Manteca Unified School District Strategic Plan

2023-2024

Vision Statement

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

Mission Statement

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

Lincoln Elementary
39685936042345

Manteca Unified School District
39685930000000

School Site Vision

Lincoln Elementary School provides a safe, positive environment where all students work towards achieving mastery of grade level standards.

School Site Mission

Using measurable data, staff will create unique educational pathways that support growth in academic and socioemotional needs for all students in a safe and positive 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
- Additional Targeted Support and Improvement

  Students With Disabilities, Homeless, Socio-economically Disadvantaged, Hispanic Students, Asian American

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

Lincoln Elementary School's plan will align with district and site goals to provide effective instruction and supports for all students. Lincoln Elementary Students will be provided with access to grade level standards via a trained staff member on the use of base curriculum and technology to support the base curriculum. Lincoln Elementary students will be provided a safe environment both physically and emotionally. Lincoln Elementary staff will design appropriate intervention for emerging students. SWD, SED, Homeless, Hispanic & Asian American)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Data was collected in the Spring of 2023, with stakeholders consisting of staff, parents, and stakeholder groups, PTC, ELAC and SSC. The discussions were guided with data from MAP, discipline and attendance. Lincoln School Site Council met on May 15, 2023 to review the 2023-2024 plan, and discuss, provide input opportunity and approve the 23-24 plan.

Lincoln School will ensure that the school plan is shared with our parents/families many ways. We will hold a Title 1 meeting that shares our plan and how we will monitor this plan throughout the year. We will also share our plan with our English Learner Advisory Council(ELAC). During each School Site Council meeting the principal will include a review of the plan. Parents will be given monthly opportunities to ask questions of the plan, provide input, and share thoughts on how the plan is going. The agendas and minutes will reflect the opportunities that will be provided to our families.

Resource Inequities

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

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School Site Description

Lincoln Elementary School, is located in downtown Manteca, within the city limits. We serve approximately 645 students, grades TK-8. Lincolns student body is ethnically and socio-economically diverse. Enrollment is as follows: 76% Hispanic, 17% white, 1.3 % Asian, .8% Filipino, 2.7% African American, 0% American Indian, and .5% Pacific Islander. Lincoln is a school wide Title 1 school. Under the Community Eligibility Program all Lincoln students receive a free breakfast and lunch. English learners 35%, and reclassified Fluent-English Proficient makeup 13% of our population. The parent educational level; 31% not a high school graduate, 44% high school graduate, 13% some college, 9% college graduate, and 2% post college graduate. Lincoln School also falls under the Williams Act responsibilities and requirements.

Lincoln offers a traditional, self-contained regular education classes in grades TK-6 and departmentalized classes for 7th and 8th grade. The average class size for K is 24 students, 1st-3rd grades is 26, and 4th-8th is 34 students. Lincoln is served by one K-3, one 4-6, and one 7-8 grade Mild/Moderate special day class and one and a half Resource Specialist Teachers. Three San Joaquin County Special Education classes are housed on campus. A pre-school class is also located on the Lincoln campus. Administrative and academic support staff includes a full time principal and a full time vice-principal. Lincoln School also has a full time instructional specialist.

Parents are involved in our Parent Teacher Club, School Site Council, English Learner Advisory Council, volunteering in the class or chaperoning on a field trip,or attending a school wide event such as Back to School Night, Fall Festival, Goal Setting Conferences, or a music performance/sporting event.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.40	85.93	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	1.30	4.87	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.50	9.16	113.30	10.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.40	1.09	12115.80	4.41
Unknown	0.00	0.00	0.90	0.09	18854.30	6.86
Total Teaching Positions	27.30	100.00	1050.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	2.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.50	

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	17.30	

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

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

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	1
Psychologist	
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.9
Resource Specialist (non-teaching)	1.5
Other	1

Comprehensive Needs Assessment Components

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

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

Beginning with the 2018-2019 school year and continuing through the 2022-2023 year, parents, teachers and students were surveyed with questions developed by Hanover Research with regard to safety, professional development needs, implementation of rigorous state standards, and meeting the needs of unduplicated, as well as underperforming, groups. Results were reported to all in the district LCAP and the California Dashboard. Historically, every other year, students in grades 5, 7, and 9 are administered the California Healthy Kids Survey. Results are reported out in the California Dashboard, and site level results are disaggregated and shared with school sites. Results are discussed in school site council and English Learner Advisory Committee meetings, leadership, and other stakeholder input meetings. Findings were used to inform the MUSD Local Control Accountability Plan (LCAP), school site strategic plans and further implementation needs. Individual sites may also utilize surveys.

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

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

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

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

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
624	**84.0**	**30.9**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Lincoln Elementary.	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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	193	30.9
Foster Youth		
Homeless	26	4.2
Socioeconomically Disadvantaged	524	84.0
Students with Disabilities	84	13.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	25	4.0
American Indian	2	0.3
Asian	31	5.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	16	2.6
Hispanic	440	70.5
Two or More Races	19	3.0
Pacific Islander	4	0.6
White	87	13.9

Conclusions based on this data:

1. Highest percentage ethnicity is Hispanic.
2. Second highest ethnic group is white.
3. English Learners make up 30% of our population.

Grade Level Standards

Grade Level: K-8

District Goal

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

Site Strategic Goal

Lincoln students will be provided with access to the base curriculum through strategic engagement by supporting effective instruction to maximize student achievement of state standards.

Base Requirements

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

Location: **240** Goal: **0000**
dministrator: **R. Fowzer** Mgmt: **0000**

1.1

Elementary School Site Base - Resource 0000
ADMINISTRATION

Target tandards (ST), ıfety (S), and/or ıerging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
ST	Technology/Library Supplies			5,500							
ST	copies									100	
ST	DST Cart			600							

ıinistrator: **R. Fowzer** Mgmt: **0000**

Elementary School Site Base - Resource 0000
OPERATIONS

Target ıdards (ST), y (S), and/or ging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6 Eq new
S	Supplies			18,000							
S	Stores			3,000							
S	Gas									50	
S	Vaccums (4)				9,000						
S	Slow SpeedScrubber				1,900						
S	Compact Scrubber				5,000						
S	Hot Water Pressure Washer				6,000						
S	M1-Pig Vaccum				4,000						
S	Repairs								3,000		

ɾdministrator: **R. Fowzer** Mgmt: **0000**

Elementary School Site Base - Resource 0000
PROGRAM

Target Standards (ST), afety (S), and/or merging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipmer new/replac
ST	Additional Base Supplies			10,500							
ST	Timesheeting	1,000									
ST	Copies									2,500	
ST	Click Charges/Maintenance Agrmt- Ricoh/Risso								1,500		
ST	Various support items for new classroom design			6,000							
ST	Recess Equipment			2,500							
ST	Music			1,000					400		

Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	69	75		0	75		0	75		0.0	100.0	
Grade 4	57	78		0	78		0	78		0.0	100.0	
Grade 5	52	68		0	67		0	67		0.0	98.5	
Grade 6	66	70		0	69		0	69		0.0	98.6	
Grade 7	59	70		0	70		0	70		0.0	100.0	
Grade 8	76	68		0	67		0	67		0.0	98.5	
All Grades	379	429		0	426		0	426		0.0	99.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2326.			6.67			2.67			9.33			81.33	
Grade 4		2375.			3.85			6.41			21.79			67.95	
Grade 5		2440.			5.97			23.88			19.40			50.75	
Grade 6		2483.			5.80			27.54			24.64			42.03	
Grade 7		2498.			1.43			22.86			38.57			37.14	
Grade 8		2503.			0.00			22.39			37.31			40.30	
All Grades	N/A	N/A	N/A		3.99			17.14			24.88			53.99	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.33			42.67			56.00	
Grade 4		1.28			55.13			43.59	
Grade 5		7.46			59.70			32.84	
Grade 6		10.14			56.52			33.33	
Grade 7		7.14			58.57			34.29	
Grade 8		5.97			61.19			32.84	
All Grades		5.40			55.40			39.20	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.00			29.33			66.67	
Grade 4		1.28			44.87			53.85	
Grade 5		7.46			55.22			37.31	
Grade 6		5.80			56.52			37.68	
Grade 7		7.14			51.43			41.43	
Grade 8		4.48			53.73			41.79	
All Grades		4.93			48.12			46.95	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67			50.67			42.67	
Grade 4		2.56			74.36			23.08	
Grade 5		5.97			79.10			14.93	
Grade 6		11.59			62.32			26.09	
Grade 7		5.71			77.14			17.14	
Grade 8		7.46			68.66			23.88	
All Grades		6.57			68.54			24.88	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.33			48.00			50.67	
Grade 4		3.85			61.54			34.62	
Grade 5		5.97			49.25			44.78	
Grade 6		4.35			71.01			24.64	
Grade 7		4.29			75.71			20.00	
Grade 8		7.46			77.61			14.93	
All Grades		4.46			63.62			31.92	

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	69	75		0	75		0	75		0.0	100.0	
Grade 4	57	78		0	78		0	78		0.0	100.0	
Grade 5	52	68		0	67		0	67		0.0	98.5	
Grade 6	66	70		0	70		0	70		0.0	100.0	
Grade 7	59	70		0	70		0	70		0.0	100.0	
Grade 8	76	68		0	67		0	67		0.0	98.5	
All Grades	379	429		0	427		0	427		0.0	99.5	

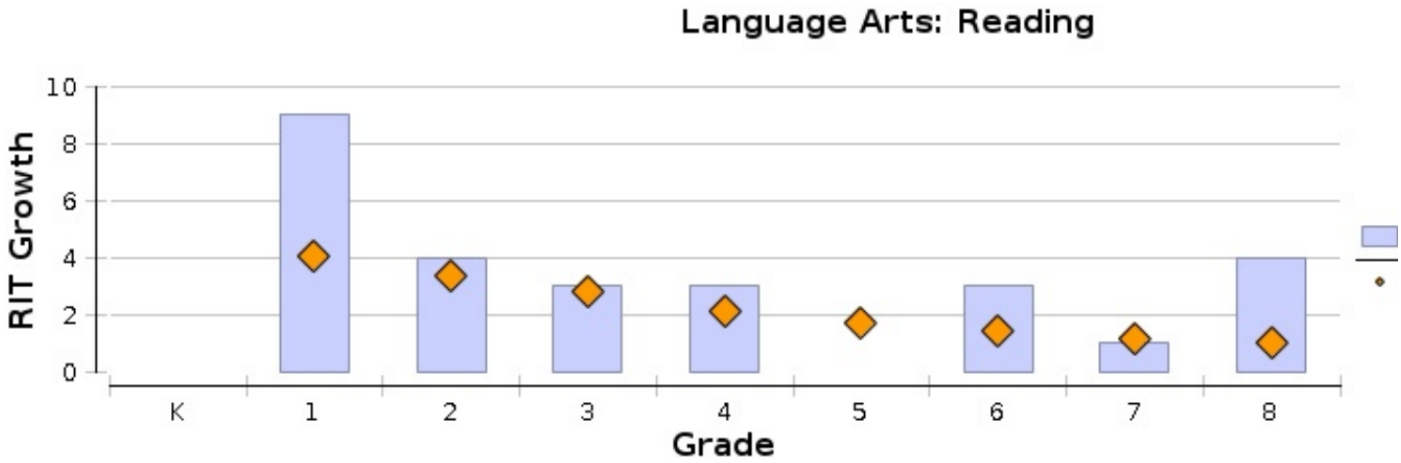
* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2335.			2.67			6.67			17.33			73.33	
Grade 4		2395.			1.28			8.97			29.49			60.26	
Grade 5		2411.			2.99			4.48			19.40			73.13	
Grade 6		2446.			1.43			10.00			27.14			61.43	
Grade 7		2444.			0.00			7.14			31.43			61.43	
Grade 8		2443.			0.00			10.45			13.43			76.12	
All Grades	N/A	N/A	N/A		1.41			7.96			23.19			67.45	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.00			26.67			69.33	
Grade 4		2.56			39.74			57.69	
Grade 5		1.49			31.34			67.16	
Grade 6		0.00			35.71			64.29	
Grade 7		4.29			37.14			58.57	
Grade 8		4.48			35.82			59.70	
All Grades		2.81			34.43			62.76	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.33			29.33			65.33	
Grade 4		1.28			37.18			61.54	
Grade 5		4.48			35.82			59.70	
Grade 6		1.43			55.71			42.86	
Grade 7		0.00			51.43			48.57	
Grade 8		0.00			44.78			55.22	
All Grades		2.11			42.15			55.74	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		6.67			44.00			49.33	
Grade 4		3.85			39.74			56.41	
Grade 5		1.49			41.79			56.72	
Grade 6		4.29			54.29			41.43	
Grade 7		0.00			70.00			30.00	
Grade 8		1.49			52.24			46.27	
All Grades		3.04			50.12			46.84	



Data Analysis

Spring 2023 MAP Reading student growth summary report (Winter to Spring)indicates the following percentages of 1st-8th students who met their growth projection:1st 56/77 73%, 2nd 32/61 52%, 3rd 31/66 47%, 4th 35/67 52%, 5th 25/71 35%, 6th 40/62 65% 7th 30/65 46% 8th 41/58 71%. 8th grade had the highest growth % while 5th had the lowest. Significant growth in 1st grade since Fall testing 44-73%. Lincoln students performed very well on their Spring MAP assessments; admin and teachers will continue to target areas of need.

Student Need 1:

Lincoln students need specific access to the ELA base curriculum through highly effective strategies utilized by their classroom teachers with an emphasis on effective Tier 1 inclusive instruction, including Tier 2 support.

Implementation Plan

Student needs to be based upon the most recent MAP assessment. Student progress will be measured by MAP three times per school year. Grade level PLCs will identify areas of needed growth, monitor resources applied to the need, Tier 1 Inclusive Instruction will be the focus for all classroom teachers. Instructional Specialist, and possibly an intervention teacher will help support targeted student need. Teaching staff will continue to function as a PLC, focusing on essential standards and common formative assessments to measure student progress towards proficiency. Daily Access time (ARGH), will continue in the 23-24 school year. Site instructional focus areas will be progress monitored through walkthroughs; data to be shared regularly with instructional leadership team. Students will be provided access

to ELA essential standards by highly qualified staff utilizing high leverage instructional strategies. Teachers will meet 2-3 times a year in a pull out day setting to review grade level data.

SMART Goal

Metric/Indicator	Baseline	Expected Outcome
NWEA Reading Growth Summary Report	Student Growth Summary Report Winter to Spring 2023 Percentages of students who met their growth projection 1st-73%, 2nd-52, 3rd-47%, 4th-52%, 5th-35%, 6th-65%, 7th-46%, 8th-71%	Lincoln School expects to continue to increase the number of students that meet their projected growth target.

Targeted Resources Applied

Action	Resources	Money/Budget
Certificated staff can attend workshops or conferences which align to standards based instruction, PLCs, and supplemental programs	LCFF- Supplemental	1,000
Certificated staff to provide before/after school direct student instruction (intervention), including substitutes	Title I Part A: Allocation	13,852
Real world application opportunities such as field trips, assemblies, presentations (in person or travel) to support, extend student learning	LCFF- Supplemental	5,000
Teachers will have the ability to purchase books to support small group instruction	LCFF- Supplemental	500
Certificated Salaries-Direct Student support (intervention)	LCFF- Supplemental	4,000
Fundations- Tier 1 & 2 Supplemental Reading Curriculum	LCFF- Supplemental	2,725
Bilingual Translation time sheet (meetings, IEP, conference, etc)	LCFF- Supplemental	1000
David La Rose Coaching/Training	LCFF- Supplemental	3,000
Instructional Specialist	District Funded	0
Certificated Substitute Salaries	LCFF- Supplemental	4,040
Tutorial Supplies and Copies	Title I Part A: Allocation	1250
Student Incentives/Awards to increase engagement	LCFF- Supplemental	400

Real World Applications to increase student learning-onsite/offsite assemblies, presentations, field trips	Title I Part A: Allocation	10,000
General Education Paras-Primary Grade Levels	District Funded	0
Kindergarten Summer Bridge offered to incoming students	District Funded	0
8th grade students will be provided support from high school counselors in preparation for high school;including 8th grade family night at the high school	District Funded	0
Site library media technician will be time sheeted for an additional hour each school day to meet the needs of all students having access to library books on a weekly basis *minus days of no student contact;ie; inventory dates	Title I Part A: Allocation	9,600

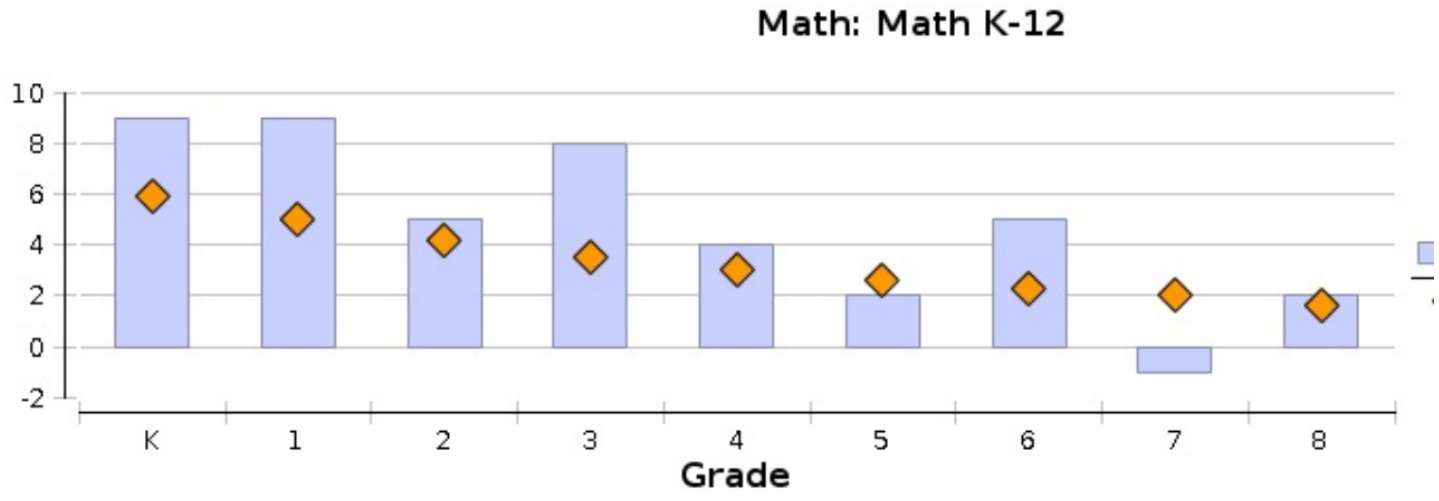
Progress Monitoring

October

January

April

Data



Data Analysis

Spring 22-23 Math MAP(Winter to Spring growth) showed that in the area of Math, the following % of students met their projected growth target. K-60%,1st-70%, 2nd-52%, 3rd-65%, 4th-56%, 5th-49%, 6th-60%, 7th-33%, 8th-43%.First grade had the highest percentage of student meeting growth projection. All grade levels significantly increased the number of students meeting their growth projection except 7th/8th, these two grade levels had early success from Fall to Winter but were unable to maintain Winter to Spring.

Student Need 2:

Lincoln students need specific access to the Math base curriculum through highly effective instructional utilized by their classroom teachers with an emphasis on mathematical vocabulary/thinking, foundational skills, and effective Tier 1 inclusive instruction.

Implementation Plan

Student needs to be based upon the most recent MAP assessment. Student progress will be measured by MAP three times per school year. Grade level PLCs will identify areas of needed growth, monitor resources applies to the need, Tier 1 Inclusive Instruction will be the focus for all classroom teachers. Instructional Specialist, and possibly an intervention teacher will help support targeted student need. Teaching staff will continue to function as a PLC, focusing on essential standards and common formative assessments to measure student progress towards proficiency. Daily Access time (ARGH), will continue in the 23-24 school year. Site instructional focus areas will be progress monitored through walkthroughs;data to be shared regularly with instructional leadership team. Students will be provided access to Math essential standards by highly qualified staff utilizing high leverage instructional strategies.

SMART Goal

Metric/Indicator	**Baseline**	**Expected Outcome**
NWEA Math Student Growth Summary Report	Winter 2023 to Sprin 2023 Growth by grade level: K-60%, 1st-70%, 2nd-52%, 3rd-65%, 4th-56%, 5th-49%, 6th-60%, 7th-33%, 8th-43%	Lincoln School expects to continue to increase the number of students that meet their projected growth target.

Targeted Resources Applied

Action	**Resources**	**Money/Budget**
Workshops/Conferences	LCFF- Supplemental	1,000
Parent Enggment Certificated Time sheeting	Title I Part A: Allocation	1,500
Certificated Staff Direct Student Support-(intervention)	LCFF- Supplemental	1,500
District 23-24 Math Plan *including Math Thinking Strategies & Math Institute	District Funded	0
Student Incentives	LCFF- Supplemental	400
Instructional Specialist	District Funded	0
Science Camp Fees, Transportation and substitutes	Title I Part A: Allocation	14,000
Title 1 Family Engagement Activity(ies)	Title I Part A: Allocation	3,000

Real World Applications Onsite, Offsite learning opportunities	Title I Part A: Allocation	5,721
Tutorial Supplies and copies	Title I Part A: Allocation	1250

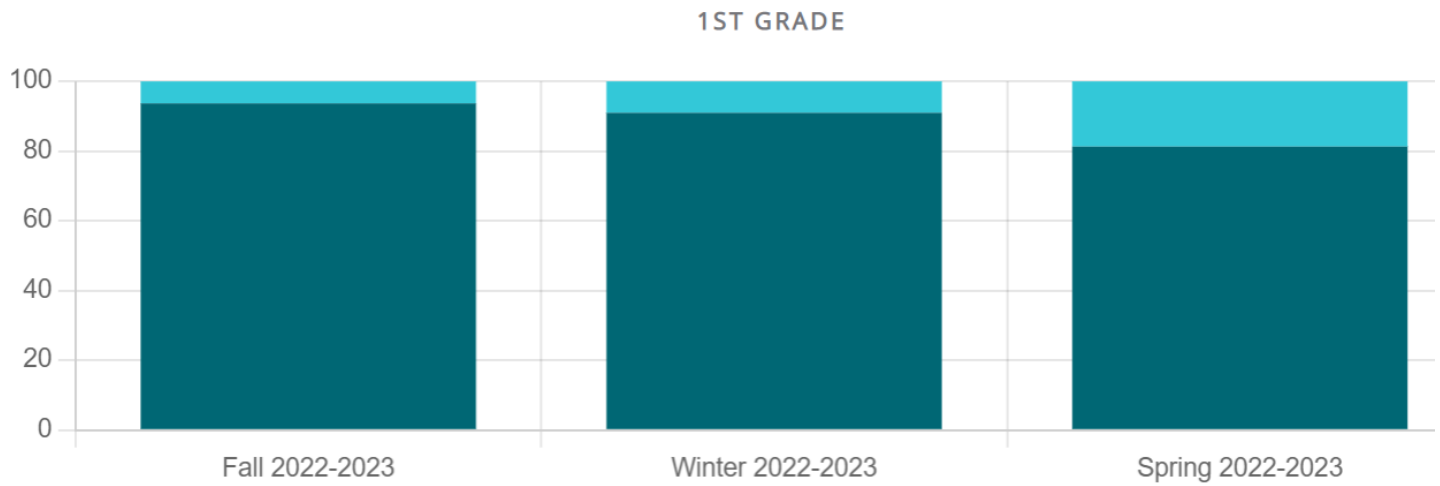
Progress Monitoring

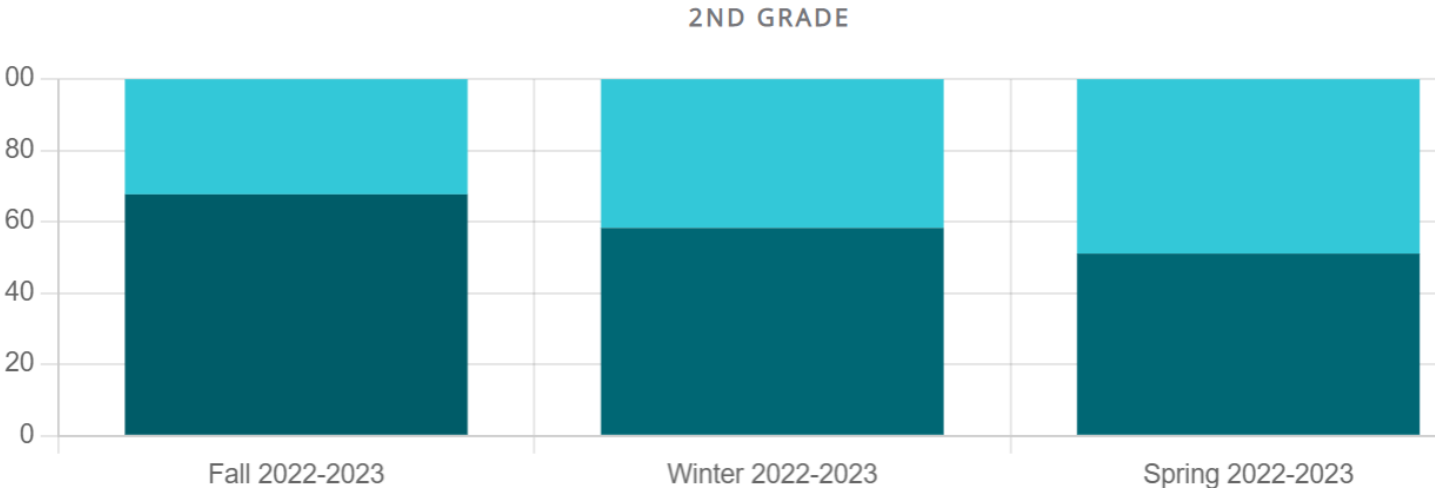
October

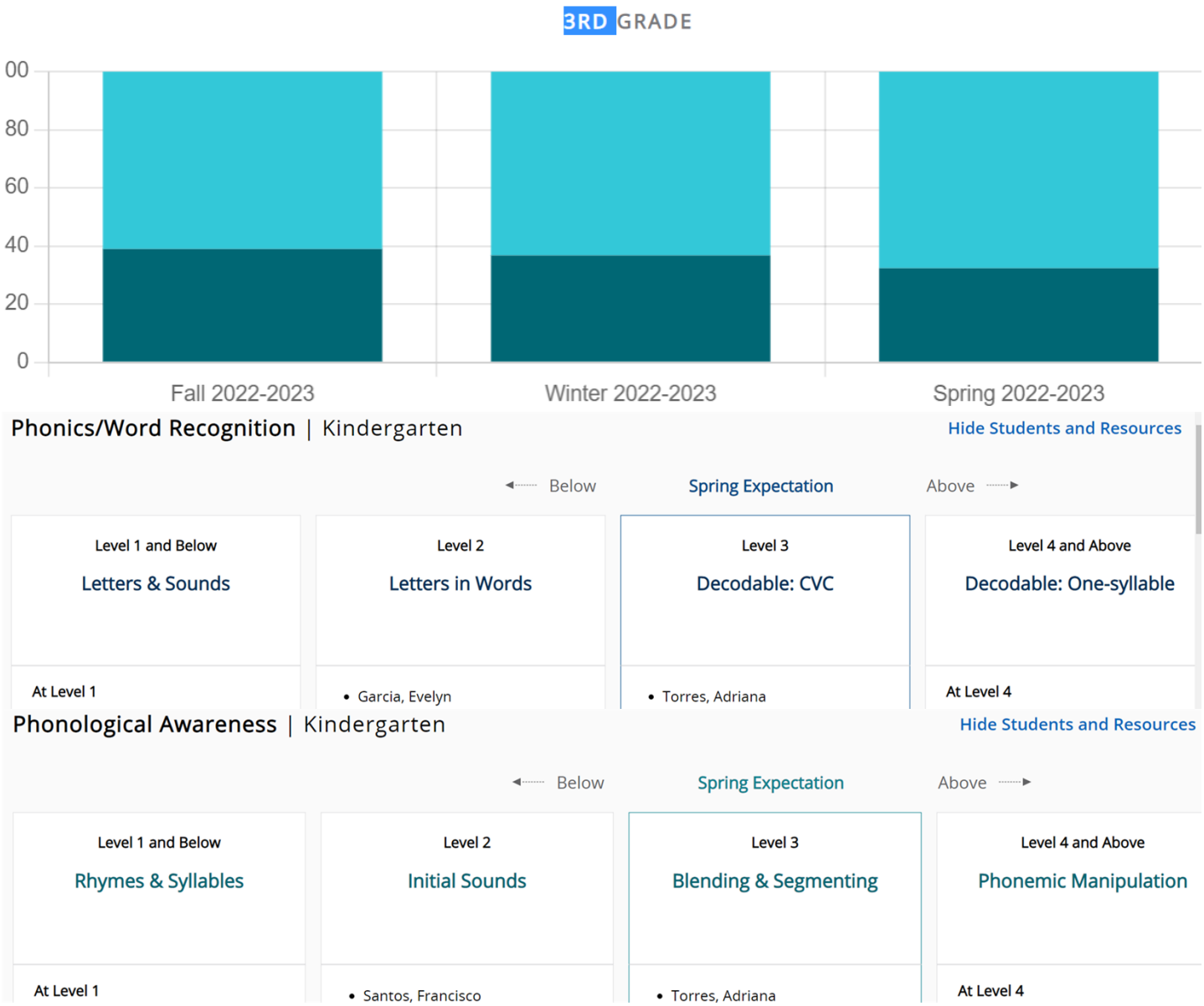
January

April

Data







Data Analysis

Early Literacy Analysis: Data from MAP Reading Fluency and Illuminate indicate that students are making significant progress towards end of year proficiency. This data will help us target needs in August. Interactional Specialist, Principal and teachers meet regularly to adjust access time, small groups and design lessons to meet their individual needs.

Student Need 3:

Lincoln K-3 students need to increase their foundational reading skills in order to access curriculum and make progress towards grade level standards mastery.

Implementation Plan

Lincoln K-3 teachers will continue to use Fundations daily to support both Tier 1 & Tier 2 word work, we will continue to utilize gen ed paras to support small group instruction, our instructional specialist will continue to support early literacy strategies, instruction and provide small group instruction in the grade levels of highest need.

SMART Goal

Metric/Indicator	Baseline	Expected Outcome
Kindergarten: Spring Illuminate data for sounds and high frequency words	Spring Sounds 43/72 students had mastered all 26 sounds 32/72 had mastered 24/40 High Frequency Words	Lincoln Schol expects to increase the number of Kindergarten students that can master all 26 sounds and be at least 60% mastery of the 40 Kindergarten high frequency words
MAP Reading Fluency- Kindergarten Spring Expectation for Phonological Awareness & Phonics Word Recognition	Spring MAP Reading Fluency-Phonological Awareness-32/77 students achieved a Level 3 or 4 Spring MAP Reading Fluency-Phonics Word Recognition-30/72 students achieved Level 3 or 4	Lincoln School expects to increase the number of Kindergarten students that can achieve a Level 3 or 4 on the Spring MAP Reading Fluency in the areas of Phonological Awareness & Phonics/Word Recognition
MAP Reading Fluency First-Third Grade Oral Readers	Spring MAP Reading Fluency- First Grade 14/75 oral readers, Second Grade 22/46, Third Grade 25/37	Lincoln School expects to increase the number of students reaching the oral reading level by Spring 2024

Targeted Resources Applied

Action	Resources	Money/Budget
Fundations	LCFF- Supplemental	2,725
Fundations Training/Support for teachers	District Funded	0
Instructional Specialist	District Funded	0
Student Incentives	LCFF- Supplemental	300

Progress Monitoring

October

January

April

District Goal

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

Site Goal

Lincoln students and staff will identify needs, work towards solutions for all stakeholders to have a school where the climate and culture is one that feels safe, encourages good attendance, positive behavior, in an inclusive environment.

Base Requirements

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

Climate

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

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.39	1.43	5.22	0.91	3.47	0.20
Expulsions	0.14	0.00	0.23	0.01	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.60	4.19	2.45
Expulsions	0.00	0.14	0.05

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	630	613	148	24.1
Female	285	275	63	22.9
Male	345	338	85	25.1
American Indian or Alaska Native	2	2	1	50.0
Asian	26	26	2	7.7
Black or African American	17	16	5	31.3
Filipino	10	10	0	0.0
Hispanic or Latino	473	458	107	23.4
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	15	15	4	26.7
White	83	82	28	34.1
English Learners	222	215	45	20.9
Foster Youth	2	2	1	50.0
Homeless	48	48	23	47.9
Socioeconomically Disadvantaged	555	542	140	25.8
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	105	103	25	24.3

Unsafe Behavior	Alleged Victim						1				1
	Perpetrator	3	2		5	9	11	2	8	3	43
	Victim				1	1	1			1	4
Insafe Behavior Total		3	2		6	10	13	2	8	4	48
Inappropriate Behavior/Object	Perpetrator	3	2	2	3	7	13	7	11	3	51
	Victim				1	1	2	1	1		6
Inappropriate Behavior/Object Total		3	2	2	4	8	15	8	12	3	57

Data Analysis

Q student Behavior Analysis for the 2022-23 school year shows our most significant areas of concern are: 15 Disruptive, 51 Inappropriate Behavior/Object incidences, and 48 Unsafe Behaviors. Lincoln will focus on the two highest areas of need: Inappropriate and Unsafe Behaviors. Significant reduction was observed in the areas of assault/battery, pushing and shoving, and both focus areas reduced from 67 to 51, and from 66 to 48.

Student Need 1:

Lincoln students need support in conflict management strategies and positive choice making to address appropriate behavior to decrease incidences.

Implementation Plan

Administration will work closely with teachers and families to monitor behavior referrals to the office, infractions entered into Q
PBIS team will focus on Tier 1 & Tier 2 supports for all students
Staff will use Sanford Harmony for grades K-6 and BASE for 7-8.
COST team to meet weekly
Site school based counselors will focus on site needs based upon the most recent behavior data .
Support staff, including paras and SSA's to be trained on PBIS, SEL site areas of focus
K-2 Behavior Support Assistant

SMART Goal

Metric/Indicator	**Baseline**	**Expected Outcome**
Q behavior incidents	Incidents in the top two incident categories: Inappropriate behavior (51) and Unsafe behavior and objects (48).	Lincoln School will work towards reducing the number of inappropriate and unsafe behavior/objects incidents during the 2023-24 school year.

Resources to Support

Action	**Resources**	**Money/Budget**
COST team time sheeting	LCFF- Supplemental	500
PBIS team, certificated and classified staff time-sheeting, substitute use	LCFF- Supplemental	500
Incentives for positive attendance/behavior (PBIS)	LCFF- Supplemental	5718
Counseling	District Funded	0.00
Sanford Harmony, Base SEL	District Funded	0.00
Bilingual Translation	LCFF- Supplemental	300
Furniture Refresh Project	District Funded	0
COST Team time sheeting	Title I Part A: Allocation	1,500
PBIS Time sheeting	Title I Part A: Allocation	5,500

Progress Monitoring

September

December

March

Data

Count of StudentID	Grade									
CommType	0	1	2	3	4	5	6	7	8	Grand Total
Excessive Absence Letter	46	32	16	12	21	16	10	18	10	181
HSA Referral	1									1
Pre-Medical Clearance Letter	19	19	7	5	10	7	3	7	5	82
Reengagement Letter 1				1				1		2
Reengagement Letter 2				1				1		2
Required Doctors Note Letter	11	13	4	2	2	4	1	4	3	44
Required Vaccination - 7th Grade							34			34
SARB Letter (D)		2	1	3	1	1		1	3	12
SARB Letter (W)	1	1	5	5	5	3		1	5	26
SARB Reminder Letter			4	3	5	2	1		3	18
Truancy Letter 1	60	49	46	39	44	36	35	39	40	388
Truancy Letter 2	31	25	23	18	22	20	16	19	19	193
Truancy Letter 3	16	9	5	4	5	3	8	3	7	60
Grand Total	185	150	111	93	115	92	108	94	95	1043

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Chronic Absence Report

08/04/2022 - 05/14/2023

Lincoln Elementary

Page 1 of 5

Student	Track	Gr	Days Enrolled	Days Absent	% Absent	Phone
Aguado Melchor, Anthony Jared (610062315)	LIN 22/23	06	170	18	10.59%	(209) 808-9896
Alonzo, Julian James (610077085)	LIN 22/23	03	170	19	11.18%	(209) 321-8786
Alonzo, Priscilla Rose (610077087)	LIN 22/23	03	170	28	16.47%	(209) 321-8786
Apontes III, Eddieray King (610088807)	LIN 22/23	01	170	30	17.65%	(209) 328-6451
Arcos, Melanie Alesiram (610073764)	LIN 22/23	04	116	22	18.97%	(408) 329-8883
Armstrong, Je'ron Amari (610067078)	LIN 22/23	05	170	17	10.00%	(209) 739-0796
Armstrong, Kyle Deshaun (610079808)	LIN 22/23	03	170	27	15.88%	(209) 922-5294
Asij-Pereira, Genesis Yaretzy (610079499)	LIN 22/23	04	170	32	18.82%	(408) 469-1075
Assaf, Mina Beatriz (610089832)	LIN 22/23	02	170	55	32.35%	(209) 399-5853
Austin, Ahmani Aaliyah (610065971)	LIN 22/23	06	170	23	13.53%	(510) 417-9005

Climate

Data Analysis

Attendance data analysis:(thru 5/4/23) T1-388 letters, T2-193 letters, and T3-83 letters,.
As of April 25, 2023, 188 Lincoln students, which is approximately 29%, are considered chronically absent. Lincoln School observed reduction in chronic absenteeism during the 22-23 school year, yet remains at a very high rate. We

were able to identify a significant group of students who were living in an area where walking/driving was a barrier, we are trialing a period of district providing a bus.

Student Need 2:

Lincoln School students need support in attending school regularly in order to access grade level curriculum/standards.

Implementation Plan

Lincoln School will use Tier 1 and 2 strategies to increase attendance rates during the 23-24 school year. Admin, teachers, outreach assistant and support staff will closely monitor students attendance. Our goal is to find each families barrier to getting their children to school on a regular basis, and help find a solution.

SMART Goal

Metric/Indicator	**Baseline**	**Expected Outcome**
Q attendance data for Truancy letters	22-23 Q analysis attendance report indicates that 193 students, approximately 29%, received a truancy 2 (T2) letter.	Lincoln staff will focus efforts on early attendance intervention before and at the Truancy 1 level. Lincoln School expects to reduce the number of Truancy 2 letters by 10%, Spring 2023.
Q data for Chronic Absences	22-23 Q Chronic Absence Report-188 students as of 4/25/23	Lincoln Staff will continue to monitor chronic absenteeism, we expect to continue to reduce the number of students in this area.

Resources to Support

Action	**Resources**	**Money/Budget**
Students Incentives to support increased attendance, grade level standards	LCFF- Supplemental	1,000
COST team to meet and apply resources as needed for students who are chronically absent from school(time sheeting)	LCFF- Supplemental	600
PBIS team to meet and review PBIS plans to address chronic absenteeism (time sheeting)	LCFF- Supplemental	600
Outreach assistant to work with admin to make home visits, phone calls, provides resources to families that are considered chronically absent, to avoid reaching truancy level 2, including supplies, mileage and technology	Title I Part A: Allocation	29,279

Family Engagement activities, including Parenting Partners, including time sheeting staff	District Funded	0

Progress Monitoring

September

December

March

Data

Emerging Students

District Goal

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

Site Strategic Goal

Lincoln staff will be trained to deliver academic instruction and social emotional opportunities via Tier 1 inclusive instruction design that meet the needs of all students to ensure progress towards mastery of grade level standards.

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	199	193	188	34.3%	30.9%	29.0%
Fluent English Proficient (FEP)	100	90	101	17.2%	14.4%	15.6%
Reclassified Fluent English Proficient (RFEP)	16			8.0%		

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Chronic Absence Report
08/04/2022 - 05/14/2023
Lincoln Elementary

Page 1 of 1

Student	Track	Gr	Days Enrolled	Days Absent	% Absent	Phone
Armstrong, Je'ron Amari (610067078)	LIN 22/23	05	170	17	10.00%	(209) 739-0796
Armstrong, Kyle Deshaun (610079808)	LIN 22/23	03	170	27	15.88%	(209) 922-5294
Bibiano, Jade Camila (610098306)	LIN 22/23	07	33	4	12.12%	(925) 243-5878

Suspension	Dangerous Object	2	2
Suspension Total		2	2

NWEA Fall 2022 to Spring 2023 Reading Growth SWD

NWEA Fall 2022 to Spring 2023 Math Growth SWD				
Current Site Name	Total SWD	Total SWD eligible	# SWD Met Growth	% SWD Met Growth

Student Need 1:

Students with Disabilities will be progress monitored in the following area: Academic Performance- ELA & Math, Chronic Absenteeism & Suspension

Implementation Plan

Tier 1 inclusive instruction and supports-Teachers will work collaboratively on Wednesdays in a PLC to focus on Tier 1 inclusive instruction
MAP data to drive instruction and PLC work amongst SPED and Gen Ed teachers
Monthly learning walks-admin team to provide feedback to staff on trends across campus, grade levels

SMART Goal

Metric/Indicator	**Baseline**	**Expected Outcome**
Spring MAP MATH growth report for students with disabilities Fall 2022 to Spring 2023	20/46 students-43% met their projected growth target	Lincoln School expects to increase the number of students that meet their Spring 2024 MATH projected growth target
Spring MAP Reading growth report for students with disabilities Fall 2022 to Spring 2023	15/46 students-33% met their projected growth target	Lincoln School expects to increase the number of students that meet their Spring 2024 READING projected growth target
Spring Chronic Absenteeism Report	25 students with disabilities meet the 10% chronic absenteeism criteria	Lincoln School expects to reduce the number of students reaching 10% absenteeism
Spring Suspension Report	4 students with disabilities were suspended during the 22-23 school year	Lincoln School expects to reduce the suspension rate of students with disabilities

Targeted Resources Applied

Action	**Resources**	**Money/Budget**
Special Education Staff will have access to copies, supplies	Special Education	
Special Education staff will have time to observe General Education classrooms	LCFF- Supplemental	
Special Education staff to be time sheeted for collaboration time after hours.	LCFF- Supplemental	
	LCFF- Supplemental	

Progress Monitoring

November

February

May

Data

Saturday School Total								1	1
Suspension	Assault/Battery					1	1	2	4
	Dangerous Object						2	1	3
	Fighting/Attack w/o Weapon						1		1
	Inappropriate Behavior/Object	1							1
	Possess/Use Alcohol					1			1
	Possess/Use Drugs							1	1
Suspension Total		1				2	4	4	11

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Chronic Absence Report

08/04/2022 - 05/14/2023

Lincoln Elementary

Page 1 of 3

Student	Track	Gr	Days Enrolled	Days Absent	% Absent	Phone
Aguado Melchor, Anthony Jared (610062315)	LIN 22/23	06	170	18	10.59%	(209) 808-9896
Alonzo, Julian James (610077085)	LIN 22/23	03	170	19	11.18%	(209) 321-8786
Alonzo, Priscilla Rose (610077087)	LIN 22/23	03	170	28	16.47%	(209) 321-8786

NWEA Fall 2022 to Spring 2023 Math Growth EL Students				
Current Site Name	Total EL	Total EL eligible	# EL Met Growth	% EL Met Growth

Student Need 2:

Hispanic Students will be progress monitored in the following areas: Academic Performance ELA& MATH, Chronic Absenteeism & Suspension

Implementation Plan

SMART Goal

Metric/Indicator	Baseline	Expected Outcome
Spring 2022 MAP ELA		
ELPAC Summative test		

Targeted Resources Applied

Action	Resources	Money/Budget
	LCFF- Supplemental	
	LCFF- Supplemental	
	LCFF- Supplemental	
	LCFF- Supplemental	
	Title I Part A: Allocation	

Progress Monitoring

November

February

May

Data

Student Need 3:

Homeless and Asian American students will be progress monitored in the following areas: Chronic Absenteeism & Suspension

Implementation Plan

SMART Goal

Metric/Indicator	**Baseline**	**Expected Outcome**
Q Chronic Absenteeism Report	Homeless Spring Chronic Absenteeism 8 students Asian Spring Chronic Absenteeism 15 students	Lincoln School expects to decrease the number of homeless and Asian students reaching the 10% chronic absenteeism criteria during the 23-24 school year.
Q Suspension Report	Homeless Spring Suspension: 0 homeless students were suspended during the 22-23 school year Asian Spring Suspension: 0 Asian American students were suspended during the 22-23 school year	Lincoln School expects to maintain 0 suspensions for our homeless and Asian students during the 23-23 school year.

Targeted Resources Applied

Action	**Resources**	**Money/Budget**
Trainings, PD for COST team	Title I Part A: Allocation	
Time sheet COST members to attend outside their regularly scheduled work day	Title I Part A: Allocation	

Incentives for attendance	LCFF- Supplemental	
VCC counselors	District Funded	0

Progress Monitoring

November

February

May

Data

NWEA Fall 2022 to Spring 2023 Math Growth SED

Current Site Name	Total SED	Total SED eligible	# SED Met Growth	% SED Met Growth
August Knodt Elementary	349	273	91	33%

Suspension	Assault/Battery		1	1		2
	Dangerous Object			3	1	4
	Fighting/Attack w/o Weapon			2		2
	Inappropriate Behavior/Object	1				1
	Possess/Use Alcohol		1			1
Suspension Total		1	2	6	1	10

NWEA Fall 2022 to Spring 2023 Reading Growth SED

Current Site Name	Total SED	Total SED eligible	# SED Met Growth	% SED Met Growth

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Chronic Absence Report

08/04/2022 - 05/15/2023

Lincoln Elementary

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Student	Track	Gr	Days Enrolled	Days Absent	% Absent	Phone
Aguado Melchor, Anthony Jared (610062315)	LIN 22/23	06	171	18	10.53%	(209) 808-9896
Alonzo, Julian James (610077085)	LIN 22/23	03	171	19	11.11%	(209) 321-8786
Alonzo, Priscilla Rose (610077087)	LIN 22/23	03	171	28	16.37%	(209) 321-8786

Student Need 4:

Socio-economically Disadvantaged Students will be progress monitored int he following areas: ELA & MATH, Chronic Absenteeism, & Suspension

Implementation Plan

SMART Goal

Metric/Indicator	Baseline	Expected Outcome
Spring MAP Growth Report MATH	123/248 50% met their Spring Projection for growth	Lincoln School expects to increase the number of students that meet their growth projection
Spring MAP Growth Report READING	116/246 47% met their Spring Projection for growth	Lincoln School expects to increase the number of students that meet their growth projection
Q Suspension Report	10 SED students were suspended during the 22-23 year	Lincoln School expects to decrease the number of SED student suspensions by Spring 2024
Q Chronic Absence Report	153 students as of 5/12 /23 had a 10% absenteeism rate or higher	Lincoln School expects to decrease the rate of chronic absenteeism for our SED students

Targeted Resources Applied

Progress Monitoring

November

February

May

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
	31,297	31,297.00
LCFF- Supplemental	36,808	0.00
Title I Part A: Allocation	96,452	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental	36,808.00
Title I Part A: Allocation	96,452.00

Stakeholder Input

Date

School Site Council met on the following dates to progress monitor and make needed adjustments/approvals on the 22-23 strategic plan
Instructional Leadership Team met on the following dates to progress monitor and make needed adjustments on the 22-23 strategic plan:
ELAC met on the following dates to progress monitor, give feedback, and make necessary changes to the 22-23 strategic plan:

Groups

School Site Council, Instructional Leadership Team, ELAC

Outcome

Final strategic plan is reflective of all input received based upon site needs assessments and data. The plan will be presented, discussed and potentially approved on May 15, 2023. The Lincoln 23-24 strategic plan will be progress monitored monthly by the school site council and instructional leadership team.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Randi Fowzer	Principal
Laura Ferguson	Parent or Community Member
Beth Williams	Parent or Community Member
Maria Quijas	Parent or Community Member
Shannon Lininger	Parent or Community Member
Jaspreet Kaur	Parent or Community Member
Mirella Gonzalez	Classroom Teacher
Karen Leppere	Other School Staff
Laura Sudderth	Classroom Teacher
Kaitlin Cardoza	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05-15-23.

Attested:

Principal, Randi Fowzer on May 15, 2023

SSC Chairperson, Laura Ferguson on May 15, 2023