



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.

**Lincoln Elementary**

39685936042345

**Manteca Unified School District**

39685930000000

School Site Vision

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

School Site Mission

Using measurable data, staff will create unique educational pathways that support growth in academic and socioemotional needs for all students in a safe and positive environment.

**Purpose and Description**

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Schoolwide Program
- Comprehensive Support and Improvement

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

The Lincoln strategic plan will support students by aligning our site resources to student need in the areas of standards, safety and emerging students.

## School Site Description

Lincoln Elementary School is a K-8 Elementary School serving approximately 610 students. We are located in downtown Manteca. Lincoln School is 75 years old and has a rich history of serving generations of Manteca families. 30% of our students are English learners.

We have 1 RSP teacher, 3 SDC Mild Moderate classes. We have a full-time instructional specialist, an outreach assistant, and an intervention teacher. In addition, Lincoln has a full time Principal and Vice Principal.

## 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
<b>648</b>	<b>69.3</b>	<b>29</b>	<b>0.2</b>
Total Number of Students enrolled in Lincoln Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	188	29
Foster Youth	1	0.2
Homeless	36	5.6
Socioeconomically Disadvantaged	449	69.3
Students with Disabilities	85	13.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	4.5
American Indian	1	0.2
Asian	31	4.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	21	3.2
Hispanic	467	72.1
Two or More Races	18	2.8
Pacific Islander	3	0.5
White	78	12

**Conclusions based on this data:**

1. 70% of our students are Hispanic.
2. 70% of our students come from Socioeconomically disadvantaged households.
3. English Learners make up 30% of our population. Most come from homes that speak Spanish. We have a small recent influx of Punjabi speakers.





# Grade Level Standards

## District Goal

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

## Site Tier 1 Goal

Lincoln School will work towards providing high quality Tier 1 instruction in all classrooms.

### 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		2326.	2345.		6.67	5.80		2.67	13.04		9.33	20.29		81.33	60.87
Grade 4		2375.	2379.		3.85	8.57		6.41	10.00		21.79	15.71		67.95	65.71
Grade 5		2440.	2423.		5.97	4.29		23.88	18.57		19.40	17.14		50.75	60.00
Grade 6		2483.	2450.		5.80	0.00		27.54	19.67		24.64	29.51		42.03	50.82
Grade 7		2498.	2478.		1.43	5.80		22.86	13.04		38.57	30.43		37.14	50.72
Grade 8		2503.	2491.		0.00	1.59		22.39	14.29		37.31	38.10		40.30	46.03
All Grades	N/A	N/A	N/A		3.99	4.48		17.14	14.68		24.88	24.88		53.99	55.97

### 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		2335.	2364.		2.67	2.90		6.67	11.59		17.33	34.78		73.33	50.72
Grade 4		2395.	2379.		1.28	2.78		8.97	8.33		29.49	13.89		60.26	75.00
Grade 5		2411.	2416.		2.99	5.63		4.48	1.41		19.40	23.94		73.13	69.01
Grade 6		2446.	2411.		1.43	1.61		10.00	3.23		27.14	19.35		61.43	75.81
Grade 7		2444.	2441.		0.00	1.39		7.14	5.56		31.43	19.44		61.43	73.61
Grade 8		2443.	2440.		0.00	1.59		10.45	4.76		13.43	19.05		76.12	74.60
All Grades	N/A	N/A	N/A		1.41	2.69		7.96	5.87		23.19	21.76		67.45	69.68

**CAASPP Results**  
**English Language Arts/Literacy (All Students)**

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	19.15
Female	23.60
Male	15.63
American Indian or Alaska Native	0
Asian	17.65
Black or African American	21.43
Filipino	50.00
Hispanic or Latino	16.28
Native Hawaiian or Pacific Islander	--
Two or More Races	--
White	28.26
English Learners	3.23
Foster Youth	--
Homeless	27.27
Military	0.00
Socioeconomically Disadvantaged	17.48
Students Receiving Migrant Education Services	0
Students with Disabilities	1.61

**CAASPP Results**  
**Mathematics (All Students)**

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	8.56
Female	9.29
Male	7.96
American Indian or Alaska Native	0
Asian	0.00
Black or African American	7.14
Filipino	41.67
Hispanic or Latino	7.21
Native Hawaiian or Pacific Islander	--
Two or More Races	--
White	14.89
English Learners	3.85

CAASPP Student Groups	CAASPP Percent Met or Exceeded
Foster Youth	--
Homeless	3.85
Military	9.09
Socioeconomically Disadvantaged	7.01
Students Receiving Migrant Education Services	0
Students with Disabilities	0.00

Data

Lincoln Kindergarten -Third Early Literacy Data				
	<b>Illuminate</b>	50%=30 words		
<b>Kinder</b>	<b>Letter ID</b>	<b>Sounds</b>	<b>HFW List 4</b>	
# of students	52/75	28/75	3	
proficient				
	<b>MAP Reading Fluency</b>			
<b>Phonological Awareness</b>	<b>Kinder</b>	<b>First</b>	<b>Second</b>	<b>Third</b>
Level 1	24	8	5	3
Level 2	18	6	8	0
Level 3	7	15	5	4
Level 4	7	30	32	21
<b>Phonics/Word Recognition</b>	<b>Kinder</b>	<b>First</b>	<b>Second</b>	<b>Third</b>
Level 1	29	5	4	1
Level 2	14	7	4	1
Level 3	7	21	13	5
Level 4	7	25	28	21
<b>Oral Readers</b>	<b>Kinder</b>	<b>First</b>	<b>Second</b>	<b>Third</b>
	0	3	15	32

Data Analysis

In our efforts to grow readers we are closely monitoring data in Illuminate and MAP Reading Fluency. The data shows growth for our Kindergarten students. We will monitor the students that are not reaching the benchmark towards becoming an oral reader as laid out in our smart goals. Data in both phonics areas: phonological awareness and phonics/word reading are strong, as most students are at Level 3 or 4. Kindergarten focus will be on sounds and high frequency words, as both these areas are very low.

MAP growth for English Learners: 1st grade-10/16 met their growth target, 2nd grade-3/20 met growth projection, 3rd grade 8/19 met growth projection

**Student Need 1:**

Lincoln K-3 students need to build and/or increase their foundational reading skills in order to become an oral reader by the end of 3rd grade.

**SMART Goal 1**

By June 2027, 80% of our Kindergarten students will recognize all 26 uppercase & lowercase letters, 30 sounds, and identify 50% of the 60 Kindergarten high frequency words.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Kindergarten PLC will meet weekly to collaborate by reviewing data, identifying student need, planning effective ARGH time, and designing lessons to meet student need. This include PLC/ILT coaching.	PLC agenda/minutes rubric. # of agenda/minutes showing strong evidence of focus on foundational reading skills	PLC Rubric Strong Evidence 0 Some Evidence 0 No Evidence 3				Time Money People
Kindergarten teachers will implement the Foundations curriculum with fidelity. The implementation will include access to necessary materials and coaching.	Learning Walks Rubric # of teachers showing strong evidence of Foundations implementation	Learning Walks Rubric Strong Evidence 9 Some Evidence 2 No Evidence				Time Money People
Reading Corps tutor intervention will support identified Kindergarten students with an	AmeriCorps provided data analysis # of students exiting the intervention	0/7 students exited intervention				Money People

emphasis on foundational reading skills.						
						Time People

**Progress Monitoring**

**SMART Goal 2**

By June 2027, 80% of 1st grade students will achieve level 4 in Phonological Awareness & Phonics/Word Recognition on MAP Reading Fluency.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Reading Corps tutor intervention will support identified Kindergarten students with an emphasis on foundational reading skills.	AmeriCorps provided data analysis # of students exiting the intervention	3/8 students exiting intervention				Money People
1st & 2nd grade PLC will meet weekly to collaborate by reviewing data, identifying student need, planning effective ARGH time, and designing lessons to meet student need. This includes PLC/ILT coaching,	PLC agenda/minutes rubric. # of agenda/minutes showing strong evidence of focus on foundational reading skills	PLC Rubric Strong Evidence 0 Some Evidence 0 No Evidence 3				Time People
1st & 2nd grade teachers will implement the Foundations curriculum with fidelity. The implementation will include access to necessary materials and coaching.	Learning Walks Rubric # of teachers showing strong evidence of Foundations implementation	Learning Walks Rubric Strong Evidence 9 Some Evidence 2 No Evidence				Time People Money

TOSA will support K-3 teachers with the use of Foundations and the monitoring of foundational phonics data.						Time Money People

**Progress Monitoring**

**SMART Goal 3**

By June 2027, 60% of 2nd grade students & 85% of 3rd grade students will achieve the oral reading level on MAP Reading Fluency.

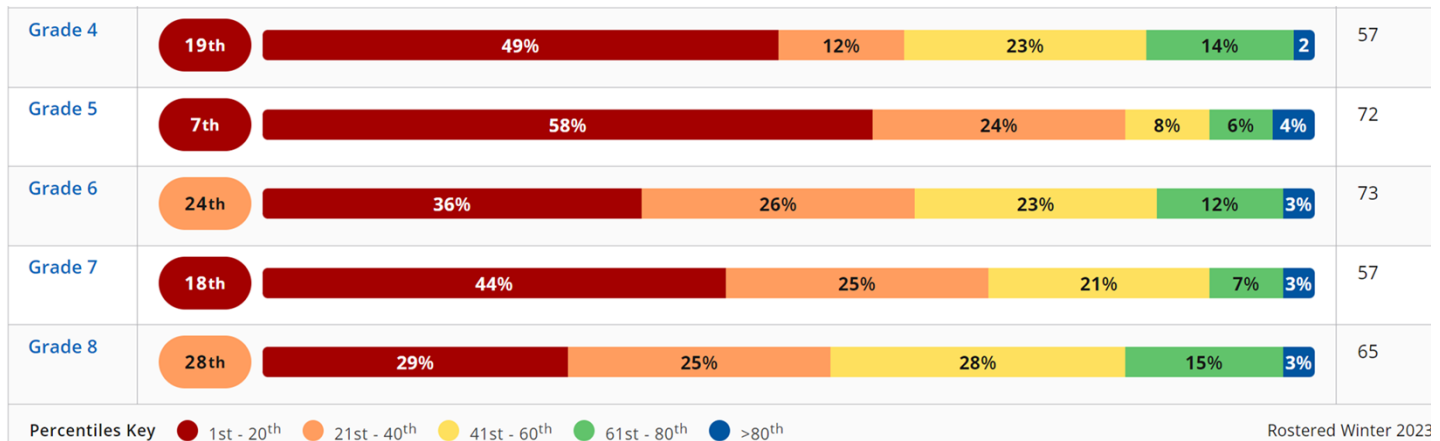
**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Intervention teacher will work with students who need support with decoding 1 syllable and CVC words and phonemic manipulation.	Pre/Post Assessment # of students showing growth from pre to post assessment	New Implementation				Time People
Instructional specialist will work with students on oral reading fluency.	Pre/Post Assessment # of students showing growth from pre to post assessment	New Implementation				Money People
3rd grade PLC will meet weekly to collaborate by reviewing data, identifying student need, planning effective ARGH time, and designing lessons to meet student need. This includes PLC/ILT coaching.	PLC agenda/minutes rubric. # of agenda/minutes showing strong evidence of focus on foundational reading skills	PLC Rubric Strong Evidence 0 Some Evidence 0 No Evidence 3				Time People
Reading Corps tutor intervention will support identified 3rd grade students with an emphasis	Americorp's provided data analysis # of students exiting the intervention	4/7 students exited the intervention				Money People

on foundational reading skills.						
Students will have the opportunity to attend various enrichment field trips or assemblies on campus to strengthen content knowledge.	Pre & Post data created by teachers. Assessment will monitor students proficiency before and after the enrichment activity.	New implementation				Time People
Provide digital book access to students after school hours	# of books read during non school hours.	New Implementation				Money

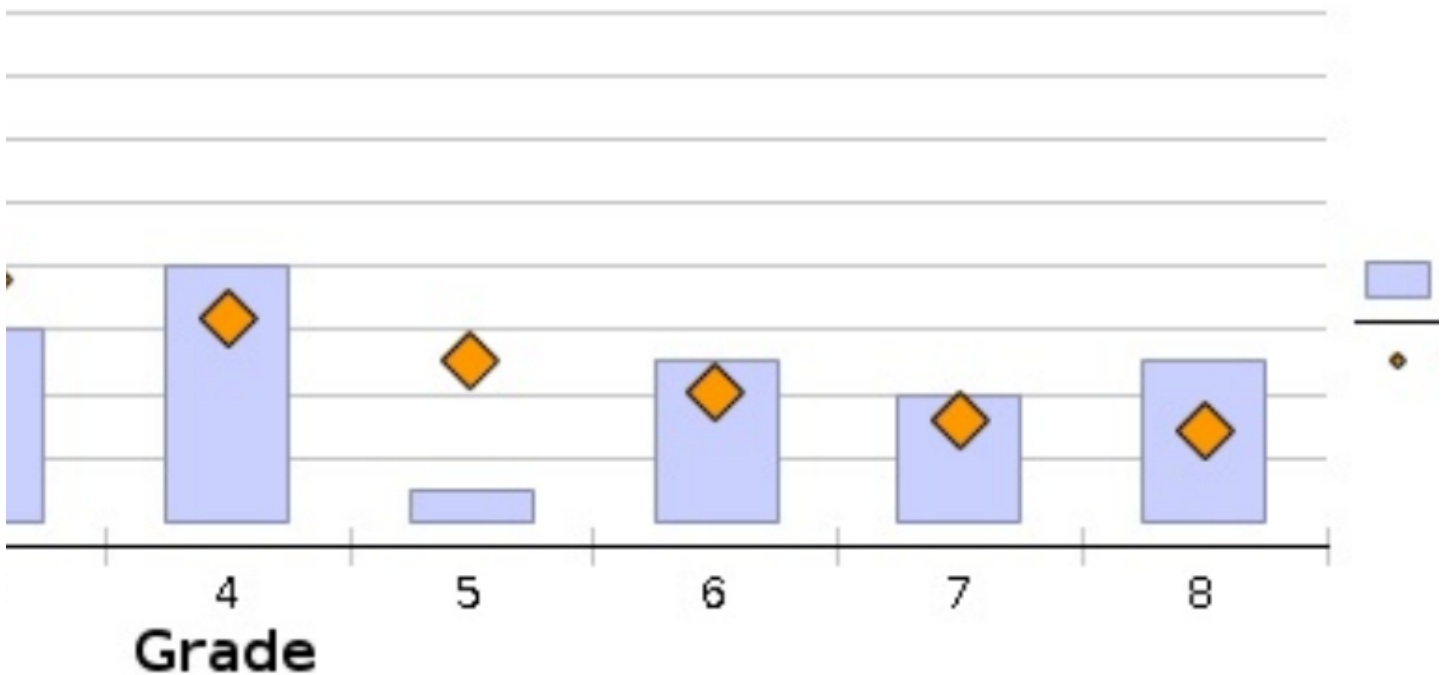
### Progress Monitoring

### Progress Monitoring



### Data

# Language Arts: Reading



### Data Analysis

When analyzing the Winter Reading MAP Growth data for 4th-8th grade students we noticed that all grade levels had at least 50% of the total number of students met their growth projection except 2nd, 3rd, and 5th. We also noticed 250/502 students school wide met their growth projection, which is 49.8%.

46.4% of English Learners met their Winter growth target, compared to 49.8% overall school wide. 36/54 67% of 4th grade students are in the red or orange band in informational text.

### Student Need 2:

Lincoln 4th-6th grade students need specific access to ELA base curriculum through highly effective strategies utilized by their classroom teachers with an emphasis on effective Tier 1 instruction, including Tier 2 support for students needing additional reading support.

### SMART Goal 1

By June 2027, 4th-6th grade students will increase the number of students meeting their projected MAP Growth target by 5%.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Intervention teacher will work with 4th grade	Pre & Post Assessment					Money People Time

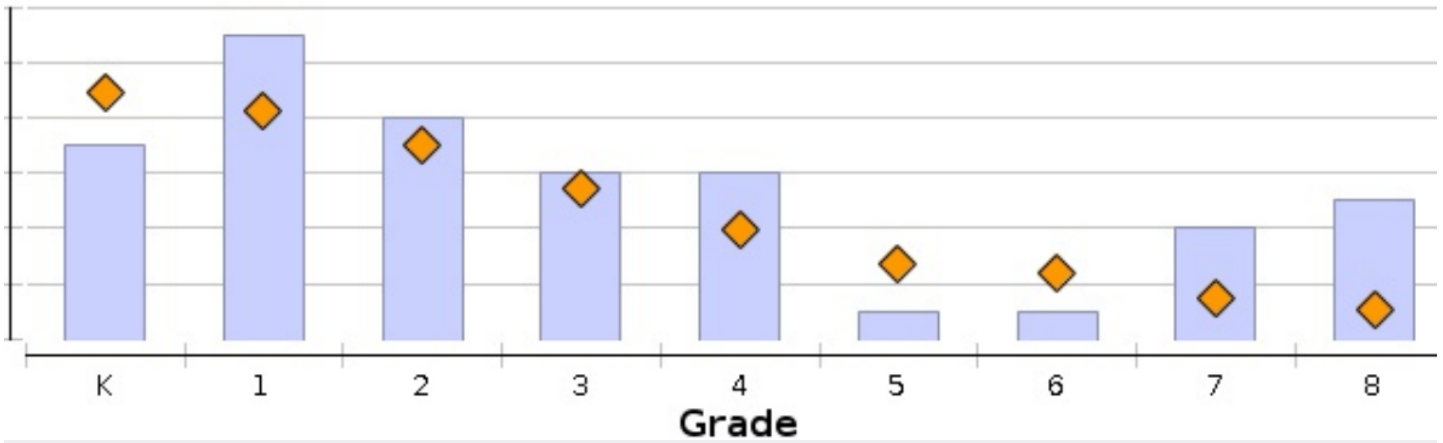


students in orange/red bands on Informational text. This includes any needed materials.		*new intervention for 24-25				
Instructional Specialist to work with 5th & 6th grade students on Language-understand/edit for mechanics.	Pre & Post Assessment	24/64 students are in current Just Words intervention or will be added for 24-25 *refined baseline data will be based on new screener				Time People Money
Continue to make the library more accessible to students and provide supplemental reading books in class libraries to help increase literacy skills.	# of visits to the library	650 K-8 visits to the library				Money People
4th-8th grade PLCs will meet weekly to collaborate by reviewing data, identifying need, planning effective ARGH time, and designing lessons to meet student need. This includes ILT/PLC coaching.	PLC agenda/minutes rubric # of agenda/minutes showing strong evidence of Tier 1 & Tier 2 instruction	PLC Rubric Strong Evidence 0 Some Evidence 1 No Evidence 4				People Time
4th-8th grade teachers will use Tier 1 curriculum and instructional supports with fidelity during designated and integrated instruction.	EL learning walks	Learning Walks Strong Evidence 3 Some Evidence 5 No Evidence 0				Time People
Digital book subscription for students to have access to books during non school hours.	# of books read during non school hours	0 books read during non-school hours				Money

Progress Monitoring

Progress Monitoring

Math: Math K-12



Grade	Percentile	30%	29%	15%	23%	3%
K	28th	30%	29%	15%	23%	3%
Grade 1	31st	35%	28%	18%	12%	7%
Grade 2	16th	59%	19%	15%	6%	1
Grade 3	25th	43%	18%	22%	15%	2
Grade 4	16th	46%	28%	22%	2	2
Grade 5	10th	71%	13%	9%	6%	1
Grade 6	15th	48%	42%	7%	3%	
Grade 7	20th	48%	26%	21%	5%	
Grade 8	20th	41%	25%	23%	11%	

Data



Red

Hispanic

Socioeconomically

Disadvantaged

Students with Disabilities



Orange

English Learners

### Data Analysis

Data analysis indicates that overall 3rd-8th grade students were red on the 2023 California Dashboard, English Learners were Orange. When looking at MAP Winter Math data we see the following trends. All grade levels had 50% or more meet their projected growth target, except K, 5th & 6th.

291/565 K-8th grade students met their Winter growth projection, 51.5%

School wide percentage of students meeting their growth target was 51.5%, English Learners was 45.1%, 2nd grade English Learners had the fewest number of ELs meeting their growth target, only 4/20.

### Student Need 3:

Lincoln students need specific access to Math base curriculum through highly effective Tier 1 instructional strategies used by their classroom teachers.

### SMART Goal 1

By June 2027, Lincoln will have 5% less students in each grade level in the red percentile band on NWEA MAP Growth assessment.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Intervention teacher to work with students who are red on operations and algebraic thinking	Pre & Post Assessment	112 4th-6th grade students are in the 1st-20th percentile in math/MAP Growth				Time Money People

		*new intervention for 24-25				
Lincoln teachers will use math thinking strategies and workshop model lesson design to deliver effective Tier 1 math instruction. This includes coaching.	Learning Walks Data	Learning Walks Strong Evidence 0 Some Evidence 17/17 No Evidence 0				Time Money People
4th-8th grade PLCs will meet weekly to collaborate by reviewing data, identifying student need, planning effective ARGH time, and designing lessons to meet student need. This includes PLC/ILT coaching.	PLC agenda/minutes rubric. # of agenda/minutes showing strong evidence of focus on foundational reading skills	PLC Rubric Strong Evidence 0 Some Evidence 0 No Evidence 3				Time People
TOSA will support PEBC implementation and its effectiveness on student learning.	Student growth for students receiving an intervention.	TBD; new implementation				

**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**

Lincoln School staff will identify needs, work towards solutions for all stakeholders that creates a school where the climate and culture is one that feels safe, encourages good attendance, positive behavior and connectedness.

**Climate**

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.43	3.43	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	1.98	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	756	711	244	34.3
Female	380	356	122	34.3
Male	376	355	122	34.4
American Indian or Alaska Native	2	2	2	100.0
Asian	55	46	14	30.4
Black or African American	34	32	17	53.1
Filipino	20	20	2	10.0
Hispanic or Latino	524	499	166	33.3
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	20	19	8	42.1
White	96	88	33	37.5
English Learners	250	235	65	27.7
Foster Youth	2	1	1	100.0
Homeless	47	45	10	22.2
Socioeconomically Disadvantaged	572	540	189	35.0
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	110	99	36	36.4

CHRONIC ABSENTEEISM							
# of students per grade level				% of students missing school			
Kinder	21						
1st	21			30% + days missed	8		
2nd	10			20-29% days missed	19		
3rd	13			15-19% days missed	25		
4th	9			11-14% days missed	62		
5th	17			10% days missed	3		
6th	13						
7th	4			Tardiness Letter 1	136		
8th	9			SARB Reminder Letter	31		
Total	117/19%			Truancy Letter 1	324		
				Truancy Letter 2	99		

### Data Analysis

We have been closely monitoring chronic absenteeism data over the last few years. The chronic absenteeism rate decreased by 10% from 1 year ago. Current school wide chronically absenteeism rate is approximately 29%. Our African American student group has a chronic absenteeism rate of 53%. 100% of American Indian students and Foster Youth are Chronically Absent. Our data shows us that we still have work to do, especially in Kindergarten and First Grade. We believe full day Kindergarten will help with attendance. We also believe that 5th grade is so high due to 1 of our classes not having a teacher. Our target grade levels for 24-25 will be K, 1st, 3rd, 5th, 6th.

**Student Need 1:**

In a continuous effort to increase student learning, Lincoln School will encourage and support families and students with regular school attendance.

### SMART Goal 1

To continue decreasing the chronically absent student rate and increase student learning by June 2027, Lincoln School will reduce the chronic absenteeism rate by 5%.

### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Lincoln Staff will continue to build a strong attendance initiative that includes incentives, in person recognition assemblies, and an increase in communication to families in regard to the importance of regular school attendance. This includes ongoing PBIS training for staff and monthly collaboration to ensure PBIS strategies are implemented with fidelity.	Out of the Chronically Absent cohort % of students increasing regular school attendance  Learning Walk Data % of classrooms with strong evidence of PBIS strategies being used	LEARNING WALKS Strong Evidence 6 Some Evidence 13 No Evidence 6				Time Money People
In collaboration with staff and admin, outreach assistant will work to increase school connectedness with chronically absent students by participating in	Q chronic absenteeism report % of students chronically absent	19% of the student population is chronically absent				Money People

PTC, ELAC, SSC, COST, PBIS, SART, parent workshops, regular communication with families and weekly meeting with administration.						
To help support the Lincoln school wide attendance initiative a school counselor (LCSW) will provide counseling and guidance services to students and families in need.	Counselor log # of students showing improved attendance	TBD *new position for 24-25				Money People
Strengthen and improve jr high elective opportunities to improve school connectedness. Including Point Break Assemblies during elective time.	Student Survey # of students reporting that participating in electives makes them feel connected to school	95/125 students feel that participating in electives makes them feel connected to school				Money People
Increase connectedness amongst 6th-8th grade students by using BASE SEL.	# of BASE SEL lessons used	0 BASE SEL lessons taught				Time People
Outreach Assistant and Social Worker will monitor attendance for our African American, Foster & American Indian student groups through COST.	# of African American, Foster & American Indian students attending school regularly					

**Progress Monitoring**

**Progress Monitoring**



Q Behavior Data \*infraction issued by teacher or admin

	Unsafe Behavior	Defiance	Inappropriate Behavior
Kinder	13	0	2
1st	4	0	3
2nd	2	1	1
3rd	7	8	3
4th	1	2	1
5th	5	4	3
6th	1	5	1
7th	5	11	12
8th	2	3	6
Total	40	34	32

23-24 Suspension Data	Male	Female	Hispanic	African American
Kinder	0			
1st	2	2		
2nd	0			
3rd	1	1		
4th	0			
5th	8	5	3	
6th	3	3		
7th	16	10	6	
8th	7	6	1	
Total	37	26	19	12

Data

Data Analysis

Behavior and Suspension data shows us that Defiance has moved into the top 2 of behaviors, the past two years inappropriate and unsafe behavior were the top two areas that we monitored. Data is glaring that Kinder students need support being safe and our 7th graders are exhibiting inappropriate behavior.

Suspension data is up this year, especially in 5th & 7th grade. Admin identified 3 students that were leading to many of the suspensions, and suspensions have drastically been reduced. 31/36(86%) of our students suspended this year were Hispanic or African American, 69.4% of students suspended were male. (69.8% of our total population is Hispanic, 6% is African American)

**Student Need 2:**

To increase learning, Lincoln students need support with conflict management, regulating emotions, positive communication, and effective decision-making skills to help reduce major behaviors and suspensions.

**SMART Goal 1**

By June 2027, Lincoln School will reduce the total number of major behaviors by 10% in the areas of defiance, inappropriate behavior and unsafe behavior.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Increase the fidelity and use of PBIS related strategies, rubrics, reinforcement and recognition of positive behaviors.	Learning Walk Data # of classrooms/spaces showing strong evidence of PBIS strategies being used	Learning Walks Strong Evidence 6 Some Evidence 13 No Evidence 6				Time Money People
All staff to attend trauma-responsive and resilience building for educators training.	Staff Survey Pre & Post August training	Staff Survey created by principal/Julie Kurtz-presenter/auth or  24-25 new support from Student Services				Time Money
First and Second grade teachers to be trained and will progress monitor 1-2 students using Restorative Practices focusing on relationship building, communication, trust, mindfulness, and empathy,	# of students identified to participate that have fewer major incidents	Learning Walk Rubric Strong Evidence____ Some Evidence____ No Evidence____  TBD new service for 24-25				Time Money People
Work with Valley Community Counselors & Elevate Youth Solutions to focus on SEL related needs and conflict	# Students that are receiving services making progress towards the identified SEL goal	12/23 students making progress on goals (VCC) *Elevate mentoring will				Money People

resolution to address needs in 4th-8th grade.		be added in 24-25				
Elementary Counselor to increase students connectedness to school. Students who have poor grades, poor attendance or are experiencing trauma.	# of students receiving services making progress towards identified goal	22/64 5th grade students were suspended this year, 17/68 are chronically absent *new intervention staff member for 24-25 to support these students with an individual goal				Money People
Wraparound services to provide prevention Tier 1, group based intervention in Tier 2, and intensive weekly support for student, family in home for 6 months, focused on attendance, academics, school/home bridging.	# of students exiting program	8/12 students will be exiting				Money
Gen Ed Support Team to remove barriers to Tier 1 instruction, decrease referrals for discipline, and increase engagement in Tier 1 instruction.	# of students with a Tier 2 plan making progress on identified goals	1/6 students with a Tier 2 plan made progress on identified goals				People
COST team will identify and address student needs by bringing together all support services while enhancing prevention and intervention, including Hispanic/African American students	# of students making progress due to COST team efforts	26/49 students making progress in either targeted academics, behavior, social emotional, and or academic needs				Time People

suspended during 23-24.						
TOSA will coordinate with social worker on identified barriers to student learning.	# of events to support students connectedness TOSA to track supports, meetings, etc	24-25 new implementation				

**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

Lincoln Elementary's goal is to grow English Learners language proficiency in order to increase learning across content areas.

### 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.

Our families have very few books in the home. This puts our students at a disadvantage with the number of words they've been exposed to by the time they get to Kindergarten. We've also noticed that a lot of our families are not fluent in their first language, which makes it incredibly challenging to work in academic content areas taught in English.

The majority of our families live in poverty which puts them at a disadvantage as to the resources that they have access to. Our students have very few opportunities to interact with others in a social setting, or leave the downtown Manteca area to acquire experiences, language and a desire to explore, learn and grow in an academic setting.

Our families demonstrate a very basic understanding of the importance of education and the partnership that it takes to master grade level standards. Most of our students do not have someone at home that can regularly read with or to them, assist with homework, put routines and structures into their day to come to school, rested and ready to learn.

### Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

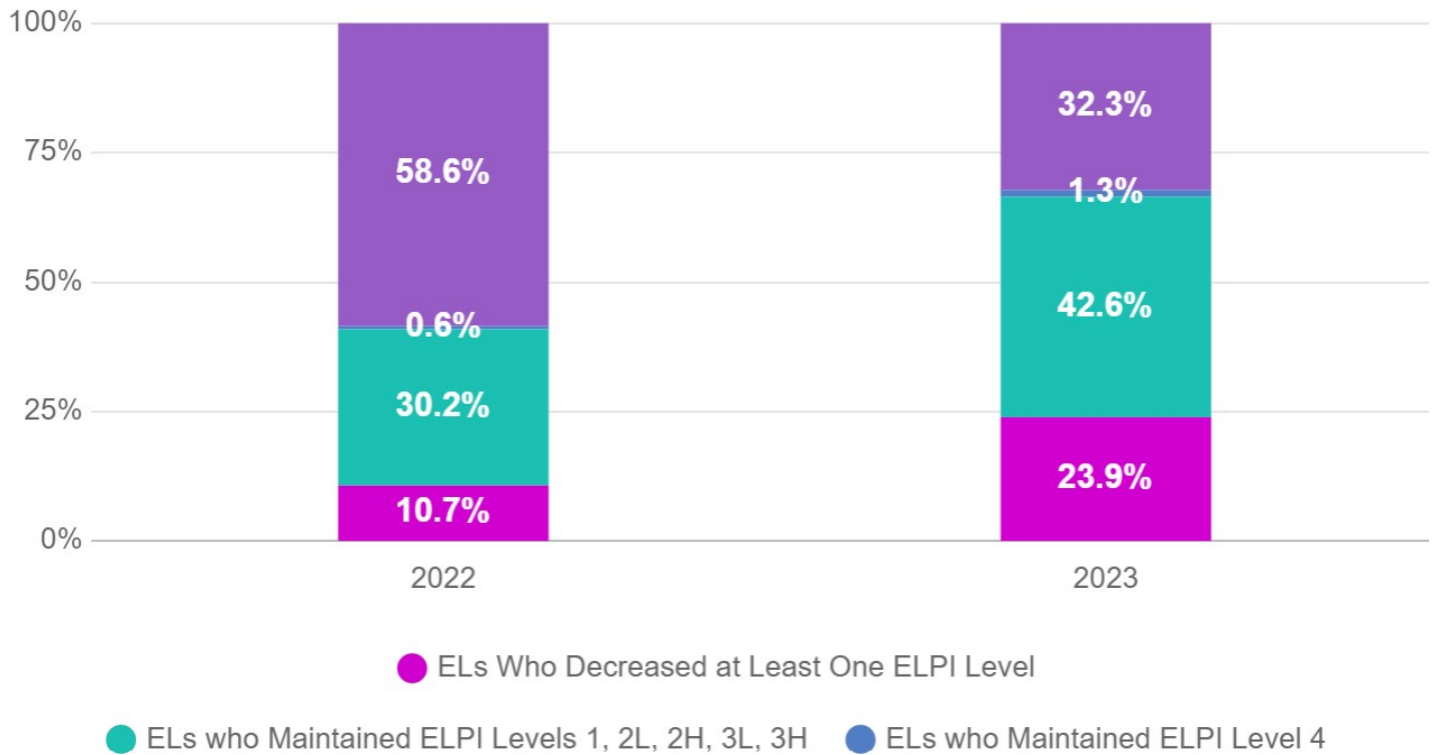
English Learner ELPAC performance on the California 2023 dashboard was Red, showing a 25.6% decline in English language proficiency.

Lincoln School English learners made substantial growth in 2022, but we were not able to maintain in 2023.

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

## Student English Language Acquisition Results Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



# English Learner Progress

All Students

State



Red

**33.5% making progress towards English language proficiency**

**Declined 25.6% ⬇️**

**Number of EL Students:  
155**

Lincoln Elementary												
Program Enrollment Analysis												
Date: 04/21/2024												
Printed: 4/21/2024 2:14 PM												
Track		(All) ▾										
School		(All) ▾										
Count of Student		Grade ▾										
Program ▾		Language ▾	00	01	02	03	04	05	06	07	08	Grand Total
English Learner		Filipino (Pilipino or Tagalog)										4
		Hindi										2
		Pashto										4
		Punjabi										19
		Spanish										160
		Tamil										3
		Urdu										1
		Vietnamese										2
English Learner Total												195
Grand Total												195

### Data Analysis

As of April 21, 2024, Lincoln Elementary School has 195 English Learners. 160/195-Spanish, 19/195 Punjabi While English Learners are fairly equal in each grade level, Kindergarten, 2nd and 5th grade are 3 highest grade levels. 2023 EL ELPAC Levels school wide- Initial Novice-23, Initial Intermediate-4, Level 1 57, Level 2 53, Level 3 49, and Level 4-8The majority of our students are Level 1 & 2, 110 students.

Dashboard data indicates that approximately 13% of our ELs that progressed at least 1 level from the previous years ELPAC was 26.3% of our students, more students overall maintained or decreased instead of progressing.

We were unable to maintain the high level of growth that we saw in 2022.

English Learners also experienced a significant decline on the 2023 CAASPP English Language Arts assessment, just 3.23% of English Learners met or exceeded proficiency.

### Student Need 1:

English Learners need effective Tier 1 instruction during integrated and designated instruction.

### SMART Goal 1

By June 2027, Lincoln School will increase the number of English Learners growing an ELPI level on the summative ELPAC assessment by 10%.



### Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Effective Tier 1 instruction strategies during integrated and designated ELD. This includes any needed training, support from ELD TOSAS, or any necessary materials.	# of K-8 Classrooms with effective Tier 1 strategies being used to support English learners	Learning Walks Strong Evidence 3 Some Evidence 17 No Evidence 4				Time Money People
Lincoln teachers will be trained with BeGlad strategies. .	# of teachers interested in being trained in BeGlad strategies	3/26 new survey for 24-25				
Staff PLC to watch district produced ELD strategy modules.	pre- post module survey	Survey Pre-Post results to measure effectiveness of modules affecting teachers understanding of EL best practices				

### Progress Monitoring

English Learner Reading Data			
2023 CAASPP English Language Arts			
All students Met or Exceeded	Proficiency		<b>19.15%</b>
English Learners Met or Exceeded	Proficiency		<b>3.23%</b>
Spring MAP Reading Data			
Grade	# of EL students meeting growth target		
<b>1st</b>	8 out of 15		
<b>2nd</b>	5 out of 22		
<b>3rd</b>	7 out of 19		
<b>4th</b>	9 out of 20		
<b>5th</b>	3 out of 29		
<b>6th</b>	10 out of 21		
<b>7th</b>	8 out of 15		
<b>8th</b>	7 out of 14		

**Data**

**Data Analysis**

English Learners declined significantly in Spring 2023 on the CAASPP assessment. Compared to school wide proficiency of 19.15%, only 3.23% of English Learners met or exceeded proficiency. Other data analyzed included the Spring MAP Growth where 57/155 English Learners met their projected Reading growth target, which is 36.7% school wide grades 1st-8th.

**Student Need 2:**

English Learners need effective Tier 1 instruction focused on English Learner supports and scaffolds.

**SMART Goal 1**

By June 2027, English Learners will increase the number of students who meet or exceed proficiency on the CAASPP by 3%.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PLC teams will select and implement 1 preferred Tier 1 ELD support, such as sentence starters.	Learning Walks Data to show evidence of Tier 1 supports	Learning Walks *new for 24-25 Strong Evidence Some Evidence No Evidence				
Effective Tier 1 instruction strategies during integrated and designated ELD. This includes any needed training, support from ELD TOSAS, or any necessary materials.	# of K-8 Classrooms with effective Tier 1 strategies being used to support English learners	Learning Walks Strong Evidence 3 Some Evidence 17 No Evidence 4				

**Progress Monitoring**

<b>Students With Disabilities</b>					
<b>2023 CAASSP</b>					
<b>MATH</b>					
status	Very Low	% of proficiency	0%	Change Level	Declined
<b>ELA</b>					
Status	Very Low	% of proficiency	1.61%	Change Level	Declined
<b>SPRING 24 MAP Growth</b>			*met projected growth target		
Grade	READING SDC	READING RSP	MATH SDC	MATH RSP	
1st	0		1		
2nd	0	0	1	1	
3rd	1	0	0	1	
4th	1-Jan	1	1	3	
5th	2-Jan	2	0	2	
6th	2	3	1	3	
7th	1	2	4	0	
8th	5	4	7	2	
<b>Total</b>	<b>12 out of 33</b>	<b>12 out of 25</b>	<b>15/33</b>	<b>12 out of 25</b>	

**Data**

**Data Analysis**

19.15% of all students assessed on the 2023 English Language Arts CAASSP met or exceeded proficiency while Students with Disabilities was 1.61%. 8.56% of all students assessed on the 2023 Math CAASSP met or exceeded proficiency, while Students with Disabilities was 0.00%.

61 students with disabilities were assessed, these students declined 5.8% from previous year, 1.61% of the 61 students met or exceeded proficiency in ELA and 0% in Math.

41% or 24/58 of students with disabilities in RSP or SDC met their Spring MAP projected growth target in Reading and 46%/27/58 in Math.

**Student Need 3:**

Students with Disabilities need effective Tier 1 instruction using base curriculum aligned to grade level standards.

**SMART Goal 1**

By June 2027, the number of students with disabilities will increase in making progress towards proficiency on the Spring CAASPP in Math/ELA & Spring MAP Growth.

**Implementation Plan**

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Special Education teachers to utilize PLC time to unpack grade level standards and build in scaffolds to support skills.	pre-post self assessment	24-25 new implementation				
Special Education teachers will use Base Curriculum across content areas.	Learning Walks to determine use of Base Curriculum in classrooms	Learning Walk Data Strong Evidence Some Evidence No Evidence				

**Progress Monitoring**

## Budget Summary

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	Department/Program Administrator Additional Notes & Links to support documents
Emerging Students	SN 1	English Learner Student instructional support ( ES SN2)	0709	Certificated Extra-time	Year 1		CSI: EI support for identified Strands
Safety	SN 1/2	PBIS Time Sheeting Certificated & Classified	0709	Certificated Extra-time	Year 1	\$ 5,000.00	
Standards	SN 2	LMT-time sheet extra hour	0709	Classified Extra-time	Year 1	\$ 9,600.00	
Emerging Students	SN1	Bilingual Translation	0709	Classified Extra-time	Year 1	\$ 1,000.00	transtranslating documents in writing
Emerging Students	SN 1/2	Bilingual Interpretation	0709	Classified Extra-time	Year 1	\$ 5,000.00	Interpreting for a conference, IEP, meeting
Safety	SN1	7th & 8th Grade Elective	0709	Materials & Supplies	Year 1	\$ 1,000.00	VAPA/Bridge to Success
		Small group supports: Furniture	0709	Materials & Supplies	Year 1	\$ 7,000.00	additional pieces to enhance collaboration/safe
Safety	SN 1/2	PBIS Incentives	0709	Materials & Supplies	Year 1	\$ 4,000.00	
		7th/8th notebooks	0709	Materials & Supplies	Year 1	\$ 1,500.00	
Safety		PBIS cases for Treasure Cove incentives to be displayed in library	0709	Materials & Supplies	Year 1	\$ 2,000.00	
Safety	SN 1/2	C-STEM Science	0709	Materials & Supplies		\$ 1,000.00	
Safety	SN 1/2	Field Trip	0709	Services		\$ 1,000.00	3rd Grade Adventure
Safety	SN 1/2	Science Camp	0709	Services	Year 1	\$ 10,000.00	
		PD?					
		Conferences?					
						\$ 48,100.00	
						\$57,600 Allocation 88% 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	Department/Program Administrator Additional Notes & Links to support documents
		Certificated Salaries Direct Student Instruction (time sheet teachers)	3010	Certificated Extra-time	Year 1	\$ 14,000.00	intervention, before/after school, Saturday
Standards	SN 1/2	Certificated Salaries no student contact time sheet	3010	Certificated Extra-time	Year 1	\$ 7,000.00	ILT, teacher collaboration
Standards		Tutorial/Supplies or Copies	3010	Certificated Extra-time	Year 1	\$ 1,000.00	
Standards		Certificated Subs for pull out days	3010	Certificated Sub-time	Year 1	\$ 5,000.00	
Standards	SN 1 /2	Fundations/Just Words	3010	Materials & Supplies	Year 1	\$ 7,000.00	consumables, replacements
Standards	SN 1/2	Just Words 4th-5th	3010	Materials & Supplies	Year 1	\$ 3,000.00	we are looking into just words or other for 4th-5th
Safety	SN 1	Family Engagement Activities (including 1% Title 1 funds)	3010	Materials & Supplies	Year 1	\$ 1,500.00	
		Classroom Libraries	3010	Materials & Supplies	Year 1	\$ 1,500.00	
Standards	SN 1	Americorps	3010	Services	Year 1	\$ 14,500.00	2 Reading tutors
Standards	SN 3	PEBC ( SN 1 & 2)	3010	Services	Year 1		CSI: continued math coaching to address student r
		Field Trips	3010	Services	Year 1	\$ 9,000.00	
		PD?					
		Conferences?					
		Outreach Assistant				\$ 31,325.00	
						\$ 94,825.00	
						\$ 157,200.00 Allocation (2)	

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	Department/Program Administrator Additional Notes & Links to support documents
Standards	D	Science Camp	2600	Services	Year 1	\$ 10,000.00	
		Intervention Teacher	7435			\$ 168,000.00	
						\$ 178,000.00	
B	C	D	E	F	G	H	I

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	Department/Program Administrator Additional Notes & Links to support documents
Safety	SN 1/2	Social Worker/School Counselor Job Desc No.206.3				\$ 112,400.00	
						\$ 112,400.00	

6	Description of Need	Function (Type of activity)	Object (Type of Expenditure)	Cost Estimate	Site/Dept Administrator Additional Notes	Superintendent/Executive Administrator Notes/Questions/Feedback
7	First Aide/Health	Admin	Classified Extra-time	\$ 250.00		
8	Amazon Office/Admin Open PO	Admin	Materials & Supplies	\$ 1,600.00	Admin	
9	Office Depot/Office Supplies-Open PO	Admin	Materials & Supplies	\$ 2,000.00	Admin	
10	Food 4 Less-Open PO	Admin	Materials & Supplies	\$ 1,000.00	Professional Development, pull out & parent meetings	
11	Copy Clicks Admin	Admin	Materials & Supplies	\$ 1,000.00		
12	Copy Cards	Admin	Materials & Supplies	\$ 200.00		
13	Postage	Admin	Materials & Supplies	\$ 100.00		
14	Stores- Laminating Film, Copy Paper	Admin	Materials & Supplies	\$ 1,000.00		
15	Butcher Paper	Admin	Materials & Supplies	\$ 450.00		
16	Office Depot Instructional Open PO	Admin	Materials & Supplies	\$ 6,000.00		
17	Office Depot/Amazon Ink	Admin	Materials & Supplies	\$ 2,000.00		
18	Visitor, Late & Hall Passes	Admin	Materials & Supplies	\$ 500.00		
19	Safety signage, parking lot	Admin	Materials & Supplies	\$ 1,000.00		
20	8th grade Celebration Supplies	Admin	Materials & Supplies	\$ 1,000.00		
21	Microsoft	Admin	Materials & Supplies	\$ 1,500.00	Updated office computers, laptop-OM **Work with TSS	
22	Print Shop Admin	Admin	Services	\$ 1,000.00		
23	Fingerprinting Volunteers	Admin	Services	\$ 250.00	45 per fingerprint	
24	Admin Designee	Admin	Services	\$ 1,000.00		
25	Risso/Ricoh Maintenance	Admin	Services	\$ 1,000.00		
26	Amazon Library Supplies-Open PO	Library	Materials & Supplies	\$ 500.00		
27	PermaBound	Library	Materials & Supplies	\$ 1,500.00	**Expanding/updating library and classroom libraries	
28	Demco	Library	Materials & Supplies	\$ 1,500.00		
29	Grainger-Open PO	Operations	Materials & Supplies	\$ 17,000.00	Custodial supplies & feminine products	
30	Waxie-Open PO	Operations	Materials & Supplies	\$ 4,500.00		
31	Home Depot-Open PO	Operations	Materials & Supplies	\$ 1,500.00		
32	Stores-Custodial Supplies	Operations	Materials & Supplies	\$ 3,500.00		
33	Keys	Operations	Materials & Supplies	\$ 100.00		
34	Walkie Talkies and/or Charging Bases	Operations	Materials & Supplies	\$ 2,500.00	Replacement/Growth	
35	Equipment Repair	Operations	Services	\$ 3,000.00	Custodial	
36	Maintenance Work Orders	Operations	Services	\$ 1,500.00		
37	Gas/Fuel	Operations	Services	\$ 150.00		
38	Certificated Subs	Program	Certificated Sub-time	\$ 2,000.00	subs for pull out time	
39	SSA Supplies	Program	Materials & Supplies	\$ 200.00		
40	Amazon/Grade Level & Classroom Supplies- Open PO	Program	Materials & Supplies	\$ 6,000.00	**	
41	Stores-Playground/Recess Equipment	Program	Materials & Supplies	\$ 2,500.00	Replacement	
42	Music Supplies	Program	Materials & Supplies	\$ 1,500.00		
43	Amplify	Program	Materials & Supplies	\$ 1,000.00		
44	Spark PE	Program	Materials & Supplies	\$ 1,500.00		
45	Technology Supplies	Program	Materials & Supplies	\$ 5,000.00		
46	Print Shop Instruction	Program	Services	\$ 1,500.00		
47	Teacher Tech Package Replacements	Program	Materials & Supplies	\$ 2,000.00		
48	Start Up for new TK Class	Program	Materials & Supplies	\$ 3,500.00	Instructional	
49	Amazon Instuctional Open PO	Program	Materials & Supplies	\$ 3,000.00		
50	Copy Click Instruction	Program	Services	\$ 2,500.00		
51	Classroom Libraries New teacher/replacements	Program	Services	\$ 1,000.00		
52				\$ 93,300.00		

## Educational Partner Input

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

### Involvement Process for the Strategic Plan and Annual Review and Update

Lincoln School Site Council, English Language Advisory Committee, Certificated and Classified Staff, Instructional Leadership Team meet regularly to monitor the Strategic Plan for all 3 identified district targets: Standards, Safety & Emerging Students. Agendas and data are provided at each meeting to ensure the committee has the information needed to ask questions, and to give input on site needs. The principal leads the school site council, staff, and instructional leadership team meetings, while the vice principal leads the English Learner Advisory Committee.

### Date

#### School Site Council Meeting Dates:

9/25/23-Over view of plan, SSC expectations for monitoring/approving  
10/18/23Progress Monitor Standards  
11/28/23 Progress Monitor English Learners  
1/31/2024 Safety Plan, Safety Monitoring  
2/26/24 Needs assessment input standards, Progress Monitor Standards  
3/22/24 Progress Monitor Safety  
4/16/24 Needs assessment input safety/emerging students  
5/14/24 Final review and approval of Strategic Plan

#### English Language Advisory Committee Meeting Dates:

8/17/23 Strategic Plan Review  
11/2/23 Progress Monitor Standards, Emerging Students  
2/1/24 Progress Monitor Safety, Needs assessment  
4/11/24 Progress Monitor, needs assessment

#### Safety Committee Meeting Dates:

10/25/23 Site safety items, review for drills  
11/29/23 Review Safety data  
1/23/2024 Safety Plan review  
4/29/2024 Review of site safety items, safety data for attendance/behavior

#### Professional Learning with Staff:

8/23/23 Strat plan review  
9/20/23 Emerging Students/Standards Progress Monitor  
10/18/2023 Emerging Students Progress Monitor  
12/6/2023 Safety Progress Monitor  
1/10/2024 Emerging Students progress monitor  
2/7/2024 Standards Progress Monitor  
3/20/2024 Safety Progress Monitor  
4/3//2024 Needs assessment  
4/17/2024 Needs assessment  
5/1/2024 Strat plan review, year end

#### Instructional Learning Team Meeting Dates:

7/27/2023 Strat Plan review Standards



8/21/2023 Strat Plan review Emerging Students/Safety  
9/18/2023 Standards monitoring  
11/7/2023 Safety monitoring  
1/29/2024 Emerging Students monitoring  
2/20/2024 Standards monitoring  
3/25/2024 Safety monitoring/needs assessment  
4/15/2024 Needs assessment/progress monitoring Standards  
5/13/2024 24-25 Strat Plan review

### **Groups**

Certificated Staff  
Classified Staff  
Instructional Leadership Team  
School Site Council  
English Language Advisory Committee

### **Outcome**

Instructional Leadership Team, School Site Council , Safety Committee, and Staff PLC meetings provided the input necessary to build the 24-25 strategic plan. All staff and families were invited to participate and give input. School Site Council has reviewed and approved the Title 1 Needs Assessment worksheets with the associated actions.

## 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

Name of Members	Role
Randi Fowzer	Principal
Laura Sudderth	Classroom Teacher
Danae Young	Classroom Teacher
Mirella Gonzalez	Classroom Teacher
Jennifer McDonald	Other School Staff
John Scott	Parent or Community Member
Alma Godirez	Parent or Community Member
Maria Cruz	Parent or Community Member
Maria Cabrera	Parent or Community Member
Diana Medel	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 .

Attested:



Principal, Randi Fowzer on May 14, 2024



SSC Chairperson, Danae Young on May 14, 2024