Manteca Unified School District Strategic Plan

2025-2026

Vision Statement

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

Mission Statement

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

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)

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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)

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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.

Funding

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

Categorical funds such as EIA-SCE funds and EIA-LEP funds have been replaced by the Local Control Funding Formula (LCFF) funds which are not considered categorical.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

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

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

Title II funds are used to support the Induction program and to provide professional development to all MUSD staff members.
Title IV funds are used for STEAM activities, improving science teaching and the improving of safety at the school sites through Positive Behavior Intervention and Supports (PBIS).

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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
112	**72.3%**	**30.4%**	**2.7%**
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

2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	34	30.4%
Foster Youth	3	2.7%
Homeless	10	8.9%
Socioeconomically Disadvantaged	81	72.3%
Students with Disabilities	16	14.3%

2022-23 Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	8	8.1
American Indian	1	1
Asian	3	3
Filipino	1	1
Hispanic	77	77.8
Two or More Races	2	2
White	7	7.1

2023-24 Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	10	8.9%
American Indian	0	0.0%
Asian	5	4.5%
Filipino	0	0.0%
Hispanic	86	76.8%
Two or More Races	4	3.6%
Pacific Islander	1	0.9%
White	6	5.4%

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 Met**			**% Standard Not Met**			
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	
Grade 11	2499.	2519.	2494.	2.78	7.81	1.89	8.33	15.63	16.98	44.44	34.38	35.85	44.44	42.19	45.28	
All Grades	N/A	N/A	N/A	2.78	7.81	1.89	8.33	15.63	16.98	44.44	34.38	35.85	44.44	42.19	45.28	

CAASPP Results
Mathematics (All Students)

Overall Achievement for All Students																
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**			
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	
Grade 11	2428.	2428.	2443.	0.00	0.00	0.00	5.41	1.61	1.92	2.70	9.68	5.77	91.89	88.71	92.31	
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	5.41	1.61	1.92	2.70	9.68	5.77	91.89	88.71	92.31	

CAASPP Results
English Language Arts/Literacy (All Students)

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	11.11	23.44
Female	18.75	30.00
Male	5.00	20.45

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
American Indian or Alaska Native	--	0
Asian	--	--
Black or African American	--	--
Filipino	--	--
Hispanic or Latino	11.11	20.41
Native Hawaiian or Pacific Islander	0.00	0
Two or More Races	--	--
White	--	--
English Learners	5.88	4.76
Foster Youth	0.00	--
Homeless	--	--
Military	0.00	--
Socioeconomically Disadvantaged	6.25	19.57
Students Receiving Migrant Education Services	--	--
Students with Disabilities	--	--

CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	5.41	1.61
Female	6.25	0.00
Male	4.76	2.38
American Indian or Alaska Native	--	0
Asian	--	--
Black or African American	--	--
Filipino	--	--
Hispanic or Latino	3.70	2.08
Native Hawaiian or Pacific Islander	0.00	0
Two or More Races	--	--
White	--	--
English Learners	5.26	0.00
Foster Youth	--	--
Homeless	--	--
Military	0.00	--
Socioeconomically Disadvantaged	3.03	2.27
Students Receiving Migrant Education Services	--	--

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
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.
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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	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
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

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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		Growth Evaluated Against						
		Fall 2023			Winter 2024					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

Math: Math K-12

(Chart: RIT Growth vs Grade. Legend: Observed Growth, Grade-Level Norms Projected Growth)

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.

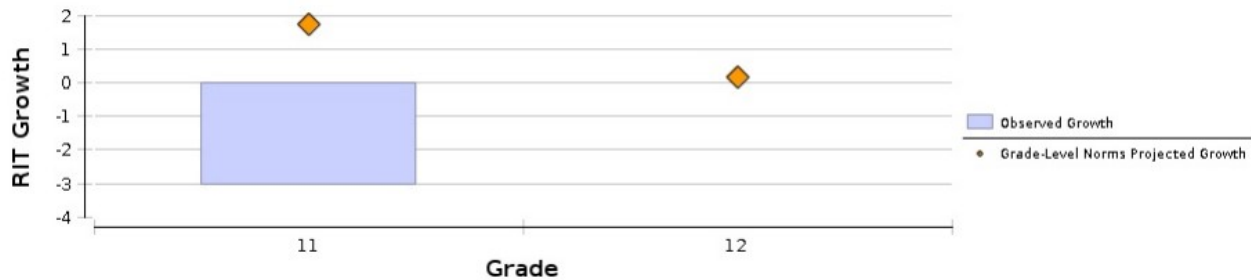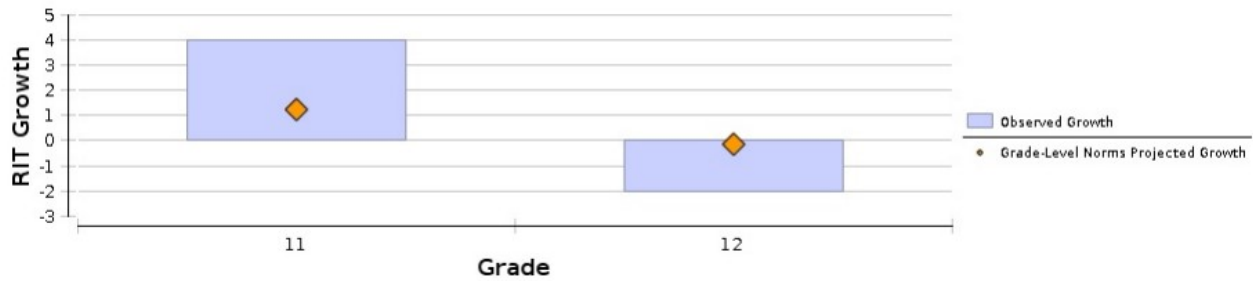|		
Term:	Winter 2023-2024	
District:	Manteca Unified School District	

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		Growth Evaluated Against						
		Fall 2023			Winter 2024					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

Language Arts: Reading

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.

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)

New Vision High School
GRADUATION RATE
2024-2025

BLOCK	22-23	23-24	24-25
1	0	1	1
2	1	1	3
3	6	11	8
4	10	26	14
5	12	14	14
6	22	16	17*
TOTAL	51	69	57*
			72**

As of 5/2/25, mid-block

**Projected total number of graduates by 5/23/25*

New Vision High School
EARNING FULL 18 CREDITS
2024-2025

BLOCK	23-24	24-25	+/-
1	59	67 (+8)	+8
2	60	72 (+12)	+12
3	43	64 (+21)	+21
4	43	48 (+5)	+5
5	43	55 (+12)	+12
6	33	--	--

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 2027 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 students needs in reading.	Pre-Assessment: Post-Assessment: Students show growth in targeted skill.	Mean RIT 219	Mean RIT 224	Mean RIT 229	Time Money People
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	23-24 68 graduates	24-25 72 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 Attendance sheets	Number of Teachers Participating - 8 out of 8 total	Participated in Kagan Engagement Strategies PD	All teachers participated in PD provided by Evolution Alliance		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	Student Grades - XXX Attendance - XXX Completing courses - XXX out of total enrollment	Met	Met		Time People
Throughout the school year, teachers will utilize the base curriculum and cooperative learning strategies to engage	Curriculum Engagement Strategies	(less discipline?) Strategies used - (Kagan)				Time People

students in their lessons.						
Prior to MAP tests, teachers will review the importance of the test with students. Immediately following MAP tests, teachers will review growth goals with students and create a plan to meet growth goals by the next testing session.	Meeting with students Impact on growth	Student Scores - XXX out of XXX met their growth target				Time People
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.	How many students on AP - decrease number of students on AP.	Block 1 Block 2 Block 3	Met weekly with AP students	Met weekly with AP students		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.		None Taken	CTE fairl Delta College Tour; Science Field Trip		Time Money People
Menotring program for students to connect with school and social-emotional support to help navigate students toward graduation.	Number of students enrolled in the program Number of students earning their diploma	How many enrolled: _____ How many graduated: _____	Research programs	Contracted with Journey Mentoring; Considering 5 Peaks for 25-26 year as well		Time Money People

Conference and professional development opportunities in instructional support for certificated staff.	MAP Data Identifying areas of need in Math and ELA		CCEA Plus Conference	CCEA Plus Conference; looking at AVID, CABE, and CCEA+ for 25-26		Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Making progress toward this goal based on current student graduation tracking.	At the end of 23-24, we increased our graduation # to 68 which is a 33% increase. In the first block of 24-25, we had 2 graduates, and in the 2nd block, we had 2 more students reach graduation. Senior Squads selected at beginning of Block 3. Staff have held initial meeting with their squads at least three times to review baseline. Professional development (Evolution Alliance) is being presented on lesson design, rigor, student engagement, and assessment. We are in our third session within the PD. No trackable results at this time. Training in Trauma Informed Care is being provided through the counselor to support social-emotional needs of our students. Session 1 of 3 has taken place - defining trauma and what it looks like in our students. Next session will focus on tools to support students. Exploring CTE opportunities - 10 students went to the San Joaquin Trades Fair. Added 3 periods of CTE public service to the master schedule. 40-45 students currently enrolled.	Continue with Senior Squads/check-ins, especially as it relates to getting/staying on track for graduation. Continue with staff PD with Evolution Alliance and Trauma Informed Care Continue to explore CTE opportunities within our district and with partner agencies Continue to explore potential CTE opportunities to bring onto the New Vision campus	Continue
Cycle 2: Continued progress toward this based on recent	At the end of Block 4, we have graduated 30 students thus far. Our anticipated number of students	Continue with Senior Squads/check-ins, especially as it relates to	Continue

graduation numbers and projected Block 6 graduates.	graduating Block 5 is 13 students. This would bring us total of 43 graduates through Block 5. Our potential number of graduates for Block 6 is 29. Professional development (Evolution Alliance) is being presented on lesson design, rigor, student engagement, and assessment. Fourth session happening in March. After final session in April, will look at credit completion by block as a reflection of the training. Exploring CTE opportunities - We had 6 students interested in the Automotive program at METC, but transportation is the issue. Automotive and Industrial Maintenance are being offered again for Blocks 5 and 6, but our students do not have the means to get to METC. Addition of 40% CTE teacher - Alternative Education Job Fair will be held on March 27th at New Vision High School from 10:00 - 12:00.	getting/staying on track for graduation. Continue with staff PD with Evolution Alliance. Continue to explore CTE opportunities within our district and with partner agencies Continue to explore potential CTE opportunities to bring onto the New Vision campus	
Cycle 3: In looking at Graduation Rate, 5% growth would equal graduating 3.45 students by the end of Block 6. Our projected increase is 3 students.	Uploaded data charts show our increase in GRADUATION RATE the past three years, and students completing all 18 credits per block. There is a definite increase in both areas. By then of Block 6, we will have graduated 72 students, which is 3 more than the previous year - just shy of 5% We had our final observation session with Evolution Alliance, and all teachers participated in PD. Will reflect on our training at the end of the year. CTE opportunities this last cycle took the form of a Job Fair, Excursion to Delta College, and guest speakers facilitated by our Academic Counselor	Continue with direct student support. Expand Senior Squads to another form for 11th grade students. Look into Admin Squad of 10th graders Block 5 and 6. Continue work with Evolution Alliance Continue work with Journey Mentoring Continue discussion of 5 Peaks support Continue to explore CTE opportunities off-campus Investigate opportunities to bring more CTE on campus	Continue

Progress Monitoring 25-26

Progress Monitoring

Safety

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%

CHRONICALLY ABSENT ALL
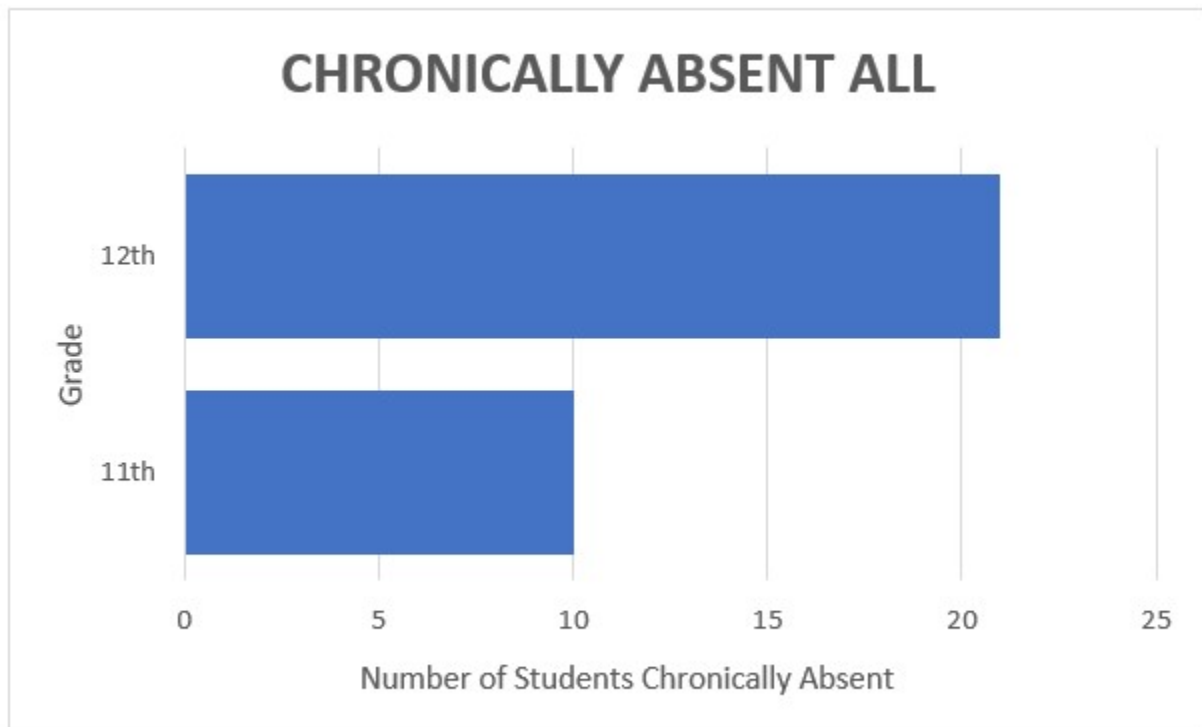
New Vision High School
AVERAGE DAILY ATTENDANCE
2024-2025

YEAR	23-24	24-25
ADA	89.81%	*92.39%

*As of 5/2/2025

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 Information System - Q	28%	21%?			Time Money People
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.						
Support for needs of students experiencing homelessness.	#/% of homeless students earning credits	not collected				
Menotring program for students to	Number of chronically absent students enrolled in program	Chronically absent				Time Money People

connect with school and engage students with a program that supports attendance.	Number of students in program with improved attendance	students enrolled: ____ Chronically absent students enrolled showing improvement: ___				

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: We are changing our SMART goal from measuring chronic absenteeism to measuring Average Daily Attendance. We are increasing our ADA and on track to meet the above goal.	Block 2 - ADA, 93%. This is an increase from 89% the previous year. Continuing to track # of students who enter with a Tardy/Attendance contract. Three student/parent orientations have been held at the beginning of Blocks 1, 2, and 3. Parent college/career planning nights had been scheduled but had to be re-scheduled. Counselor is having conversations with the students eligible for graduation (5 so far this year). COST team is meeting weekly. COST/TOSA position has been posted.		Continue
Cycle 2: Measuring Average Daily Attendance. We continue to maintain our ADA and on track to meet the above goal.	Block 3 and 4 - ADA, 93.70%. This is a .70 increase from the first two blocks of the year. COST - addition of TOSA has formalized our process of tracking students, continuing to track # of students who enter with a Tardy/Attendance - monitor their progress or lack thereof Student/Parent orientation has been held at the beginning of Block 4 Alt Ed Career Fair on Thursday, March 27th at NVHS	Continue to monitor ADA Continue to monitor students on SARB contract Continue Block Talks Attendance at LHS parent information night in March Continue with Journey Mentoring Program	Continue

	Journey Mentoring Program started in January 2025. Recruitment and first meeting in February. Feedback has been positive from students that have attended both sessions thus far.		
Cycle 3: Contiue to monitor Average Daily Attendance. We continue to maintain our ADA in the low 90% range.	As of 5/2/25, ADA is 92.39% COST process formalization took a pause as newly hired TOSA was an extended period Student/Parent orientation held for Blocks 5 and 6. Attended Lathrop High School NVHS Information Night; extended invitation to WRHS AP, VP, and counseling team Academic Counselor and CTE Teacher took a group of students to Delta College for program visit. Looked in another student support program to help provide support for all students (5 Peaks)	Continue to monitor ADA Implement regular COST check-ins for borderline students (TOSA) Continue with Block Talks Implement Parent Information Nights. Continue with Journey Mentoring Decide if another support program is necessary and a fit.	Continue

Progress Monitoring 25-26

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*

New Vision High School
DISCIPLINE REPORT
2024-2025

BLOCK	22-23 (ENR)	23-24 (ENR)	24-25 (ENR)
1	1 (71)	0 (97)	1 (89)
2	5 (98)	0 (109)	1 (106)
3	1 (107)	0 (118)	2 (105)
4	3 (105)	1 (109)	2 (100)
5	1 (89)	1 (95)	2(89)
6	4 (82)	3 (77)	*0 (72)
TOTAL	15	5	8

*As of 5/9/25, mid-block

Data

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 after school who have less than 3 tardies/absences in a block.	ADA Report # of students meeting the criteria each block to attend	Block 1 _____ out of _____ students had less than 3 tardies/absences in a block Block 1... Block 2... Block 3... Block 4... Block 5... Block 6...				Time Money People
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 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1:	Block 1 - 1 suspension Block 2 - 2 suspensions	Review restroom use practice.	Continue

By the end of Block 2, we had already logged three (3) suspensions. This is already above our 50% decrease goal. We look at specifics of each suspension and try to support students through COST, SST, or IEP process.	All three suspensions had to do with the students in possession of vape pen or vaping on campus. All three incidents revealed that incidents occurred in the restroom or during passing periods. Admin and team attending PBIS training throughout year. Have implemented Phase 1 with posters/message around campus target areas Continued with sports program: Block 1, Volleyball - team participated in one tournament, and Block 2/3, Flag Football - team to participate in two tournaments (Tracy and Merced) Have held activities that connect students to school: Hispanic Heritage Celebration; Filipino Heritage Celebration; Senior Sunrise; student pictures; Senior Squads Incentive Program is in planning stage.	Continue to implement PBIS practices as appropriate. Continue Trauma Informed Care PD with staff to support students. Continue to discuss challenges during COST meetings. Hiring of a COST TOSA. Finalize Incentive Program for implementation for spring '25.	
Cycle 2: Between Blocks 3 and 4, we logged three (3) more suspensions. This is above our total suspensions for last year by one (5). While this is an increase from last year, we are building from the reduction of suspensions from the 22-23 school year.	Suspension are specific to students and use of nicotine or marijuana vapes. One student came to school under the influence, and other two was one student with specific challenges. Student and challenges are being discussed and possible COP. Continue to implement Phase 1 of PBIS with training and meeting (site) attendance. Posters created and posted. Students informed. Continued with sports program: Blocks 4-5 - basketball, participated in two tournaments this season in Los Banos (3rd place) and Tracy (3rd place); soccer and softball are next for Blocks 5-6 Have held activities that connect students to school: Black History Month; PBIS drawings (weekly); Journey Mentoring Recruitment Lunch; Voices program with district	Continue to implement PBIS practices as appropriate. Continue (schedule) Trauma Informed Care PD with staff to support students. Continue to discuss challenges during COST meetings. Incentive Program being re-visited by COST and staff.	Continue

	Science teacher currently in process of organizing off-campus excursion for Earth Science class.		
Cycle 3: During Blocks 5 and 6, we had two (2) more suspensions, which brings our total to eight (8) for the year.	While we surpassed our total suspensions from last year by three, these were not isolated incidents. Three (3) of the suspension involved one student with challenges outside New Vision. End result was student being placed at Yosemite Community Day School on Admin Placement. Completed and implemented first phase of PBIS plan on campus. Had our initial visit from the county and received 100% for initial implementation. Competed in soccer and softball in Blocks 5 and 6, tournaments in Merced and Lodi Continued to implement Heritage Celebrations throughout the year. Science Teacher facilitated class excursion to Merced/San Luis National Wildlife Rescue.	Continue to implement next phase of PBIS program Continue to seek more Trauma Informed Practices for staff and students Solidify COST process now that TOSA is back Look into more opportunities for class excursions across curriculum areas Expand student CICO to 10th and 11th grade teams	Continue

Progress Monitoring 25-26

Progress Monitoring

Emerging Students

District Goal

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

Site Tier 2 and 3 Goals

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	31	32	34	31.5%	31.3%	29.9%
Fluent English Proficient (FEP)	25	30	31	24.7%	25.3%	27.7%
Reclassified Fluent English Proficient (RFEP)				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

Group N=39	211
District N=1368	182

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.
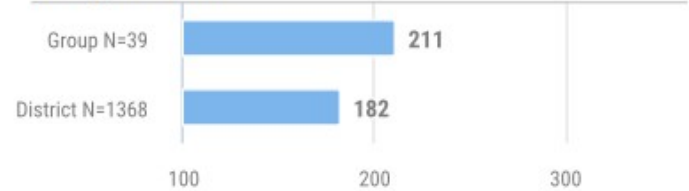
NWEA Assessment Summary

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

Group N=39	209
District N=1252	177
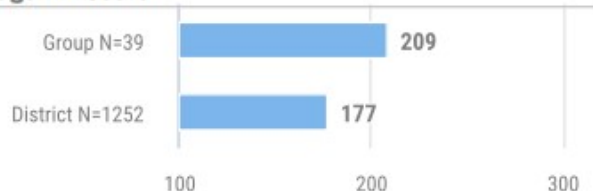
Lexile Distribution

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.

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Student Need 1:

Progress Monitoring 24-25

Progress Monitoring 25-26

Data

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 3:

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	70%	40%	20%	10%	Time People

	measured by MAP Data				
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 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
Purchase of site licenses for online intervention/support programs.					Time Money People

Progress Monitoring 24-25

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

Cycle 1: While we are making progress toward this goal, results vary in different RIT bands.	Tutoring in the afternoons (for both Math and ELA) has been very limited due to transportation. As some of our students live in the Lathrop and French Camp areas, there is no bus for us after 1:35 p.m. Students that need the intervention come in before school and during lunch, which is limited in time. We have worked with parents to try and organize transportation but have yet to be successful. Staff continue to access technology for resources and continue to supplement curriculum with support materials and strategies. During our Rigor, Engagement, and Assessment PD, staff have received resources and strategies to continue to reach our Emerging Students. Have taken a group of students to the San Joaquin trades fair and are in the planning stages for a Delta College visit. We are in the process of hiring a Bilingual Aide. First candidate offered the job took a job at county. Re-posting has closed and screening is complete. Waiting for candidates to complete test prior to interviewing.	Bring in Bilingual Aide to assist in the classroom. COST/Intervention TOSA to begin third week of December. Work with team to consider all options for intervention with our students - during the school day. Firm-up dates for other CTE excursion opportunities.	Continue
Cycle 2: Testing results vary in different RIT bands with less than half of our students meeting their growth goal.	After school tutoring continues to be a challenge. Teachers have adjusted and offer before school support and lunchtime support. Working with COST/Intervention TOSA to create a plan Continued PD with Evolution Alliance. Focus remains rigor, engagement, and assessment. Teachers continue to receive feedback, resources, and strategies. Continue to offer CTE at METC but transportation remains a barrier	Continued use Bilingual Aide to assist in the classroom. Use COST/Intervention team to develop tutoring plan that gives our students access to support needed. Look for spring CTE excursion opportunities.	Continue

	Bilingual Aide hired. Schedule reflects push-in support for identified EL students in core classes.		
Cycle 3: Testing results continue to vary in different RIT bands with less than half of our students meeting their growth goal.	Focus for PD remains rigor, engagement, and assessment. Will explore strategies to meet Emergin Student needs and focus observations on specific group. Pursue purchase of transportation to have at beginning of next school year. Current CTE teacher will be full-time next year, which will allow him more sections for students and opportunity to provide certifications. Bilingual Aide hired. Schedule reflects push-in support for identified EL students in core classes.	COST/Intervention team to develop tutoring plan that gives our students access to support needed. Provide transportation to those interested in Automotive, Industrial Maintenance, or other CTE opportunities Develop more plans to take advantage of ELOP with Emerging Students	Continue

Progress Monitoring 25-26

NWEA Assessment Summary

Site: **New Vision Educational Center**
Scores for: **Fall 2024-2025**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: All

Roster Date: **Control Panel (11-26-2024)**
Gender(s): **All**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **English Learner**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
🔵 81 - 99	0%	0
🟢 61 - 80	0%	0
🟡 41 - 60	3%	1
🟠 21 - 40	33%	10
🔴 1 - 20	63%	19
Total Student Tests		**30**

Average RIT Score

Group N=30	211
District N=1509	170

100   200   300

NWEA Assessment Summary
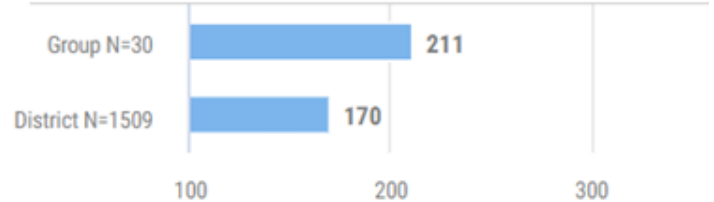
Site: **New Vision Educational Center**
Scores for: **Fall 2024-2025**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: All

Roster Date: **Control Panel (11-26-2024)**
Gender(s): **All**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **English Learner**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
🔵 81 - 99	0%	0
🟢 61 - 80	3%	1
🟡 41 - 60	13%	4
🟠 21 - 40	47%	14
🔴 1 - 20	37%	11
Total Student Tests		30

Average RIT Score

Group N=30	209
District N=1319	169
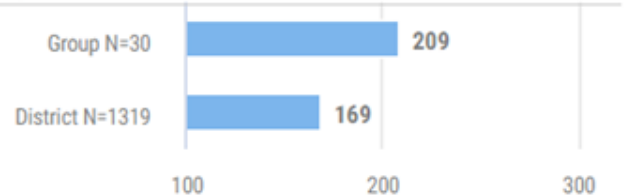
Lexile Distribution

Grade Level Ranges		%	#
K-1	N/A	7%	2
2-3	450-769	13%	4
4-5	770-954	47%	14
6-8	955-1079	17%	5
9-10	1080-1214	10%	3
11-CCR	1215-1355	7%	2

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

Data

Student Need 4:

Increase number of students making progress on ELPAC testing for re-classification

SMART Goal 1

By June of 2027, Manteca Unified School District will provide support services for New Vision to address its student groups in need by providing funding and services to:
increase the number/percent of English learners at New Vision who make progress on the spring ELPAC by increasing in- and out-of-classroom support for English learners and their families, and increasing programs and staff who support English learners

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Increase support given to EL students in ELD and regular classes. Teachers to utilize PLC time to develop best teaching practices to meet the needs of EL students to increase the reclassification rate of ELs						Time People Money
Teachers will attend PLC conferences, literacy training, and other types of training in which best teaching strategies are obtained to specifically target students struggling to master the English language						Time People Money
Students will visit community colleges and take educational excursions to see and experience what opportunities are available to them. These visits and excursions could include local community colleges, trade schools, and job corps opportunities.						Time Money People
Increase bilingual paraprofessional support time						Time Money People
Certificated staff will have access to planning meetings, prep time,						Time Money People

instructional time, materials, and supplies and copying to provide learning loss mitigation through summer programs and during the school year including before and/or after school tutoring					
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
					Time Money Time
					Time Money People
					Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Beginning stages of moving forward with this goal.	Bilingual Aide is in the hiring process. New ELA teacher is signed up for EL trainings provided by district. Rest of staff receiving strategies via our Professional Development with Evolution Alliance. Delta excursion and other opportunities are in the planning stages (planning	Once Bilingual is onboarded, create schedule for push-in support for other core classes. Meeting with COST/Intervention TOSA to discuss strategies and	Continue

	depends on timing with borrowing of vans from WRHS). After school tutoring has been a challenge due to lack of transportation. COST/Intervention TOSA to onboard third week of December. Will collaborate with team to find other intervention solutions.	other options for tutoring/intervention. Continue to reach out to community agencies and partners for excursion opportunities.	
Cycle 2: In the process of moving forward and toward with this goal.	Bilingual Aide was hired and in the process of training and conducting ELPAC testing. Continued Staff Development with Evolution Alliance (next session March 2025) Science teacher coordinating off-site excursion for Earth Science students New ELOP opportunity with "Goal Getters" club beginning March 2025 Teachers offering limited, before-school tutoring as students are able to attend. Students continue to seek help from teachers during lunch	Bilingual Aide has schedule and provides in-class push-in support. Students are identified by EL teacher.. COST/Intervention process refined. Meet every two weeks to discuss students, challenges, and progress. Continue to reach out to community agencies and partners for excursion opportunities.	Continue
Cycle 3: Continue to move forward with this goal	Bilingual Aide completed all ELPAC testing and is pushing in where support is needed Completed Staff Development with Evolution Alliance on April 8, 2025 Completed first ELOP opportunity with "Goal Getters"; learned how to set goals, work toward them through the avenue of sports.	Bilingual Aide - continue to use in the classroom andexpand areas of support resume formalization of COST process in conjunction with PBIS Continue to reach out to community agencies and partners for excursion opportunities.	Continue

Progress Monitoring 25-26

Data

Student Need 5:

Remove the student groups from being red on the California Dashboard by increasing the number of college and CTE opportunities for our emerging students

SMART Goal 1

By June of 2027, Manteca Unified School District will provide support services for New Vision to address its student groups in need by providing funding and services to: lessen the percent of Hispanic and Socio-economically disadvantaged students at New Vision who are showing "not prepared" on the College/Career Levels & Measures report by increasing access to CTE classes, improving the rigor of core academic offerings, and providing the resources to have real-world experiences

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Certificated staff will have access to planning meetings, prep time, instructional time, materials, and supplies and copying to provide learning loss mitigation through summer programs and during the school year including before and/or after school tutoring						
Experiential and informational activities include student and parent surveys at orientation for informational and encouragement purposes; host back-to-school night; FAFSA/college information; parent engagement events; DELAC instructions for parent connect and other pertinent information						

After School Tutoring: time sheeting for prep, planning, implementation and material costs						
Certificated Staff will have access to technology to support emerging students access grade level standards						
Strengthen student and academic growth through engaging learning opportunities for all students including Career Technical Education (CTE)						
Purchase of vans to transport students to CTE offerings at other sites						
40% CTE teacher to give all students opportunities for what's available after high school						

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Beginning stages of this goal	Teachers have access to prep and collaboration time. Team meets twice a month to discuss students as an entire staff. Teachers collaborate regularly to formally and informally discuss support for our students in these particular subgroups. Informational and experiential activities have been family orientations (3 thus	Continue collaboration time with staff to support student progress/intervention. Schedule Parent Information Night for when we return from Winter Break.	Continue

	far). Counselor continues to support families through the FAFSA process. Have added Public Administration to CTE offerings on the NVHS campus. Students enjoy the course and a few have inquired about careers in this field. In the collaboration process with CTE on the placing of a Culinary Class on campus. Have not purchased vans at this point. 40% CTE teacher has been hired. Next steps are to meet with Alt Ed team and CTE to discuss program and schedule.	Discussion with Secondary Ed regarding options for more CTE on NVHS campus. Follow-up on vans with Fiscal. Meet with Region regarding 40% CTE teacher.	
Cycle 2: Making progress toward this goal	Teachers continue to have access to prep and collaboration time. Team meets twice a month to discuss students as an entire staff. Teachers collaborate regularly to formally and informally discuss support for our students in these particular subgroups. Lathrop High School New Vision Information Night (March 2025) participation. Informational and experiential activities continue to be communicated at family orientations. Counselor continues to support families through the FAFSA process, job applications, and other community resources. Public Administration has been a success based on student requests. Next school year we will be able to add on the program by offering CTE courses that cover Fire and Medical as well (along with Law Enforcement). Waiting for approval to move forward with transportation purchase. CTE Teacher supporting Alt Ed sites with site-specific program needs and coordination of career fair.	Ongoing collaboration time with staff to support student progress/intervention. Continue discussion with Secondary Ed regarding options for more CTE on NVHS campus - specifically Culinary. Follow-up on transportation purchase Continue to collaborate with Region regarding 40% CTE teacher.	Continue

Cycle 3: Making progress toward this goal	Teachers continue to have access to prep and collaboration time. Team meets twice a month to discuss students as an entire staff. Teachers collaborate regularly to formally and informally discuss support for our students in these particular subgroups. Participated in LHS Parent Information Night Counselor continues to support families through the FAFSA process, job applications, and other community resources. Addition of full-time CTE/Elective teacher Pursuing purchase of transportation to support CTE opportunities	Ongoing collaboration time with staff to support student progress/intervention. Continue discussion with Secondary Ed regarding options for more CTE on NVHS campus - specifically Culinary. Follow-up on transportation purchase Continue to collaborate with Region regarding 40% CTE teacher.	Continue

Progress Monitoring 25-26

760 - New Vision High School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Timesheet GLS, ES: Tutoring - Math		$ 5,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 1	SG 1
	Timesheet GLS, ESTutoring - ELA		$ 5,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	SG 1
Total			$ 10,000.00								

760 - New Vision High School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Conference: Training for Teaching Staff (Travel)	TBD	$ 15,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 1	SG 1
	Materials & Supplies: PBIS Incentive program		$ 2,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 2	SG 1
	Service: SEL- Trauma Informed Care (At-risk) Training for staff	TBD	$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	GLS - System-Wide Work	SN 1	SG 1
	Materials & Supplies: Food 4 Less Blanket PO Student Incentives		$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	SG 1
	Materials & Supplies: Food 4 Less - PO With Receiving Gift Cards/Student Incentives		$ 750.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	SG 1
	Materials & Supplies: Amazon Blanket PO PBIS Incentives		$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	SG 1
Total			$ 30,250.00								

760 - New Vision High School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Conferences and travel related to Dual Enrollment - split between sites		$ 7,500.00	7339 - Dual Enrollment Opportunities	1000 - Instruction	5222 - Workshops/Trainings		1.5			
	CCEMC Dual Enrollment Coaching - split between sites		$ 3,000.00	7339 - Dual Enrollment Opportunities	1000 - Instruction	5800 - Other Svcs & Oper Expenditures		1.5			
	Supplies for Dual Enrollment Committee		$ 750.00	7339 - Dual Enrollment Opportunities	1000 - Instruction	4310 - Materials & Supplies		1.5			
	Timesheeting/DE teacher stipend		$ 500.00	7339 - Dual Enrollment Opportunities	1000 - Instruction	1107 - Teachers' Salaries Hourly		1.5			
Total			$ 11,750.00								

760 - New Vision High School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Conference: Training for counseling		$ 6,500.00	7399 - LCFF Equity Multiplier	1000 - Instruction	5220 - Conference Expense		6.2	GLS - ELA	SN 1	
	Service: CTE-Educational Excursions	TBD	$ 5,395.00	7399 - LCFF Equity Multiplier	1000 - Instruction	5800 - Other Svcs & Oper Expenditures		6.2	Emerging Students	SN 3	SG 1
	Service: Assemblies Student Motivation Year 5 Funds	TBD	$ 7,500.00	7399 - LCFF Equity Multiplier	1000 - Instruction	5800 - Other Svcs & Oper Expenditures		6.2	Safety	SN 2	
	Conference: Summit Conference		$ 15,000.00	7399 - LCFF Equity Multiplier	1000 - Instruction	5220 - Conference Expense		6.2			
	Service: Rigor Coaching and Professional Development	Evolution Alliance LLC	$ 80,000.00	7399 - LCFF Equity Multiplier	1000 - Instruction	5800 - Other Svcs & Oper Expenditures		6.2	GLS - System-Wide Work	SN 1	SG 1
	Service: Program (online subscription) support for students	Pearson	$ 3,000.00	7399 - LCFF Equity Multiplier	1000 - Instruction	5800 - Other Svcs & Oper Expenditures		6.2	GLS - Other Subjects	SN 1	SG 1
	Service: Mentoring Program for Student Support	New Birth Community	$ 36,000.00	7399 - LCFF Equity Multiplier	1000 - Instruction	5800 - Other Svcs & Oper Expenditures		6.2	GLS - System-Wide Work	SN 1	SG 1
	Timesheet: PBIS/COST/Planning/Intervention/Tutoring/Students Achievement		$ 15,500.00	7399 - LCFF Equity Multiplier	1000 - Instruction	1107 - Teachers' Salaries Hourly		6.2	Safety	SN 1	SG 1
	Service: Licenses - supplemental curriculum	TBD	$ 5,000.00	7399 - LCFF Equity Multiplier	1000 - Instruction	5800 - Other Svcs & Oper Expenditures		6.2	Emerging Students	SN 1	
	Transportation: 2 vehicles	TBD		7399 - LCFF Equity Multiplier	1000 - Instruction	6400 - Equipment	2004 - 2.4 Goal 2, A&S 4	2.4	Emerging Students	SN 4	SG 1
Total			$ 173,895.00								

Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

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
Soane Vave, Jr.	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 May 1, 2025

SSC Chairperson, Kelly Cardoza-Pimentel on May 1, 2025