

# New Vision High School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	New Vision High School
<b>Street</b>	4726 McCuen Avenue
<b>City, State, Zip</b>	Stockton, CA 95206
<b>Phone Number</b>	(209) 938-6225
<b>Principal</b>	Lemuel A. Vergara
<b>Email Address</b>	lvergara@musd.net
<b>School Website</b>	<a href="https://www.mantecausd.net/newvisionhighschool">https://www.mantecausd.net/newvisionhighschool</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	39685930112565

## 2024-25 District Contact Information

<b>District Name</b>	Manteca Unified
<b>Phone Number</b>	(209) 825-3200
<b>Superintendent</b>	Clark Burke
<b>Email Address</b>	cburke@musd.net
<b>District Website</b>	<a href="http://www.mantecausd.net">www.mantecausd.net</a>

## 2024-25 School Description and Mission Statement

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.

## 2024-25 School Description and Mission Statement

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.

### Mission Statement

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

### School Description

New Vision High School is one of two alternative high schools in Manteca Unified School District. New Vision serves 11th and 12th 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. New Vision currently has 8 full-time teachers (inclusive of RSP teacher), one part-time CTE teacher, one counselor, one community counselor, one principal and six support staff. The purpose of New Vision is to support every student toward graduation while preparing our students with skills necessary to find gainful employment or continue with post-secondary education. New Vision is located in Weston Ranch, in the city of Stockton. The school opened on January 9, 2006. New Vision High School provides equitable access to curriculum and various other opportunities that students may explore and find experience individual success. We strive to nurture a culture of collaboration that engages students in their own learning. Through proven engagement strategies, success is found through effective teaching, guidance and support, and mutual respect and caring. We believe that personal relationships are the foundation for learning in the alternative environment. At New Vision we provide a supportive and nurturing environment for students who are credit deficient.

In addition, our goal is to support every student at New Vision. Thus, the focus at New Vision is "Name and Need". Because we strive to understand and build relationships with our students, knowing them by "Name and Need" allows us to see barriers that prevent students from being successful. We look at educating the whole child. The whole child approach to education focuses on a child's development in all areas, including their physical, emotional, cognitive, psychological, and academic needs. The goal is to help children reach their full potential while considering needs and experiences that stretch beyond what is considered purely academic.

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

# About this School

## 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	27
Grade 12	85
<b>Total Enrollment</b>	<b>112</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	36.6
Male	63.4
Asian	4.5
Black or African American	8.9
Hispanic or Latino	76.8
Native Hawaiian or Pacific Islander	0.9
Two or More Races	3.6
White	5.4
English Learners	30.4
Foster Youth	2.7
Homeless	8.9
Migrant	0.9
Socioeconomically Disadvantaged	72.3
Students with Disabilities	14.3

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	6.60	83.25	885.50	84.32	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	38.90	3.71	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	113.30	10.79	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.30	16.63	11.40	1.09	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.90	0.09	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.70	59.38	829.80	80.07	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	12.50	45.20	4.36	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	64.50	6.23	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.20	28.13	25.70	2.48	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	71.00	6.85	15831.90	5.67
<b>Total Teaching Positions</b>	8.00	100.00	1036.30	100.00	279044.80	100.00

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.00	50.00	771.70	72.44	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.60	8.25	37.00	3.48	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	12.50	86.60	8.13	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.00	25.00	21.60	2.03	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.30	4.13	148.20	13.92	14303.80	5.15
<b>Total Teaching Positions</b>	8.00	100.00	1065.40	100.00	277698	100

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	1

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	1.30	2.20	2
<b>Total Out-of-Field Teachers</b>	1.30	2.20	2

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	13.9
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

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

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

Year and month in which the data were collected: November 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English 1- Into Literature, Houghton Mifflin Harcourt (Adopted 2023)English 2- Into Literature, Houghton Mifflin Harcourt (Adopted 2023)English 3- Into Literature, Houghton Mifflin Harcourt (Adopted 2023)English 4- Into Literature, Houghton Mifflin Harcourt (Adopted 2023)Special Ed Parallel English 1, 2, 3, 4- Into Literature, Houghton Mifflin Harcourt (Adopted 2023)Special Ed Essential English 1, 2, 3, 4- Into Literature, Houghton Mifflin Harcourt (Adopted 2023)English Honors 1- Foundations of Language & Literature, Bedford, Freeman and Worth (Adopted 2023)English Honors 2- Advanced Language & Literature, Bedford, Freeman and Worth (Adopted 2023)AP English Language & Composition- The Language of Composition, Bedford, Freeman and Worth (Adopted 2023)AP English Literature & Composition- Literature and Composition, Bedford, Freeman and Worth (Adopted 2023)ELD 1: Houghton Mifflin Harcourt English 3D – Language Launch Volumes 1 & 2 (Adopted 2024)ELD 2: Houghton Mifflin Harcourt English 3D – Course B, Volume 1 (Adopted 2024)ELD 3: Houghton Mifflin Harcourt English 3D – Course B, Volume 2 (Adopted 2024)ELD 4: Houghton Mifflin Harcourt English 3D – Course C (Adopted 2024)	Yes	0
<b>Mathematics</b>	Algebra 1, A, B - Common Core Curriculum, Big Ideas Learning (Adopted 2015) Geometry - Common Core Curriculum, Big Ideas Learning (Adopted 2015) Algebra 2 - Common Core Curriculum, Big Ideas Learning (Adopted 2015) Pre Calculus - Pre-Calculus with Limits, Brooks Cole (Adopted 2014)	Yes	0



	<p>AP Calculus - Calculus of a Single Variable, Brooks/Cole (Adopted 2014)</p> <p>Special Ed - Pre-Algebra - ALEKS Math, McGraw-Hill (Adopted 2015)</p> <p>Special Ed - Functional Math 1 – ALEKS, McGraw-Hill (Adopted 2015)</p> <p>Special Ed - Functional Math 2 – ALEKS, McGraw-Hill (Adopted 2015)</p> <p>Special Ed - Algebra A &amp; B - ALEKS, Big Ideas Learning (Adopted 2015)</p> <p>Special Ed - Functional Personal Financial Literacy, Pearson/Prentice Hall (Adopted 2010)</p>		
<b>Science</b>	<p>Anatomy/Physiology- Essentials of Human Anatomy &amp; Physiology 12th Edition, Pearson (Adopted 2022)</p> <p>Biology- The Living Earth-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021)</p> <p>AP Biology- Biology, 12th Edition, Campbell / Benjamin, Cummings (Adopted 2022)</p> <p>Chemistry- Chemistry in the Earth System-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021)</p> <p>AP Chemistry- Chemistry: The Central Science, Pearson Education (Adopted 2022)</p> <p>Physics- Physics in the Universe-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021)</p> <p>AP Physics- College Physics: A Strategic Approach, Pearson Education (Adopted 2022)</p> <p>Astronomy- Horizons: Exploring the Universe, Cengage Learning (Adopted 2022)</p> <p>Environmental Science- Environmental Science: Your World, Your Turn, Savvas Learning Company (Adopted 2022)</p> <p>AP Environmental Science- Environmental Science for the AP Course, Bedford, Freeman and Worth (Adopted 2022)</p> <p>Zoology- Zoology, McGraw-Hill Education (Adopted 2022)</p> <p>Introductory Physical Earth and Space Systems- Inspire Earth Science, McGraw-Hill Education (Adopted 2024)</p> <p>Ag Biology- The Science of Agriculture: A Biological Approach, Delmar Thomson Learning (Adopted 2004)</p> <p>Ag Earth Science- Earth and Space Science-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021)</p> <p>Special Ed- The Living Earth-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021)</p> <p>Special Ed- Earth and Space Science-STEMScopes Accelerate Learning Digital Curriculum (Adopted 2021)</p>	Yes	0
<b>History-Social Science</b>	<p>American History – Reconstruction to the Present California, Houghton Mifflin Harcourt (Adopted 2019)</p> <p>World History - Modern California Edition 2019, Houghton Mifflin Harcourt (Adopted 2019)</p> <p>Government – Gov Alive, Politics, and You, TCI (Adopted 2019)</p> <p>Economics – Econ Alive, Power, Politics, and You, TCI (Adopted 2019)</p> <p>Special Ed – Essential World History – Modern World History, Houghton Mifflin Harcourt (Adopted 2019)</p> <p>Special Ed – Essential U.S. History – American History: Reconstruction to the Present, Houghton Mifflin Harcourt (Adopted 2019)</p> <p>Special Ed – Essential Economics – Economics, Houghton Mifflin Harcourt (Adopted 2020)</p>	Yes	0



	Special Ed – Essential American Government – United States Government, Houghton Mifflin Harcourt (Adopted 2020)		
<b>Foreign Language</b>	Spanish 1 - Descubre Level 1 Series, Vista Higher Learning (Adopted 2017) Spanish 2 - Descubre Level 2 Series, Vista Higher Learning (Adopted 2017) Spanish 3 - Descubre Level 3 Series, Vista Higher Learning (Adopted 2017) Spanish 4 - Imagina Level 4 Series, Vista Higher Learning (Adopted 2015) Spanish for Spanish Speakers – Tu Mundo, McDougal Littell (Adopted 2002) Spanish for Spanish Speakers - El Español Para Nosotros Nivel 1 y 2, McGraw Hill (Adopted 2017) Spanish AP - Temas, Vista Higher Learning (Adopted 2016) Spanish AP - Azulejo 2nd Edition, Wayside Publishing (Adopted 2018) Spanish AP Lit - Nexttext for Abriendo Puertas, Holt McDougall (Adopted 2013) French 1 – D'accord 1 Level 1 Series, Vista Higher Learning (Adopted 2015) French 2 - D'accord 2 Level 2 Series, Vista Higher Learning (Adopted 2015) French 3 - D'accord 3 Level 3 Series, Vista Higher Learning (Adopted 2015) AP French – Themes, Vista Higher Learning (Adopted 2017)	Yes	0
<b>Health</b>	Health – Glencoe Health, Glencoe (Adopted 2007)	Yes	0
<b>Visual and Performing Arts</b>	Intro to Theatre - The Stage & The School, Glencoe (Adopted 2005) Theater - Actions: The Actor's Thesaurus, London (Adopted 2004) Theater - Basic Drama Projects, Perfection Learning (Adopted 2004) Technical Theatre - Practical Technical Theater, An Interactive Educational DVD Series, Interactive Educational Video LLC Copyright 2005 (Adopted 2015)	Yes	0

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

## School Facility Conditions and Planned Improvements

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

### Age of School Buildings

Construction of New Vision High School was completed in 2006 including the administration building and 10 classrooms. The multi-purpose room was completed in the summer of 2006. In the summer of 2007, the District entered into a joint venture with the City of Stockton to open a joint use library.

### Maintenance and Repair

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

## School Facility Conditions and Planned Improvements

### Cleaning Process and Schedule

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

### Maintenance Program

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

### Modernization Projects

The District is currently planning to renovate and modernize its schools based upon the District's 2014 Facility Master plan and 2019 Needs Assessment. As part of that activity there are projects planned at New Vision High which will be completed through the use of local funds. State funding will also be sought for those portions of projects which may be eligible for modernization funding.

Year and month of the most recent FIT report

August 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Ceiling tiles have holes. Area unclean, more than minimal dirt. Unsecured items are stored too high.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

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

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

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

### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	23	19	38	36	46	47
<b>Mathematics</b> (grades 3-8 and 11)	2	2	22	22	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	54	53	98.15	1.85	18.87
Female	19	19	100.00	0.00	31.58
Male	35	34	97.14	2.86	11.76
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	41	97.62	2.38	17.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	17	94.44	5.56	5.88
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	38	97.44	2.56	15.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	54	52	96.30	3.70	1.92
<b>Female</b>	19	19	100.00	0.00	0.00
<b>Male</b>	35	33	94.29	5.71	3.03
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	42	40	95.24	4.76	2.50
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	18	16	88.89	11.11	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	39	37	94.87	5.13	2.70
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	5.88	6.03	22.16	22.63	30.29	30.73



## 2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	118	116	98.31	1.69	6.03
Female	41	41	100.00	0.00	4.88
Male	77	75	97.40	2.60	6.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	12	11	91.67	8.33	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	89	88	98.88	1.12	4.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	36	35	97.22	2.78	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	84	82	97.62	2.38	6.10
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 2023-24 Career Technical Education Programs

### 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	70
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2023-24 California Physical Fitness Test Results

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

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

## C. Engagement

### State Priority: Parental Involvement

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

## 2024-25 Opportunities for Parental Involvement

The School Site Council and ELAC are vehicles for parent involvement at New Vision to support students and school programs. Other volunteer opportunities are also available. Call our school at (209) 938-6225 and contact Lemuel Vergara, Principal, to find out how you can get more involved with your child's education.

Manteca Unified School District strives to coordinate and communicate with the community including police, fire and other governmental agencies, news media, medical agencies and other community organizations. A few examples of such coordination and communication with community agencies include collaboration with Valley Community Counseling, Delta College, Armed Forces recruitment and Construction Trades, and the availability of the gymnasium for community use.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	24.6	16.9	16.9	3.9	4.4	4.3	7.8	8.2	8.9
<b>Graduation Rate</b>	73.8	69.2	74.2	93.2	91.5	91.4	87.0	86.2	86.4

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	89	66	74.2
<b>Female</b>	30	29	96.7
<b>Male</b>	59	37	62.7
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	66	48	72.7
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	30	17	56.7
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	11	8	72.7
<b>Socioeconomically Disadvantaged</b>	81	60	74.1
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	15	8	53.3

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

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	174	167	57	34.1
Female	65	61	23	37.7
Male	109	106	34	32.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	18	16	6	37.5
Filipino	--	--	--	--
Hispanic or Latino	125	121	38	31.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	12	11	5	45.5
English Learners	55	54	19	35.2
Foster Youth	--	--	--	--
Homeless	18	16	9	56.3
Socioeconomically Disadvantaged	136	129	49	38.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	21	20	11	55.0

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

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
8.84	6.02	4.02	4.62	4.96	4.95	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.55	0	0	0.09	0.24	0.18	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.02	0.00
Female	4.62	0.00
Male	3.67	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.56	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	5.45	0.00
Foster Youth	0.00	0.00
Homeless	5.56	0.00
Socioeconomically Disadvantaged	5.15	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

## 2024-25 School Safety Plan

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

## 2024-25 School Safety Plan

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

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

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

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

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

## 2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	10		
Mathematics	13	7		
Science	14	6		
Social Science	14	12		

## 2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	10		
Mathematics	14	7		
Science	13	6		
Social Science	13	10		



## 2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	11		
Mathematics	15	7		
Science	15	6		
Social Science	15	12		

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	112

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9962.59	2557.95	7404.65	98094.72
District	N/A	N/A	3748.92	\$90,799
Percent Difference - School Site and District	N/A	N/A	65.6	7.7
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-37.0	3.6

## Fiscal Year 2023-24 Types of Services Funded

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

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

## Fiscal Year 2022-23 Teacher and Administrative Salaries

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

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

## 2023-24 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
--	---

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

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

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

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