Manteca Unified School District Strategic Plan

2024-2025

Vision Statement

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

Mission Statement

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

New Vision High School
39685930112565

Manteca Unified
39685930112565

School Site Vision

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.

School Site Mission

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

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
- Comprehensive Support and Improvement

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.

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 six 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.

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 two part-time Valley Community Counselors.

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.

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**
99	**75.8**	**32.3**	**3**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	32	32.3
Foster Youth	3	3
Homeless	9	9.1
Socioeconomically Disadvantaged	75	75.8
Students with Disabilities	15	15.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	8.1
American Indian	1	1
Asian	3	3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	1	1
Hispanic	77	77.8
Two or More Races	2	2
White	7	7.1

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

District Goal

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

Site Tier 1 Goal

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

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2473.	2499.	2519.	0.00	2.78	7.81	8.33	8.33	15.63	33.33	44.44	34.38	58.33	44.44	42.19
All Grades	N/A	N/A	N/A	0.00	2.78	7.81	8.33	8.33	15.63	33.33	44.44	34.38	58.33	44.44	42.19

CAASPP Results
Mathematics (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2428.	2428.	2428.	0.00	0.00	0.00	0.00	5.41	1.61	4.55	2.70	9.68	95.45	91.89	88.71
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	5.41	1.61	4.55	2.70	9.68	95.45	91.89	88.71

CAASPP Results
English Language Arts/Literacy (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	23.44
Female	30.00
Male	20.45
American Indian or Alaska Native	0
Asian	--
Black or African American	--

CAASPP Student Groups	CAASPP Percent Met or Exceeded
Filipino	--
Hispanic or Latino	20.41
Native Hawaiian or Pacific Islander	0
Two or More Races	--
White	--
English Learners	4.76
Foster Youth	--
Homeless	--
Military	--
Socioeconomically Disadvantaged	19.57
Students Receiving Migrant Education Services	--
Students with Disabilities	--

CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	1.61
Female	0.00
Male	2.38
American Indian or Alaska Native	0
Asian	--
Black or African American	--
Filipino	--
Hispanic or Latino	2.08
Native Hawaiian or Pacific Islander	0
Two or More Races	--
White	--
English Learners	0.00
Foster Youth	--
Homeless	--
Military	--
Socioeconomically Disadvantaged	2.27
Students Receiving Migrant Education Services	--
Students with Disabilities	--

Data

Grade Report

Grade 12

Term:	Winter 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Manteca Unified School District	**Weeks of Instruction:**	20 (Winter 2024)
School:	New Vision Educational Center	**Grouping:**	None
		Small Group Display:	No

Math: Math K-12

Growth: Math 6+ CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	65
Mean RIT Score	219.7
Standard Deviation	14.8
District Grade-Level Mean RIT	233.3
Students At or Above District Grade-Level Mean RIT	7
Grade-Level Mean RIT	233.3
Students At or Above Grade-Level Mean RIT	7

	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 1.1 / CA Common Core State Standards - Mathematics: 2010	19	29%	25	38%	17	26%	3	5%	1	2%	218-**220**-222	14.8
Instructional Area RIT Range												
Operations and Algebraic Thinking	18	28%	24	37%	20	31%	1	2%	2	3%	217-**219**-221	17.4
The Real and Complex Number Systems	21	32%	24	37%	13	20%	6	9%	1	2%	218-**220**-222	17.1
Geometry	21	32%	20	31%	20	31%	3	5%	1	2%	218-**220**-222	14.9
Statistics and Probability	21	32%	19	29%	16	25%	8	12%	1	2%	218-**221**-223	17.9

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.
Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2024. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Grade Report

Grade 12

Term:	Winter 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Manteca Unified School District	**Weeks of Instruction:**	20 (Winter 2024)
School:	New Vision Educational Center	**Grouping:**	None
		Small Group Display:	No

Language Arts: Reading

Growth: Reading 6+ CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	66
Mean RIT Score	215.7
Standard Deviation	14.5
District Grade-Level Mean RIT	222
Students At or Above District Grade-Level Mean RIT	23
Grade-Level Mean RIT	223.9
Students At or Above Grade-Level Mean RIT	20

	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 1.1 / CA Common Core State Standard - English Language Arts: 2010	16	24%	17	26%	22	33%	11	17%	0	0%	214-**216**-217	14.5
Instructional Area RIT Range												
Literary Text	17	26%	20	30%	17	26%	12	18%	0	0%	213-**215**-217	16.1
Informational Text	15	23%	20	30%	21	32%	9	14%	1	2%	213-**215**-217	16
Vocabulary	18	27%	17	26%	19	29%	11	17%	1	2%	214-**216**-218	15.1

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.
Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2024. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Student Growth Summary Report

Aggregate by School

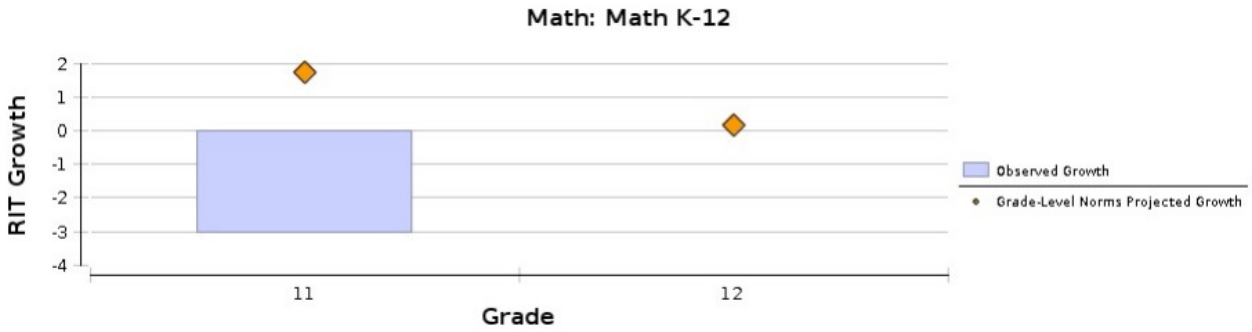
Term: Winter 2023-2024
District: Manteca Unified School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Winter 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 20 (Winter 2024)
Grouping: None
Small Group Display: No

New Vision Educational Center

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
11	31	218.2	15.6	10	215.4	15.7	4	-3	3.1	1.7	-3.94	1	31	16	52	48
12	62	219.9	13.0	12	220.0	14.9	12	0	1.4	0.1	-0.04	49	62	32	52	55



Explanatory Notes
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Generated by: Lemuel Vergara
2/2/24, 9:37:24 AM

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2024. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Student Growth Summary Report

Aggregate by School

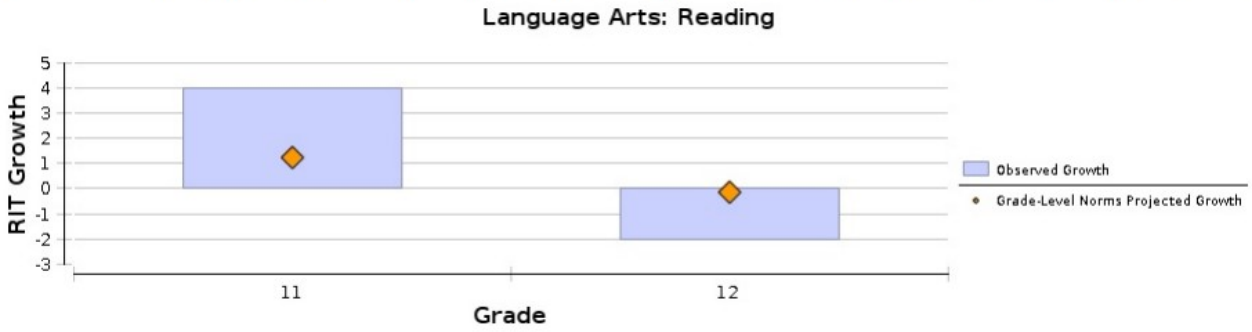
Term: Winter 2023-2024
District: Manteca Unified School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Winter 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 20 (Winter 2024)
Grouping: None
Small Group Display: No

New Vision Educational Center

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
11	33	209.5	13.2	4	213.5	10.1	9	4	1.8	1.3	2.20	99	33	20	61	65
12	63	217.9	12.7	26	215.9	14.2	21	-2	1.3	-0.1	-1.46	7	63	24	38	39



Explanatory Notes
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

CONFIDENTIALITY NOTICE: This information may be confidential and legally protected from disclosure.
© NWEA 2024. MAP is a registered trademark. NWEA, MAP Growth and MAP Skills are trademarks of NWEA in the U.S. and in other countries.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

New Vision High School
GRADUATION BY BLOCK

BLOCK	22-23	23-24
Block 1	0	1
Block 2	1	1
Block 3	6	11
Block 4	10	4*
Block 5	12	---
Block 6	22	---
Total	***51***	***17*** **

**Students graduated prior to end of Block 4 (total projected number for the block is 27)*
***Total through the middle of Block 4 (1/26/2024)*

Data Analysis

From Fall to Winter MAP testing sessions, our students performing Lo/LoAVg decreased. In Math, Fall session saw 75% of 12th graders tested perform at Lo/LoAvg range. The Winter session saw a decrease of eight (8) percentage points (67%) of 12th graders performing at the Lo/LoAvg range. On the other end of the spectrum in Math, the Fall session saw 26% of 12th graders tested scoring in the Avg/HiAvg/Hi range. In the Winter session, this number increased to 31% of 12th graders performing in the Avg/HiAvg/Hi range - an increase of five (5) percentage points. While we did not meet our growth target in Math, our 12th grade students demonstrated growth overall.

Likewise for Reading, NVHS 12th graders demonstrated a decrease in students performing at the Lo/LoAvg range. Fall session had 55% of 12th graders tested performing at the Lo/LoAvg range. In the Winter, that percentage decreased by five (5) percentage points (50%) in Reading. as with Math, we also saw an increase of performance in Reading at the Avg/HiAvg/Hi range. Fall session saw 45% of 12th graders tested perform at the Avg/HiAvg/Hi range. During the Winter session, this number increased by five (5) percentage points to 50%. As a result of this growth on both ends of the spectrum, our 12th graders did meet the growth target in Reading.

In reviewing our Graduation by Block data, we are on track toward our goal of increasing the number of graduates each block. In Blocks 1 through 3, we have already graduated six (6) more students than last year in the same blocks. Last year, we graduated 10 students during Block 4. We have already graduated four (4) students mid-block and anticipate 23 more graduates by the end of the block. This would be almost three times the number of graduates as compared to the same time last year.

In reviewing data and reflecting on our classroom practice, staff believes the following are reasons for growth:
>Staff created a presentation explaining the importance of the assessment and shared with all students.
>Staff reviews students' past scores and their growth goals prior to next testing session.
>Staff have offered After School Tutoring since Block 1 of this year.
>Counselor regularly meets with students that are underperforming in their classes and offers lunchtime help.
>Staff created "teacher teams" with six (6) Seniors each. Purpose is to monitor and be a direct resource for the Senior. Teacher meets with "team" once a week to monitor progress and offer support.

Student Need 1:

Students need to work toward mastering 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.

SMART Goal 1

By the end of the 2024-2025 school year, we will increase the number of students graduating each block and annually by 5% as indicated by graduation data.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Tutoring - After School Math	Students needing support in a specific content area in math as identified by their teacher will attend after school tutorial to support math skills. # of students showing growth on pre- post-assessment for specific targeted students needs in math.	Pre-Assessment: Post-Assessment: Students show growth in targeted skill.	Mean RIT 223	Mean RIT 226	Mean RIT 230	Time Money People
Tutoring - After School Reading	Students needing support in a specific content area in reading as identified by their teacher will attend after school tutorial to support reading skills. # of students showing growth on pre- post-assessment for specific targeted	Pre-Assessment: Post-Assessment: Students show growth in targeted skill.	Mean RIT 219	Mean RIT 224	Mean RIT 229	Time Money People

	students needs in reading.					
Teachers meet with individual students on their Teacher Teams once a week to monitor progress (academic/attendance) toward graduation.	Graduation Rate - number of students graduating each block throughout the school-year.	22-23 51 Graduates				Time People
Professional Development - Teachers will participate in trainings in the areas of Tier I Instruction, Student Engagement, and Social-Emotional Development.	Observation - Teachers will implement instructional strategies and engagement strategies received from PD					Time Money People
Academic Counselor will monitor progress with students every three weeks to review plan for path toward graduation and make necessary adjustments to support student success.	Student Grades and Attendance - number of students completing courses toward graduation					Time People
Throughout the school year, teachers will utilize the base curriculum and cooperative learning strategies to engage students in their lessons.						Time People
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						Time People

create a plan to meet growth 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.						Time People
Academic excursions to explore opportunities in trades - San Joaquin Trades Fair; Delta College CTE courses; MUSD Forklift certification	Number of students engaged in excursions and CTE opportunities offered by school and district.					Time Money People

Progress Monitoring

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

Continue to maintain a safe and secure campus.

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	1.69	8.84	0.91	4.62	0.20	3.17
Expulsions	0.00	0.55	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	6.02	4.96	3.60
Expulsions	0.00	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	166	154	61	39.6

Female	60	58	26	44.8
Male	106	96	35	36.5
American Indian or Alaska Native	1	1	1	100.0
Asian	5	4	1	25.0
Black or African American	13	12	6	50.0
Filipino	2	2	1	50.0
Hispanic or Latino	131	121	46	38.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	0	0.0
White	10	10	6	60.0
English Learners	60	53	19	35.8
Foster Youth	5	4	2	50.0
Homeless	16	13	6	46.2
Socioeconomically Disadvantaged	124	114	46	40.4
Students Receiving Migrant Education	2	2	0	0.0
Students with Disabilities	20	19	8	42.1

Monthly Hours Attendance

Period 12/18/2023 to 1/12/2024

New Vision Educational Center

Statistical Summary

Grade	Female	Male	Other	Total
11	16	21	0	37
12	22	50	0	72
Total	38	71	0	109

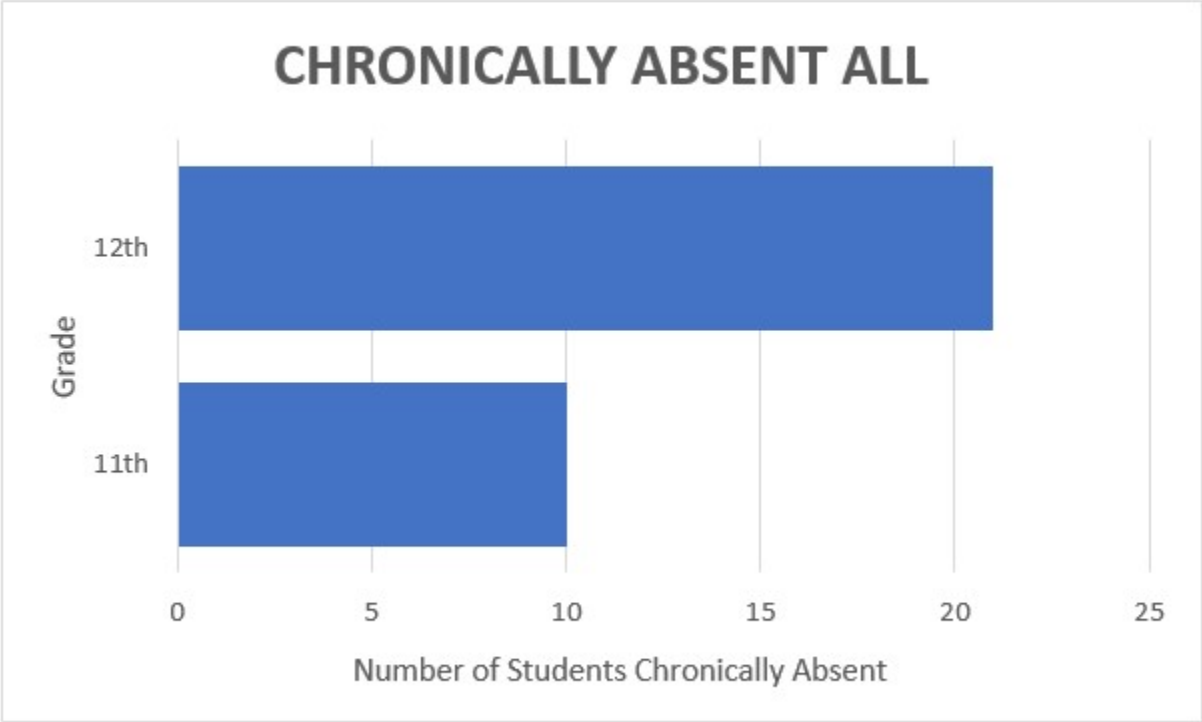
Category	Active	Dropped	Total
Student Enrollment	109	0	109
Hours Scheduled	3170.52	0	3170.52
Hours Possible	2281.73	0	2281.73
Hours Present	2641.23	0	2641.23
Hours Extra	600.8	0	600.8
Hours Claimed	2073.8	0	2073.8

Days: 7

ADA: 98.75

Percent Claimed of Possible: 90.89%

Percent Present of Scheduled: 83.31%



Data Analysis

Of the 109 students enrolled at New Vision, 10 11th graders and 21 12th graders are chronically absent. As we have a smaller enrollment, this number constitutes 28% of our population. The chronic absenteeism for both grade levels correlate to low performance scores on both Math and Reading portions of the MAP assessment. Unfortunately, part of the reason students are at New Vision is due to lack of credits. What we find is that one of the main reasons students are lacking credits is due to poor attendance. For most of these students, we are reprogramming how they prioritize school and engage themselves.

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.

SMART Goal 1

By the end of the 24-27 school years, we will decrease our number of chronically absent students by 7%, annually.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Decrease Chronically Absent Rate	Percentage of students attending school daily as indicated by Student	28%	21%	14%	7%	Time Money People

	Information System - Q					
Schoolwide Attendance Campaign - Student incentives for good/improved attendance (individual and class)	Number of chronically absent students participating in the incentive program demonstrating a decrease or increase in daily attendance as indicated in Q					Time Money People
COST (Coordination of Services Team) to meet weekly on chronicaly absent students.	Number of chronically absent students discussed demonstrating a decrease or increase in daily attendance as indicated in Q					Time People
Attendance/Tardy Contract for individual studfents	Number of students placed on or currently on contract at the end of each school year as indicated in Q					Time People
Parent/Student Orientation - meeting ever six-weeks to cover school policies and resources.						
Parent information nights hosted by counselor - Financial Aid application, Delta College application, etc.						

Progress Monitoring

Progress Monitoring

New Vision High School
2022-2023
DISCIPLINE REPORT

ENROLLMENT	SUSPENSIONS
Block 1 – 71	1
Block 2 - 98	5
Block 3 - 107	1
Block 4 - 105	3
Block 5 - 89	1
Block 6 - 82	4
TOTAL	*15*

New Vision High School
2023-2024
DISCIPLINE REPORT

ENROLLMENT	SUSPENSIONS
Block 1 – 97	0
Block 2 - 109	0
Block 3 - 118	0
Block 4 - 109	1
Block 5 - TBD	---
Block 6 - TBD	---
TOTAL	*1*

Data Analysis

Comparing our suspension data from the 22-23 school year and the 23-24 school year, we can see a significant decrease in suspensions. Last year, Blocks 1-3 had seven (7) suspensions as compared to this year where there were zero suspensions through the first three blocks. In Block 4 last school year, there was one (1) suspension. So far, mid-block 4 this year, we have one suspension.

In reviewing this data with staff, here are some reasons as to why we see a drop in suspension:
>Clear expectations communicated at New Student Orientation and Beginning of the Block talks.
>Increased visibility by staff, administration, and counselors during passing and lunch times.
>Increased opportunity for school connection via activities, sports, and student committee opportunities
>Conscious and explicit effort to establish relationships with our students to demonstrate the adults are a resource.
>Formation of Senior Teams for monitoring and support
>Seizing of informal opportunities to create connections with our students.

Student Need 2:

Establish and maintain a school culture where students feel connected, understand expectations, and have the opportunity to achieve at their own potential. By creating and maintaining this positive and supportive environment, we will work toward reducing the number of referrals/suspensions.

SMART Goal 1

By the end of the 24-27 school years, we will reduce the number of suspensions by 50% annually.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Reduce number of suspensions throughout the school year.	Discipline Data in Q	15	8	4	2	Time People
PBIS Training for staff and school	Discipline Data aggregated by time, place, and nature of incident					Time Money People
COST	Number of students on caseload from block-to-block					Time Money People
Events, activities, sports, and educational excursions to develop student connectedness to school.	# of opportunities for students to connect; # of students attending as measured by sign-in sheet.	# of opportunites given; # of attendees: ___ out of ___.				Time Money People
Students will attend an incentive event before school or	ADA Report # of students meeting the criteria each block to attend	Block 1 ____ out of _____ students had less than 3				Time Money People

after school who have less than 3 tardies/absences in a block.		tardies/absences in a block Block 1... Block 2... Block 3... Block 4... Block 5... Block 6...				
Establish and maintain sports program to participate and compete with other continuation high schools in the area.	# of opportunities for student involvement each sports season					Time Money People
Establish and maintain celebration programs during school hours observing the unique backgrounds of our students.	# of opportunities for students to observe and participate in celebrations during school hours					Time Money People

Progress Monitoring

Progress Monitoring

District Goal

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

Site Tier 2 and 3 Goals

New Vision High School students will receive specialized academic instruction by teachers trained in multi-tiered systems of support.

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.

The loss of our SPED para has put RSP students at a disadvantage by not having additional support in core classes.

- Our EL population has increased, but our bilingual aide's time on campus has not increased. Students could benefit from additional time from the bilingual aide.
- Prior to the start of December, we had a change of VCC counselors, then another change in December, which was disruptive for students that had built a relationship with the prior counselor.
- Social Emotional and Mental health continue to be a challenge for our students. Students benefit from VCC counseling, but when the position is split, students struggle with a lack of consistency.

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.

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%		

NWEA Assessment Summary

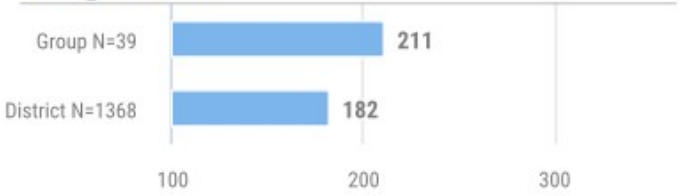
Site: **New Vision Educational Center**
Scores for: **Winter 2023-2024**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: All

Roster Date: **Control Panel (02-01-2024)**
Gender(s): **All**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	3%	1
61 - 80	0%	0
41 - 60	10%	4
21 - 40	31%	12
1 - 20	56%	22
Total Student Tests		39

Average RIT Score



What is a RIT Score? A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school.
What is a Percentile? Percentiles describe how a student's score compares with other students who took the test by showing scores that range from 1 to 99.
What is a Lexile? A Lexile level measures a student's reading ability.

NWEA Assessment Summary

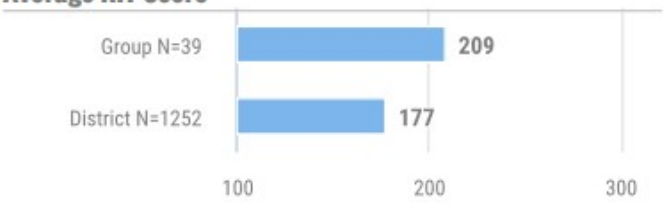
Site: **New Vision Educational Center**
Scores for: **Winter 2023-2024**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: All

Roster Date: **Control Panel (02-01-2024)**
Gender(s): **All**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	0%	0
61 - 80	10%	4
41 - 60	21%	8
21 - 40	21%	8
1 - 20	49%	19
Total Student Tests		39

Average RIT Score



Lexile Distribution

Grade Level Ranges		%	#
K-1	N/A	8%	3
2-3	450-769	23%	9
4-5	770-954	33%	13
6-8	955-1079	10%	4
9-10	1080-1214	15%	6
11-CCR	1215-1355	10%	4

Lexile ranges derived from:
http://www.corestandards.org/assets/Appendix_A.pdf

What is a RIT Score? A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school.
What is a Percentile? Percentiles describe how a student's score compares with other students who took the test by showing scores that range from 1 to 99.
What is a Lexile? A Lexile level measures a student's reading ability.

Generated on 02/01/2024 by Illuminate Education
help.illuminateed.com

Page 1 of 1

Data Analysis

87% of our English Learners are performing LoAvg/Lo on the Math MAP assessment. 10% are performing at the Avg range, while 3% perform in the Hi range. Despite the number of student performing LoAvg/Lo, our students outperformed the El District Avg (182) by 29 points (211).

70% of our English Learners are performing LoAvg/Lo on the ELA MAP assessment. 21% are performing at the Avg range, while 10% are HiAvg. As in Math, our students outperform the EL District Average (177) in Reading by 32 points (209).

Student Need 1:

Improve overall academic performance for English Learners by integrating ELD strategies and supports across the curriculum in order to improve overall performance in Math and Reading as demonstrated on MAP assessments..

SMART Goal 1

By the end of the 24-27 school years, the percentage of English Learners scoring LoAvg/Lo will decrease by 30% each year in both Math and Reading.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Decrease number of students scoring LoAvg/Lo on the Math MAP assessment	Percentage of EL students demonstrating growth in Math as measured by MAP Data	87%	57%	37%	17%	Time People
Decrease number of students scoring LoAvg/Lo on the Reading MAP assessment	Percentage of EL students demonstrating growth in Reading as measured by MAP Data	70%	40%	20%	10%	Time People
Tutoring - Before/After School, Math	EL students needing support in a specific content area in math as identified by their teacher will attend before/after school tutorial to support math skills. # of students showing growth on MAP Assessment Data in Math					Time Money People

Tutoring - Before/After School, Reading	EL students needing support in a specific content area in reading as identified by their teacher will attend after school tutorial to support reading skills. # of students showing growth on MAP Assessment Data in Reading					Time Money People
Certificated will have access to planning meetings, prep time, instructional time, materials, supplies and copying to provide learning loss mitigation through a summer program and after school tutoring.						Time Money People
After School Tutoring: time sheeting for prep, planning, implementation and material costs						Time Money People
Certificated Staff will have access to technology to support emerging students access grade level standards						Time Money People
CTE opportunity excursions throughout year to explore post-graduation options.						Time Money People

Progress Monitoring

Budget Summary

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP A	Targ	Student Need/Smart Goa	Description of Program Service: Identify Targ SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estima	Department/Program Administrator Additional Notes & Links to suppor documents
1.1	rds	graduation data.	Tutoring	3010	Certificated Extra-time	Year 1	$ 4,290.00	
							$ 4,290.00	
							$ 4,290.00	Allocation (18)

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP A	Targ	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
1.1	ts		Tutoring	0709	Certificated Extra-time	Year 1	$ 3,710.00	
1.1	ts		Travel Conferences	0709	Conferences		$ 10,000.00	Travel/Conferences
2.2	Standards, Emerging Students	Student Need 1/By the end of the 24-27 school years, the percentage of English Learners scoring LoAvg/Lo will decrease by 30% each year in both Math and Reading.	Educational Excursions	0709	Materials & Supplies		$ 3,000.00	
2.1	Safety	Student Need 2/By the end of the 24-27 school years, we will reduce the number of suspensions by 50% annually.	Assemblies	0709	Services		$ 6,300.00	
							$ 16,300.00	Allocation 82% UPP
							$ 16,300.00	

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP A	Targ	Student Need/Smart Goa	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year Cycle	Cost Estima	Department/Program Administrator Additional Notes & Links to support documents
			Custodial help with summer	0000	Classified Extra-time	Year 1	$ 1,500.00	??
1.1	rds		Tutoring	0709	Certificated Extra-time	Year 1	$ 3,710.00	moved to 0709 worksheet
2.2	ts	Reading.	Educational Excursions	0709	Materials & Supplies		$ 3,000.00	moved to 0709 worksheet

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

Input solicited from staff throughout the year. As we re-visit MAP data, growth reports shared and discussed. Review if action plan is still relevant and make necessary adjustments with approval from SSC. PLC's meet to discuss LCAP and alignment with Strategic Plan. Adjustments made as data necessitates. School Site Council sets meetings to discuss progress of school and any plan/budgetary changes needing to make as a result of school performance. Student input is solicited to gain input on culture and safety of school.

Date

Staff - 10/25/23, 11/15/23, 12/6/23
Principal Leadership Team - 10/20/23, 10/9/23, 12/1/23
School Site Council/ELAC - 10/2/23, 1/30/24
Student Committee Meeting - 11/14/23

Groups

NVHS Staff
Principal Leadership Team
School Site Council/ELAC
Student Senior Committee

Outcome

Meetings to discuss program effectiveness in all three target areas: Standards, Safety, and Emerging students. Current status of programs discussed and opportunities to expand CTE opportunites at New Vision. Also, the need for SEL and/or PBIS.

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 Other School Staff

1 Parent or Community Members

1 Secondary Students

Name of Members	Role
Lemuel Vergara	Principal
Christopher Holladay	Classroom Teacher
Kelly Cardoza-Pimentel	Other School Staff
Anthony Pimentel	Parent or Community Member
Kevin Rodriguez	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

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 January 30, 2024.

Attested:

Principal, Lemuel Vergara on January 30, 2024

SSC Chairperson, Kelly Cardoza-Pimentel on January 30, 2024