Manteca Unified School District Strategic Plan

2023-2024

Vision Statement

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

Mission Statement

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

New Vision High School
39685930112565

Manteca Unified
39685930112565

School Site Vision

Our students expand their academic skills, confidence and independence to look beyond graduation and prepare for college, career or vocational education.

School Site Mission

Our mission is to provide a quality education every day for every student in a safe, supportive and respectful environment.

Schoolwide Learning Outcomes
- Students who integrate media and technology into their educational experience.
- Students who articulate ideas and experiences confidently and creatively in a way that their intended audience can understand.
- Students who are critical thinkers and acquire the knowledge and skills to analyze, evaluate and question information in order to make logical conclusions and decisions.

Purpose and Description

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

> Schoolwide Program

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

New Vision High School (NVHS) is one of two alternative high education high schools in Manteca Unified School District. New Vision High School serves 10-12 grade students who are deficient in credits needed for graduation. The school operates on a six-week block schedule with a total of six blocks in a year. Students can earn up to 18 credits per block. NVHS currently has eight full-time teachers, inclusive of RSP teacher, one counselor, one principal and seven support staff. The purpose of NVHS is to ensure every student is on track to graduate and prepared with skills necessary to find employment or continue with post-secondary education. Staff, student and parent input will be used to make informed decisions based on data to make sure all students are successful.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Quarterly meetings were held for parents, students and educational partners for Title I and ELCAP. In spring 2022, surveys were sent to teachers, parents and students to provide input. Staff members provided regular input through regular staff meetings. Needs assessments were completed and we also extracted information from our WASC and LCAP reports.

Resource Inequities

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

- The vacant para position, which has been vacant for over a year, has put RSP students at a disadvantage by not having additional support in core classes.
- Our EL population has increased drastically (over 50% of our student population is identified as EL), but our bilingual aide's time on campus has not increased. These students could benefit from additional time from the bilingual aide.
- In spring of 2022, our counselor was also assigned to New Day, leaving New Vision without a full time counselor.

- Our students have been struggling with mental health issues. Students could benefit from VCC services more than two days a week as long as it is one person assigned to the site. When the position has been split, students struggle with a lack of consistency.

School Site Description

New Vision High School is one of two continuation high schools in Manteca Unified School District. New Vision is located in Weston Ranch, in the city of Stockton. The school opened on January 9, 2006. New Vision currently has a staff of one administrator, eight full-time teachers, one full-time academic counselor and one part-time Valley Community Counselor.

Mission Statement

Our mission is to provide a quality education every day for every student in a safe, supportive, and respectful environment.

Our vision is for our students to expand their academic skills, confidence, and independence to look beyond graduation

and prepare for college, career, or vocational education.

Our school wide learning outcomes are for:

*students to integrate media and technology into their educational experience.

*students to articulate ideas and experiences confidently and creatively in a way that their intended audience can understand.

*students to be critical thinkers and acquire knowledge and skills to analyze, evaluate and question information in order to make

logical conclusions and decisions.

New Vision High School provides a variety of opportunities and equal access for students to experience individual success. We aim to create a culture of success through effective teaching, guidance and support, and mutual respect and caring. We strive to provide a quality education every day for every student.

At New Vision we provide a supportive and nurturing environment for students who are credit deficient. We believe that students can be successful here if they take advantage of the wonderful opportunity presented to them. We provide challenging learning experiences for all and have effective instructional techniques with opportunities for engaged learning. We respect and celebrate our diverse student population and provide a safe environment for our students. Students are recognized for their success through the Character Counts program where we recognize Student of the Block, Perfect Attendance, and Honor Roll.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.60	83.25	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	38.90	3.71	4205.90	1.53

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	113.30	10.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	16.63	11.40	1.09	12115.80	4.41
Unknown	0.00	0.00	0.90	0.09	18854.30	6.86
Total Teaching Positions	8.00	100.00	1050.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.30	
Total Out-of-Field Teachers	1.30	

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

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

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Comprehensive Needs Assessment Components

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

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

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

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

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

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

Title II funds are used to support the Induction program and to provide professional development to all MUSD staff members.
Title IV funds are used for STEAM activities, improving science teaching and the improving of safety at the school sites through Positive Behavior Intervention and Supports (PBIS).
Low Performing Student Block Grant funds support the professional development of teachers designed to assist students in meeting rigorous instructional standards.

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
99	**75.8**	**31.3**	**2.0**
Total Number of Students enrolled in New Vision High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	31	31.3
Foster Youth	2	2.0
Homeless	8	8.1
Socioeconomically Disadvantaged	75	75.8
Students with Disabilities	15	15.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	16.2
American Indian	2	2.0
Asian	6	6.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	5	5.1
Hispanic	61	61.6
Two or More Races	3	3.0
Pacific Islander	1	1.0
White	5	5.1

Conclusions based on this data:

1. Socioeconomically Disadvantaged has the highest percentage in our student population.

2. Hispanic is the largest group enrolled by race/ethnicity.

3. 3.9% of our students are Foster Youth.

Grade Level Standards

Grade Level: 11-12

District Goal

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

Site Strategic Goal

We will increase our graduation rate by supporting students to strive to master grade level standards while utilizing the base curriculum.

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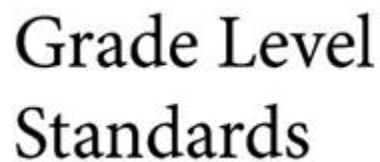
Every student is entitled to base instruction and services including materials and supplies.

Site Name: **New Vision/Manteca Day** — Function: **1000 Instructional** — LCAP A/S

Location: **760** — Goal: **1110**

Administrator: **S. Arellano** — Mgmt: **0000** (unless listed below) — 1.1

High School Site Base - Resource 0000
PROGRAM

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Mgmt	1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
					Estimated Annual Cost							
ST	Electric Pencil Sharpener - 10 qty				361							
ST/ES	Crayloa Markers - 12/pk - 5 qty				261							
ST/ES	Colored Pencils - 24 pk - 5 qty				205							
ST/ES	Bulk Colored Pencils - 2 pks				84							
ST/ES	Bulk Crayola Crayons - 2 pks				116							
ST/ES	Crayola Crayons - 24 pk - 1 qty				41							
ST	Tape dispenser - 10 qty				50							
ST/ES	Manual Pencil Sharpener - 100pk				23							
ST/ES	Dry Erase Magnet Graph Paper - 3				67							
ST/ES	index cards - 4x6 - 10 pks				103							
ST/ES	Pencil Boxes - 6 pk - 20 qty				400							
ST/ES	Brush Cleaner - 3/qty				40							
ST/ES	PE Equipment (warehouse)				500							
ST/ES	PE Equipment - various				2,000							
ES	Tutoring		5,000									
ES	Translating			2,000								
ST/ES	Food 4 Less - Blanket PO				2,000							
	TOTAL		5,000	2,000	25,177	-	-	-	-	-	-	-
		-							GRAND TOTAL			32,177

High School Site Base - Resource 0000
ADMINISTRATION

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Mgmt	Estimated Annual Cost									
			1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
ST	2-door enclosed bulletin board - 1				456							
ST	Surface Pro and accessories - 2 qty											2,195
ST/ES	App/Media/Software										1,500	
ST/ES	Books - Classroom Library										3,000	
ST/ES	Shure Pro Microphone											150
ST/ES	Microphone Stand											30
ST/ES	Audio Sound Meyer											110
	TOTAL	-	-	-	456	-	-	-	-	-	4,500	2,485
										GRAND TOTAL		7,441

map GROWTH

Grade 12

Term:	Winter 2022-2023	**Norms Reference Data:**	2020 Norms.
District:	Manteca Unified School District	**Weeks of Instruction:**	20 (Winter 2023)
School:	New Vision Educational Center	**Grouping:**	None
		Small Group Display:	No

Math: Math K-12

Growth: Math 6+ CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	39
Mean RIT Score	215.9
Standard Deviation	14
District Grade-Level Mean RIT	228.7
Students At or Above District Grade-Level Mean RIT	5
Grade-Level Mean RIT	233.3
Students At or Above Grade-Level Mean RIT	3

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Math 6+ CA 2010 / CA Common Core Mathematics: 2010	18	46%	14	36%	5	13%	1	3%	1	3%	214-**216**-218	14
Instructional Area RIT Range												
Operations and Algebraic Thinking	16	41%	12	31%	7	18%	3	8%	1	3%	216-**219**-221	16
The Real and Complex Number Systems	17	44%	14	36%	6	15%	0	0%	2	5%	214-**217**-220	16.6
Geometry	22	56%	12	31%	4	10%	1	3%	0	0%	210-**212**-214	14.6
Statistics and Probability	15	38%	18	46%	3	8%	2	5%	1	3%	214-**216**-219	14

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result.   ***2 The overall RIT score for this test is above the valid range.   ***3 The overall RIT score for this test is below the valid range.

    ***4 The standard error for this test is below acceptable limits.   ***5 The standard error for this test is above acceptable limits.   ***6 The test has been identified as invalid.   ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
* This data is not available for reporting. Please refer to help and documentation for more information.
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MAP GROWTH

Grade 12

Term:	Winter 2022-2023
District:	Manteca Unified School District
School:	New Vision Educational Center

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	20 (Winter 2023)
Grouping:	None
Small Group Display:	No

Language Arts: Reading

Growth: Reading 6+ CA 2010 V3 / CA Common Core English Language Arts: 2010

Summary

Total Number of Students With Valid Growth Scores	39
Mean RIT Score	220.4
Standard Deviation	10.2
District Grade-Level Mean RIT	219.8
Students At or Above District Grade-Level Mean RIT	22
Grade-Level Mean RIT	223.9
Students At or Above Grade-Level Mean RIT	13

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 6+ CA 2010 V3 / CA Common Core English Language Arts: 2010	3	8%	13	33%	15	38%	7	18%	1	3%	219-**220**-222	10.2
Instructional Area RIT Range												
Literary Text	5	13%	13	33%	15	38%	4	10%	2	5%	217-**219**-221	13.2
Informational Text	4	10%	13	33%	13	33%	8	21%	1	3%	218-**220**-222	11.8
Vocabulary	3	8%	14	36%	12	31%	8	21%	2	5%	220-**222**-224	10.5

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
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nwea

Winter Reading 2023	Total # Students with Fall 2022 & Winter 2023 Scores Goal Target Eligible	# of Students Who Met Growth Target	Percentage of Students Who Made Growth Target		Winter Math 2023	Total # Students with Fall 2022 & Winter 2023 Scores Goal Target Eligible	# of Students Who Met Growth Target	Percentage of Students Who Made Growth Target
August Knodt Elementary	604	240	40%		August Knodt Elementary	668	233	35%
Golden West Elementary	444	180	41%		Joseph Widmer Elementary	750	287	38%
Sierra High School	1558	647	42%		Mossdale Elementary	992	388	39%
East Union High School	1327	557	42%		Lathrop Elementary	803	317	39%
French Camp Elementary	438	185	42%		Golden West Elementary	491	194	40%
Manteca High School	1436	609	42%		Brock Elliott Elementary	716	283	40%
Neil Hafley Elementary	640	272	43%		Lincoln Elementary	576	231	40%
Calla High School	151	65	43%		Stella Brockman Elementary	661	266	40%
Shasta Elementary	715	308	43%		Shasta Elementary	733	301	41%
George Komure Elementary	637	276	43%		Manteca Online Academy	185	76	41%
Walter Woodward Elementary	862	377	44%		George Komure Elementary	676	278	41%
Weston Ranch High School	1156	509	44%		Joshua Cowell Elementary	650	268	41%
Lincoln Elementary	511	227	44%		Neil Hafley Elementary	696	289	42%
Joshua Cowell Elementary	581	261	45%		Sequoia Elementary	773	321	42%
Sequoia Elementary	716	322	45%		New Haven Elementary	408	171	42%
Mossdale Elementary	940	427	45%		French Camp Elementary	472	199	42%
Manteca Online Academy	174	81	47%		Walter Woodward Elementary	864	378	44%
Brock Elliott Elementary	643	300	47%		Sierra High School	1558	690	44%
Joseph Widmer Elementary	698	328	47%		George McParland Elementary	1065	472	44%
Veritas Elementary	834	403	48%		Weston Ranch High School	1151	515	45%
Stella Brockman Elementary	616	298	48%		Nile Garden Elementary	996	450	45%
Nile Garden Elementary	917	446	49%		East Union High School	1331	607	46%
New Haven Elementary	400	197	49%		Veritas Elementary	914	419	46%
Lathrop Elementary	726	362	50%		Manteca High School	1487	683	46%
MUSD County	49	25	51%		MUSD County	43	20	47%
Great Valley Elementary	766	394	51%		Great Valley Elementary	847	405	48%
George McParland Elementary	1053	553	53%		Calla High School	151	73	48%
Lathrop High School	1398	774	55%		New Vision Educational Center	94	50	53%
New Vision Educational Center	93	54	58%		Lathrop High School	1394	801	57%
District Totals	**21083**	**9677**	**46%**			**22145**	**9665**	**44%**

Site Name: **New Vision/Manteca Day**		Function: **2700 School Administration**	LCAP A/S
Location: **760**		Goal: **0000**	1.1
Administrator: **S. Arellano**		Mgmt: **0000** (unless listed below)	

High School Site Base - Resource 0000
ADMINISTRATION

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Mgmt	Estimated Annual Cost									
			1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
ST	AA Batteries - 150 count/3 qty				109							
ST	Coin envelopes - 1 pk				17							
ST	Custom door mats											600
ST	White out tape - 2/boxes				33							
ST	Sharpie - Jumbo - 1 box				35							
ST/ES	Stickers - Various				60							
ST/ES	Food 4 Less Blanket PO				1,500							
ST	Timesheeting for Graduation			2,000								
ST	Office Chairs - 4 qty											1,506
ST	Travel/Conferences							5,000				
ST	Shred - it										750	
ST	Folding Tables				312							
ST	Folding Chairs for Graduation - 4				5,984							
ST	Chair Storage Rack - 4 qty				1,520							
S	Vape Sensors/Detctors				450							
ST	Safe											650
S	Multi-purpose Room Lighting											10,000
	TOTAL	-	-	2,000	16,927	-	-	5,000	-	-	750	13,949
											GRAND TOTAL	38,626

Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	43	47		24	36		24	36		55.8	76.6	
All Grades	43	47		24	36		24	36		55.8	76.6	

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2473.	2499.		0.00	2.78		8.33	8.33		33.33	44.44		58.33	44.44	
All Grades	N/A	N/A	N/A	0.00	2.78		8.33	8.33		33.33	44.44		58.33	44.44	

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11	*	2.78		*	52.78		*	44.44	
All Grades	*	2.78		*	52.78		*	44.44	

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11	*	2.78		*	69.44		*	27.78	
All Grades	*	2.78		*	69.44		*	27.78	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11	*	8.33		*	77.78		*	13.89	
All Grades	*	8.33		*	77.78		*	13.89	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11	*	2.78		*	50.00		*	47.22	
All Grades	*	2.78		*	50.00		*	47.22	

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	43	47		23	37		22	37		53.5	78.7	
All Grades	43	47		23	37		22	37		53.5	78.7	

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2428.	2428.		0.00	0.00		0.00	5.41		4.55	2.70		95.45	91.89	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	5.41		4.55	2.70		95.45	91.89	

Concepts & Procedures

Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	10.81		*	89.19	
All Grades	*	0.00		*	10.81		*	89.19	

Problem Solving & Modeling/Data Analysis

Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	48.65		*	51.35	
All Grades	*	0.00		*	48.65		*	51.35	

Communicating Reasoning

Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	35.14		*	64.86	
All Grades	*	0.00		*	35.14		*	64.86	

Data Analysis

Staff is very proud of the growth that students made. The chart above shows that NVHS students had the highest percentage of students who met their growth target in reading and the second highest percentage who met their growth target in math when compared to students across the district.

While we celebrate this growth, our students still have a long way to go.

Staff feels that scores improved based on several factors:

- Staff created a presentation explaining the importance of the assessment and shared with all students.
- Staff reviewed students' past scores and their growth goals.
- Our intervention class has been using Edmentum twice a week.
- Students tested with the teacher they reviewed their goals with, which could help with regular reminders of the growth goals.
- We had a celebratory luncheon to celebrate the students who met their growth goals. Students enjoyed this event.

- We need to always be mindful of the purpose of our school, credit recovery while working toward earning the diploma, while also dedicating time and attention to the remedial skills that require mastery in order to be successful.

Student Need 1:

Students need to master essential standards and have a direct path to graduation with options to get back on track if the student struggles to earn all of the credits offered each block.

Implementation Plan

In the future, we need to:

- We need to continue communicating with students the importance of taking this test seriously. With immediate results, we are looking to modify our instruction based on students' needs, which is difficult when the students disregard the test.
- While most of our students are not at grade level, some have made real strides with their individual growth. Digging deeper into these results have shown us that some students made up to two grade levels of improvement in the time between testing.
- Using Edmentum during ELD and Directed Studies twice a week for 20 minutes, may be helping students focus on their individual needs. In ELD, this has taken the place of Rosetta Stone.
- The focus on vocabulary, main idea and detail across the curriculum could be a factor in why students have improved in the vocabulary portion. Staff needs to work in literary and informational text without losing the gains in vocabulary.
- About half of our students are in the low and/or low average range in both reading and math, but there is a general bell curve when we look at the data with students' names under their scores.
- Differentiating instruction for such varying levels is going to be important moving forward. Staff needs to continue utilizing engaging strategies such as Kagan and Cooperative Learning.
- We are hopeful that a permanent math teacher will help improve scores.

- Students have continued reviewing their graduation requirements each block with the academic counselor. They can also initiate a meeting on their own through chat or by visiting the counselor's office.
- Students are aware of their requirements and how things have been adjusted as a result of them passing/failing their classes.
- We will continue to look at graduation data each block.

SMART Goal

The academic counselor will meet with all students every six weeks to discuss their path to graduation and make necessary adjustments so that students are aware of their requirements.

Throughout the school year, teachers will utilize the base curriculum and Cooperative Learning strategies to engage students in their lessons.

Prior to MAP tests, teachers will review the importance of the test with students. Immediately following MAP tests, teachers will review growth goals with students and create a plan to meet those goals by the next testing session.

Admin and/or counselors will meet with all academic probation students and parents/guardians every block to review academic probation and academic ineligibility, current grade progress and current grad plan so that all parties are informed.

Metric/Indicator	Baseline	Expected Outcome
MAP data- Individual and school-wide growth between testing sessions Data from counselor and attendance clerk.	76% with growth projections met their individual growth goals	77% with growth projections will meet individual goals
The number of seniors who graduate each block/annually (according to Dashboard and our progress each block)	76%	80%

Targeted Resources Applied

Action	Resources	Money/Budget
Tutoring	Title I Part A: Allocation	4500.00
Instructional materials i.e textbooks, novels, apps in Spanish to support EL students	Title I Part A: Allocation	1341.00
Professional Development - Teachers will be provided meaningful professional development with a focus on Tier 1 Team Essential Actions and Professional Learning Communities	Title I Part A: Allocation	5000.00
Student Incentive/Celebrations	LCFF- Supplemental	3000.00
Educational Excursions	LCFF- Supplemental	2000.00

Progress Monitoring

October

January

Safety

District Goal

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

Site Goal

Continue to maintain a safe and secure campus.

Base Requirements

Every student is entitled to a safe and clean school environment which includes the supplies necessary to make and keep the campus appropriate for students.

Site Name: **New Vision/Manteca Day**			Function: **8200 Operations**								LCAP A/S
Location: **760**			Goal: **0000**								1.1
Administrator: **S. Arellano**			Mgmt: **0000** (unless listed below)								

High School Site Base - Resource 0000
OPERATIONS

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Mgmt	1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
	TOTAL		-	-	-	13,798	-	-	-	-	-	-	5,000
											GRAND TOTAL	18,798

Climate

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

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	14.48	1.69	5.22	0.91	3.47	0.20
Expulsions	0.69	0.00	0.23	0.01	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.38	4.19	2.45
Expulsions	0.00	0.14	0.05

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	178	168	38	22.6
Female	59	52	15	28.8
Male	119	116	23	19.8
American Indian or Alaska Native	2	2	0	0.0
Asian	7	7	1	14.3
Black or African American	30	29	11	37.9
Filipino	7	7	1	14.3
Hispanic or Latino	117	110	20	18.2
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	3	3	2	66.7
White	9	7	2	28.6
English Learners	52	48	9	18.8
Foster Youth	4	4	1	25.0
Homeless	24	21	7	33.3
Socioeconomically Disadvantaged	146	136	34	25.0
Students Receiving Migrant Education	3	3	0	0.0
Students with Disabilities	24	23	5	21.7

Safety Survey - Students

1. Full name

More Details   💡 Insights

22

Responses

Latest Responses

"Javier Flores Tello "

"Alejandro villa hurrta"

"Wendy Salinas"

2. I feel safe on our campus.

More Details   💡 Insights

🔵 Strongly Agree	11	
🟠 Agree	11	
🟢 Disagree	0	
🔴 Strongly disagree	0	

3. I am familiar with the policies about behavior and academic expectations.

More Details

🔵 Strongly Agree	11	
🟠 Agree	11	
🟢 Disagree	0	
🔴 Strongly Disagree	0	

4. Our campus is closely monitored.

More Details

🔵 Strongly agree	10	
🟠 Agree	11	
🟢 Disagree	1	
🔴 Strongly disagree	0	
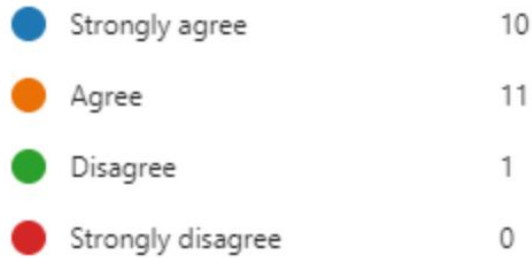
Kelly Pimentel

2022-2023 Discipline	
Enrollment	**Suspensions**
Block 1- 71	1
Block 2- 98	5
Block 3- 107	1
Block 4- 105	3
Block 5- 89	1
Block 6-	
Total	

Data Analysis

Our site suspension data for the 2022-2023 school year (through April) is shown in the chart above.

The reasons for suspension are zero tolerance, non-negotiable violations.

Our staff has been proactive in being observant and visible before school, after school and during passing periods. Teachers have been reviewing policies and procedures at the start of each block. By reviewing these procedures with students regularly, they are reminded of expectations on campus. Teachers follow the handbook, which provides consistency for the students.

Our SRO has an active presence on campus, often coming to campus during lunch to participate in activities/games with the students.

Student Need 1:

Establish and maintain school norms that build values and work toward creating a positive school culture that provides students with a quality education within a safe and caring environment in hopes of reducing number of referrals/suspensions.

Implementation Plan

Staff will continue to work together to actively monitor the campus before school, during passing periods and after school.
Staff will also ensure that the campus is clean and neat by communicating needs to the office.
Teachers will review and revise the handbook based on updated policies and procedures.
Modifications will be made based on what current staff determines is necessary for our students to focus and to minimize distractions. Once staff have agreed, handbooks will be printed and distributed to new students each block when they enroll. On the first day of school, and at the start of each block, teachers will review all site expectations with students and stress the importance of following the handbook.
When appropriate, alternatives to suspension will be utilized at admin's discretion.
Expectations and consequences will be clearly communicated at the start of each block for all students.
The campus monitor will have a presence on campus and will work to build positive relationships with students.
Safety drills will be conducted throughout the year.
Teachers will be encouraged to attend trainings in the district's BASE curriculum. These activities will be utilized through the counselors when appropriate.
Awards will be given for positive behavior, honor roll and perfect attendance.

SMART Goal

Every six weeks, admin will make sure new students and their families attend orientation so they understand what is expected on campus. Every six weeks, teachers will review expectations (behavioral and academic) with all classes. Admin and/or the school counselor will communicate with families through the COST process as needed. Throughout the year, we will survey staff, students and families about how they're feeling on campus and make modifications as needed so that we can ensure that everyone on campus feels safe.

Metric/Indicator	Baseline	Expected Outcome
Number of overall suspension. Data from Q	3	2
Specific reason (ed code) for suspensions. Data from Q	3	2
Climate Survey from students- participation in survey	5%	10%

Resources to Support

Action	Resources	Money/Budget
Assemblies to promote positive behavior	LCFF- Supplemental	2000.00
Incentives and awards for positive behavior.	LCFF- Supplemental	1500.00

Progress Monitoring

September

December

March

Data

Emerging Students

District Goal

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

Site Strategic Goal

New Vision will increase student attendance and engagement across all sub-groups.

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	28	31	32	31.5%	31.3%	32.3%
Fluent English Proficient (FEP)	22	25	30	24.7%	25.3%	30.3%
Reclassified Fluent English Proficient (RFEP)	3			10.7%		

2022-2023 DATA

Starting Enrollment	Principal's Honor Roll 3.5+	Graduates	End of Block AP Drops	New Students
Block 1- 71	4	0	0	25
Block 2- 98	2	1	4	27
Block 3- 107	4	5	4	18
Block 4- 105	4	10	6	15
Block 5- 89	6	12	2	14
Block 6-				
Total				

Reclass % 2023 as of 4/3/23

High Schools	Reclass 2023	# EL 8/4/22	% Reclass 2023
East Union High School	14	244	6%
Lathrop High School	28	195	14%
Manteca High School	11	306	4%
Sierra High School	38	168	23%
Weston Ranch High School	38	223	17%
Calla High School	3	31	10%
New Vision	5	24	21%

Monthly Hours Attendance
Period 02/20/2023 to 04/07/2023
New Vision Educational Center

Statistical Summary

Grade	Female	Male	Other	Total
11	21	47	0	68
12	20	16	0	36
Total	41	63	0	104

Category	Active	Dropped	Total
Student Enrollment	89	15	104
Hours Scheduled	10290.07	1336.38	11626.45
Hours Possible	7429.15	1038.85	8468
Hours Present	9238.85	962.6	10201.45
Hours Extra	2143.45	139.22	2282.67
Hours Claimed	7204.78	843.73	8048.52

Days: 28
ADA: 95.82
Percent Claimed of Possible: 95.05%
Percent Present of Scheduled: 87.74%

Site Name: **New Vision/Manteca Day**	Function: **3110 Guidance and Counseling Services**	LCAP A/S
Location: **760**	Goal: **0000**	1.1
Administrator: **S. Arellano**	Mgmt: **0000** (unless listed below)	

High School Site Base - Resource 0000
ADMINISTRATION

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Mgmt	Estimated Annual Cost									
			1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
ES	Anxiety/Fidget/Journal Supplies				1,500							
	TOTAL	-	-	-	3,000	-	-	-	-	-	1,000	-
										GRAND TOTAL	4,000	

Student Need 1:

Students need to be present and engaged in order to understand the material so they can pass their classes and earn their credits toward graduation.

Implementation Plan

Through the PLC process, staff will define engagement in the classroom.

With professional development, staff will learn strategies to engage reluctant learners.

Administration will conduct classroom walk throughs to observe engagement and debrief with teachers following visits.

Teachers will share strategies at PLC meetings to figure out what's working or not working on our campus.

Staff will continue to share student concerns at staff meetings.

The COST team will continue following up with students and families about barriers they may be experiencing and explore resources that can be offered.

Valley Community Counseling services will be initiated for all students not engaged and/or not passing classes.

We will use positive incentives for honor roll, perfect attendance, student of the block and growth in NWEA scores.

Materials will be provided to support students in the classroom and through the groups that are available (school supplies, therapy supplies, relaxation kits, art kits, etc.).

SMART Goal

Each block, teachers will include engaging activities in their lesson plans following our site structures and strategies. Admin will conduct regular walk-throughs and provide feedback to teachers. Office staff will continue to follow the SARB/truancy process every six weeks. The COST team will continue to meet weekly and intervene with struggling students/families. All of these efforts will be to increase attendance, engagement and, ultimately, our graduation rate.

Metric/Indicator	Baseline	Expected Outcome
Documentation of student engagement through COST. Data from Q	100% of students were communicated with via COST with average of 17 interventions/points of contact.	100%
Number of students dropped in 2020-21. Data from Q	40%	30%

Targeted Resources Applied

Action	Resources	Money/Budget
Professional Development- Highly effective collaborative teamwork for Tier 1 interventions. Identify student needs through new student orientation/ survey.	Title I Part A: Allocation	3000.00
Parent Involvement- In order to attempt to get more parent involvement we will increase our activities for opportunities for them to join. We will provide food for families at various events on campus.	Title I Part A: Allocation	500.00
Materials for counseling groups to assist students with coping	LCFF- Supplemental	500.00

mechanism skills such as art therapy kits, stress reliever kits, relaxation kits.		
Student recognition through Character Counts- Student of the Block, perfect attendance and honor roll. MAP celebration luncheon. Incentives and awards such as gift cards and educational prizes (bracelets, bookmarks, stickers, puzzles, mochi squishes, dog tag necklaces, etc.)	LCFF- Supplemental	1000.00

Progress Monitoring

November

February

May

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	14,341	0.00
LCFF- Supplemental	10,000	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF- Supplemental	10,000.00
Title I Part A: Allocation	14,341.00

Stakeholder Input

Date

May 9, 2023

Groups

Staff, Student, Parent, Community

Outcome

Met to discuss program effectiveness in all areas; standards, safety an emerging students.

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

1 Classroom Teachers

1 Parent or Community Members

1 Secondary Students

Name of Members	Role
Sonya Arellano	Principal
Ken Hurst	Classroom Teacher
Dawn Fields Gage	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Dawn F Gage	State Compensatory Education Advisory Committee
	Other: Community Member

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

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

This SPSA was adopted by the SSC at a public meeting on May 9, 2023.

Attested:

Signature	
Sonya Arellano	Principal, Sonya Arellano on May 9, 2023
K.J. Hurst	SSC Chairperson, Ken Hurst on May 9, 2023