



Manteca Unified School District Strategic Plan

2024-2025

Vision Statement

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

Mission Statement

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

French Camp Elementary School

39685936042311

Manteca Unified School District

39685930000000

School Site Vision

Manteca Unified School District, in partnership with our diverse communities, is dedicated to all students achieving their academic and personal potentials. We are committed to providing a safe environment where quality education establishes the foundation for life-long learning.

School Site Mission

French Camp Elementary will be a 21st Century learning community comprised of students, staff and families. Students will be responsible, productive, confident members of the community who will be lifelong learners. They will have strength of character and be prepared to achieve personal success in high school and beyond.

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
- White subgroup in Chronic Absenteeism and Suspension

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.

French Camp Elementary's plan for student success mirrors the Manteca Unified School District's goals for student success. French Camp's plan includes measurable goals which are designed to address student safety, support our emerging students, and support students in acquiring grade level standards. We strive to create a positive school climate where students feel safe, and parents are an integral part in promoting a positive school culture. We recognize that we must address the needs of our emerging students and their families, particularly our English Language Learners and Socioeconomically Disadvantaged Students, as these represent the majority of our population. All students must have access to core curriculum to meet grade level standards in the content areas through base and supplemental services.

School Site Description

French Camp serves a diverse community encompassing approximately forty square miles and parts of four cities: Manteca, Lathrop, Stockton, and French Camp. French Camp School is a K-8 school within MUSD serving a population of over 600 students. French Camp School operates as a School Based Coordinated Program to facilitate the diverse needs of our K-8 student population. It also serves to coordinate general and categorical resources with maximum flexibility and effect, and to promote operational efficiency in support of learning and teaching.

School Vision: French Camp Elementary will be a 21st Century learning community comprised of students, staff, and families. Students will be responsible, productive, confident members of the community who will be lifelong learners. They will have strength of character and be prepared to achieve personal success in high school and beyond.

During the 2021-22 school year (post-COVID), our full day kindergarten program was reinstated, and it has continued since. This offers our students more time with the teacher and their peers to learn English as well as master the numerous kindergarten standards. French Camp has implemented access time (Eagle Time) at all grade levels, K-8. Access time (Eagle Time) is a dedicated 30-minute block, where all grade levels teach concepts to specific groups of students, based on an assessed need, which supports an essential standard at that grade level. Bilingual aides support the classroom teachers during this time. A master schedule was developed to ensure that all teachers had an aide to assist them during Eagle Time. PLCs meet regularly to review data and plan learning cycles as a grade level. We make decisions on programs and interventions based on a review of data points throughout the year. Data points are used to determine the effectiveness of the program and determine if spending is justified. We work closely with our migrant families and Migrant Education through San Joaquin County Office of Education to provide learning opportunities for students in this demographic. A Migrant Independent Study Program along with a Migrant Extended Day Program were implemented during the 2020-21 school year and has continued since. The Migrant Independent Study program has expanded, and the district has offered to employ a second teacher for this program. The addition of this program is in hopes to better ready our students coming into kindergarten.

French Camp's continued success is a direct result of the many supports we have put in place, as well as our highly trained, dedicated teachers providing strong academic curriculum design in a safe and caring environment. You will find French Camp School to be an excellent school with a positive reputation.

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 Stemsopes 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 Foundations, 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
604	82.6	52.5	0.3
Total Number of Students enrolled in French Camp Elementary 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	317	52.5
Foster Youth	2	0.3
Homeless	48	7.9
Socioeconomically Disadvantaged	499	82.6
Students with Disabilities	61	10.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1
American Indian	1	0.2
Asian	7	1.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	1	0.2
Hispanic	530	87.7
Two or More Races	9	1.5
Pacific Islander	1	0.2
White	49	8.1

Conclusions based on this data:

1. Over 80% of French Camp students are considered Socioeconomically Disadvantaged.
2. Over 50% of all students are English Learners.
3. 87% of all students are Hispanic.



Grade Level Standards

District Goal

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

Site Tier 1 Goal

All students and families will have equitable access to core curriculum and effective tier 1 instruction to meet grade level standards in ELA/Reading and Math as measured by local and state assessments. Furthermore, parents will be offered the opportunity to learn how to best support their children in gaining access to the grade level standards.

CAASPP Results English Language Arts/Literacy (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2351.	2342.		11.67	5.66		5.00	11.32		30.00	26.42		53.33	56.60
Grade 4		2382.	2413.		5.88	11.11		14.71	14.29		14.71	25.40		64.71	49.21
Grade 5		2453.	2425.		8.06	2.90		17.74	15.94		29.03	24.64		45.16	56.52
Grade 6		2483.	2488.		4.92	6.15		19.67	24.62		37.70	32.31		37.70	36.92
Grade 7		2477.	2513.		1.75	3.45		24.56	31.03		28.07	32.76		45.61	32.76
Grade 8		2512.	2489.		2.94	3.45		26.47	25.86		30.88	25.86		39.71	44.83
All Grades	N/A	N/A	N/A		5.85	5.46		18.09	20.49		28.19	27.87		47.87	46.17

CAASPP Results Mathematics (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2373.	2343.		3.28	1.85		19.67	12.96		27.87	18.52		49.18	66.67
Grade 4		2382.	2419.		0.00	3.13		5.88	20.31		35.29	35.94		58.82	40.63
Grade 5		2427.	2420.		4.84	4.11		4.84	4.11		25.81	24.66		64.52	67.12
Grade 6		2450.	2458.		1.64	3.08		14.75	10.77		24.59	33.85		59.02	52.31
Grade 7		2423.	2449.		0.00	0.00		0.00	9.84		29.82	24.59		70.18	65.57
Grade 8		2439.	2415.		1.49	1.72		2.99	0.00		19.40	10.34		76.12	87.93
All Grades	N/A	N/A	N/A		1.86	2.40		7.98	9.60		27.13	25.07		63.03	62.93

CAASPP Results
English Language Arts/Literacy (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	25.96
Female	33.52
Male	18.95
American Indian or Alaska Native	--
Asian	--
Black or African American	--
Filipino	--
Hispanic or Latino	26.09
Native Hawaiian or Pacific Islander	0
Two or More Races	--
White	30.00
English Learners	3.66
Foster Youth	--
Homeless	20.34
Military	0.00
Socioeconomically Disadvantaged	23.96
Students Receiving Migrant Education Services	10.53
Students with Disabilities	9.76

CAASPP Results
Mathematics (All Students)

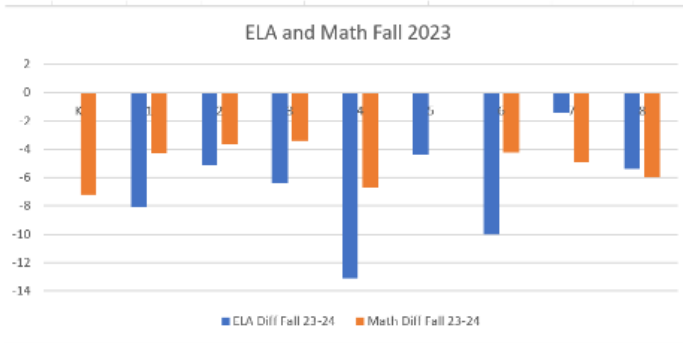
CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	12.00
Female	11.24
Male	12.69
American Indian or Alaska Native	--
Asian	--
Black or African American	--
Filipino	--
Hispanic or Latino	11.18
Native Hawaiian or Pacific Islander	0
Two or More Races	--
White	23.33
English Learners	4.00

CAASPP Student Groups	CAASPP Percent Met or Exceeded
Foster Youth	--
Homeless	9.68
Military	8.33
Socioeconomically Disadvantaged	10.34
Students Receiving Migrant Education Services	7.69
Students with Disabilities	12.20

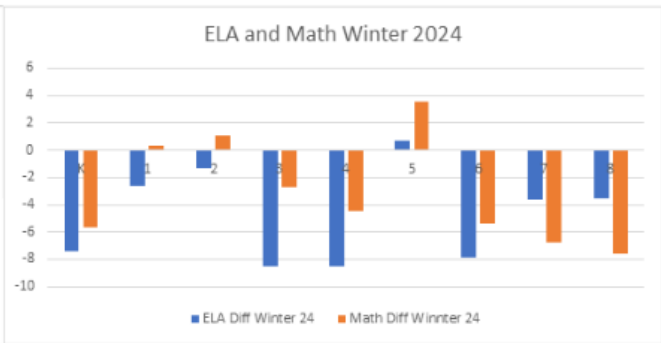
Data

Comparison of French Camp Mean RIT to MUSD Mean RIT by Grade Level

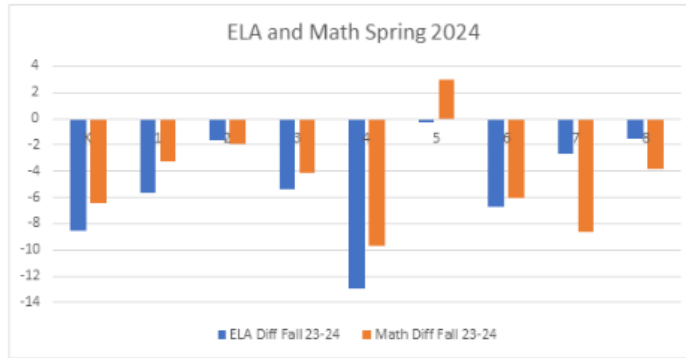
Fall 2023:



Winter:



Spring:

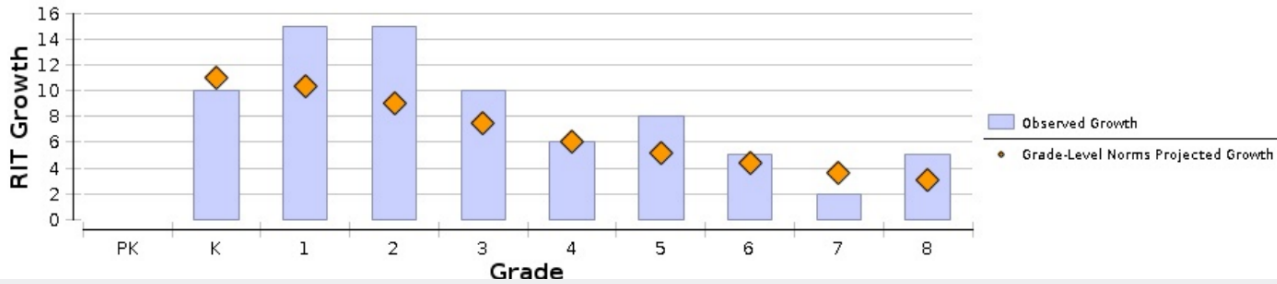


French Camp Elementary

Math: Math K-12

Grade (Winter 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
		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
PK	0	**			**			**					**			
K	40	134.8	10.3	19	144.2	10.8	12	10	0.9	11.0	-1.22	11	40	15	38	38
1	57	149.7	11.6	4	164.9	14.0	19	15	1.3	10.3	3.42	99	57	42	74	72
2	62	163.7	13.6	3	178.4	16.2	17	15	1.7	9.0	4.41	99	62	40	65	59
3	60	176.2	14.4	2	186.3	14.1	6	10	1.1	7.4	2.22	99	60	32	53	53
4	44	187.8	15.3	4	193.8	17.5	4	6	1.5	6.1	-0.07	47	44	23	52	53
5	54	201.8	13.5	16	209.5	14.2	25	8	1.2	5.2	1.90	97	54	37	69	73
6	68	202.1	11.2	5	206.9	11.9	6	5	1.0	4.4	0.32	62	68	34	50	46
7	53	210.4	11.1	13	212.4	11.8	10	2	1.0	3.6	-1.36	9	53	23	43	35
8	53	213.6	10.6	12	218.2	11.6	16	5	1.0	3.1	1.09	86	53	29	55	54

Math: Math K-12



Achievement by Grade

French Camp Elementary | Math K-12

Grade ↑	Achievement Fall 2023-2024 Median and Distribution	Sort by	Number of Students
K	26th 43% (1st-20th), 16% (21st-40th), 21% (41st-60th), 9% (61st-80th), 11% (>80th)	-- select an option --	44
Grade 1	30th 43% (1st-20th), 22% (21st-40th), 28% (41st-60th), 3% (61st-80th), 4% (>80th)		58
Grade 2	20th 53% (1st-20th), 12% (21st-40th), 16% (41st-60th), 17% (61st-80th), 2% (>80th)		64
Grade 3	20th 52% (1st-20th), 29% (21st-40th), 10% (41st-60th), 3% (61st-80th), 6% (>80th)		63
Grade 4	16th 51% (1st-20th), 25% (21st-40th), 10% (41st-60th), 6% (61st-80th), 8% (>80th)		49
Grade 5	34th 30% (1st-20th), 28% (21st-40th), 30% (41st-60th), 9% (61st-80th), 3% (>80th)		57
Grade 6	23rd 45% (1st-20th), 37% (21st-40th), 8% (41st-60th), 10% (61st-80th)		71
Grade 7	26th 39% (1st-20th), 36% (21st-40th), 18% (41st-60th), 5% (61st-80th), 2% (>80th)		56
Grade 8	30th 33% (1st-20th), 37% (21st-40th), 25% (41st-60th), 5% (61st-80th)		57

Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Spring 2023-2024
Tested Fall 2023-2024

Achievement by Grade

French Camp Elementary | Math K-12

Grade ↑	Achievement Winter 2023-2024 Median and Distribution					Sort by	Number of Students
K	31st	43%	25%	7%	20%	5%	40
Grade 1	34th	31%	32%	8%	19%	10%	59
Grade 2	35th	38%	14%	14%	21%	13%	63
Grade 3	21st	47%	20%	20%	7%	6%	70
Grade 4	17th	56%	12%	10%	14%	8%	50
Grade 5	38th	30%	21%	26%	19%	4%	57
Grade 6	22nd	47%	32%	13%	6%	2%	68
Grade 7	25th	38%	38%	15%	5%	4%	60
Grade 8	36th	30%	35%	30%	5%		57



Student Growth Summary Report

Aggregate by School

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

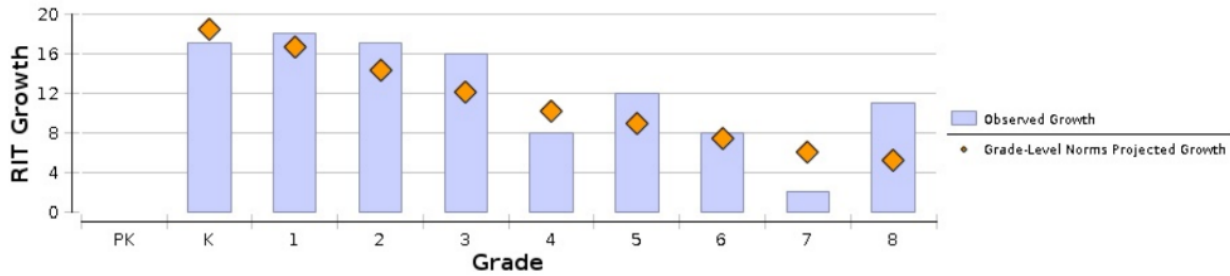
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

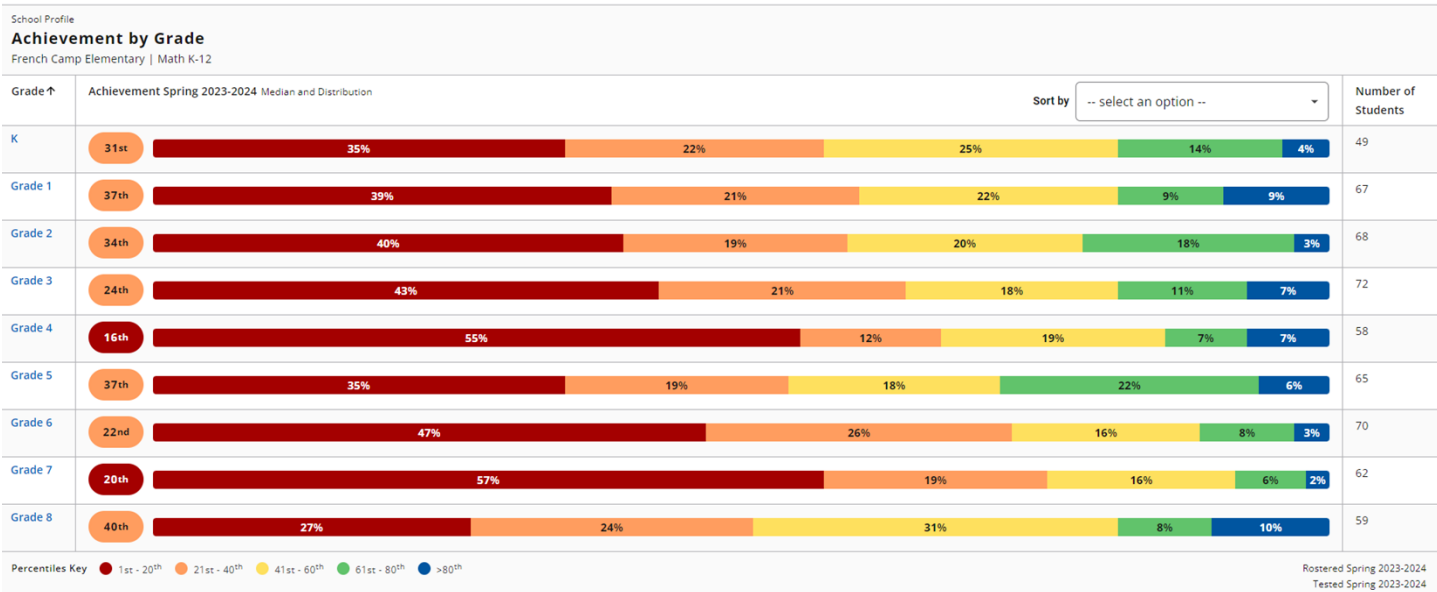
French Camp Elementary

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		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
PK	0	**			**			**					**			
K	44	133.4	10.9	13	150.4	11.4	10	17	1.3	18.4	-0.64	26	44	21	48	44
1	61	151.0	11.8	6	169.2	14.5	12	18	1.2	16.6	0.64	74	61	39	64	58
2	65	164.0	13.4	3	181.0	14.6	9	17	1.3	14.3	1.18	88	65	37	57	63
3	63	176.1	15.0	2	191.6	15.4	7	16	0.9	12.0	1.65	95	63	40	63	65
4	50	187.0	14.8	3	195.4	17.8	2	8	1.2	10.2	-0.90	19	50	20	40	39
5	58	201.3	13.7	14	213.0	17.0	25	12	0.9	8.9	1.21	89	58	36	62	58
6	70	201.5	12.1	4	209.8	14.6	6	8	0.9	7.4	0.42	66	70	37	53	49
7	57	209.8	11.5	11	212.2	13.4	6	2	1.1	6.1	-1.79	4	57	19	33	35
8	56	214.2	10.6	13	224.8	15.8	29	11	1.8	5.2	2.23	99	56	37	66	62

Math: Math K-12





Data Analysis

The comparison chart shows the discrepancy between French Camp and MUSD in terms of average NWEA RIT in Reading and Math by grade level. NWEA MAP testing occurs each trimester. Student results yield individual learning plans. Individual student progress is monitored each trimester. Results from the assessment allow for effective small group instruction. Teachers can identify the assessed skills that each student needs. They collaborate as grade level PLCs to develop a plan to address these learning needs.

Historically, the largest discrepancy between French Camp students and MUSD as a whole is in the area of ELA-Reading. This remains consistent when looking at Kindergarten through 6th grade. In junior high, math is the area which is furthest from the district average.

Teachers at each grade span made commitments to student learning at the beginning of the school year. TK-3 committed to implementing Foundations with fidelity to address the deficiency with our youngest students in mastering foundational skills. Teachers in grades 4-6 chose to focus on Math Thinking Strategies for their students. Teachers in grades 7-8 chose cross-curricular writing as their focus. As a whole, the staff feels strongly that their grade level is following the commitment they made for the year. Based on a staff survey, teachers expressed an interest in having more time to implement the PLC process. A waiver was voted on and approved for 2024-25 school year to allow for Early Release Collaboration time. Professional Development in the area of the PLC process will continue in 2024-25 to ensure sound PLC practices within grade levels and grade spans.

When looking at percentage of students in each quintile for MAP Math, the majority of students fall in the bottom 2 quintiles.

- 4th Grade Fall: 76% in the bottom 2 quintiles
- 4th Grade Winter: 68% in the bottom 2 quintiles
- 4th Grade Spring: 67% in the bottom 2 quintiles
- 5th Grade Fall: 58% in the bottom 2 quintiles
- 5th Grade Winter: 51% in the bottom 2 quintiles
- 5th Grade Spring: 54% in the bottom 2 quintiles
- 6th Grade Fall: 82% in the bottom 2 quintiles
- 6th Grade Winter: 79% in the bottom 2 quintiles
- 6th Grade Spring: 73% in the bottom 2 quintiles

While each grade level reduced the percentage of students in the bottom two quintiles, the majority of students are still in the red or orange bands.

When looking at student growth in MAP from Fall to Winter, grades 1, 2, 3, 4, 5, 6, and 8, had at least half of their students meet their projected learning targets. Kinder and 7th grade students had less than half of their students meet learning targets.

MAP growth from Fall to Spring shows that grades 1,2,3,5,6, and 8 had at least half of their students meet their projected learning targets.

NWEA MAP Math testing occurs in August / September, January, and April. Student results yield individual learning plans. Individual student progress is monitored each trimester. Results from the assessment allows for informed instruction. Teachers have access to information on the specific skills that student need based on their assessment performance. Professional Learning Communities will meet to review data and plan targeted instruction.

In looking at the CAASPP data, our English Learners and our Migrant population had the biggest discrepancy when it came to meeting or exceeding standards. We will continue to refine our Eagles Abroad program to meet the needs of our Migrant students when they are out of the country. Furthermore, we will continue to refine the extended day program with targeted support for our students daily during their time after regular school hours. Our English Learners will continue to receive designated ELD support daily. We will also have a focus on Learning Walks designed to provide feedback on integrated ELD taught throughout the school day at all grade levels.

In order to address the needs based on the data:

PEBC coaching will continue in 2024-25 in grades 4-6 to enhance the rich tasks and math thinking strategies at the intermediate grades.

ILT will meet monthly to analyze data and propose academic decisions schoolwide.

Students will have access to manipulatives, supplies, and technology, in Math.

Tutoring will be available outside of the regularly contracted day. Students will be chosen to meet with teachers outside of the teacher's contractual day. The goal of these tutoring services will be based on data and measured for the duration of the tutoring sessions. Student enrollment will be fluid, based on need.

During the instructional day, teachers will use small group instruction and varied teaching strategies to differentiate instruction based on student need. If Tier 1 instruction is not yielding the desired academic result, Tier 2 interventions will be implemented to meet the assessed learning needs of the students.

Learning walks will be utilized at various times of the day, with particular attention paid to Eagle Time in order to best support the teacher. Feedback will be given to teachers in terms of lesson design, lesson delivery, and focus on standards. Administrators will start the process in September. The learning walk form will be shared with the ILT and adjusted based on their input. Teachers will be given the option to have other teachers observe them. The data that is collected will be anonymous but sorted by grade span and observable traits during the lesson. Roving subs will be used to cover teachers' classrooms on designated learning walk days.

PLC Commitments were put into place during the 2023-24 school year. These will be continued and used as a focus area for grade level collaboration during common planning and collaboration days. Action plans will be developed. Students will be targeted. Data will be collected. Adjustments to the plan will be made based on data.

Student Need 1:

Students need access to tier I instruction through district adopted base and supplemental curriculum and effective instruction to ensure progress toward proficiency in grade level math standards.

SMART Goal 1

By June 2027, 60% of students at each grade level will achieve growth projections in Math as measured by MAP from Fall to Spring annually.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Select students in 4th-6th Grade in Red / Orange MAP band for Math will be given the opportunity to attend after school tutoring to support targeted grade level Math skills. This will take place with our Migrant students during extended day from Aug-Dec. Tutoring will continue for others from Dec-May	%age of students in red / orange band as determined by NWEA MAP School Profile	Spring 2024 4th: 67% 5th: 54% 6th: 73%				Time People
Professional Development in Rich Math Tasks and Thinking Strategies through PEBC for certificated staff in grades 4-6 will continue in 2024-25 to support teacher proficiency in Math Thinking Strategies	Staff Levels of Proficiency Rubric used to monitor staff proficiency in each category of the Math Thinking Strategies.	Fall 2023 to Spring 2024 PD Levels of Proficiency Survey indicate that teachers feel most proficient with Gradual Release and Speaking/Listening. They are least proficient with Intention and Task.				
Implement Math Rich Tasks and Thinking Strategies with fidelity, using varied strategies to assist concrete and abstract learners in	Learning Walks to monitor evidence of Math Rich Tasks in grades 4-6.	TBD: ___/7 teachers in grades 4-6 implementing Rich Tasks with evidence as of 8/2024				

achieving grade level math standards.						
Grade Level PLCs will analyze student data, make decisions based on student need, and design learning experiences for improved student outcomes.	PLC Goal Sheets / Agendas to monitor student data at specified checkpoints throughout the trimester.	In T2 of 2023-24, 100% of grade levels set trimester-long goals with progress checkpoints along the way. In T3 of 2023-24, 75% of grade levels set trimester-long goals with progress checkpoints along the way.				
Implement the Math base curriculum using varied materials and supplies to meet the needs of all learners.	Learning Walks to monitor evidence of varied materials and supplies when implementing math in grades 4-6.	TBD: ___/7 teachers in grades 4-6 using varied materials and supplies when implementing math as of 8/2024				
Acknowledge growth in Math each trimester with incentives or rewards.	# of students identified in Illuminate MAP Growth Fall to Winter and Fall to Spring as meeting growth projections in MAP Math.	Total number of students meeting growth projections Fall to Spring 2023-24: 289				
Acknowledge students achieving the blue band in MAP Math each trimester with incentives or rewards.	# of students identified in MAP School Profile Report for Blue Band in Math	Total number of students in the Blue Band (highest quintile) in MAP Math is 32				

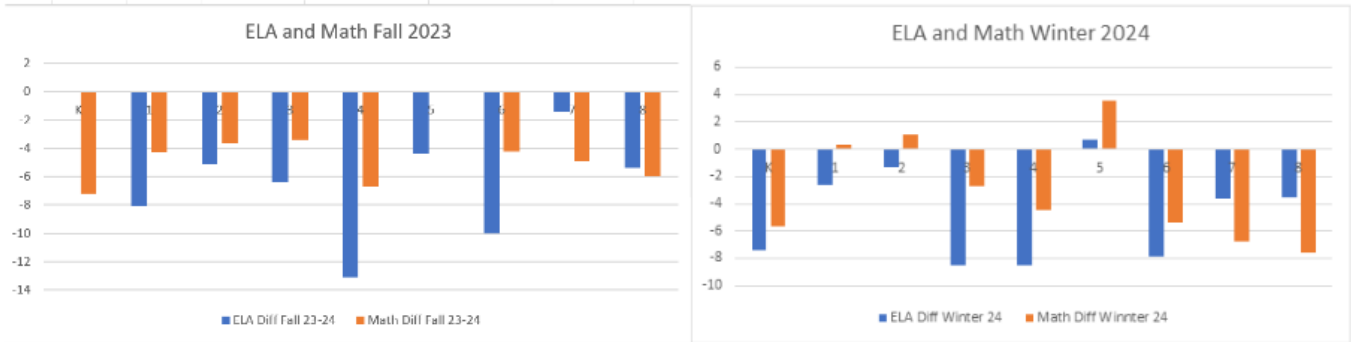
Progress Monitoring

Progress Monitoring

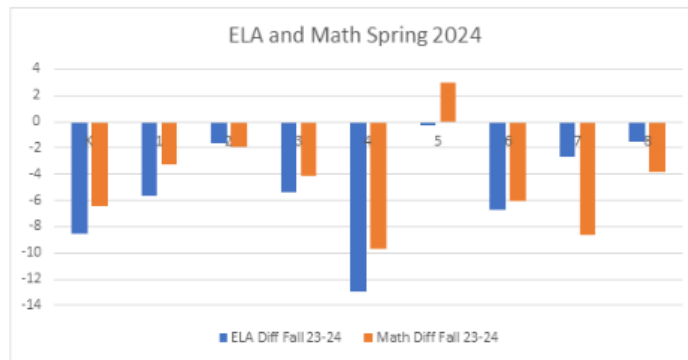
Comparison of French Camp Mean RIT to MUSD Mean RIT by Grade Level

Fall 2023:

Winter:



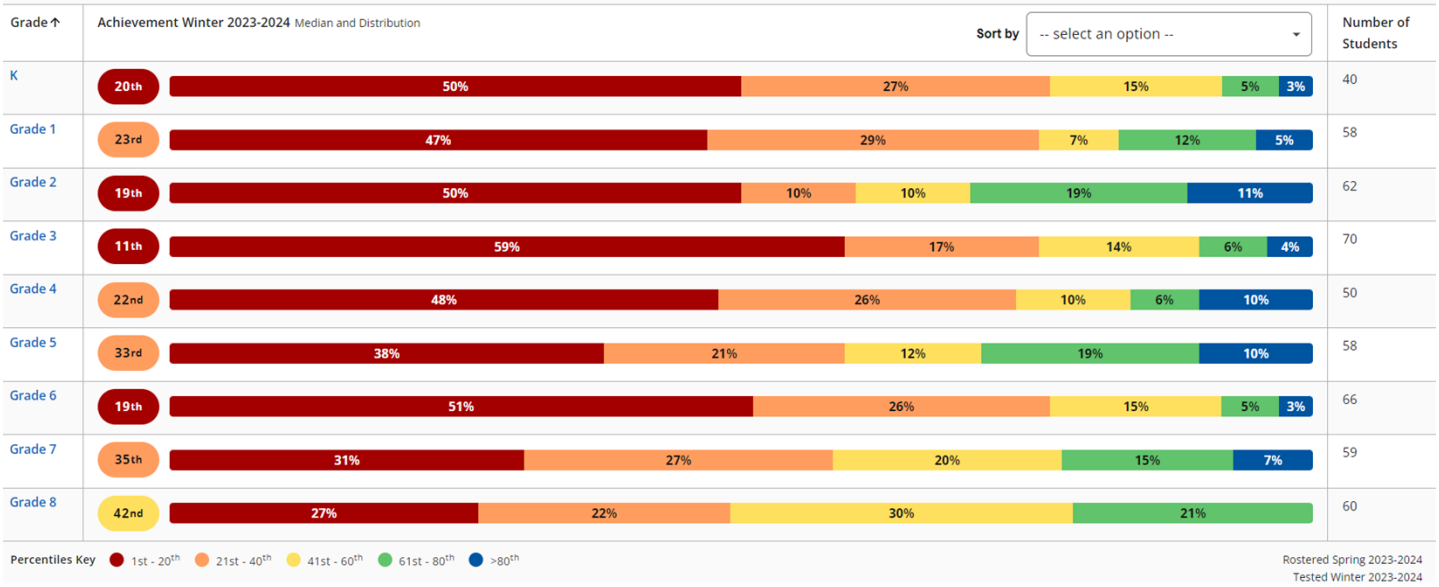
Spring:



School Profile							
Achievement by Grade							
French Camp Elementary Reading							
Grade ↑	Achievement Fall 2023-2024 Median and Distribution			Sort by	Number of Students		
				-- select an option --			
K	54th	33%	27%	27%	13%	15	
Grade 1	9th	71%	8%	15%	3%	3%	61
Grade 2	14th	59%	18%	6%	9%	8%	66
Grade 3	15th	54%	12%	19%	7%	8%	67
Grade 4	11th	62%	16%	10%	6%	6%	50
Grade 5	30th	37%	24%	17%	14%	8%	59
Grade 6	20th	53%	28%	10%	6%	3%	68
Grade 7	40th	22%	31%	25%	15%	7%	59
Grade 8	34th	33%	26%	23%	16%	2%	61

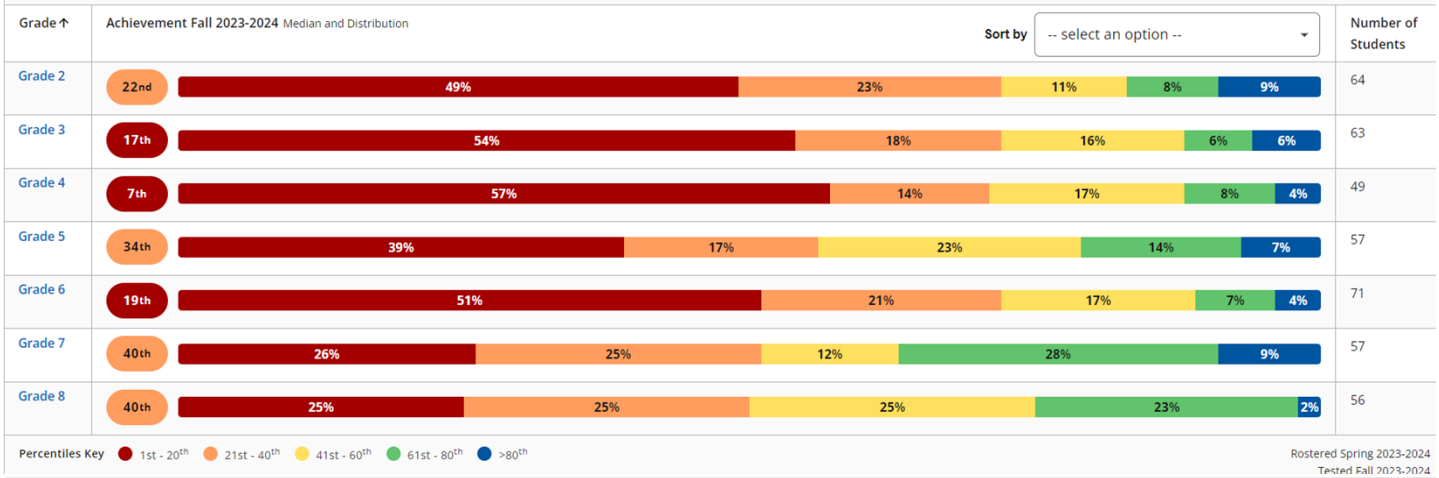
Achievement by Grade

French Camp Elementary | Reading



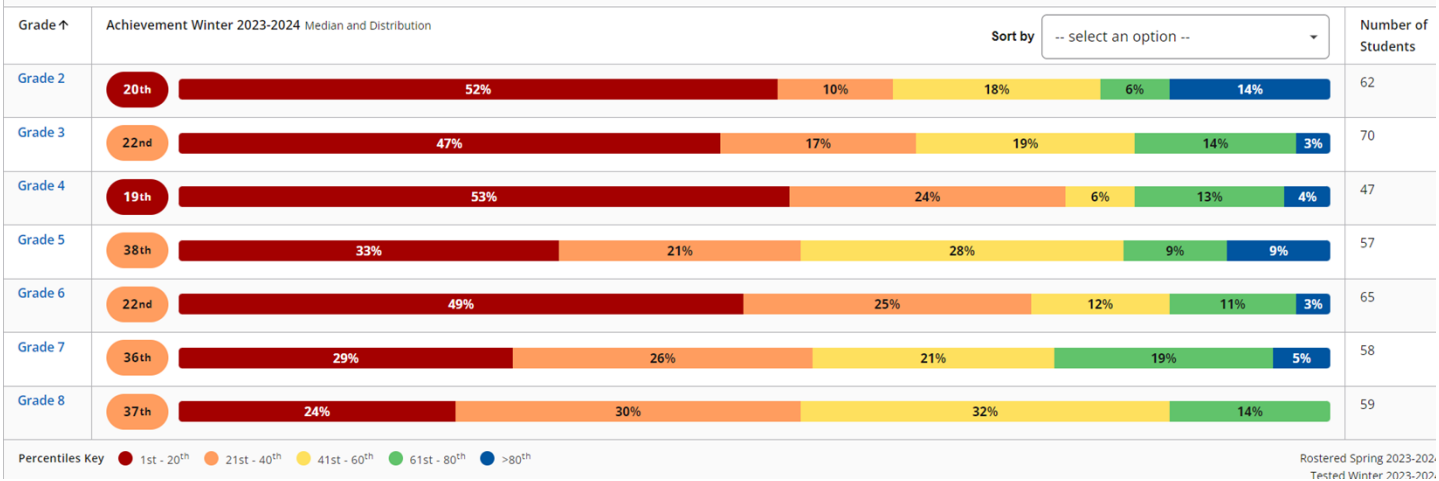
Achievement by Grade

French Camp Elementary | Language Usage



Achievement by Grade

French Camp Elementary | Language Usage

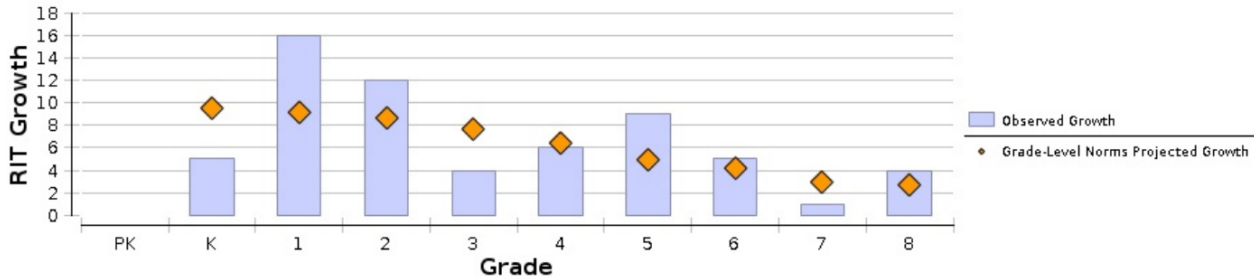


French Camp Elementary

Language Arts:
Reading

Grade (Winter 2024)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
		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
PK	0	**			**			**					**			
K	14	137.6	6.3	57	142.9	10.4	26	5	2.0	9.6	-3.07	1	14	5	36	13
1	54	140.8	12.7	1	156.4	13.7	5	16	1.3	9.1	4.48	99	54	37	69	77
2	61	160.6	14.8	4	172.5	18.3	10	12	1.7	8.6	2.27	99	61	30	49	45
3	60	174.0	16.8	4	178.0	17.1	1	4	1.4	7.6	-2.97	1	60	17	28	18
4	43	179.4	18.8	1	185.6	19.5	1	6	1.4	6.4	-0.16	44	43	18	42	39
5	54	194.5	19.1	8	203.4	15.4	21	9	1.3	4.9	3.50	99	54	39	72	66
6	65	195.4	14.2	2	200.0	13.3	2	5	1.1	4.1	0.46	68	65	33	51	50
7	53	209.5	11.6	26	210.5	14.5	18	1	1.3	3.0	-2.00	2	53	26	49	46
8	56	211.4	11.5	20	215.3	10.5	25	4	1.2	2.7	1.04	85	56	30	54	54

Language Arts: Reading



map Student Growth Summary Report
GROWTH

Aggregate by School

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

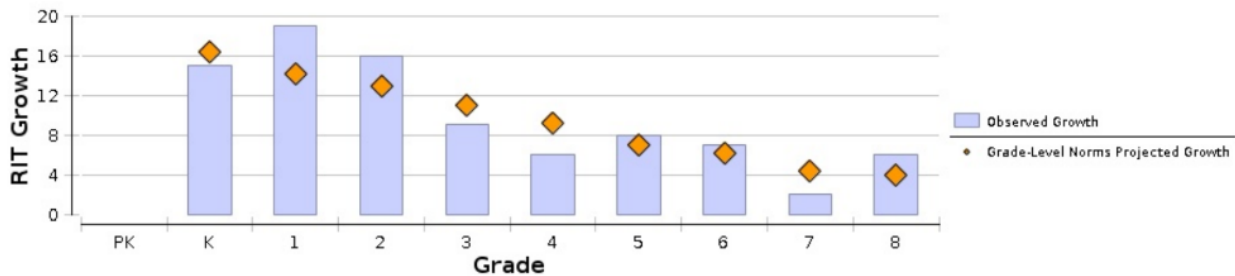
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

French Camp Elementary

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		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
PK	0	**			**			**					**			
K	14	137.6	6.3	57	152.1	10.3	43	15	1.9	16.3	-0.76	22	14	5	36	25
1	57	141.3	12.5	1	159.9	14.7	4	19	1.2	14.1	1.76	96	57	35	61	62
2	65	160.5	14.5	3	176.0	16.5	9	16	1.3	12.9	1.05	85	65	37	57	57
3	62	174.4	16.7	4	183.1	18.7	3	9	1.3	11.0	-1.10	13	62	28	45	42
4	50	178.0	18.4	1	183.5	20.2	1	6	1.3	9.2	-1.79	4	50	14	28	24
5	57	194.4	19.1	8	202.6	18.2	12	8	1.2	7.0	0.59	72	57	28	49	47
6	69	194.1	14.8	1	201.5	13.1	2	7	1.1	6.1	0.73	77	69	36	52	50
7	58	209.2	12.2	25	210.7	12.5	14	2	1.1	4.4	-1.64	5	58	21	36	37
8	57	211.0	11.8	19	216.9	10.9	27	6	1.1	4.0	0.94	83	57	38	67	58

Language Arts: Reading



Data

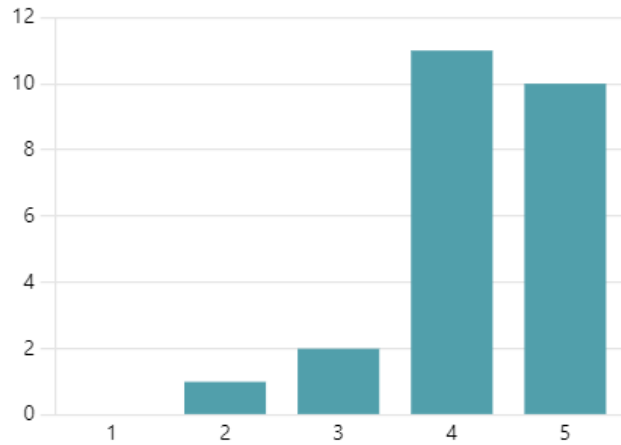
7. COMMITMENTS: TK-3 committed to implementing Foundations with fidelity, 4-6 committed to developing and implementing rich math tasks, 7-8 committed to a cross-curricular focus on the writing process.

How do you feel your GRADE LEVEL is doing in following the commitments? (1=low, 5=high)

[More Details](#)

[Insights](#)

4.25
Average Rating

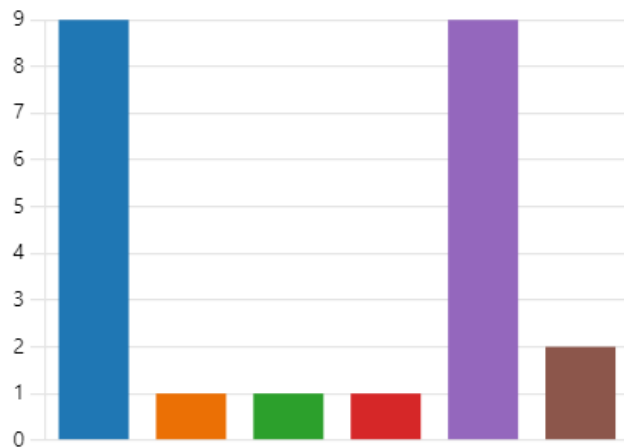


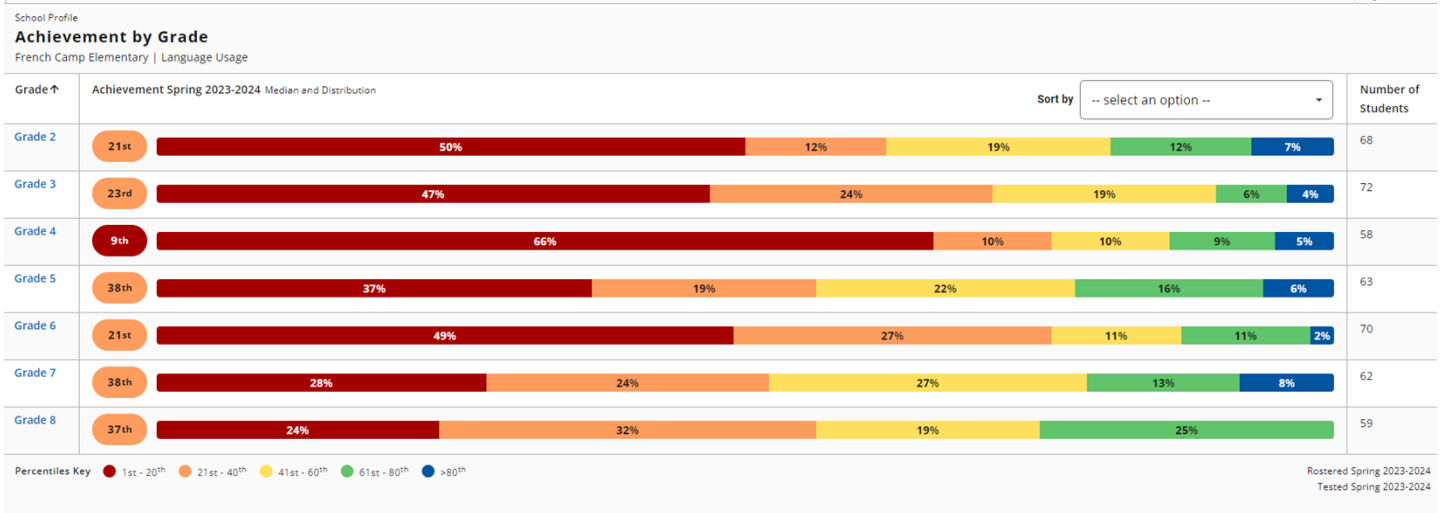
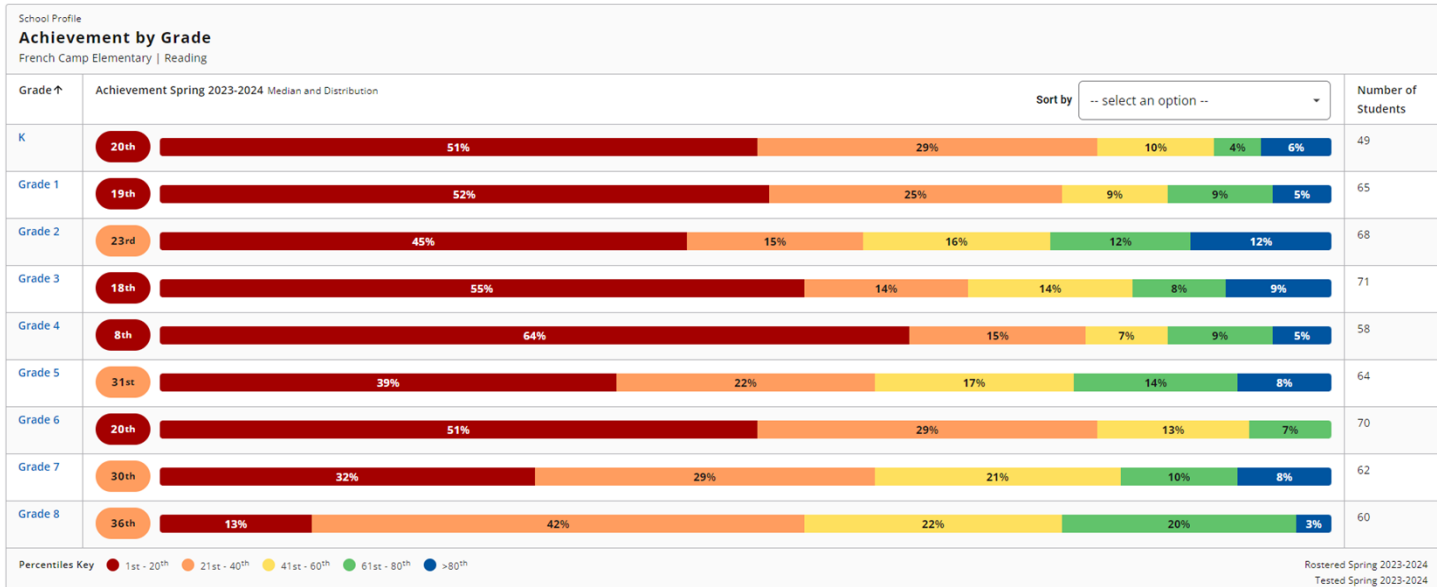
5. What do you need MORE OF to improve the PLC process at your grade level? (if you choose "other" please type in your response)

[More Details](#)

[Insights](#)

- TIME to meet 9
- RESOURCES to fund base materi... 1
- TRAINING on the PLC Process (E... 1
- FEEDBACK on PLC Protocols (Da... 1
- NOTHING. I'm comfortable wit... 9
- Other 2





Data Analysis

The comparison chart shows the discrepancy between French Camp and MUSD in terms of average NWEA RIT in Reading and Math by grade level. NWEA MAP testing occurs each trimester. Student results yield individual learning plans. Individual student progress is monitored each trimester. Results from the assessment allow for effective small group instruction. Teachers can identify the assessed skills that each student needs. They collaborate as grade level PLCs to develop a plan to address these learning needs.

Historically, the largest discrepancy between French Camp students and MUSD as a whole is in the area of ELA-Reading. This remains consistent when looking at Kindergarten through 6th grade. In junior high, math is the area which is furthest from the district average.

Teachers at each grade span made commitments to student learning at the beginning of the school year. TK-3 committed to implementing Foundations with fidelity to address the deficiency with our youngest students in mastering foundational skills. Teachers in grades 4-6 chose to focus on Math Thinking Strategies for their students. Teachers in grades 7-8 chose cross-curricular writing as their focus. As a whole, the staff feels strongly that their grade level is following the commitment they made for the year. Based on a staff survey, teachers expressed an interest in having more time to implement the PLC process. A waiver was voted on and approved for 2024-25 school year to allow for Early Release Collaboration time. Professional Development in the area of the PLC process will continue in 2024-25 to ensure sound PLC practices within grade levels and grade spans.

When looking at achievement levels for Reading in the Fall 2023, each grade level (who tested a full class) had at least 50% of students in the lower 2 quintiles. In the Winter of 2024, the bottom quintile (red) reduced for all grade levels except for 3rd grade. In looking at the quintiles from Fall to Spring, grades 1, 2, 6, and 8, reduced the percentage of students in the red quintile.

When looking at achievement levels for Language Usage in Fall 2023, each grade level (2nd-8th) had at least 50% of students in the bottom 2 quintiles. By Winter of 2024, this remained consistent for ELA-Language Usage. Comparing Fall to Spring data in Language Usage, grades 3, 5, 6, and 8, reduced the percentage of students in the red quintile.

When looking at student growth in MAP from Fall to Winter, grades 1, 5, 6, and 8, had at least half of their students meet their projected learning targets. MAP data from fall to spring shows that 1st, 2nd, 6th, and 8th, had at least 50% of their students who met their growth projections in Reading. Kinder, 3rd, 4th, 5th, and 7th grade students had less than half of their students meet learning targets in Reading from Fall to Spring. In order to reduce the learning gap between our site and the district average in reading, our youngest students need to be adept in foundational skills. This will lead to reading for information in the intermediate grades. The junior high students need to apply their knowledge of reading to best respond to literature accurately and articulately.

In looking at CAASPP Reading data, the largest discrepancy in meeting or exceeding standards is with our English Learners. We have over 350 English Learners at French Camp. Their needs are best addressed with effective Tier 1 instruction, designated ELD for 30 minutes daily, and integrated ELD throughout the school day in all content areas. Another group whose data shows a significant discrepancy as compared to all students is our Migrant group. We will continue to fine tune and adjust our extended day program and our Eagles Abroad program to meet their learning needs.

In order to address the needs based on the data:

Access time (Eagle Time) will continue to be offered at all grade levels during the school day. Eagle Time's focus will continue to be in English Language Arts for K-3 and 7-8. In following the PLC process and using the 10-day cycle of learning, teachers will identify essential standards, assess students for understanding of the standard, instruct students on the pre-requisite skills necessary to achieve that standard during Eagle Time, re-assess the standard, and make adjustments as necessary to their groupings during Eagle Time. In grades Kindergarten-6th, Eagle Hour backs up to ELD time and a bilingual aide is slated for each class during that time. During school hours, teachers use small group instruction and varied teaching strategies to differentiate instruction based on student need. As identified by the teacher's needs assessment, ample time is given throughout the year for teachers/grade levels/grade spans to plan and develop timelines for skill assessments. If Tier 1 instruction is not yielding the desired academic result, Tier 2 interventions are implemented to meet the assessed learning needs of the students. Teachers have access to materials, equipment, and supplies, in order to support base programs. Students who are struggling to meet grade level standards will have access to after-school tutorials with teachers outside of their contractual day and the selection process will be based on data. Student enrollment will be fluid, based on need K-3 teachers will have continuity throughout the grade levels with Foundations.

The M-Wing has a common learning area in the center of the structure. This serves as a designated literacy common space. Teachers in this building commit to creating a space for cross-curricular, multi-aged use to develop literacy skills from primary through junior high. The planning for use of this space needs to be intentional and based on student need

Learning walks are utilized at various times of the day, with particular attention paid to Eagle Time. Administrators start the process in September. The learning walk form is shared with the ILT and adjusted as needed. Teachers are given the option to have other teachers observe them. The learning walk forms are non-evaluative. They are simply designed to provide feedback to teachers on the positive instructional methods we observe and provide some feedback or ideas on what else could be done. The data that is collected will be anonymous but sorted by grade span and observable traits during the lesson. Roving subs will be used to cover teachers' classrooms on designated learning walk days.

District and site level professional learning and collaboration, institutes for ELA, and collaboration time, will be made available.

Teachers in primary, intermediate, and jr high agree that the focus area should be in Foundational Skills. There are large numbers of our students reading at least 2-3 grade levels below where they are placed. The majority of teachers indicated in a Needs Assessment Survey that an Intervention Teacher be hired for intensive Reading Instruction based on assessed learning needs.

Student Need 2:

Students need access to tier I instruction through district adopted base and supplemental curriculum and effective instruction to ensure progress toward foundational literacy skills and writing for information.

SMART Goal 1

By June 2027, 60% of students at each grade level will achieve growth projections in Reading as measured by MAP from Fall to Spring annually.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Select students in the 1st-3rd Grade Red / Orange MAP band for ELA Reading will be given the opportunity to attend after school tutoring to support basic reading skills. Our Migrant students will receive support during extended day.	# of students demonstrating understanding from a Pre- to Post-assessments on targeted reading skills.	Pre-Assessment (TBD) 1st: 2nd: 3rd:				Time Money People
Select students in the 7th-8th Grade Red / Orange MAP band for ELA Language Usage will be given the opportunity to attend after school tutoring to support basic Language Usage skills	# of students demonstrating understanding from a Pre- to Post-assessments on targeted reading skills.	Pre-Assessment (TBD) 7th: 8th:				Time Money People
Intervention position will	# of students demonstrating	Pretest TBD: 1st:				Time Money

conduct learning lab to meet with students in grades 1-3 who are in the in the red/orange band according to MAP Reading.	understanding from a Pre- to Post-assessments on targeted reading skills.	2nd: 3rd:				People
Acknowledge growth and achievement in Reading and Language Usage with incentives or rewards. Acknowledge students achieving the blue band in MAP Reading each trimester with incentives or rewards.	# of students identified in Illuminate MAP Growth Fall to Winter and Fall to Spring as meeting growth projections in MAP Reading # of students identified in MAP School Profile Report for Blue Band in Reading and Language Usage	Total number of students meeting growth projections Fall to Spring 2023-24: 243 Total number of students in the Spring Blue Band (highest quintile) in MAP Reading is 35				Time Money
Implement base Reading curriculum with fidelity, including manipulatives, technology peripherals, and other supplies, to improve student outcomes.	Learning Walks to monitor evidence of manipulatives and technology during core Reading instruction in grades K-3 and 7-8.	___/11 teachers in grades K-3 and 7-8 implementing base Reading curriculum as of 8/2024				Time Money
Implement Foundations with fidelity in grades K-3 using supplies and materials necessary for the program to improve student outcomes including additional coaching and support.	Use Learning Walks to identify the # of teachers implementing Foundations with fidelity. Using criteria as determined by grade span: <ul style="list-style-type: none"> • Dedicated space with an unobstructed view • Verbiage • Following the script 	___/11 teachers in grades K-3 implementing Foundations with fidelity as of 9/2024				Time Money People
LaRose training on PLCs to analyze student data, make decisions based on student need, and design	# of teachers indicating "strengths of their team" according to the collaboration and	TBD: Rating Scale: Fall 2024 indicates ___ teachers feel the majority of				Time People Money

targeted skill-based timelines to improve student outcomes.	intervention rating scale for PLC teams.	indicators are a strength for their PLC team.				
Offer high-interest books in the library and on SORA for students to access at all age ranges to increase literacy skills when visiting the library.	# of book reviews completed by students.	# of student book reviews in 2024: 395				Time Money People
Instructional Specialist will provide direct support for Tier I inclusive instruction for highly effective collaborative teams focusing on the Just Words curriculum for grades 4-8.	# of students in grades 4-8 demonstrating an increase in achievement from Pre- to Post-Test in targeted skills.	Pre-Test TBD				Time People
Professional Development Day for 7th-8th to support language usage / writing for information across curricular areas.	# of teachers indicating peak performance on Language Usage and Writing self-assessment rubric.	4/4 of teachers indicating peak performance as of Aug 2024				Time People

Progress Monitoring

Progress Monitoring

Data

Student Need 3:

SMART Goal 1

Implementation Plan

						Time Money People
						Time Money People
						Time Money People
						Time People
						Money Time People
						Time Money
						Time Money

Progress Monitoring

Progress Monitoring



District Goal

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

Site Tier 1, 2, and 3 Goals

Tier 1 Goal: Students, staff, and community will feel safe in the school environment and learners will be engaged in their studies as measured by pupil engagement and needs assessments.

Tier 2 Goal: Students with chronic absenteeism will be contacted by members of the school's Attendance Committee to address immediate needs for families in terms of attendance. Barriers to attendance will be identified and shared with families. Assistance will be offered to families to address attendance needs.

Tier 3 Goal: Through the COST team, district employees will work collaboratively with families to develop an action plan with tangible goals to address learning loss due to absences or behaviors.

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.

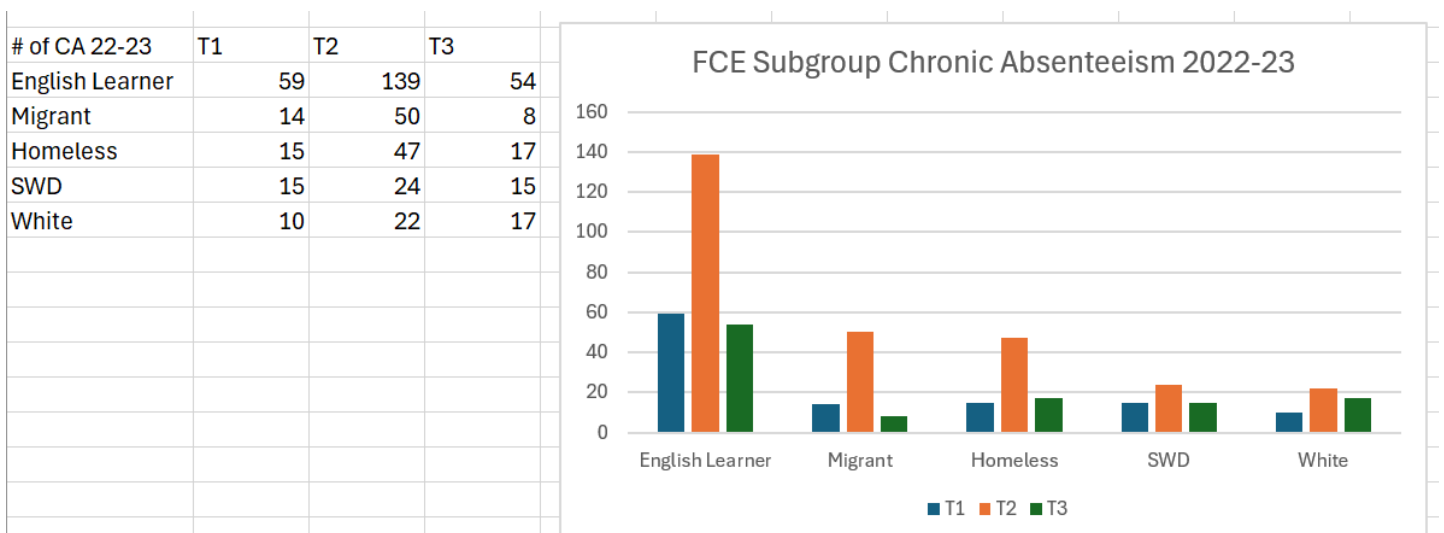
Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.50	3.57	0.91	4.62	0.20	3.17
Expulsions	0.00	0.00	0.01	0.09	0.00	0.07

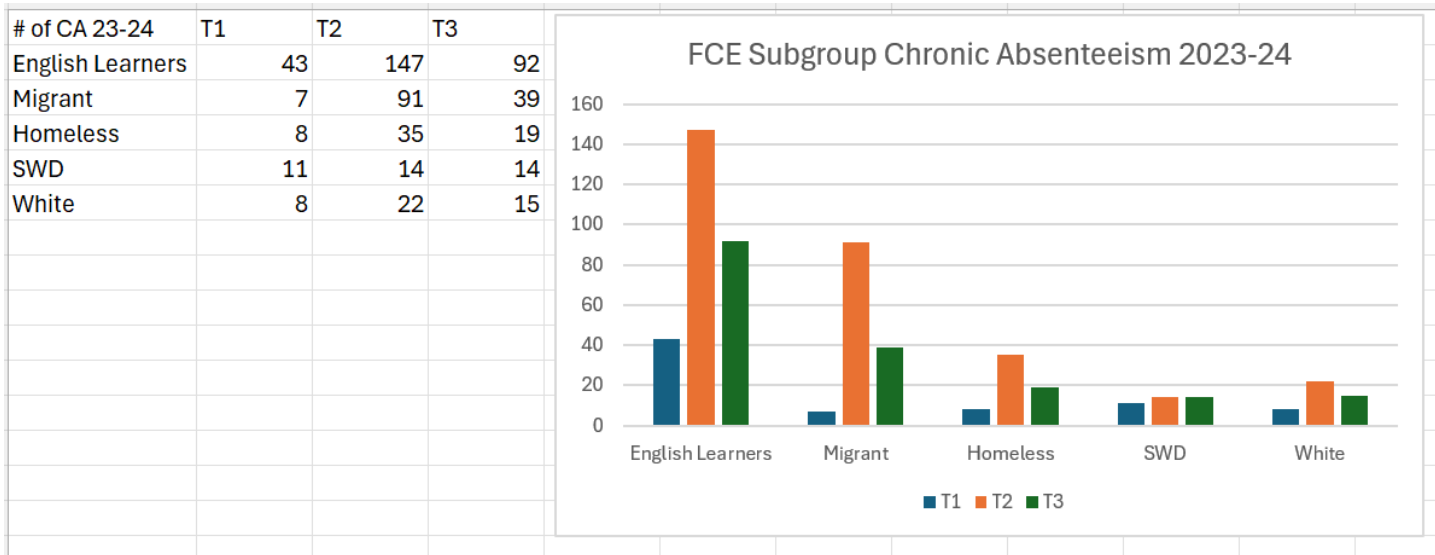
This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the 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	2.84	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	703	664	219	33.0
Female	339	319	109	34.2
Male	364	345	110	31.9
American Indian or Alaska Native	1	1	0	0.0
Asian	14	10	3	30.0
Black or African American	18	13	6	46.2
Filipino	5	3	2	66.7
Hispanic or Latino	588	567	180	31.7
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	10	10	3	30.0
White	66	59	24	40.7
English Learners	358	351	103	29.3
Foster Youth	8	5	2	40.0
Homeless	130	122	45	36.9
Socioeconomically Disadvantaged	588	562	188	33.5
Students Receiving Migrant Education	132	132	27	20.5
Students with Disabilities	83	81	32	39.5



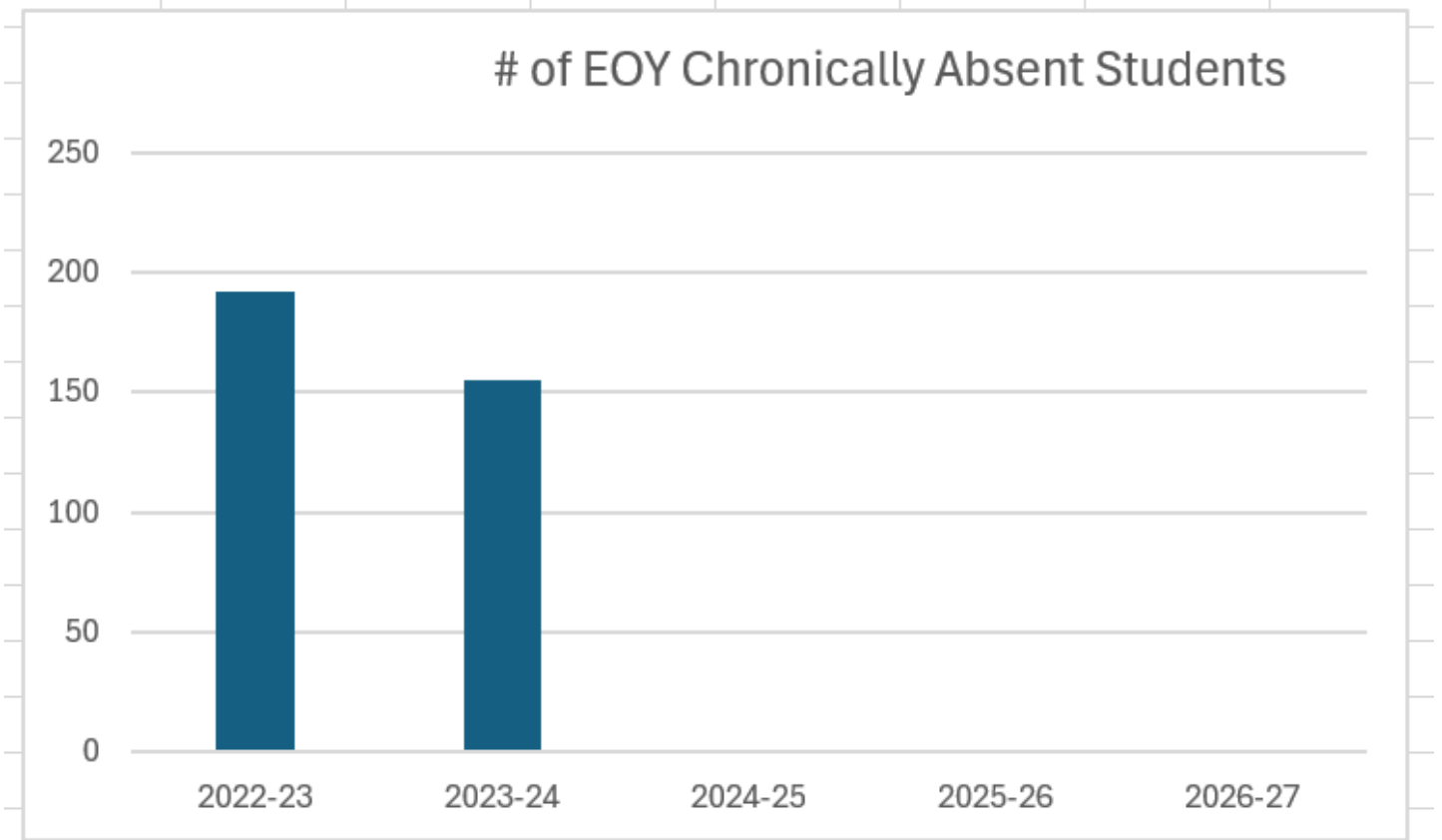


Chronic Absence Report **59 Total in White Subgroup**
 French Camp Elementary **23/59 are Chronically Absent = 39% of White Subgroup is Chronically absent**
 Date Range: 08/04/2022 - 05/26/2023
 Printed: 4/2/2024 9:45 AM

Student	Track	Grade	Days Enrol	Days Absent	Percent Absent	Phone Number
	FCE 22/23	00	50	14	28	
	FCE 22/23	00	180	21	11.67	
	FCE 22/23	00	180	20	11.11	
	FCE 22/23	00	180	20	11.11	
	FCE 22/23	00	180	21	11.67	
	FCE 22/23	00	26	6	23.08	
	FCE 22/23	01	180	22	12.22	
	FCE 22/23	01	170	78	45.88	
	FCE 22/23	01	180	20	11.11	
	FCE 22/23	01	85	22	25.88	
	FCE 22/23	02	105	19	18.1	
	FCE 22/23	02	180	21	11.67	
	FCE 22/23	02	180	23	12.78	
	FCE 22/23	02	85	14	16.47	
	FCE 22/23	02	180	27	15	
	FCE 22/23	05	78	42	53.85	
	FCE 22/23	06	180	29	16.11	
	FCE 22/23	07	18	2	11.11	
	FCE 22/23	08	170	37	21.76	
	FCE 22/23	08	180	21	11.67	
	FCE 22/23	08	180	20	11.11	
	FCE 22/23	08	180	19	10.56	
	FCE 22/23	08	180	48	26.67	

A	B	C	D	E	F	G
Chronic Absence Report	48 Total in White Subgroup					
French Camp Elementary	16/48 are Chronically Absent = 33% of White Subgroup is Chronically absent					
Date Range: 08/03/2023 - 04/02/2024						
Printed: 4/2/2024 9:42 AM						

Student	Track	Grade	Days Enrolled	Days Absen	Percent Absent	Phone Number
	FCE 23/24	00	141	17	12.06	
	FCE 23/24	02	142	22	15.49	
	FCE 23/24	02	141	30	21.28	
0	FCE 23/24	02	142	19	13.38	
1	FCE 23/24	03	142	19	13.38	
2	FCE 23/24	03	72	39	54.17	
3	FCE 23/24	03	142	38	26.76	
4	FCE 23/24	04	72	40	55.56	
5	FCE 23/24	07	28	6	21.43	
6	FCE 23/24	07	142	54	38.03	
7	FCE 23/24	08	142	21	14.79	
3	FCE 23/24	08	142	19	13.38	
9	FCE 23/24	08	142	15	10.56	
0	FCE 23/24	TK	142	18	12.68	
1	FCE 23/24	TK	142	46	32.39	
2	FCE 23/24	TK	142	27	19.01	



LEARN MORE
Chronic Absenteeism

All Students State



Yellow

33% chronically absent

Declined 5.3% ⬇️

EQUITY REPORT

Number of Student Groups in Each Level



View More Details →

White

Student Group State



Red

40.7% chronically absent

Increased 2.4% ⬆️

Number of Students: 59

Grade	Date	# of Abs on Field Trip Days	Positive Attendance %age
K	18-Oct	2	96
1	18-Jan	1	99
2	8-Apr	10	85
3	19-Oct	4	95
5	3-Apr	3	95
8	23-Jan	1	98

Chronically Absent Groups	# of CA Students	# of Total Population	%age of Chronic Absenteeism
Whole School	160	601	27%
White	15	47	32%
Students With Disabilities	14	44	32%

Data Analysis

In tracking chronic absenteeism for the past 2 years by trimester and significant subgroup, this data shows that all significant subgroups (EL, Migrant, Homeless, SWD, and White) reduced chronic absenteeism rates during T1. When looking at the 2 years of data during T2, English Learners and Migrant students increased their Chronic Absenteeism. White students stayed the same during T2 as compared to the previous year. This data shows that Chronic Absenteeism continues to be an ongoing area of need for our French Camp students. The end-of-year data shows that 27% of all French Camp students were chronically absent. The White subgroup reduced their chronic absenteeism rate to 32%. The Students with Disabilities reduced their chronically absent rate to 32% as well. These are significant reductions for both groups, but still need to be addressed.

White students continue to be identified as an ATSI group for 2024-25. Homeless and Students With Disabilities are no longer identified as ATSI group for 2024-25. If the gains continue for positive attendance, I believe the White subgroup will be taken off of the ATSI list.

The increase from T1 to T2 for the past 2 years with the English Learner, Migrant, and Homeless subgroups, can be explained to a point. From December 15 to March 15, the artesis for our Migrant Students close. If our families return to the United States before the opening date in March, they may reside with a friend or family member. This qualifies the families as homeless, which increases our numbers in that subgroup. Further, many of our Migrant students are Second Language Learners. If they leave the country when the camps close, this too has an impact on our Chronically Absent numbers for the English Learner subgroup.

In 2022-23, we had a total of 59 students identify as part of the White ethnicity category. Twenty-three out of the 59 were chronically absent. This equates to 40% of the White subgroup as being considered Chronically Absent. Of those 23 chronically absent students, 13 no longer attend FC, 5 are still attending FC but are not chronically absent anymore, and 5 are still attending FC and remain on the chronically absent list.

In 2023-24, we have a total of 47 students identifying as part of the White ethnicity category. Sixteen out of the 48 were chronically absent. This equates to 32% of the White subgroup as being considered Chronically Absent. This is an improvement from 2022-23. Of the 5 students who have been on the Chronically Absent list for 2 years, 2 are out due to medical reasons. Two of the five students have more absences this year than last. One of the five students has fewer absences this year than last.

The total number of Chronically Absent students in 2022-23 totaled 192. Currently (as of April 2024), the 2023-24 school year shows 155 Chronically Absent students. This is a reduction of 19% in chronically absent students. Students who are chronically absent may be gone for a variety of reasons including illness, consequences for misbehavior, or truanancies. As a site, we need to ensure that we are providing high interest activities and events to engage students. We also need to promote the importance of being to school every day, on time, ready to learn.

On Field Trip days, the positive percentage attendance rate increases dramatically for most grade levels. The data shows that in all but 2nd grade, the positive percentage attendance rate was at least 95%.

Student Need 1:

Reduce chronic absenteeism for our significant subgroups, including our ATSI White Subgroup, through engaging activities, parent communication, and programs in an effort to expose students to the base curriculum.

SMART Goal 1

By June 2027, chronic absenteeism rate will reduce by 10% for each significant subgroup as determined by end-of-year Q Chronic Absenteeism report.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Offer attendance incentive after school for students with "Excellent" attendance (less than 3 absences / trimester) to reduce absenteeism rate.	# of students each trimester with fewer than 3 absences.	EOY Chronic Absenteeism report show 27% chronic absenteeism rate for 23-24.				Time People Money
Implement after school activities / events / excursions / community nights for students and families to support student engagement and improve attendance.	Positive percentage rate on special event days compared to average daily attendance rate.	Positive percentage average for the whole school in 2023-24 is: 91.5% as of April 2024.				Time Money People
Host celebrations / performances where students perform for families to increase school connectedness and community engagement. Student eligibility will be determined by attendance and suspension records,	# of students with less than a 10% absenteeism rate	EOY Chronic Absenteeism report show 27% chronic absenteeism rate.				Time Money People
Absenteeism committee will meet monthly to analyze chronic absence data, contact parents, message students, and develop ways to promote positive attendance.	# of chronically absent students by month	T3 Chronic Absenteeism Log from May 2024: 160 students				Time People

Share monthly attendance stats with staff including whole school results and a breakdown by grade level. Provide incentives to grade levels who earn the recognition.	Positive %age rate by grade level.	2023-24 GL Attendance by Month spreadsheet https://musd-my.sharepoint.com/:x/g/personal/rknapp_musd_net/ETx5mPipCTJHoJDGh_kEk60Bh0QO0pmAprDqRJlxXoud3w?e=Qu0dak				Time People
Recognize positive attendance through the PBIS incentive behavior model.	Monthly ADA reports for positive %age rate by grade level.	Monthly Positive %age Attendance from 2023-24: Aug: 94%; Sep: 95%; Oct: 93%; Nov: 93%; Dec: 89%; Jan: 83%; Feb: 90%; Mar 91%; Apr: 92%; May: 93%				People Time Money
COST team meets weekly to address student needs who are chronically absent.	# of students on COST spreadsheet due to attendance concerns.	# of chronically absent students in COST 2023-24: 98				People Time
Utilize VCC as a means of supporting students and their emotional needs at school..	VCC Roster of Students to track the number of students referred for VCC services.	# of students VCC met with in 2023-24: Approximately 190 students				Time Money People
Coordinate field trips / assemblies / programs / excursions (including Science Camp equity) to foster experiences that students may not otherwise get to experience.	Positive %age of attendance on days of excursions to compare with average daily attendance.	95% positive percentage of attendance rate on Field Trip days in 2023-24				Time Money People
Offer engaging electives to students, increasing their	Top 3 elective results from Jr High Elective Survey.	Baseline May 2024: Leadership, Teacher				

connectedness to school and prepare them for high school		Assistant, Bridge to Success				
Monitor our ATSI subgroup (White Subgroup) for absences.	# of students absent in White subgroup	15/47 students in White subgroup were chronically absent in 2023-24				

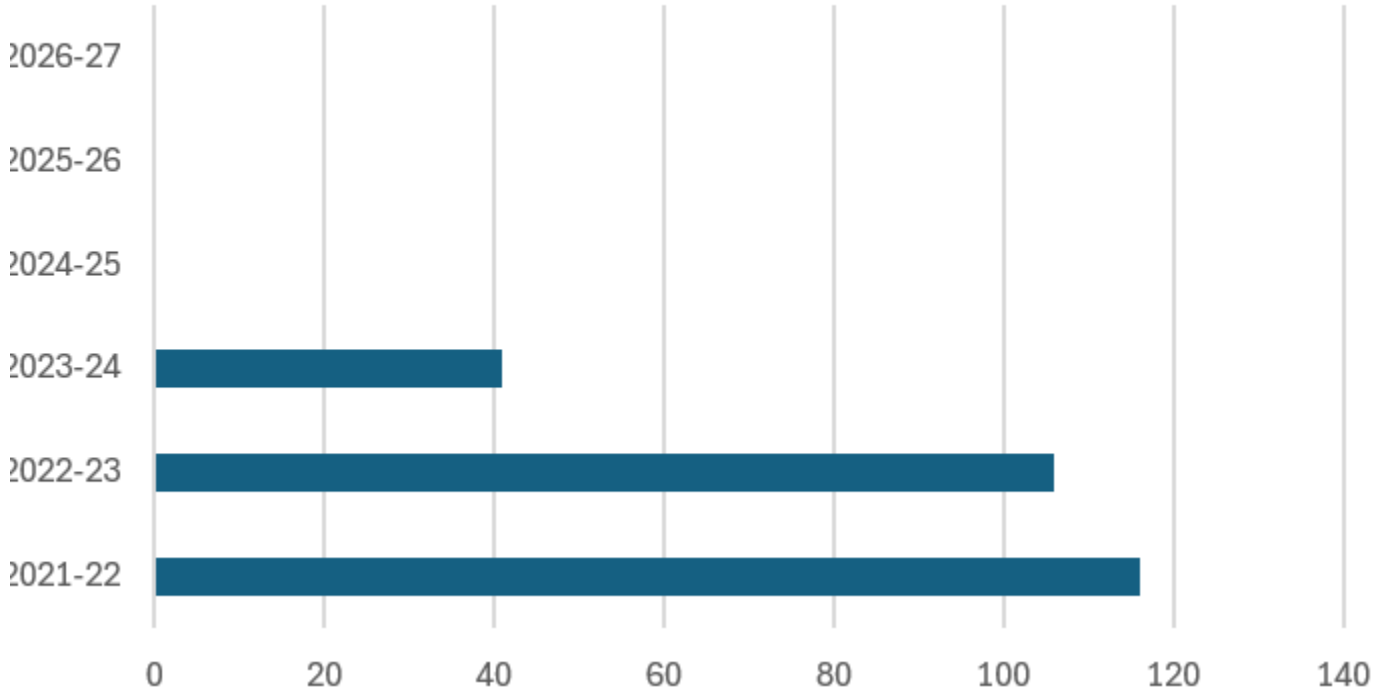
Progress Monitoring

SMART Goal(s) and How to Measure the Progress	Analysis of Data	Review Growth/Effectiveness of action items with team members. Who? How? When?	Evaluation/Next Steps
Benchmark 1: Chronic absenteeism among subgroups (Q report) monitored each trimester.	Subgroups of English Learners, Homeless, Migrant, and SWD had significantly high numbers of CA in the 2nd trimester.	CA Committee meets at the end of the year and contacts families of CA students, relaying a positive message of "We Missed You." CA Committee meets 6 times per year to identify CA students and plan activities to recognize improved attendance.	
Benchmark 2: Monthly attendance shared with staff. Grade levels identified as highest positive percentage. Individual classes at each grade span with the highest positive percentage for the month will earn a popcorn party. Daily attendance flags hung outside each classroom with perfect attendance. Individual students with perfect attendance honored at assemblies.	During 2023-24, we began a recognition campaign ranging from the site-level to the individual level. Classes used this recognition to motivate students to be at school every day, on time.	Admin will share positive percentage attendance with staff and honor the top 3 grade levels who have the highest positive attendance each month. Grade levels displayed in cafeteria. VP will honor classes at each grade span with the highest percentages with a popcorn party during their recess time once/month. Classrooms will hang their Perfect Attendance banner each day they have perfect attendance. Individual	

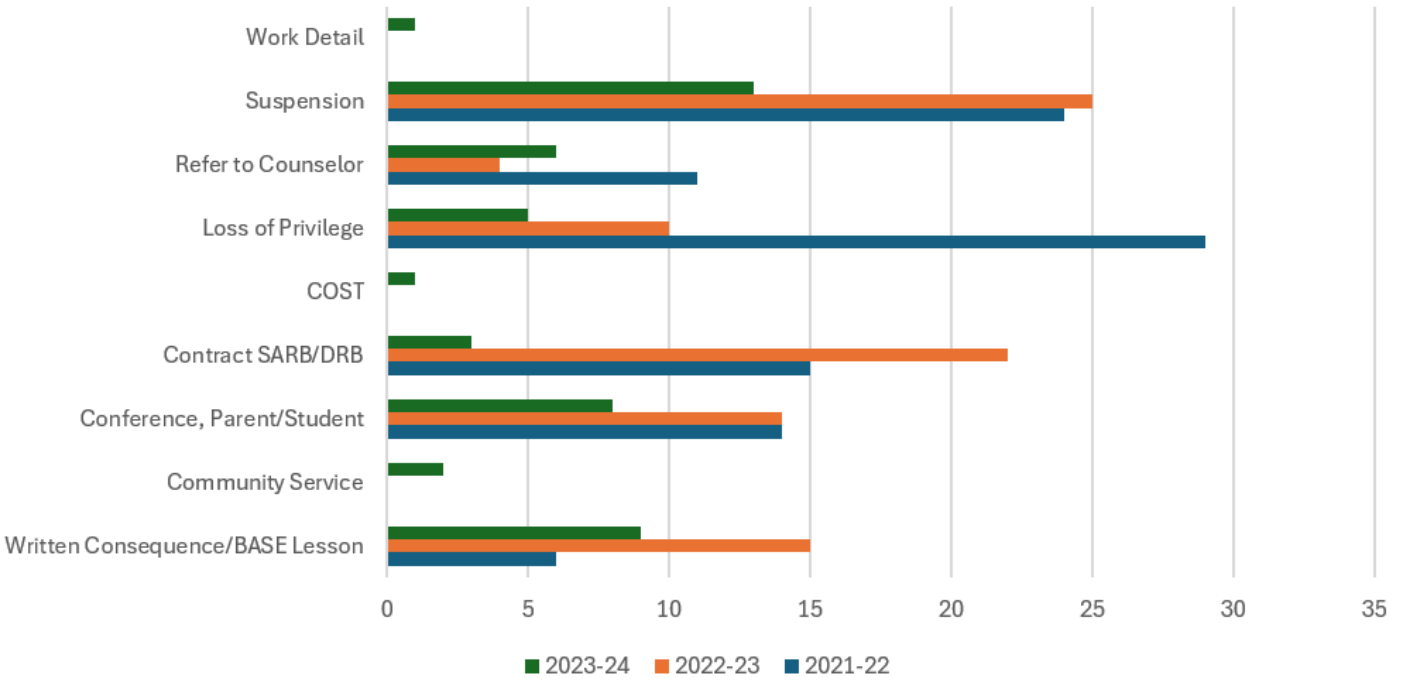
		families will be contacted if attendance remains poor	
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Progress Monitoring

of incidents

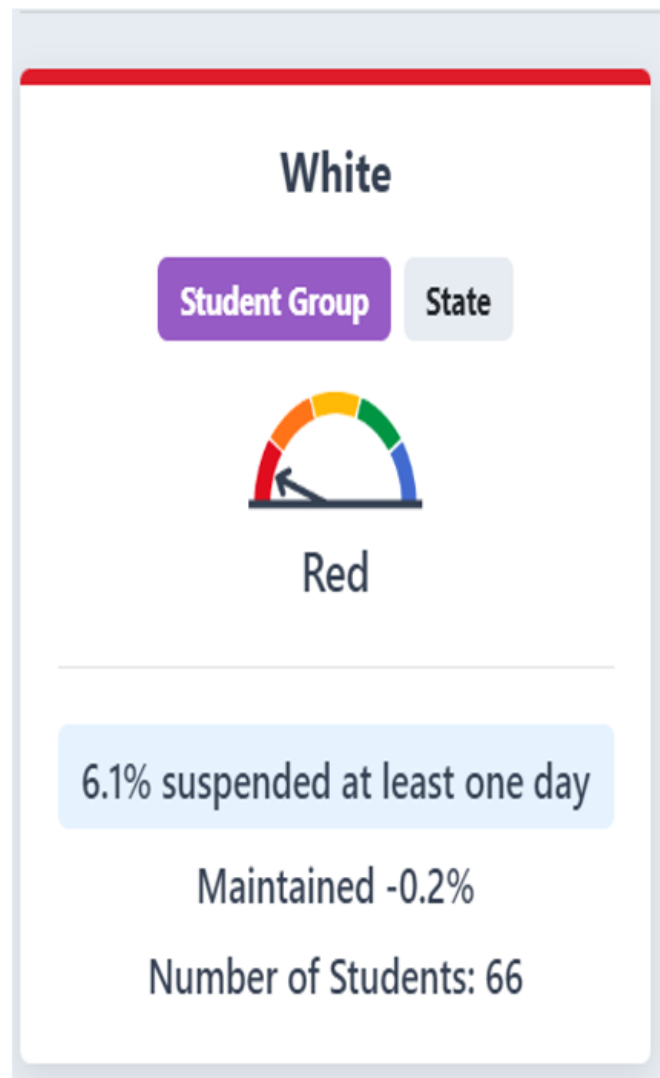
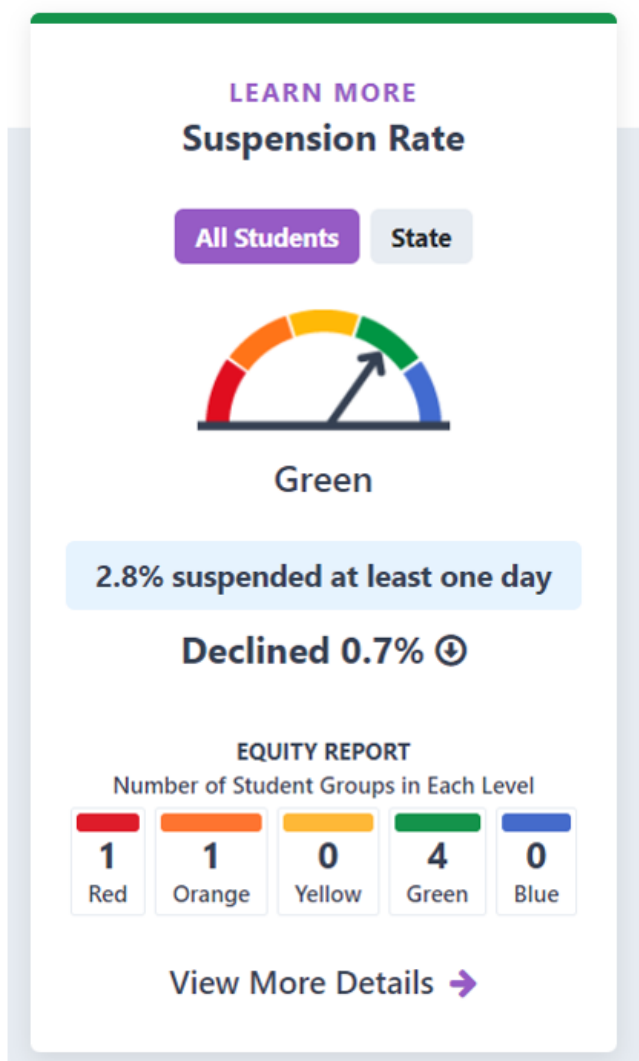


Discipline Action Comparisons for the Past 3 Years



Count of Student			Grade					
Penalty	Incident	Ethnicity	00	03	04	06	07	Grand Total
Suspension	Assault/Battery	African/African American		1				1
	Assault/Battery Total			1				1
	Fighting/Attack w/o Weapon	Hispanic/Latino			3		4	7
	Fighting/Attack w/o Weapon Total				3		4	7
	Inappropriate Behavior/Object	Hispanic/Latino			2			2
	Inappropriate Behavior/Object Total				2			2
	Threat of Attack - w/ Firearm/Explosive	Hispanic/Latino				1		1
	Threat of Attack - w/ Firearm/Explosive Total					1		1
	Unsafe Behavior	Hispanic/Latino	1				1	2
	Unsafe Behavior Total			1			1	2
Suspension Total			1	1	5	1	5	13
Grand Total			1	1	5	1	5	13

Incident	School Name	Location
Unsafe Behavior	French Camp Elementary	Playground
Inappropriate Behavior/Object	French Camp Elementary	Playground
Inappropriate Behavior/Object	French Camp Elementary	Restroom
Fighting/Attack w/o Weapon	French Camp Elementary	Playground
Fighting/Attack w/o Weapon	French Camp Elementary	Restroom
Fighting/Attack w/o Weapon	French Camp Elementary	Cafeteria
Fighting/Attack w/o Weapon	French Camp Elementary	Cafeteria
Unsafe Behavior	French Camp Elementary	Classroom
Assault/Battery	French Camp Elementary	Playground
Fighting/Attack w/o Weapon	French Camp Elementary	On Campus



Data

Data Analysis

The number of behavior incidents reported to administration has significantly declined over the past three years. Since 2021-22 school year, there have been over 100 behavior incidents each year reported to the office. Currently, as of April 2024, we have 40 incidents reported. Suspension is the largest discipline action taken when a student is sent to administration. Written consequences / BASE lessons are the next most common consequence for students sent to the office. Parent / Student conferences are commonly used to change behavior as well. This is the 4th year of PBIS at French Camp. Over the years staff has been trained on applying alternative means of correction to change behavior. We have also outlined clearly to students the behavior expectations we have at French Camp: Be Safe, Be Respectful, Be Responsible.

We ended the school year with 18 instances of suspension in 2023-24 school year. Grades 4 and 7 had the highest number of suspension days. Most of our suspensions were from fighting. The majority of our suspensions come from our Hispanic / Latino group which is the largest ethnic population on our campus. The majority of the behavior incidents which resulted in suspension took place during unstructured time (recess or cafeteria). The total # of students with at least one suspension during 2023-24 was 13. This equates to 2.2% of our population being suspended at least one time.

There was an inequity of suspensions for our White ethnic subgroup during the 2022-23 school year. The whole school average was 2.8% of students being suspended at least one day and declined 0.7%. The White subgroup had

6.1% suspended at least one day and maintained that rate from the previous year at -0.2%. All of the suspensions of students in the White subgroup were from 8th grade in 2022-23. Those students have moved on to high school. We ended with 1 suspension from that subgroup for the 2023-24 school year.

Student Need 2:

Maintain low suspension rates through the incorporation of positive behavior interventions and supports and alternative means of correction.

SMART Goal 1

Each school year through May 2027, the French Camp suspension rate will continue to be less than 4%, as measured by End of Year suspension totals in Q.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Continue the work of PBIS through committee work and aim for Silver Status in 2024-25.	%age of students and staff who know the 3 areas of PBIS focus.	Bronze Status for PBIS in 2023-24. 85% of students and staff could identify our mantra: Be Safe, Be Respectful, Be Responsible				Time Money People
Continue work toward silver recognition as a PBIS school through staff training (certificated and classified)	%age of staff who know the 3 areas of PBIS focus.	PBIS Bronze report indicates: 85% of staff/students are proficient in PBIS behavior expectations				Time Money People
Use PBIS Incentives to acknowledge positive or improved behavior.	# of behavior write ups	40 behavior write ups (as of April 2024)				Time Money
Offer opportunities for safe play and socializing to students during unstructured time	Detail Behavior Report listing location of misbehaviors reported to the office.	9/10 reported behaviors took place during unstructured time, in an unstructured environment.				Time Money People
Monitor student discipline reports	45-day Suspension Report	As of May 2024, we had a				Time People

for eligibility in extra-curricular activities		total of 18 instances of suspension.				
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Progress Monitoring

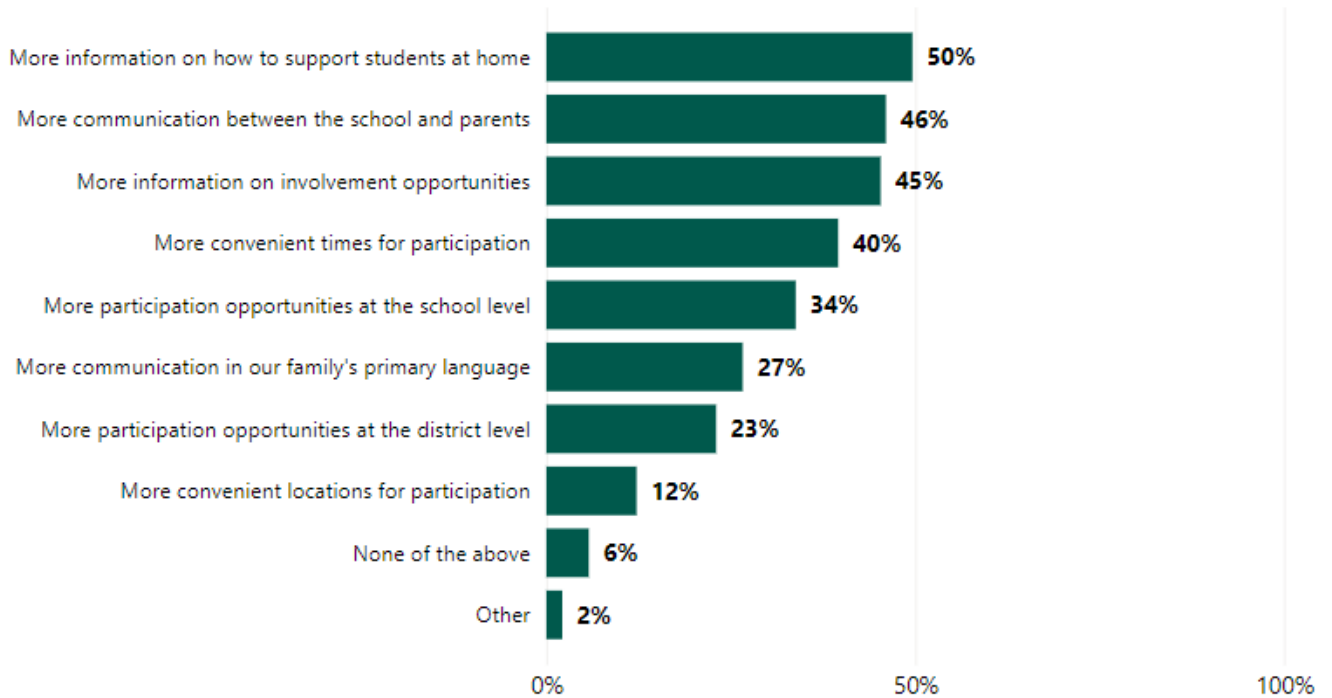
Progress Monitoring

Month	# of Volunteers
Aug	25
Sep	24
Oct	13
Nov	3
Dec	7
Jan	8
Feb	8
Mar	9
Apr	
May	
Avg	12.125/month

Month	# of Volunteers
Aug	25
Sep	24
Oct	13
Nov	3
Dec	7
Jan	8
Feb	8
Mar	9
Apr	
May	
Avg	12.125/month

What would help parents become more involved in Manteca USD?

Group ● Parent



Aug-Dec Family Engagement Activity Log:

Date	Activity	Outcome
8/2/23	Jr High Orientation	1 st time done at FC; Parents followed the schedule of their jr high student; Met with teachers; Reviewed expectations; Q and A Session
8/2/23	1 st Grade Meet and Greet	1 st Grade teachers met with parents to review 1 st grade routines and what the academic goals are for the year;
8/3/23	TK and Kinder Meet and Greet	TK and Kinder parents welcomed to walk their kids to class and stay in their classrooms for 30 min to get student acclimated to school
8/3/23	Welcome Social and Title I Parent Meeting	Donuts and coffee in gym for any parent who wanted to attend; Information given on Interventions, Achievement, Assessment Results, Budgets/Expenditures, Parent Involvement Policy, and Compacts
8/3/23	Back To School Night	2 nd -6 th grades participated; School supply giveaway in gym
9/15/23	MID	Musical celebration to celebrate Mexican Independence Day; Performances held by students in grades 3-8.
10/23/23	Math and Science Night – Region 1	Region 1 elementary schools held a combined Math/Science Night at Hafley; 2 students from FC ran a booth with an arcade game activity to explain force and motion.
10/27/23	Harvest Festival	All teachers participated in this community event. Food booths, games, pumpkin <u>patch</u> , and silent auction were held. Taco truck on site.
11/22/23	Honors Assembly	New format to celebrate growth (academically and behaviorally); 7 th -8 th still receives Honor Roll; TK-6 th gave awards in ELA and Math achievement; All grades gave awards for Perfect Attendance, Character, and MAP Blue Band
12/15/23	Winter Program	Open to parents of performers of various grades (teacher dependent); Students perform song and/or dance to celebrate the winter season

2023-2024 Family Engagement Activity Log

Date	Activity	Outcome
2/2/24	Winter Movie Night	Multiple families, Multiple ages attended; Refreshments available; Students brought blankets and stuffed animals
2/16/24	Blue Band Breakfast	Breakfast celebration through Nutrition Services for our Blue Band MAP group; Parents joined after breakfast and awarded medals to their children.
3/8/24	Honors Assembly	New format to celebrate growth (academically and behaviorally); 7 th -8 th still receives Honor Roll; TK-6 th gave awards in ELA and Math achievement; All grades gave awards for Perfect Attendance, Character, and MAP Blue Band
4/4/24	Open House / Love of Learning Night	Open house in classrooms; Living wax museum by 8 th grade in gym; Multiple make and take activities in gym that are family-led
5/3/24	Talent Show	Inaugural event performed for students and families of performers.
5/14/24	Choir Concert	Inaugural event performed for students and families of performers.
5/22/24	Honors Assembly	New format to celebrate growth (academically and behaviorally); 7 th -8 th still receives Honor Roll; TK-6 th gave awards in ELA and Math achievement; All grades gave awards for Perfect Attendance, Character, and MAP Blue Band

Data

Data Analysis

Please refer to Attachment (Parenting Partners Sign In) in the Attachment tab.

At the onset of the 2023-24 school year, there were only 2 parents who showed up to the Parenting Partners kickoff event. We re-launched the program, making it more interactive for parents and we steadily had around 10 parents show up to each meeting. These parents are also part of our Parent Brigade. They are parents to around 15 of our students. Most of these parents were recruited through ELAC. Parents have expressed interest in trainings that involve Common Core Math, ELPAC testing, and goal setting conferences. From the last Parenting Partner meeting, there were parents of 13 students present. Of the 13 students, 10/13 had valid MAP test scores (3 were TK students). Every student with valid MAP scores increased in Reading, Language Usage, and/or Math. 6 of the 10 met their growth projections for MAP from fall to winter. We want to continue this trajectory and continue to offer more programs to support our parents in their children's education.

Please refer to Attachment (ELAC Sign In) in the Attachment tab.

Our ELAC has been restructured to recruit more parents. Separate committee meetings are held to develop agendas and plan more meaningfully. Childcare is another addition to our ELAC meetings. Examples of parent-generated ideas for ELAC include: Detailed accounts of what the ELPAC test entails; How parents can assist at home to assist their multilingual students; Demo lessons from a teacher on Common Core Math. In order to continue these programs, funding is needed for supplies and personnel. On the meeting date where we had a sample Common Core Math lesson, the attendance jumped to 18 students.

One of our major contributors when it comes to recruiting parents is our Parent Liaison. Not only does this role take on the challenges of Community Involvement Events, but they are also a trusted member of the families in our community. This person is an integral part of developing a strong, positive school climate to support student learning.

Events that our Parent Liaison works on include: August Welcome Social (which also serves as our Title I Parent Informational meeting), Mexican Independence Day, Book Fair, Harvest Festival, Love of Learning Nights, Open House, Student Achievement Assemblies, Holiday Store, Back To School Night, and Vision / Hearing Screening. Financial resources for materials, snacks, books, and personnel time sheeting will need to be allocated for the aforementioned events to be a success. Parents are contacted via email and/or phone calls. This will continue to provide the essential feedback necessary to assist children in learning grade level standards. A parent engagement committee will assist in planning events to support our families in various ways. Some families indicate a need in how to access the online parent portal. Other families indicate a need in how to help their children with math. Other families need assistance in how to help their child with meeting content standards. The Parent Engagement Committee will develop events to meet the needs of our community. Well-rounded opportunities will be financially supported and made available to support inclusion and student/ family engagement.

The first 5 months of school had at least one parent/family engagement event each month. We had 7 events during the 2nd half of the school year. Three events took place the first day of school. Two events took place the day before school started. By the end of the first day of school, all parents had the opportunity to visit their child's classroom, meet the teachers, and gain insight into classroom expectations

A parent survey was administered. The parent results indicate that parents want more information on how to support students at home.

Our Parent Liaison keeps an attendance record to show the parents who are part of our parent brigade. Currently, the average is just over 12 volunteers per month. The highest months are August and September. November and December are the days with the fewest volunteers.

Student Need 3:

Parents need to be offered the opportunity to learn how to best support their students with accessing grade level standards.

SMART Goal 1

By June 2027, there will be an increase in average parent attendance at school functions by 30% (10% annually) as compared to 2023-24 through increased communication efforts between the school and home.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Host Community Involvement events on-site to promote parent support in their children's academic progress.	# of parents attending evening events.	TBS: # of students represented at Goal Setting Conferences: ____ # of students represented at ELAC: ____ # of student represented at Open House: ____				Money Time People

Communicate engagement opportunities to parents through a variety of means including electronic, paper, and phone notifications.	Parent surveys given each trimester.	50% of parent responses from Hanover indicate that they would like information on how to best support their student at home. 46% of parent responses indicate that they would like more communication between the school and home.				Time Money People
Offer opportunities for Parent Engagement and Academic Support for Student Learning.	# of opportunities for Parent Engagement and Academic Support	2023-24: 17 opportunities for parent engagement this school year.				Time Money People
Parent Liaison will schedule, manage, and increase participation in the Parent Brigade to support school-related programs and events with the goal of increasing communication of school events to families.	Monthly attendance rosters for Parent Brigade to monitor parent involvement each month at school.	Average of 12 parents attending Parent Brigade per month in 2023-24.				Time Money People
Offer a parent engagement program (i.e. Parenting Partners, PIQE, etc) to support family connection to the school.	# of parents attending Parenting Partners meetings.	Average of 7-8 parents attending each Parenting Partners meeting in 2023-24.				Time Money People
Parents will use various ways to communicate academic /	# of parents who indicate that they can effectively	TBD: Fall parent survey				Money People Time

behavioral expectations and progress in digital (email) or written (student planners) form.	communicate with the school.					
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Progress Monitoring

Progress Monitoring



District Goal

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

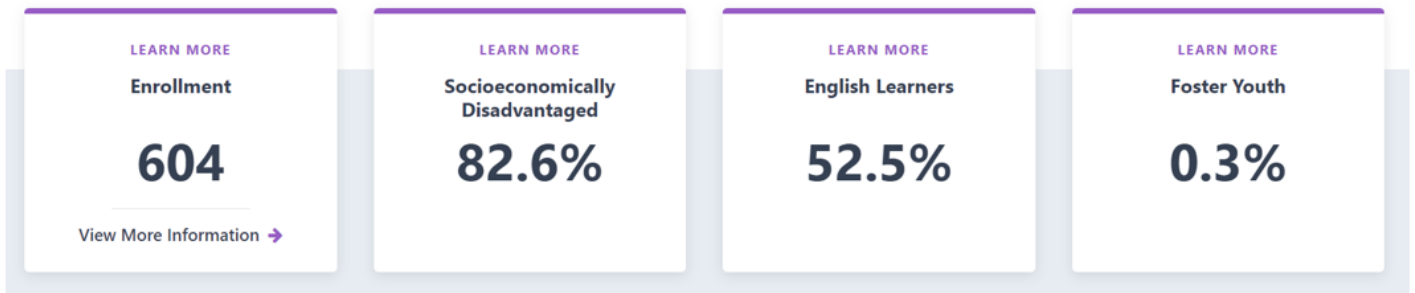
Site Tier 2 and 3 Goals

Socioeconomically disadvantaged students (including Homeless and Foster Youth), English Learners, and students in Migrant Education, will have access to highly qualified certificated staff in the classroom and after school for intervention, remediation, and tutoring, to achieve grade level standards as measured and tracked by PLC data. This will occur in both the traditional classroom setting or through distance learning.

FRENCH CAMP ELEMENTARY

Student Population

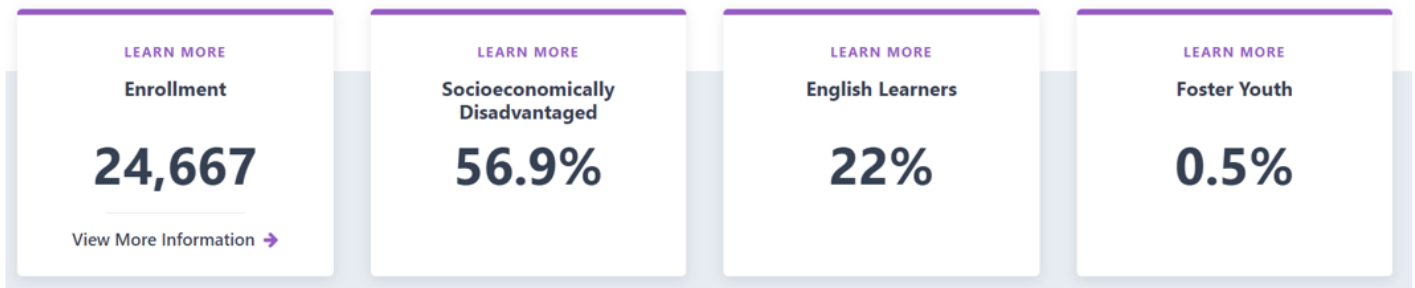
Explore information about this school's student population.



MANTECA UNIFIED

Student Population

Explore information about this district's student population.



Enrollment

School Demographics

Student Group	Total	Percentage
English Learners	317	52.5%
Foster Youth	2	0.3%
Homeless	48	7.9%
Socioeconomically Disadvantaged	499	82.6%
Students with Disabilities	61	10.1%

Enrollment

District Demographics

Student Group	Total	Percentage
English Learners	5,439	22%
Foster Youth	123	0.5%
Homeless	796	3.2%
Socioeconomically Disadvantaged	14,028	56.9%
Students with Disabilities	2,983	12.1%

A	B	C	D	E	F	G	H	I	J	K
French Camp Elementary										
Program Enrollment Analysis										
Date: 04/05/2024										
Printed: 4/5/2024 11:40 AM										
Track	(All)									
School	(All)									
Count of Student	Grade									
Program	00	01	02	03	04	05	06	07	08	Grand Total
Migrant Education	7	18	15	18	15	14	17	14	12	130
Grand Total	7	18	15	18	15	14	17	14	12	130

Fall Overall Performance: RDG	All Students	Homeless	Eng Learner	Migrant	SWD
81-99	6	5	0	2	2
61-80	10	9	3	4	12
41-60	16	18	9	14	9
21-49	21	17	20	15	19
1st-20th	48	51	68	65	59

Winter Overall Performance: RDG	All Students	Homeless	Eng Learner	Migrant	SWD
81-99	6%	3%	2%	2%	4%
61-80	12%	9%	5%	10%	9%
41-60	15%	16%	10%	12%	11%
21-49	23%	19%	25%	16%	23%
1st-20th	44%	53%	59%	61%	53%

Spring Overall Performance: RDG	All Students	Homeless	Eng Learner	Migrant	SWD
81-99	6	3	1	1	4
61-80	10	11	4	6	9
41-60	15	12	9	8	8
21-49	24	25	21	19	24
1st-20th	45	49	65	65	55

Fall Overall Performance: Math	All Students	Homeless	Eng Learner	Migrant	SWD
81-99	4	4	3	4	3
61-80-	8	9	2	8	3
41-60	17	13	12	9	15
21-49	28	30	26	27	19
1st-20th	43	44	57	52	60
Winter Overall Performance: Math	All Students	Homeless	Eng Learner	Migrant	SWD
81-99	6%	4%	7%	14%	4
61-80	12%	9%	7%	12%	8
41-60	16%	19%	12%	12%	17
21-49	26%	27%	25%	24%	17
1st-20th	40%	41%	50%	38%	54
Spring Overall Performance: Math	All Students	Homeless	Eng Learner	Migrant	SWD
81-99	6	5	4	6	3
61-80	12	8	6	8	12
41-60	20	21	14	14	11
21-49	20	19	21	21	20
1st-20th	42	46	55	51	55

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.

Discrepancies and factors which make French Camp unique as compared to other schools in the district include: Large discrepancy in our SED percentage (82.6% as compared to 56.9% districtwide); Large discrepancy in our EL Population (52.5% as compared to 22% district wide); Large discrepancy in our Foster/Homeless enrollment (9.2% as compared to 3.7% district wide); Our site serves the Migrant Education students in K-8. Students in this program are spread out evenly at each grade level. For that reason, academic support for their learning is required at every grade level.

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.

The group needing the most significant support in Reading and Math, based on the performance quintiles is the English Learner group. 86% of our Second-Language Learners are in the lowest quintiles for overall achievement in NWEA Reading. 76% of our Second Language Learners are in the lowest quintiles for overall achievement in NWEA Math. The group with the largest percentage of struggling readers is the Migrant group. 65% of our migrant students are reading in the lowest achievement quintile. Our Migrant population was comprised of 141 total students throughout the year. Our English Learner group was made up of 307 students. These groups are significant in terms of the high population rate.

The group needing the most significant support in Reading and Math, based on the performance quintiles is the English Learner group. 86% of our Second-Language Learners are in the lowest quintiles for overall achievement in NWEA Reading. 76% of our Second Language Learners are in the lowest quintiles for overall achievement in NWEA Math, with 65% in the red. Our Migrant group has 65% in the red as well.

The Socioeconomically Disadvantaged category most closely mirrors "All Students." This is most likely due to the fact that 82.6% of our students are in the category.

Students with Disabilities are also a group with a large percentage of students in the 1st-20th quintile. This is consistent in Reading and Math. Our SWD population has a total of 44 students at our site. The needs of these students will continue to be met through implementation of the students' IEPs, collaboration amongst teachers, and implementing the PLC process with fidelity. A concerted effort will be made to protect the Early Release Wednesday schedule for collaboration time with general education and special education teachers.

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	275	291	317	49.6%	53.3%	52.5%
Fluent English Proficient (FEP)	97	98	100	17.5%	17.9%	16.6%
Reclassified Fluent English Proficient (RFEP)	16			5.8%		

Difference from Fall to Spring: RDG	All Students	Homeless	Eng Learner	Migrant	SWD
81-99	0	-2	1	-1	2
61-80	0	2	1	2	-3
41-60	-1	-6	0	-6	-1
21-49	3	8	1	4	5
1st-20th	-3	-2	-3	0	-4

Difference from Fall to Spring: Math	All Students	Homeless	Eng Learner	Migrant	SWD
81-99	2	1	1	2	0
61-80	4	-1	4	0	9
41-60	3	8	2	5	-4
21-49	-8	-11	-5	-6	1
1st-20th	-1	2	-2	-1	-5

LTEL Map Winter 2024 Growth Data:

Growth in Map Reading and/or Language Usage	% of Students in All Groups
High Growth and/or High Average Growth	67%
High Growth	49%

Growth	Map Reading % of students	Map Language Usage % of students
High	35%	21%
High Average	14%	14%
Average	14%	12%
Low Average	16%	10%
Low	21%	43%

	Reclass?		Reclass?		Reclass?
Fabian	N	Jesus	N	Anthony	Y
Camila	N	Alondra	N	Jocelyn	Y
Alexis	N	Jose	N	Salvador	Y
Julian	N	Cesar	N	Antonio	Y
Angel	N	Luis	N	Francisco	Y
Naomi	N	Yanderith	N	Balerie	Y
Emanuel	N	Alberto	N	Isabela	Y, Projected
Omar	N	Mateo	N	Eduardo	Y, Projected
Eduardo	N	Kaley	N	Jesus	Y, Projected
Britney	N	Ximena	N	Giselle	Y, Projected
Isaias	N	Jimena	N	Erick	Y, Projected
Arely	N	Jesus	N	Emmeline	Y, Projected
Pedro	N	Jose	N	Juan	Y, Projected
Betzaida	N	Victor	N	Cristiano	Y, Projected
Regina	N	Deisy	N	Israel	Y, Projected
Sofia	N	Jael	N	Carlos	Y, Projected
Jacquelin	N	Berenice	N	Julian	Y, Projected
Kamila	N	John	N	Cristina	Y, Projected
Mauro	N	Nicolas	N	Vanessa	Y, Projected
Alexis	N	Alondra	N	Samuel	Y, Projected
Ulysses	N	Kevin	N	Francisco	Y, Projected
Oliver	N	Eislyn	N	Claudia	Y, Projected
Jonathan	N	Juan	N		
		Aaron	N		

Data Analysis

Discrepancies and factors which make French Camp unique as compared to other schools in the district include: Large discrepancy in our SED percentage (82.6% as compared to 56.9% districtwide); Large discrepancy in our EL Population (52.5% as compared to 22% district wide); Large discrepancy in our Foster/Homeless enrollment (9.2% as compared to 3.7% district wide); Our site serves the Migrant Education students in K-8, which equates to 130 students. Students in this program are spread out evenly at each grade level, thus support for their learning is required at every grade level.

In looking at the comparison of where each group started in the Fall and where they ended in the Spring, there is some progress being made. Ideally, we would want the red and orange quintiles to get smaller as the yellow, green, and blue quintiles to get larger. In Reading, the Migrant subgroup is the only subgroup who did not decrease the percentage of students in the red group. All other subgroups in Reading had a smaller percentage of students in the red quintile in the Spring as compared to the fall. In Math, the homeless subgroup gained 2% in the red from fall to spring but reduced the orange subgroup by 11%. All other subgroups had a smaller percentage of orange/red groups combined from fall to spring.

During the 2023-24 school year we had a total of 69 Long-Term English Learners. These are students who have been in US schools for at least 6 years, but have been unable to reclassify and a fluent English learner. These students not only need designated ELD, but integrated ELD throughout the day. Our Instructional Specialist was able to join French Camp in September, and we worked together to create a plan to address the needs of these students. After looking at data, she developed 6 targeted groups and worked with the teachers on scheduling specific days / times to meet with them as not to interfere with tier I instruction. Groups were based on need, not on grade. As of May 2024, we still have ELPAC scores coming in and do not yet have a definitive number of RFEP students from our LTEL group.

Student Need 1:

Students in the English Learner, Migrant, SWD, and Homeless group, need to be given multiple, varied opportunities to access the core curriculum.

SMART Goal 1

By May 2027, students in the English Learner, Migrant, SWD, and Homeless groups, will have less than 50% of their Reading scores in the red quintile. These same groups of students will have fewer than 40% of their Math scores in the red quintile.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Learning Lab scheduled daily and broken into groups of Newcomer, Foundational Skill, Foundational Skills with ELD Support, and Just Words.	# of students increasing in foundational knowledge from pre- to post-test	Pre/Post Assessment 2024-25 (TBD):				Time Money People
Migrant ISP Staff to push in / pull out for Migrant students from Aug-Dec and March-May. These teachers transition to Eagles Abroad Program (distance learning for English and Math) from December 15-March 15	# of Migrant students who increase scores in overall performance of MAP Reading and MAP Math	MAP Reading Red Band (65%), Orange Band (19%), Yellow Band (8%), Green Band (6%), Blue Band (1%) MAP Math Red Band (51%), Orange Band (21%), Yellow Band (14%), Green Band (8%), Blue Band (6%)				Time Money People

<p>Mini-corps Tutors for Migrant Education students</p>	<p># of Migrant students increasing RIT scores in Rdg and Math</p>	<p>Spring MAP Scores in Rdg: Red Band (65%), Orange Band (19%), Yellow Band (8%), Green Band (6%), Blue Band (1%)</p> <p>Spring MAP Scores in Math: Red Band (51%), Orange Band (21%), Yellow Band (14%), Green Band (8%), Blue Band (6%)</p>				<p>Time People</p>
<p>Instructional Specialist will use a portion of her schedule to meet with Long-Term English Learners, analyze their areas of need in writing, and implement an instructional program to meet their needs. Students will be grouped based on need rather than grade level.</p>	<p># of RFEP students in the LTEL category will increase.</p>	<p>Spring 2024 LTEL reclassifications / projected reclassifications: 22/69 (32%)</p>				<p>Time Money People</p>
<p>Provide feedback on Integrated and designated ELD strategies taking place in each classroom. We are looking for 3 separate pieces of evidence of integrated ELD strategies used in each lesson.</p>	<p>Learning Walks used to identify integrated ELD strategies occurring in each classroom regardless of the content area being taught.</p>	<p>Percentage of classrooms using (at least) 3 means of integrated ELD:</p> <p>Aug 2024 Dec 2024 Mar 2025 May 2025</p>				<p>Time People</p>
<p>Provide professional development in integrated ELD strategies that can be incorporated at</p>	<p>Learning Walks used to identify integrated ELD strategies occurring in each classroom regardless</p>	<p>Percentage of classrooms using (at least) 3 means of integrated ELD:</p>				<p>Time Money People</p>

all grades levels to increase teacher capacity.	of the content area being taught.	Aug 2024 Dec 2024 Mar 2025 May 2025				
TSSP liaison will ensure that there are programs being made available to 100% of our TSSP students.	%age of TSSP students receiving services as noted in the TSSP intervention spreadsheet	%age of TSSP students being offered an intervention in Spring 2024: 52%				Time People Money
Early release Wednesdays will be devoted to collaboration within and amongst grade levels to monitor student progress and develop/adjust student access groups.	PLC Goal Sheets / Agendas to monitor student data at specified checkpoints throughout the trimester.	In T2 of 2023-24, 100% of grade levels set trimester-long goals with progress checkpoints along the way. In T3 of 2023-24, 75% of grade levels set trimester-long goals with progress checkpoints along the way.				Time People

Progress Monitoring

Budget Summary

Supplemental Programs/Services

[Template Assignment for Common Items.pdf](#)

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
3.40	Emerging Students	SN1, SG1	TSSP Timesheeting (EM: Need 1)	3010	Certificated Extra-time	Year 1	\$ 500.00	Support for Homeless / Foster Youth
1.80	Grade Level Standards	SN2, SG1	PLC Larose Professional Development including sub costs, and materials (GS: Needs 2 and 3)	3010	Conferences	Year 1		Goal aligned with Dept of Teaching and Learning
1.20	Grade Level Standards	SN1, SG1	PEBC Coaching Grades 4-6, Including Sub Costs and Materials (GS: Need 3)	3010	Conferences	Year 1		District-Required with Equity Grant
2.30	Safety	SN3, SG1	Food 4 Less Blanket PO for Community Events, Parent Meetings, etc (GS: Need 1)	3010	Materials & Supplies	Year 1	\$ 1,000.00	Promote Community Involvement
1.10	Grade Level Standards	SN2, SG1	Foundations (District Supplemental Requirement), (GS: Need 2)	3010	Materials & Supplies	Year 1	\$ 8,000.00	Districtwide supplemental program to Wonders to address needs of phonological awareness in grades K-3
1.10	Grade Level Standards	SN1, SG1 and SN2, SG1	Certificated on-site copy costs (toner, paper, copies) for supplemental materials for students and parents, (GS: Need 1)	3010	Materials & Supplies	Year 1	\$ 1,500.00	Copies needed to meet needs of families who are unable to help students with digital curriculum
1.20	Grade Level Standards	SN1, SG1 and SN2, SG2	Certificated on-site copy costs (toner, paper, copies) for supplemental materials for students and parents, (GS: Need 1)	3011	Materials & Supplies	Year 1	\$ 1,500.00	Copies needed to meet needs of families who are unable to help students with digital curriculum
2.30	Safety	SN3, SG1	Certificated copies for students, parents, and staff utilizing print shop, (GS: Need 1)	3010	Materials & Supplies	Year 1	\$ 1,000.00	Hard copies instead of digital provide access to curriculum for students and families
2.30	Safety	SN3, SG1	Supplies for Community Involvement Events including copies (i.e. MID, BTSN, etc) (GS: Need 1)	3010	Materials & Supplies	Year 1	\$ 3,000.00	Promote family involvement in developing positive school culture and climate
1.10	Grade Level Standards	SN2, SG1	Materials for Supplemental Intervention Teacher (EM: Need 1)	3010	Materials & Supplies	Year 1	\$ 2,000.00	If staffing approved, this would provide necessary materials to address learning needs of the Emerging Students enrolled in the program
2.40	Safety	SN1, SG1	Field Trips, Excursion Cost, Bussing, (S: Need 1)	3010	Services	Year 1	\$ 28,000.00	Provide experiences to students who may not otherwise be exposed to them
2.30	Safety	SN3, SG1	Parent Liaison (GS: Need 1)	3010	Services	Year 1	\$ 5,000.00	Promote school to home connections and improve parent involvement at our site
2.30	Safety	SN3, SG1	Parent Engagement Program (program and supplies) (GS: Need 1)	3010	Services	Year 1		District-Funded in 2023-24
2.20	Safety	SN1, SG1	VCC Tier 2 & 3 (S: Need 3)	3010	Services	Year 1		Current Service Hours
1.40	Safety	SN1, SG1	Programs and supplies to offer learning experiences to those who may not receive exposure otherwise (i.e. Artist in Residence, Ancient, Artifacts, etc), ES: Need 1	3010	Services	Year 1	\$ 5,000.00	82% of our population is SED. Programs are needed to expose students to enriching experiences they may not receive otherwise
							\$ 56,500.00	
							\$ 159,600.00	Allocation (1)

Supplemental Programs/Services

[Template Assignment for Common Items.pdf](#)

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents
1.1	Grade Level Standards	SN1, SG1 and SN2, SG1	Academic Enrichment outside of the regular school day by Credentialed Staff (GS: Need 2)	0709	Certificated Extra-time	Year 1	\$ 4,000.00	Tutoring offered outside the school day for students in grades 1-3 identified as needing extra support in Reading/ELA
3.5	Emerging	SN1, SG 1	Tutoring for Migrant Students (EM: Need 2)	0709	Certificated Extra-time	Year 1		Funded by SJCOE
2.2	Safety	SN2, SG 1	PBIS Trainings, Sub Costs, Planning / Implementation (S: Need 3)	0709	Certificated Extra-time	Year 1	\$ 3,000.00	Promote / Implement Positive Campus Culture
2.3	Safety	SN3, SG1	Timesheeting for Classified Staff for Community Involvement Events	0709	Classified Extra-time		\$ 1,000.00	Translation Services,
3.1	Emerging	SN 1, SG 1	CABE Conference ILT members (includes registration, sub costs, and materials) EM:SG2	0709	Conferences	Year 1	\$ 7,000.00	Conferece to address EL's...
2.4	Safety	SN 1, SG 1	PBIS: Incentives and Awards to acknowledge positive attendance (Safety: Need 1)	0709	Materials & Supplies	Year 1	\$ 1,000.00	Promote positive attendance habits, reduce chronic absenteeism
2.4	Grade Level Standards	SN2, SG1 and SN 1, SG1	Incentives and Awards to acknowledge academic growth and achievement (Grade Level Standards: Need 2)	0709	Materials & Supplies	Year 1	\$ 1,000.00	Promote academic growth in hopes to reduce achievement gap between with our students as compared to district average
2.4	Safety	SN2, SG1	PBIS: Incentives and Awards to acknowledge appropriate behavior (Safety: Need 2)	0709	Materials & Supplies	Year 1	\$ 1,000.00	Promote positive behavior in hopes to minimize suspension rate
2.2	Safety	SN2, SG1	PBIS Materials (signage, branding, etc) (S: Need 3)	0709	Materials & Supplies	Year 1	\$ 1,000.00	Promote / Implement Positive Campus Culture
2.4	Safety	SN1, SG1	Junior High Core scheduling Elective Supplies	0709	Materials & Supplies		\$ 1,000.00	New Materials for Jr High Electives
1.7	Grade Level Standards	SN2, SG1	Technology Peripherals	0709	Materials & Supplies		\$ 2,000.00	Classroom Needs
							\$ 22,000.00	
							\$ 60,300	(Allocation 93% UPP)

Supplemental Programs/Services

[Template Assignment for Common Items.pdf](#)

Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimate
Grade Level Standards	SN2, SG1	Intervention Teacher	7435			\$ 168,000.00

Staffing needs: increases, reductions, continue, or modify

Description of Program Service: Identify Target, SMART Goal/Student Need	Requested Hours Per Day	FTE (full time/part time)	Position Type	Purpose of change	Department/Program Administrator Additional Notes & Links to support documents
Intervention Teacher; (ES: Need 1)	7.5	Full-time position	Supplemental Position	Continuation of supplemental staff to address the needs of students lacking reading and literacy skills in grades 1-3, particularly SED students, in attaining grade level proficiency in Reading; Approved for 2023-24, but Unfilled	Supplementary Services Proposal

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

Annual Review of Strategic Plan takes place on multiple occasions throughout the year. During the 2023-24 school year, the strategic plan was reviewed with School Site Council on 9/28/23, 10/24/23, 11/30/23, 1/29/24, 2/20/24, 3/21/24, and 4/25/24. We alternated our focus between Grade Level Standards, Safety, and Emerging Students, for each meeting. On 4/25/24, we discussed the Equity Multiplier. This broke down our significant subgroups and our group brainstormed various ways to support those groups.

The strategic plan was reviewed with the Instructional Leadership Team on: 8/31/23, 9/25/23, 10/30/23, 11/27/23, 1/29/24, 2/26/24, 3/25/24, and 4/29/24. We followed the same procedure as with SSC for alternating focus each month on targets. On 4/29, the Strategic Plan for 2024-25 was brought to the ILT for feedback, input, and options for edits. Teachers worked in pairs or triads to critique a specific section. They looked at the data, data analysis, the need, the SMART goal, and actions.

An ELAC meeting is scheduled for May to review the plan with this team.

Strategic Plan was also discussed at site-directed staff meetings throughout the year. Progress was reported out to staff on each goal related to the student need in the target areas.

Date

SSC: 9/28, 10/24, 11/30, 1/29, 2/20, 3/21, and 4/25.; ILT: 8/31, 9/25, 10/30, 11/27, 1/29, 2/26, 3/25, and 4/29.

Groups

School Site Council, Instructional Leadership Team

Outcome

Input and feedback provided on progress toward meeting student needs.

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
- Christian Loaiza Secondary Students

Name of Members	Role
Rene Knapp	Principal
Marisela Hernandez	Classroom Teacher
Phouloui Panyanouvong	Classroom Teacher
Sabrina Gates	Classroom Teacher
Roberto Rosas	Other School Staff
Maria Ugalino	Parent or Community Member
Dalia Higareda	Parent or Community Member
Guadalupe Zarate Anguiano	Parent or Community Member
Erika Romero	Parent or Community Member
Stephanie Juarez	Parent or Community Member

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

Recommendations and Assurances

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

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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

English Learner Advisory Committee

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 5/20/24.

Attested:



Principal, Rene Knapp on 5/20/24



SSC Chairperson, Phouloui Panyanouvong on 5/20/24



French Camp Elementary School

Parenting Partners Workshop/Taller de Capacitación para padres de familia o tutores

December 06, 2023/6 de diciembre de 2023

Sign in sheet/Hoja de registro

Name/Nombre	Signature/Firma	Name of student/Nombre de su hijo/a
Mavisela Rodriguez		Jamila pedraza Jalline yepes Jareli yepes
Beatriz Galaviz		Christopher Lopez
Chylene Lopez		Sophiasandaval
Jessica Carrasco		Jessica E Carrasco (TK)
Elena Robles		Andres Robles.
Erika Romero		Genesis-Joseph





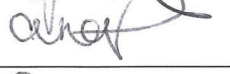

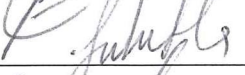

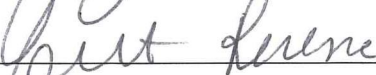


French Camp Elementary School

Parenting Partners Workshop/Taller de capacitación para padres de familia o tutores

November 29, 2023/29 de noviembre de 2023

Sign in Sheet/Hoja de registro

Name/Nombre	Signature/Firma	Name of student/Nombre de su hijo o hijos
Marisela Rodriguez		Jamilla Petrala Jailine Yopez Jareli Yopez
Elena Robles		Andres Robles
Jessica Carrasco		Jessica E Carrasco
Beatriz Galave		Christopher / Sofia
Ana Padilla		Robert Padilla
Juliana O Cega		Alexa Jose Damian Romero
Jaylene Lopez		Sophia Sandaval
Erica Petersen		Lyllie Petersen
Enka Romero		Joseph / Genesis



French Camp School
ELAC Meeting
November 28, 2023
8:30 AM

Name/Nombre	Student's Name/Nombre del Estudiante
Jaylene Lopez	Sophia Sanderacul
Beatriz Galaniz	Christopher Lopez
Jessica Carrasco	Jessica E Carrasco (TK)
Liliana Carlos	Jimena Carlos Gilberto Carlos
Lorena Rodriguez	Tania Diaz
Elena Robles	Andres Robles
Jose Grimaldo	Valentina Grimaldo.
Miguel A. Bonilla	Nathaly I. Bonilla
Juliana O Ceja	Alexa y Jose Damian Romero
Claudia Campos	Valeria Gonzalez
Araceli Rodriguez	Rosalie I. Rodriguez



French Camp School

ELAC Meeting / *ELAC* Committee

Date: 10/20/23

Time: 8:30 - 9:30

Name/Nombre	Student's Name/Nombre del Estudiante
Juliana O Cea	Alexa Romero
Jaylene Lopez	Septia Sandrawal



French Camp School
ELAC Meeting

Date: 09/05/2023
Time: 8:30-9:30 AM

Name/Nombre	Student's Name/Nombre del Estudiante
Jaylene Lopez	Sophia Sandaval (TK)
Beatriz Galanz	Christopher Lopez (6 th)
Elena Robles	Andres Robles
Jessica Carrasco	Jessica Carrasco (TK)
Guadalupe Zarate A.	Nathaly y Anangel Bonilla
Guadalupe Paola Hernandez	Eliseo Ponce Hernandez. (1 th)
Claudia Aguilar	Julissa Ochoa y Jose Juan Ochoa
Ana L Hernandez	Ximena Lara Hernandez
Maricela Romero	Yamilet y Evelin Ornelas
Oscar Ornelas R.	Yamilotay Evelin Ornelas
Miguel Albarra	Eric Albarra y Miguel Albarra
Atanacio Salcedo Z ^{Internet}	Juan pablo Salcedo Ruiz
Gilma Palacios	Michael Valencia Carlos Osuna
Juliana O Ceja	Alexa Romero / Jose Damian Romero
Lorena Rodriguez	Tania Diaz
Araceli Rodriguez	Rosalie I. Rodriguez
Jacqueline Neri barra ^{barra} oval	Arantza Gonzalez
Alicia Garcia	Francisco soto / Samuel soto



French Camp School
ELAC Meeting

Date: February 20, 2024
Time: 8:30 - 10:00 am

Name/Nombre	Student's Name/Nombre del Estudiante
Maria Delos angele Breña	Mateo Ramos Breña
Jacqueline Noemi Baroa cruz- Guadalupe Espinosa	Avantza Gonzalez Maldonado Georgina Heredia.
Elena Robles	Andres Robles
Jessica Carrasco	Jessica E. Carrasco
Beatriz Galaviz	Christopher Lopez
Aylene Lopez	Sophia Sarraval
Liliana Carlos	Gilberto Carlos - Jimena Carlos
Paola Aguirre	Ah Gel Aguirre
Lorena Rodriguez	Tania Diaz



French Camp School

ELAC Meeting

~~November 28, 2023~~ December 13, 2023

8:30 AM

Name/Nombre	Student's Name/Nombre del Estudiante
Elena Robles	Andres Robles
Ana M Espitia	Valenia / Roman Cortes E.
Angel Lopez Garcia	Sophia Sanboval
Beatriz Galaviz	Christopher Lopez