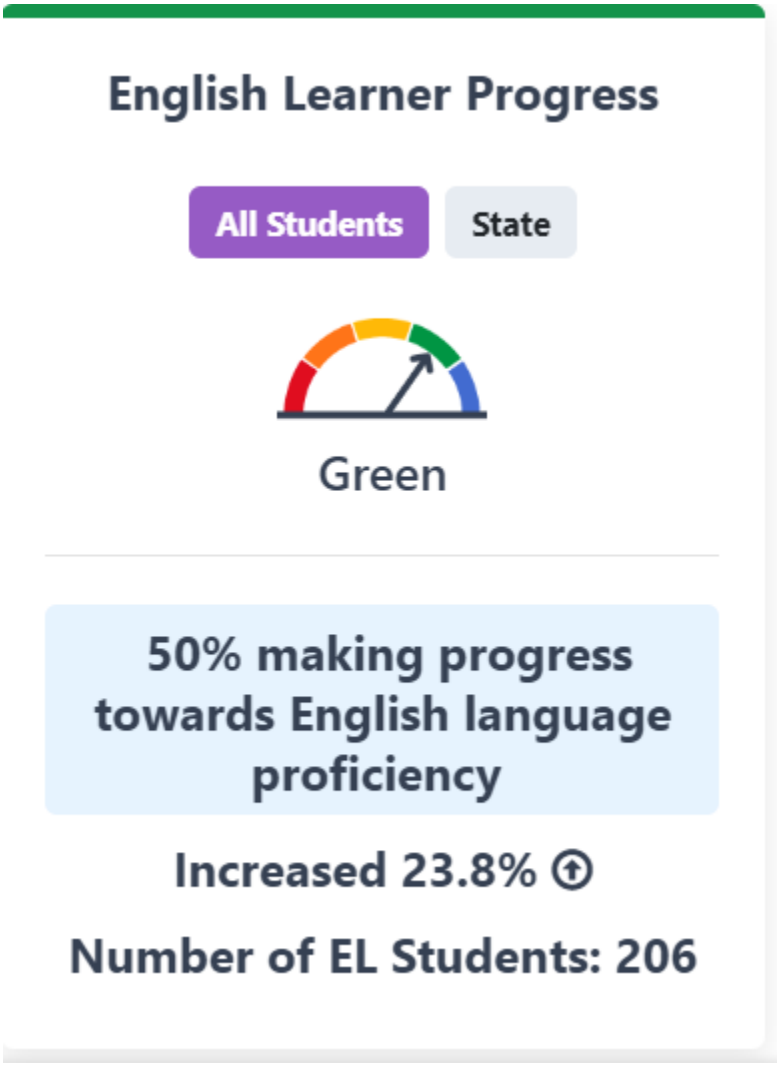
Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable for all schools with identified ATSI groups.

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.

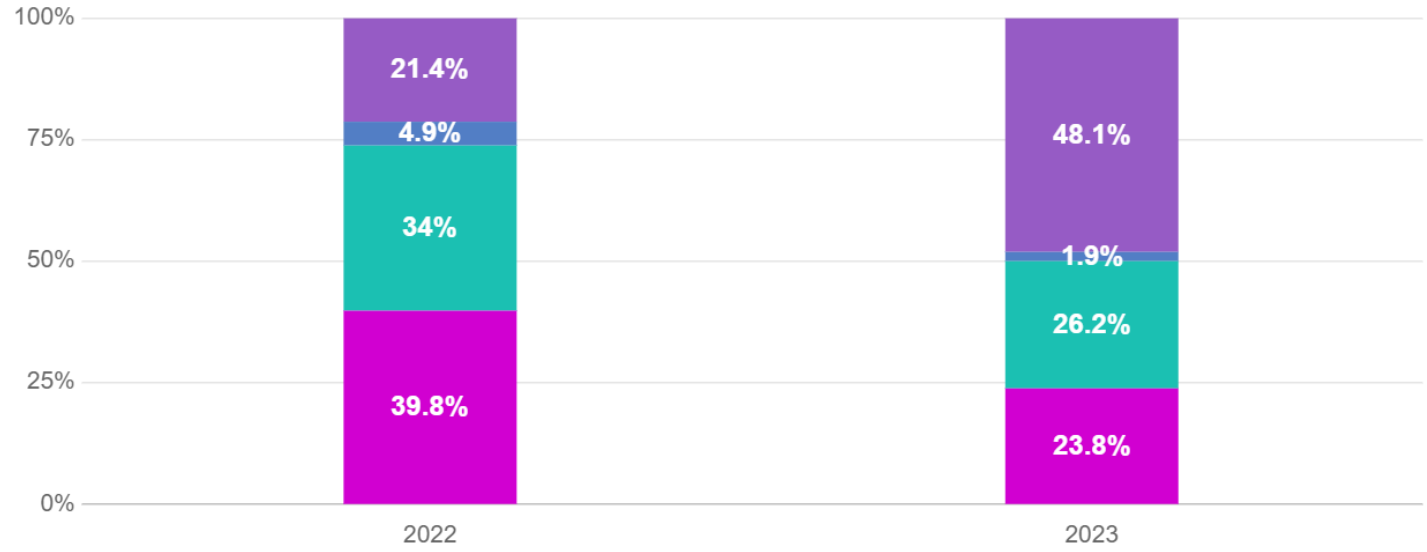
California Dashboard indicators identify several groups with achievement gaps in the measured categories. The prominent two groups with deficiencies are Students with Disabilities and English Learners. These groups are below average (red or orange groups) in Suspension Rates, Graduation Rates, College 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	255	255	224	13.9%	15.5%	14.8%
Fluent English Proficient (FEP)	410	421	402	28.2%	25.0%	26.6%
Reclassified Fluent English Proficient (RFEP)				6.9%		



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.

Current English Learners	Recently Reclassified English Learners	English Only
204.7 points below standard	148.7 points below standard	118.4 points below standard
Increased 3.2 Points	Declined 23.2 Points	Declined 18.3 Points
Number of Students: 53	Number of Students: 23	Number of Students: 197

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 identify trends and	-PLC Protocol Evidence -CFA Assessments - How many/frequency -CFA Data Analysis - action plans -CAASPP Data Analysis -Reclassification data	Red Category - MAP Red Category - CAASPP				Time Money People

promote professional growth.						
Implement professional development for instruction and assessment aligned to student achievement, PLC targets, Base and Supplemental instruction, and Kagan workshops.	-PLC Protocol Evidence -Kagan Workshop Data -CFA Data Analysis - action plans -CAASPP Data Analysis -Reclassification data	Current trainings are only provided to designated ELD instructors. CAASPP achievement shows gaps in performance for English Learner subgorup (20 points below standard in ELA, 122.4 points below standard in Math).				Time Money People
Provide enrichment and support opportunities for students beyond the school day, including cultural and extracurricular components to develop connectedness for ELD population.	-College/Career Indicator -Reclassification data -CTE Completers -UC/A-g Data	-255 students in ELD, approximately 40 RFEP achievements in 23-24 school year. -2023 Dashboard shows English Learner population at 2 bars for college/career readiness				Time Money People
Implement process for Goal-Setting conferences with students using MAP data and incentives for CAASPP Achievement	-CAASPP Math and English Language Arts -MAP Data -Reclassification data	TBD				Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation

Cycle 1: The ELD team has utilized PLC process in aligning course designs across the proficiency levels in order to leverage master schedule for optimized student placement. The team is utilizing some data cycles with Common Formative Assessment and Data protocol analysis. With new curriculum, the team is reflective in course sequence and strategies based on student achievement on the CFA data. All ELD teachers recently participated in Kagan planning and coaching professional development opportunities with focus of enriching the classroom experience with collaborative learning strategies and language development. This was also an initiative schoolwide, for general education teachers to expand on their strategies to help support English Learners. ELD students have recently participated in two enrichment activities beyond the school day, facilitated in conjunction with District Office and Region 1 partners. Approximately 45 students attended the LULAC workshop for student leaders at Delta College. In addition, we were able to host and recognize 30 Lancers plus 42 Elementary students at a Reclassification Recognition ceremony.	After our first round of MAP and Eligibility, we have 30 students that have Reclassified Fluent English Proficient. We have opportunities with eligibility and MAP testing at Winter and Spring. There are 11 students left in ELD with a level 4 score from the most recent ELPAC score reports. The ELD team attributes this success to alignment of ELD and the implementation of Collaborative Study Groups (CSG). Students submit grade reflections across all of their classes and work with peers and teachers, utilizing a portion of the ELD time as an advisory period with academic intervention. In addition to grade monitoring and student accountability, the process has engaged the ELD teachers to general education teachers for improved communication.	The implementation of programming, supports, and monitoring are producing desired results. East Union is on track to hit the Reclassification target. With recent updates to California Dashboard regarding Long-Term English Learners, we are afforded the opportunity to clarify the data further. We will explore the level of achievement and collaborate towards goals and efforts. English Learners are also achieving at lower rates across other targeted areas as well. As we are hitting targets of reclassification, we will continue to progress and strive for targets in other subject areas with this student population.	Continue

The incentive program for MAP and/or CAASPP Incentive programs have not yet been developed, and work needs to be done in this area.			
Cycle 2: The ELD team is utilizing the district's reclassification parameters to set learning goals for each EL student. Progress monitoring for each student is conducted by each teacher. The incentive program for MAP and/or CAASPP Incentive programs have not yet been developed, and work needs to be done in this area.	24 students met or exceeded their MAP goal in AUGUST. 39 students met or exceeded their MAP goal in JANUARY. 17 students met or exceeded their MAP goal BOTH times. The ELD team attributes these numbers to the concerted effort of goal setting and by tracking each student's progress on site assessments and MAP scores.	Next steps are to get more granular in the MAP EL data by level designation - levels 1- 4 and eltells The ELD team is in the early stages of developing a site COST team targeting EL students.	Continue
Cycle 3: The ELD team has made significant progress toward achieving our SMART goal related to student reclassification. Following multiple MAP testing cycles and grading periods, the team is processing RFEP status at an accelerated rate. As a PLC, they consistently monitor key reclassification metrics and use MAP diagnostic data to identify academic skill gaps. Instructional plans are then strategically developed to address these deficiencies. These focused efforts have resulted in meaningful strides toward increasing reclassification outcomes.	Current projections indicate that an additional 25 English Learner (EL) students are on track to reclassify by the end of the 2024–2025 school year, bringing the total number of reclassified students to 55. This marks a substantial increase compared to previous years and reflects the effectiveness of the ELD team’s intentional practices. Key contributing factors include goal setting, ongoing student tracking, staff emphasis, student buy in.	Target students nearing reclassification, strengthen collaboration through the PLC process, continue to enhance student ownership, engage families, monitor, reflect and refine. EL team wants to spearhead a site EL TOSA concept heading into next year.	

Progress Monitoring 25-26

Data

Data Analysis

Dashboard 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
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.	-PLC Protocol Evidence -CFA Assessments - How many/frequency -CFA Data Analysis - action plans -MAP Data Analysis - -CAASPP Data Analysis	Red Category - MAP Red Category - CAASPP				Time Money People
Implement professional development for instruction and assessment aligned to student achievement, PLC targets, Base and Supplemental instruction, and Kagan workshops.	-PLC Protocol Evidence -Kagan Workshop Data -CFA Data Analysis - action plans -MAP Data Analysis - -CAASPP Data Analysis	Red Category - MAP Red Category - CAASPP				Time Money People

Provide enrichment activities to improve college and career readiness indicator.	-Tracking enrichment activities/field trips etc. -College and Career Indicator -CTE Completers	Students with Disabilities are performing at 1 Bar measured by California Dashboard.				Time Money People
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 disporportionately high for this subgroup.				Time Money People
Implement process for Goal-Setting conferences with students using MAP data and incentives for CAASPP Achievement	-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 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: 3 special education teachers attend PLC conferences. Additional team member has expressed interest in attending a PLC training for the first time during the upcoming summer. The SPED team is using base curriculum and incorporating PLC protocols into Wednesday morning meetings. There are forms of CFA within some content areas in addition to data	Fall 2024 MAP, 4% of SWD population meeting standard in Math -0 Freshmen -0 Sophomores -3 Juniors -1 Seniors For 2024 MAP, 3% of SWD population is meeting standard in English -1 Freshmen -0 Sophomores -3 Junior -1 Senior		

analysis that is used for academic planning. To provide students with more elective course opportunities, transition services have been integrated into SAI. This in addition to co-teaching opportunities with Science and Leadership has also been implemented and will continue to be monitored. 6 of the teachers participated in Kagan Planning/Coaching weeks this year. This is also an initiative schoolwide, for general education teachers to expand on their strategies to help support learning for students with disabilities. Enrichment components, like workability field trips have been included into lesson plans to engage students to career of interest and expose them to new career opportunities.			
Cycle 2: During cycle 2, the efforts from Cycle 1 have been sustained with continued implementation of PLC processes, enrichment through workability and Phenix Leadership, and the evolution of transition services. Administration is participating in District-wide professional development and program improvement efforts via Compliance and Improvement Monitoring (CIM) to collaborate and develop similar efforts for	MAP Data Reading Growth 6% Accelerating 10% Sustaining 83% Below targets for growth Math Growth 5% Accelerating 5% Sustaining 89% Below targets for growth Suspension data: 10 students with disabilities suspended at least once to date. By comparison, 11 students were suspended at least once during 23-24 school year. Baseline: College/Career Readiness from 23-24 (60 students in SWD population)	Academic Achievement continues to be an area for concern. East Union has explored systematic changes to improve overall achievement focused on greater inclusion into general education experiences. Efforts need to be comprehensive with Tier 1, Tier 2, and Tier 3 supports. One teacher on staff completed longitudinal research on SWD population and attendance rates and achievement at East Union and suggests that	

great inclusion. In conjunction with District efforts, caseload managers are adjusting IEP recommendations to shift students out of a Transition class with aspirations of increased general education exposure. The team is also exploring opportunities to promote general education exposure in the core content areas in similar fashion with the co-teaching model at future opportunities.	-10% prepared, 50% approaching prepared, 40% not prepared -CTE Completers: 27 students -A-G Completion: 2 students -CAASPP Proficient: 3 students -Received college credit: 14 students -Leadership/Military: 8 students -State Seal of Biliteracy: 1 student	Engagement could be the best approach to address comprehensive deficits. All educational partners will participate in collaboration for articulating an action plan going forward.	
Cycle 3: While Special Education MAP scores have remained relatively stagnant, the team is actively engaged in diagnostic analysis to better understand student skill deficiencies. Efforts are focused on identifying best practices and implementing tiered academic interventions to support student growth. Although measurable gains have yet to materialize, the team's data-driven approach and commitment to instructional improvement indicate positive momentum toward achieving long-term success.		Use the PLC process to refine data analysis, implement and monitor tiered interventions, establish progress monitoring cycles, collaborate with general education teachers, document and share best practices	

Progress Monitoring 25-26

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
Hire full time credentialed teacher to teach and monitor students using Cyber High and or Gradpoint to ensure that students are meeting graduation requirements.	Number of students passing credit recovery course. Number of students meeting graduation requirements.	TBD in 24/25 school year. 31 out of 47 students are credit deficient.				

Progress Monitoring 24-25

Progress Monitoring 25-26

Budget Summary

Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
Timesheet: ES - ELA Tutoring		$ 1,875.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	SG 1
Timesheet: Math Tutoring		$ 1,875.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 1	SG 1
Timesheet: Science Tutoring		$ 1,875.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1003 - 1.3 Goal 1, A&S 3	1.3	GLS - Science	SN 3	SG 1
Timesheet: VAPA/Elective Tutoring		$ 1,875.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1004 - 1.4 Goal 1, A&S 4	1.4	GLS - Other Subjects	SN 3	SG 1
Timesheet: ES - TSSP		$ 5,500.00	3010 - ESSA-Title I Bas Grnts Low Inc	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3004 - 3.4 Goal 3, A&S 4	3.4	Emerging Students	Smart Goal 1, 2	
Sub: AVID Sub time for field trips/events		$ 5,501.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 3	SG 1
Materials & Supplies: ES - AVID Supplies	TBD	$ 5,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1008 - 1.8 Goal 1, A&S 8	1.8	Grade Level Standards	Smart Goal 3	
Conference: GLS - PLC Kagan, Solution Tree	TBD	$ 5,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	Grade Level Standards		
Conference: PLC Conference	TBD	$ 2,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	Grade Level Standards	Smart Goal 1,2,3	
Service: ES - AVID Memebershi/Dues	AVID Center	$ 4,499.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5300 - Dues & Memberships	1008 - 1.8 Goal 1, A&S 8	1.8	Grade Level Standards	Smart Goal 3	
Service: ES - AVID College Field Trips	TBD	$ 12,843.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1008 - 1.8 Goal 1, A&S 8	1.8	Grade Level Standards	Smart Goal 3	
Transportation: ES - AVID College Field Trips Outside Transportation	TBD	$ 2,157.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5824 - Transport By Private Vendor	1008 - 1.8 Goal 1, A&S 8	1.8	Grade Level Standards	Smart Goal 3	
Conference: Travel, Conf and Training covers trainings and subs needed-ELA	TBD		3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5222 - Workshops/Trainings	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Grade Level Standards	Smart Goal 1, 2, 3	
Sub: ELA Subs for Confreneces	TBD	$ 5,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	SG 1
Conference: Conferences, workshops science	TBD		3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5222 - Workshops/Trainings	1003 - 1.3 Goal 1, A&S 3	1.3	Grade Level Standards	Smart Goal 3	
Conference: math	TBD	$ 5,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5220 - Conference Expense	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	Grade Level Standards	Smart Goal 1, 2, 3	
Materials & Supplies: parent/family engagement activities		$ 2,233.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 1	SG 1
Timesheet: Communication/Community outreach/Media timesheet timesheeting for posting on social media accounts. Parent Engagement		$ 5,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	2700 - School Administration	2407 - Clerical And Office Sal Hourly	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 1	SG 1
		$ 67,233.00								

600 - East Union High School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Timesheet: ES - Bilingual Para's Extra Time		$ 2,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	2107 - Instr Aides Salaries Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	Smart Goal 1	
	Conference: Travel, Conf and Training vapa	TBD		0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	1004 - 1.4 Goal 1, A&S 4	1.4	Grade Level Standards	Smart Goal 1, 2, 3	
	Conference: PE Conferences pe	TBD		0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	1004 - 1.4 Goal 1, A&S 4	1.4	Grade Level Standards	Smart Goal 3	
	Conference: for Success 101/Training	TBD		0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	1005 - 1.5 Goal 1, A&S 5	1.5	Safety	Smart Goal 1	
	Conference:	Character Counts		0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	Smart Goal 1	
	Materials & Supplies: GLS - Training materials, bookstudies	TBD	$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1008 - 1.8 Goal 1, A&S 8	1.8	Grade Level Standards	Smart Goal 1, 2	
	Materials & Supplies: GLS - Culinary CAL Card Charges	TBD	$ 7,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1005 - 1.5 Goal 1, A&S 5	1.5	Grade Level Standards	Smart Goal 3	
	Service: Success 101- Academic Innovations workbooks and comsumable	TBD	$ 35,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1005 - 1.5 Goal 1, A&S 5	1.5	Safety	Smart Goal 1	
	Materials & Supplies: GLS - MAP Testing Incentives	TBD	$ 10,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Grade Level Standards	Smart Goal 1, 2	
	Materials & Supplies: Honor Roll luncheon *how many are there?	TBD	$ 6,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Grade Level Standards	Smart Goal 1, 2	
	Materials & Supplies: PBIS - LEAD incentives/program	TBD	$ 17,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	Smart Goal 1	
	Materials & Supplies: LEAD incoming freshmen (shirts) incentive	TBD	$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	Smart Goal 1	
	Service: S - 5 Star Students	Five Stars Hospitality LLC	$ 3,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	Smart Goal 1	
	Service: 5 star app	Five Stars Hospitality LLC	$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	Smart Goal 1	
	Service: Academic Innovations	TBD	$ 31,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1005 - 1.5 Goal 1, A&S 5	1.5	GLS - CTE	SN 3	SG 1
	Conference: Conference/Field Trips			0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	2004 - 2.4 Goal 2, A&S 4	2.4	GLS - CTE	SN 3	SG 1

Conference: AP Training/Conf		$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 3	SG 1
Conference: Counselor Conferences Fees and Reimbursement Delta/MJC/UC Fresno/UOP	TBD	$ 5,000.00	0709 - Prev EIA/LCAP	3110 - Guidance & Counseling Services	5220 - Conference Expense	1005 - 1.5 Goal 1, A&S 5	1.5	GLS - CTE	SN 3	SG 1
Conference: Travel/Conferences, AP conferences	TBD		0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 3	SG 1
Buck - FFA Leadership packets (550 @ $10 each) *SPLIT FUND*		$ 2,775.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
Cuneo - Culinary classroom materials: knife skills training sets, mixers, plates		$ 4,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
Cuneo - Fashion Design classroom materials: color wheels, felt, thread, floss, needles, cloth batting, fabric squares		$ 1,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
Cuenio - Child development unit - fitted cloth diapers		$ 230.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
Rios - Cabinets, locking cabinet, worktables, mixers, stoves, corner drawer base, kitchen cabinet		$ 6,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
Chaves - 2 woodworking cabinets with tools - 2 @ $7200 *SPLIT FUND*		$ 7,200.00	0709 - Prev EIA/LCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
Chaves - drill press		$ 3,550.00	0709 - Prev EIA/LCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
Hopper - Briggs & Stratton engine class set		$ 12,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
Telles - Sewing tables		$ 18,200.00	0709 - Prev EIA/LCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
Buck - MFE / ALA (Made for Excellence and Advanced Leadership Academy) - hotel, registration, per diem			0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
Buck - State FFA Convention - hotel, registration, per diem, *SPLIT FUND*		$ 4,250.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
Buck - National FFA Convention - hotel, registration, travel, per diem *SPLIT FUND*		$ 5,050.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
Cuneo - FCCLA events (SLC, Edu/Child Dev/Fam Svcs Workshop, Developing Dynamic Tools for FCS) - registration, lodging, per diem, travel *SPLIT FUND*		$ 5,650.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
Buck - Ag Industry tours - 2 floral (1 fall, 1 spring) / 2 Ag Science (1 fall, 1 spring)		$ 8,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
Snaer-Fay - CPR Certifications (200 @ $200 each) *SPLIT FUND*		$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
Rios - FCCLA conferences/field trips (SLC, Culinary workshop)		$ 5,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
Rios - ServSafe certifications		$ 600.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
		$ 224,005.00								

600 - East Union High School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Service: ADD UOP instructor contracted services	TBD	$ 240.00	6770 - Arts & Music Prop 28	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1004 - 1.4 Goal 1, A&S 4	1.4	GLS - System-Wide Work	SN 3	SG 1
Total			$ 240.00								

600 - East Union High School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Buck - FFA Leadership packets (550 @ $10 each) *SPLIT FUND*		$ 2,775.00	6387 - Career Technical Education	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
	Buck - Sheep 5 head show rail, flooring, single head rail		$ 550.00	6387 - Career Technical Education	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
	Rios - Cabinets, locking cabinet, worktables, mixers, stoves, corner drawer base, kitchen cabinet		$ 6,000.00	6387 - Career Technical Education	1000 - Instruction	4310 - Materials & Supplies	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
	Buck - Cattle Chute and floor		$ 1,600.00	6387 - Career Technical Education	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
	Chaves - 2 woodworking cabinets with tools - 2 @ $7200 *SPLIT FUND*		$ 7,200.00	6387 - Career Technical Education	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
	Chaves - Tool cabinet		$ 4,000.00	6387 - Career Technical Education	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
	Chaves - lathe & stand		$ 6,250.00	6387 - Career Technical Education	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
	Hooper - Balleigh Desktop CNC engraver		$ 11,000.00	6387 - Career Technical Education	1000 - Instruction	4400 - Non-Capitalized Equipment	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
	Business - PD for Harrington, Newbold, Gonsalez - specific PDs TBD		$ 15,000.00	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
	Buck - State FFA Convention - hotel, registration, per diem, *SPLIT FUND*		$ 4,250.00	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
	Buck - National FFA Convention - hotel, registration, travel, per diem *SPLIT FUND*		$ 5,050.00	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
	Chaves - NAAE Conference			Education	1000 - Instruction	5220 - Conference Expense	Pathways	1.5	GLS - CTE	SN 3	SG 1
	Silva - AI training in Turlock for 7 Ag teachers (registration, per diem		$ 4,900.00	6387 - Career Technical Education	2700 - School Administration	5220 - Conference Expense	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
	Buck - Horse Reproduction class (Texas A&M) + online portion		$ 2,600.00	6387 - Career Technical Education	1000 - Instruction	5220 - Conference Expense	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1

Cuneo - FCCLA events (SLC, Edu/Child Dev/Fam Svcs Workshop, Developing Dynamic Tools for FCS) - registration, lodging, per diem, travel *SPLIT FUND*		$ 5,650.00	6387 - Career Technical Education	2700 - School Administration	5220 - Conference Expense	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
Snaer-Fay - CPR Certifications (200 @ $200 each) *SPLIT FUND*		$ 2,000.00	6387 - Career Technical Education	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
Rios - FCCLA conferences/field trips (SLC, Culinary workshop)		$ 5,500.00	6387 - Career Technical Education	2700 - School Administration	5800 - Other Svcs & Oper Expenditures	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
Rios - ServSafe certifications		$ 600.00	6387 - Career Technical Education	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	15CT - LCAP CTE Pathways	1.5	GLS - CTE	SN 3	SG 1
Materials & Supplies: Event Refreshments Food 4 Less, SaveMart	TBD	$ 500.00	7412 - A-G Access Success Grant	1000 - Instruction	4310 - Materials & Supplies	1005 - 1.5 Goal 1, A&S 5	1.5	GLS - CTE	SN 3	SG 1
Materials & Supplies: Tablecloths	TBD	$ 2,000.00	7412 - A-G Access Success Grant	1000 - Instruction	4310 - Materials & Supplies	1005 - 1.5 Goal 1, A&S 5	1.5	GLS - CTE	SN 3	SG 1
Conference: AP Training/Conf		$ 2,765.00	7412 - A-G Access Success Grant	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 3	SG 1
Conference: Equity, college prep, admissions, financial aid	TBD		7412 - A-G Access Success Grant	1000 - Instruction	5222 - Workshops/Trainings	1005 - 1.5 Goal 1, A&S 5	1.5	GLS - CTE	SN 3	SG 1
Service: Busses for 8th grade visitation		$ 2,000.00	7412 - A-G Access Success Grant	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	GLS - CTE	SN 3	SG 1
Service: ES - Transportation for Feeder School Presentations	TBD	$ 2,000.00	7412 - A-G Access Success Grant	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1005 - 1.5 Goal 1, A&S 5	1.5	GLS - CTE	SN 3	SG 1
Service: Posters/Banners for College Parent Night, Financial Aid Night, 4 year Plan Workshop	TBD	$ 5,000.00	7412 - A-G Access Success Grant	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1005 - 1.5 Goal 1, A&S 5	1.5	GLS - CTE	SN 3	SG 1
Conferences and travel related to Dual Enrollment - split between sites		$ 7,500.00	7339 - Dual Enrollment Opportunities	1000 - Instruction	5222 - Workshops/Trainings	0000 - Undesignated				
CCEMC Dual Enrollment Coaching - split between sites		$ 3,000.00	7339 - Dual Enrollment Opportunities	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated				
Supplies for Dual Enrollment Committee		$ 750.00	7339 - Dual Enrollment Opportunities	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated				
Timesheeting/DE teacher stipend		$ 500.00	7339 - Dual Enrollment Opportunities	1000 - Instruction	1107 - Teachers' Salaries Hourly	0000 - Undesignated				
		$ 110,940.00								

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 24/25 school year while ELAC met four times during the school year to review, update, and approve the Strategic Plan.

Date

May 14, 2025

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
Sandy Del Mundo	Parent or Community Member
Iesha Jackson	Parent or Community Member
Christina Hansen	Parent or Community Member
Aaron Freeman	Parent or Community Member
Janelle Wunderlich	Classroom Teacher
Tevoni Liotard	Classroom Teacher
Maryann Johnston	Classroom Teacher
Jennifer Meyer	Other School Staff
Tyler Dobbins	Secondary Student
Gracie Balis Carrillo	Secondary Student
Sarah Peterson	Secondary Student
Emily Galvan	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 May 14, 2025.

Attested:

Principal, Eric Simoni on May 14, 2025

SSC Chairperson, Sterrie Mcleod on May 14, 2025