



Manteca Unified School District Strategic Plan

2025-2026

Vision Statement

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

Mission Statement

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

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 Stemsscopes 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
648	69.3	29	0.2
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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
610	86.4%	30.3%	0.7%
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

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	185	30.3%
Foster Youth	4	0.7%
Homeless	37	6.1%
Socioeconomically Disadvantaged	527	86.4%
Students with Disabilities	83	13.6%

2022-23 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	4.5
American Indian	1	0.2
Asian	31	4.8
Filipino	21	3.2
Hispanic	467	72.1
Two or More Races	18	2.8
Pacific Islander	3	0.5
White	78	12

2023-24 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	4.4%
American Indian	1	0.2%
Asian	41	6.7%
Filipino	18	3%
Hispanic	427	70%
Two or More Races	20	3.3%
Pacific Islander	3	0.5%
White	73	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 Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2326.	2345.	2360.	6.67	5.80	8.96	2.67	13.04	13.43	9.33	20.29	25.37	81.33	60.87	52.24
Grade 4	2375.	2379.	2368.	3.85	8.57	6.90	6.41	10.00	6.90	21.79	15.71	18.97	67.95	65.71	67.24
Grade 5	2440.	2423.	2381.	5.97	4.29	1.37	23.88	18.57	8.22	19.40	17.14	15.07	50.75	60.00	75.34
Grade 6	2483.	2450.	2452.	5.80	0.00	0.00	27.54	19.67	20.55	24.64	29.51	21.92	42.03	50.82	57.53
Grade 7	2498.	2478.	2466.	1.43	5.80	0.00	22.86	13.04	23.21	38.57	30.43	21.43	37.14	50.72	55.36
Grade 8	2503.	2491.	2465.	0.00	1.59	1.49	22.39	14.29	17.91	37.31	38.10	23.88	40.30	46.03	56.72
Grade 11															
All Grades	N/A	N/A	N/A	3.99	4.48	3.05	17.14	14.68	14.97	24.88	24.88	21.07	53.99	55.97	60.91

**CAASPP Results
Mathematics (All Students)**

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2335.	2364.	2370.	2.67	2.90	10.77	6.67	11.59	10.77	17.33	34.78	23.08	73.33	50.72	55.38
Grade 4	2395.	2379.	2389.	1.28	2.78	1.72	8.97	8.33	10.34	29.49	13.89	27.59	60.26	75.00	60.34
Grade 5	2411.	2416.	2378.	2.99	5.63	0.00	4.48	1.41	4.11	19.40	23.94	6.85	73.13	69.01	89.04
Grade 6	2446.	2411.	2415.	1.43	1.61	1.39	10.00	3.23	2.78	27.14	19.35	20.83	61.43	75.81	75.00
Grade 7	2444.	2441.	2437.	0.00	1.39	1.72	7.14	5.56	1.72	31.43	19.44	29.31	61.43	73.61	67.24
Grade 8	2443.	2440.	2447.	0.00	1.59	2.99	10.45	4.76	5.97	13.43	19.05	25.37	76.12	74.60	65.67
All Grades	N/A	N/A	N/A	1.41	2.69	3.05	7.96	5.87	5.85	23.19	21.76	21.63	67.45	69.68	69.47

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

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	21.13	19.15
Female	25.93	23.60
Male	17.30	15.63
American Indian or Alaska Native	--	0
Asian	46.67	17.65
Black or African American	12.50	21.43
Filipino	45.45	50.00
Hispanic or Latino	19.44	16.28
Native Hawaiian or Pacific Islander	--	--
Two or More Races	--	--
White	21.15	28.26
English Learners	2.99	3.23
Foster Youth	--	--
Homeless	22.22	27.27
Military	--	0.00
Socioeconomically Disadvantaged	21.83	17.48
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	1.64	1.61

**CAASPP Results
Mathematics (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	9.37	8.56
Female	6.84	9.29
Male	11.39	7.96
American Indian or Alaska Native	--	0
Asian	26.67	0.00
Black or African American	6.25	7.14
Filipino	27.27	41.67
Hispanic or Latino	7.50	7.21
Native Hawaiian or Pacific Islander	--	--
Two or More Races	--	--
White	11.54	14.89
English Learners	0.00	3.85
Foster Youth	--	--
Homeless	0.00	3.85
Military	--	9.09
Socioeconomically Disadvantaged	8.63	7.01
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	0.00	0.00

Data

Lincoln Kindergarten -Third Early Literacy Data				
	Illuminate		50%=30 words	
Kinder	Letter ID	Sounds	HFW List 4	
# of students	52/75	28/75	3	
proficient				
	MAP Reading Fluency			
Phonological Awareness	Kinder	First	Second	Third
Level 1	24	8	5	3
Level 2	18	6	8	0
Level 3	7	15	5	4
Level 4	7	30	32	21
Phonics/Word Recognition	Kinder	First	Second	Third
Level 1	29	5	4	1
Level 2	14	7	4	1
Level 3	7	21	13	5
Level 4	7	25	28	21
Oral Readers	Kinder	First	Second	Third
	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 lowercase letters, 30 sounds, and identify 30/60 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 5 Some Evidence 2 No Evidence 1	Making Progress PLC Rubric Strong Evidence 5 Some Evidence 2 No Evidence 1			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 31 Some Evidence 2 No Evidence	Making Progress			Time Money People
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	0/9 students exited intervention	Making Progress			Money People
						Time People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
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<p>Cycle 1: Kindergarten students entered Kinder in Aug 2024 with a higher % of known letters, we have been able to progress to assessing sounds, sooner than past years. All Kindergarten students but 10 have made progress on letter ID. Cycle 1 established a baseline for Kindergarten sounds.</p>	<p>Illuminate data *Data Binder Lower Case Letter ID growth from initial to latest 60/60 students increased, 10 stayed the same, 15/70 have already identified all 26</p> <p>Initial Sounds 68 students assessed for sounds 7 students knew 0-10, 26 knew up to 20, 35 knew 21-30+</p> <p>Reading Corps 9 Kinder students are currently enrolled in a daily reading intervention with a Corps tutor *Data Binder</p> <p>PLC agendas -teams meet 2-3 times per month, agendas are focused on grade reading level goal *PLC Binder</p>	<p>Our next steps will be to continue with both daily Tier 1 Foundations, Foundations monthly coaching, and Reading Corps intervention. Assess High Frequency Words to get a baseline PLCs will continue to meet following our site Wed PLC schedule</p>	<p>Continue</p>
<p>Cycle 2: Kindergarten Reading Illuminate data continues to show growth towards ends of year Reading Goals.</p>	<p>Illuminate data is located on my computer and in our site data binder. We also built an excel spread sheet with K-3 data.</p> <p>Lower Case Letter ID 39 students are proficient in identifying all 26 letters 13 students are proficient in identify 25 letters 9 student have at least 20 letters identified Sounds 5 students have all 36 sounds 51 students have 20-35 sounds</p> <p>High Frequency Words HFW List #1 9 students can read all 20 words 34 students can read 10-19 words</p> <p>Reading Corps 4 students have exited this year Students making progress towards exiting Kinder-5 students 1st-17 students 2nd-9 students 3rd-19 students</p>	<p>Daily Foundations lessons, monthly Foundations coaching and Reading Corps reading intervention will all continue through 3rd trimester. PLC agendas-admin to give intentional feedback on how to look for ways to increase DOK during Tier 1 instruction</p>	<p>Continue</p>

	PLC Agendas- teams continue to meet 2-3 times per month, admin is in attendance, notes/agenda is submitted to principal, feedback given		
Cycle 3: Our kindergarten students made great progress over year 1 towards becoming readers! Significant growth was made from Fall to Spring as identified by letter ID, sounds, and high frequency words.	Action 1 PLC agendas 4 Strong 3 Some 0 None Action 2 Foundations implementation 7 Strong 2 Some 0 None Action 3 Reading Corps -12/45 students exited reading corps intervention this year, 6-3rd gr, 1-2nd gr, 4, 1st gr, 1- Kinder Final Data- Lower case Letter ID 63/71 students can identify all 26 lowercase letters 88.7% Sounds- 52/71 students can identify all 36 sounds 73.2% High Frequency Words- 31/71 are in the proficient range for identifying the 60 Kinder High Frequency Words/78.8% can identify 30/60 HFW 43.6%	Next steps include more integration of standards, we also will be changing ILT teacher lead to continue the growth of Kindergarten PLC team members PLC agendas will continue to focus strongly on foundational reading skills. All teachers will remain in place for 25/26- Foundations coaching will be reduced to 3 sessions, site instructional specialist to support procedures and routines during classroom instruction	Continue

Progress Monitoring 25-26

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 First Grade students with an emphasis on foundational reading skills.	AmeriCorps provided data analysis # of students exiting the intervention	0/16 students exited intervention 3 1st graders are on target to exit soon	Making Progress			Money People
1st grade PLCs will meet weekly to collaborate by	PLC agenda/minutes rubric.	PLC Rubric Strong Evidence 6	Making Progress			Time People

reviewing data, identifying student need, planning effective ARGH time, and designing lessons to meet student need. This includes PLC/ILT coaching,	# of agenda/minutes showing strong evidence of focus on foundational reading skills	Some Evidence 2 No Evidence 0				
1st 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 23 Some Evidence 0 No Evidence 0	Making Progress			Time People Money
TOSA will support K-3 teachers with the use of Foundations and the monitoring of foundational phonics data.	# of 1st grade students meeting proficiency on Foundations Unit assessments	*New intervention- TOSA has been screened in interview soon	Making Progress			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: The First Grade team used its Sept 3 pull out day to identify students who needed an intervention, and who would benefit from Tier 1 Level 1 Foundations. We have used this to progress monitor our first graders this semester, as teachers are continuously using Foundations assessments to monitor progress.	Reading Corps -16 1st grade students are currently enrolled in a daily reading intervention with a Corps tutor *Data Binder *3 students are on track to exit soon, we will switch them out with others when they exit 1st grade PLC agendas *PLC Binder Fall MAP Reading Fluency *Data Binder Phonological Awareness 15-Level 1 19-Level 2 10 Level 3 13 Level 4 Phonics/Word Recognition 26 Level 1 18-Level 2 12 Level 3 11 Level 4	TOSA position has been screened for, we should be interviewing soon. We need to continue look at students in Reading Corps intervention to make sure they are growing MAP Reading Fluency assessment in December Monitor intervention groups made at the Sept pull out day 4 new 1st grade students will be added	Continue

	Fundations-teachers use Fundations daily as part of their Tier 1 ELA curriculum, monthly coaching sessions continue to provide feedback and support on skills/activities *Data Binder section to be added when TOSA is hired	to the Reading Corps intervention	
Cycle 2: Feb pull out date to continue to progress monitor our growing readers!	<p>Reading Corps-1st-17 students exit_____</p> <p>1st grade PLC agendas Strong Some None</p> <p>Fundations implementation-full implementation, monthly coaches on site</p> <p>Fundations-1st grade Fundations Unit assessments, teachers are working with coaches and TOSA as to how to best utilize this data to guide instruction</p>	<p>50% TOSA has been hired and started December 16.</p> <p>Pullout dates provided time for us to collaborate and adjust groups, targeted skills.</p>	Continue
Cycle 3: First grade nearly met their reading goal for the 24/25 school year. Very strong progress was made in both Phonological Awareness & Phonics/Word Recognition.	<p>Action 1 Reading Corps 1 first grade student exited reading corps</p> <p>Action 2 PLC agendas 9 Strong Evidence 0 Some Evidence 0 No Evidence</p> <p>Action 3 Fundations 7 Strong 2 Some 0 None</p> <p>Action 4 TOSA-use of Fundations unit assessments, teachers worked with TOSA and Wilson Language coaches on using the assessments and what the data looks like and how we can use it to better out instruction,</p> <p>Spring MAP Reading Fluency data: Goal 80% of first graders will be at least a Level 4 in both Phonological Awareness and Phonics/Word Recognition Phonics Word Recognition 43/59-72.8% of students achieved Level 4 Phonological Awareness- 43/59-72.8% of students achieved Level 4</p> <p>Oral Readers Fall 3 students Spring 14 students</p>	<p>First Grade action items will remain in place for 25/26.</p> <p>Fundations- Unit assessments will be used in 25/26.</p>	Continue

Progress Monitoring 25-26

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	3rd grade 4/5 students making progress on CVC words	Making Progress			Time People
Instructional specialist will work with students on oral reading fluency.	Pre/Post Assessment # of students showing growth from pre to post assessment	2nd grade 7/8 showed growth CORE pre/post assessment 5/6 showed growth in Phonics (MAP RF) 4/6 showed growth in Phonological Awareness	Making Progress			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 6 Some Evidence 2 No Evidence 0	Making Progress			Time People
Reading Corps tutor intervention will support identified 2nd & 3rd grade students with an emphasis	Americorp's provided data analysis # of students exiting the intervention	2nd grade- 0/10 exited the intervention *2 students already exited	Making Progress			Money People

on foundational reading skills.		3rd grade-0/20 exited the intervention 4 students are on target to exit soon				
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.	Kinder-Childrens Museum 11/25 1st- Gallo Theatre 5/16 2nd-Animals on site in April 4th-Gold Rush April 5th-Sky Mountain Science Camp 5/7-9	Met			Time People
Provide digital book access to students after school hours	# of books read during non school hours.	New Implementation *waiting on updates to Sora, ILT wants to explore Epic + subscription	Didnt Meet * waiting on updates to Sora ? do we need to purchase something or be trained on Soras features			Money
2nd/3rd 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 17 Some Evidence 5 No Evidence 0	Making Progress			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: 2nd/3rd grade PLC teams have stayed focus on the	Intervention Teacher *maintains a student roster and records growth on learning targets, using Foundations, Do	Reading Corps tutors hours are being reduced, we will adjust	continue

<p>Smart goal as evidenced in agendas, pull out day, Foundations Coaching Days.</p>	<p>the math intervention *Data Binder in office and with Intervention Teacher, she also meets with Lisa Goodwin regularly to progress monitor</p> <p>Reading Corps 30 2nd & 3rd grade students receive a daily intervention from a Reading Corps tutor , Instructional Specialist monitors student progress and tutors *reports provided by Americorps *Data Binder *4 3rd grader students are on track to exit soon</p> <p>2nd grade oral reading goal of 60% - After Fall MAP Reading Fluency was given, we were at 27% oral readers *Data Binder</p> <p>3rd grade oral reading grade of 85%- After Fall MAP Reading Fluency was given, we were at 47%, we will re test in December *Data Binder</p> <p>2nd/3rd grade PLC agendas *PLC Binder</p>	<p>groups to maximize students being serviced</p> <p>Continue daily Tier 1 Foundations</p> <p>Review to see which students need to take the MAP RF before Feb 2025</p> <p>Additional support for 2 new 3rd grade teachers, based upon feedback from Foundation coach, we will observe other classrooms, and meet to review planned lessons</p>	
<p>Cycle 2: 2nd & 3rd grade PLC teams during both PLC and pullout time stay focused on growing readers, we have strategically applied resources to students who are close to being an oral reader, and those that are still growing either in sounds or letter ID</p>	<p>Action 1 Intervention Teacher 3rd grade</p> <p>Action 2 Instr Specialist 2nd grade</p> <p>Action 3 PLC agendas 6 Strong 2 Some 0 None</p> <p>Action 4 Americorps tutoring # of 2nd grade exiting, # of 3rd graders exiting</p> <p>Action 5 Field Trips 3rd grade attended Charlottees Web at Stanislaus State, 2nd grade attended Beauty & Beast at WRHS, 2nd grade has animals coming to campus in May, 3rd is planning In N Out Burger in April/May</p> <p>Action 6 Digital Book Access</p> <p>Action 7 Foundations Learning Walks</p>	<p>Reading Corps will continue through May, and we have asked for them to return in 25/26</p> <p>Tier 1 Foundations will remain in our daily instruction as long as this is the districts base curriculum</p> <p>Our instructional specialist support and site TOSA will continue to meet weekly/bi weekly to review student progress</p> <p>Our site instruction team will be adding new member this trimester, we are adding one of our site resident subs</p>	

		into a daily schedule of support	
Cycle 3: 2nd & 3rd grade PLC teams, including support staff remained focused on supporting students achieving their oral reading goal. Significant growth was made year 1 ; Fall to Spring Oral Readers	<p>Action 1 Intervention Teacher 2nd grade group 1 10/10 increased their fluency, 4 reached oral reading level , 10/12 tested as oral readers in the Spring 2nd grade group 3 6/6 made progress as measured by Core Phonics</p> <p>3rd grade group 1 4/5 students made progress 3rd grade group 2 5/6 tested as oral readers in the Spring</p> <p>Action 2 Instr Specialist 2nd grade 4/4 students grew in letter ID, sounds, and CVC words.</p> <p>Action 3 PLC agendas 5 Strong 3 Some 0 None</p> <p>Action 4 Americorp's tutoring 6 3rd grade students exited, 1 2nd grade student exited</p> <p>Action 5 Field Trips all K-5 grade levels were able to receive an educational experience outside the base curriculum</p> <p>Action 6 Digital Book Access- on pause, waiting to see what elements Sora adds to their platform</p> <p>Action 7 Foundations Learning Walks- 8 Strong 2 Some 0 None</p> <p>Final Spring Data-</p> <p>2nd grade Fall- 17/60 Oral Readers 28% Spring 43/60 Oral Readers 71.6%</p> <p>3rd grade Fall Oral Readers 31/75 41.3% Spring Oral Readers 55/75 73.3%</p>	<p>Our 3rd grade team will continue with all actions for 25/26. There was really good growth from 31 oral readers to 55 oral readers over the year. The need will potentially change in 25/26 as we are adding a 3rd grade growth classroom, giving us 26 additional students, who we will need to gather a baseline for.</p> <p>Our 2nd grade team will continue a skill based focus to grow oral readers. All actions will remain in place until data leads us a different direction.</p>	

Progress Monitoring 25-26

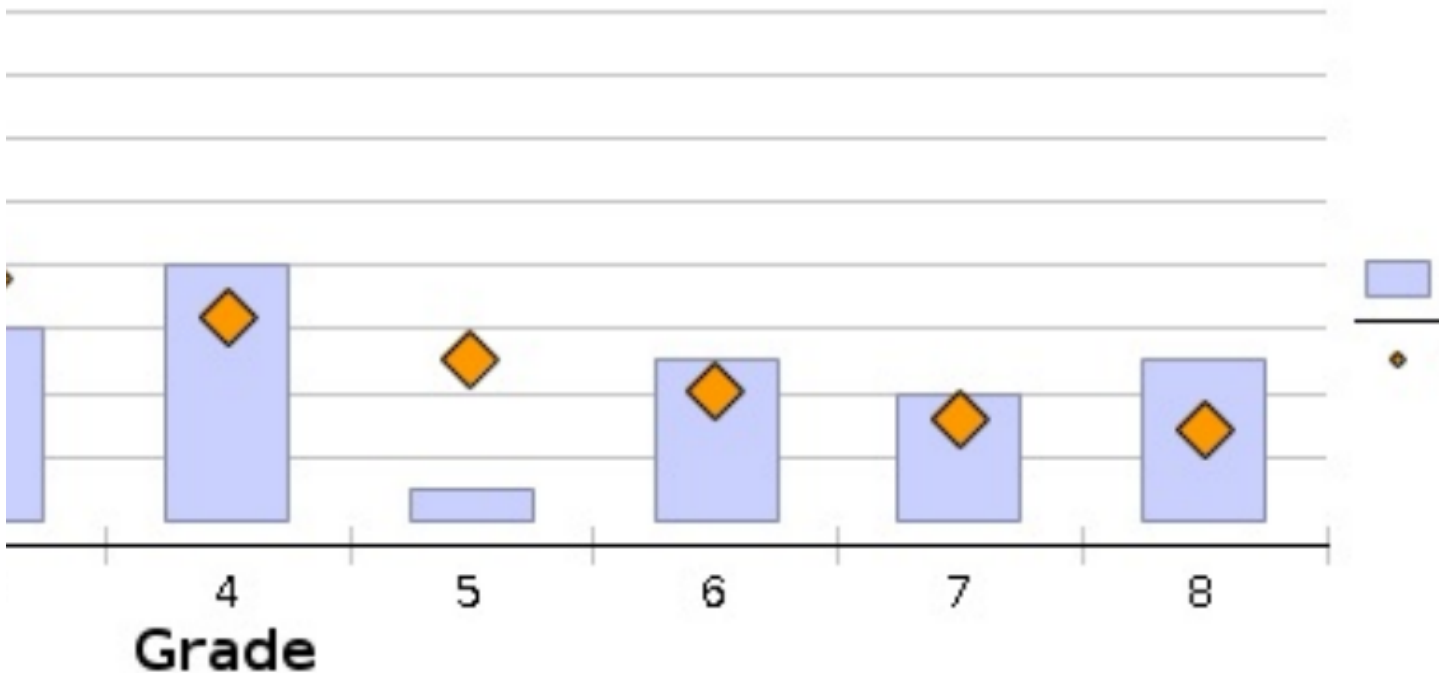
Progress Monitoring

Grade 4	19th	49%	12%	23%	14%	2	57
Grade 5	7th	58%	24%	8%	6%	4%	72
Grade 6	24th	36%	26%	23%	12%	3%	73
Grade 7	18th	44%	25%	21%	7%	3%	57
Grade 8	28th	29%	25%	28%	15%	3%	65

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th Rostered Winter 2023

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-8th 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-8th grade students will increase the number of students meeting their projected MAP Reading 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 students in orange/red bands on foundational reading skills. This includes any needed materials.	Pre & Post Assessment	4/5 4th grade students made progress on CVC post assessment 5/5 4th grade students showed growth on Core Phonics assessment	Making Progress			Money People Time
Instructional Specialist to work with 4h & 5th grade students on Language-understand/edit for mechanics.	Pre & Post Assessment	4th grade-13/14 were proficient on Unit 1 Just Words assessment 5th grade-15/17 were proficient on Unit 1 Just Words assessment	Making Progress			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	Didnt Meet *reduced 2 to 1 Book Fairs for 252/26 so library is more available *collecting book names to order books for newer			Money People

			classrooms/growth classrooms *OM has received support from Jenni/Purchasing on how to get orders through			
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 Some Evidence No Evidence	Making Progress			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 Some Evidence No Evidence	Making Progress			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 *hoping that Sora will be able to provide us with data on how many books are being read, staff wants to celebrate the number of books read	Didn't Meet * waiting on updates to Sora ? do we need to purchase something or be trained on Soras features			Money

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1:	Instructional Specialist-supports Just Words in 4th/5th-data regularly	More learning walks during Tier 1 Reading	Continue

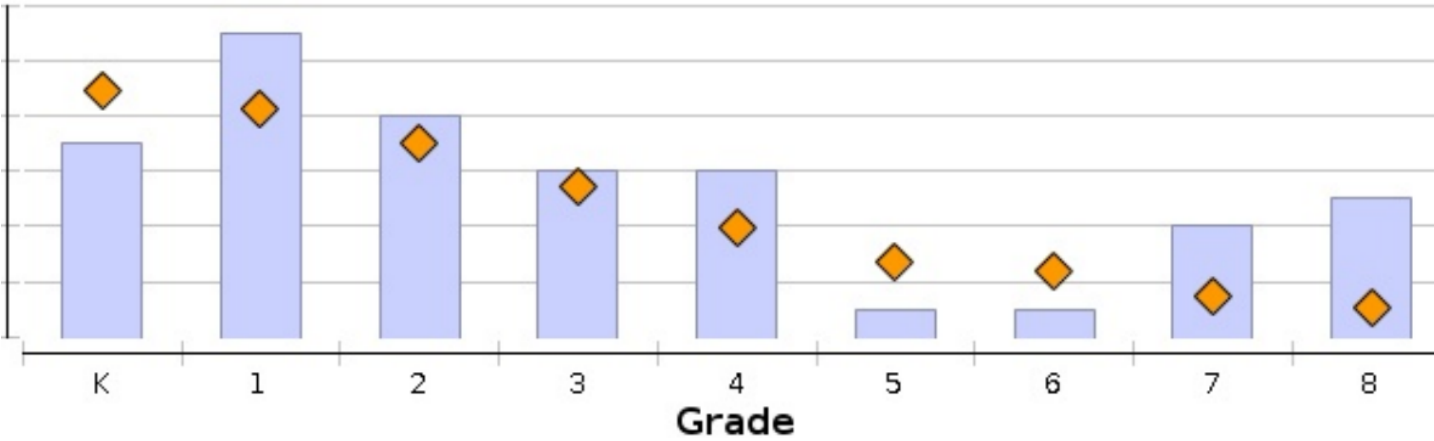
<p>4th & 5th grade reading Interventions are making good progress. We believe that 4th-8th grade groups are on their way to reducing the amount of students in red.</p>	<p>collected to progress monitor growth of students and the teachers she supports *Learning Data Log *Site Data Binder</p> <p>Intervention Teacher-progress monitors every 2 weeks, meets with teachers in PLC to review data and plan learning target *Learning Data Log * Site Data Binder</p> <p>PLC Agendas *PLC Binder</p> <p>Library Visits- Im collecting data from ILT on how to provide more access to the library, what level of books we need, and solutions to having more classes be able to go to the library every week, Our LMT is only 4.25 hours, we may need to reduce time from 30 to 20 minutes, only 1 book fair, to give more library access</p>	<p>instruction to provide feedback on effective Tier 1, including increasing the DOK.</p>	
<p>Cycle 2: We continue to see reading need in 4th/5th grade, especially 5th grade. (see MAP data)</p>	<p>Library Visits- all scheduled classes have attended except with our LMT was out sick, and book fair, we will be eliminating the Fall Book Fair to increase library time</p> <p>PLC Agendas Strong Evidence Some Evidence No Evidence</p> <p>Intervention Teacher</p> <p>Instructional Specialist -supports a 4th & 5th grade Just Words Reading Tier 2 Reading Group</p>	<p>We modified the schedule to increased the number of students we can support during ELD/ARGH time,</p>	<p>Refine</p>
<p>Cycle 3: Fall to Winter growth targets measured against Winter to Spring MAP Growth targets being met,:Grades 5th-7th increased the number of students meeting their Reading Growth Target.</p>	<p>Action 1 Intervention Teacher 4th grade group-4/7 grew in Reading, 4/6 grew in Language</p> <p>Action 2 Instructional Specialist Just Words- 4th grade-10/13 made progress 5th grade-5/15 made progress</p> <p>Action 3 Library Visits- library remained open as much as possible, due to our</p>	<p>We will continue with LLI and Just Words for those that qualify. We will not have a teacher use Just Words, the 5th grade teacher going through training, was new to MUSD, and did not have strong enough Tier 1. We will only have 1 book fair next year, this</p>	<p>Refine</p>

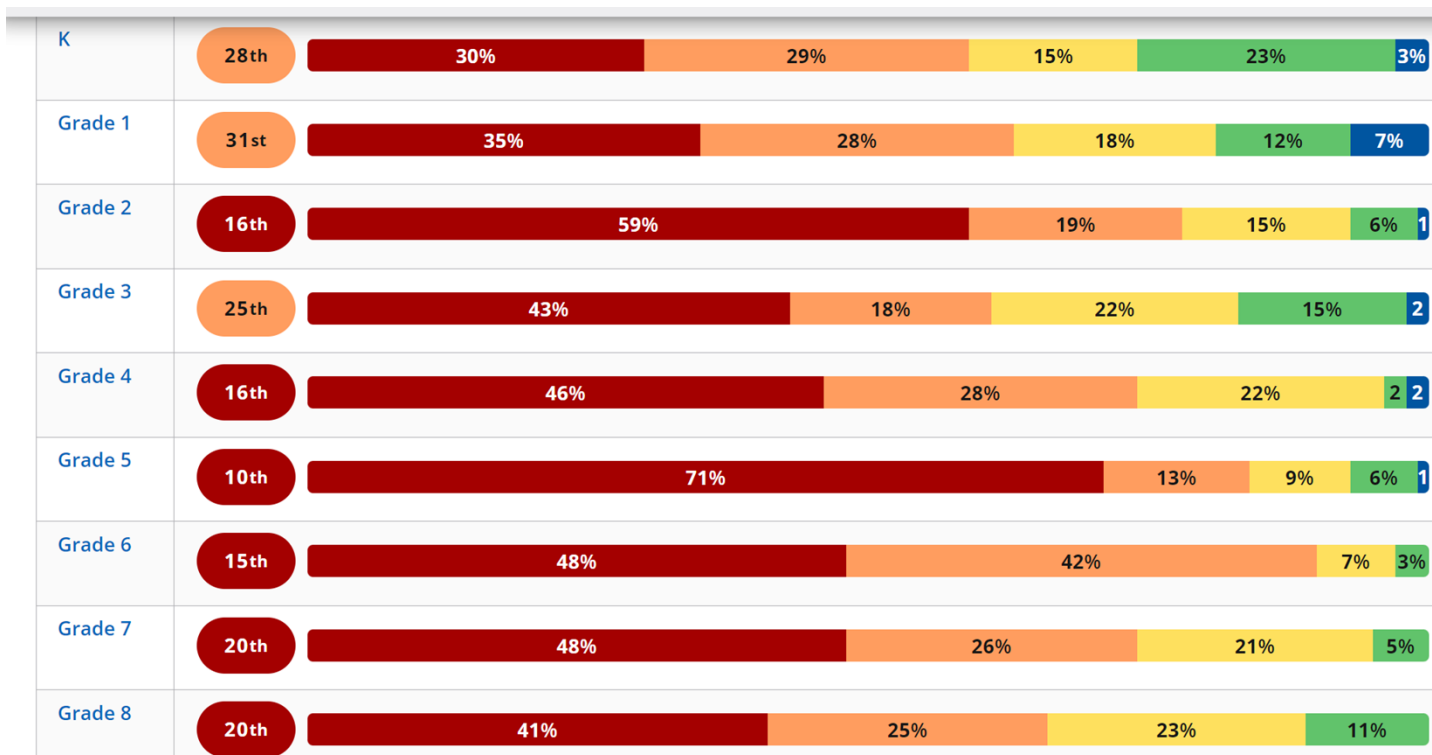
	<p>limited space, we got creative and only have to close library when LMT was out or vision/hearing testing.</p> <p>Action 4 PLC agenda/minutes</p> <p>Action 5 Learning Walks Strong Some None</p> <p>Action 6 Digital Book Subscription- on pause, waiting to see what Sora changes are coming</p> <p>MAP Reading Growth Data *% of students meeting their growth target</p> <p>4th Winter 50% Spring 50% *remained the same</p> <p>5th Winter 33% Spring 49% *increase by 16%</p> <p>6th Winter 35% Spring 60% *increase by 25%</p> <p>7th Winter 34% Spring 47% *increase by 13%</p> <p>8th Winter 58% Spring 36% *decrease by 22%</p>	<p>will increase the use of the library for students. We will closely monitor our 3rd graders that did not meet oral reader in 24/25..</p>	
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Progress Monitoring 25-26

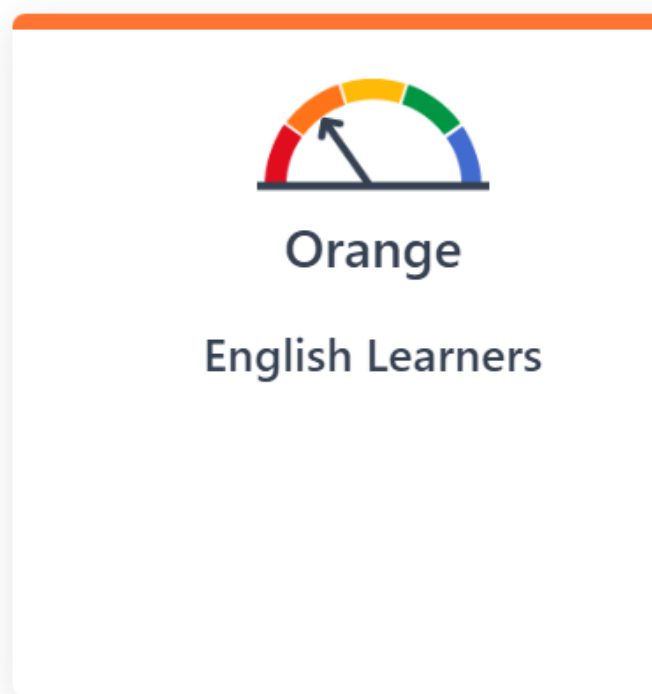
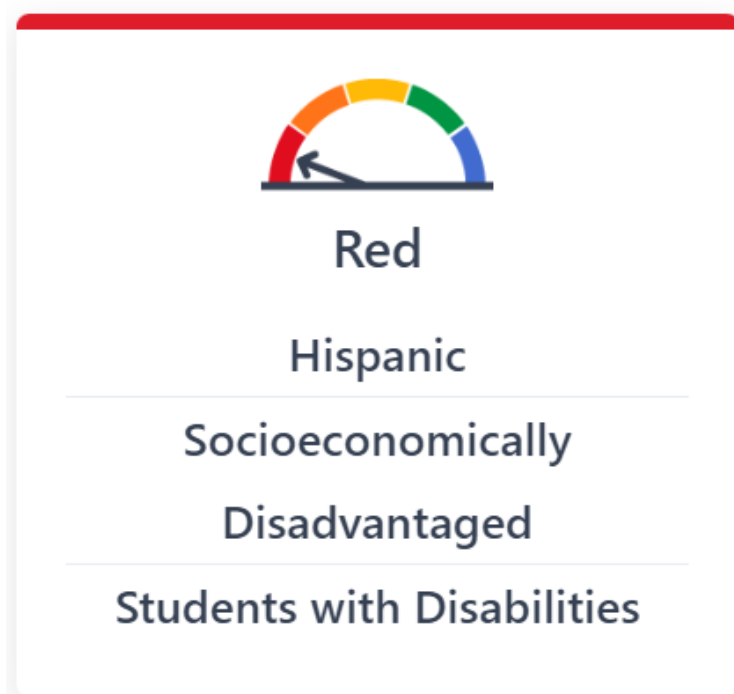
Progress Monitoring

Math: Math K-12





Data



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 Math 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	6th grade 9/10 proficient on Lesson 1-5 Progress Check Do the Math Intervention	Making Progress			Time Money People
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 16th No Evidence 0	Didnt Meet *increase coaching for 25/26 *increase focus during Staff/Grade Level PLC time, and learning walks			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	Making Progress			Time People
TOSA will support PEBC implementation and its effectiveness on student learning.	Student growth for students receiving an intervention.	TOSA not hired yet, we have screened, waiting to interview	Didnt Meet *TOSA was hired in December *Did participate in 1			

			set of coaching days *will attend PEBC training			
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: 6th grade math intervention is showing growth, 7th grade math teacher has been out most of the year, and will continue to be out at least until Feb. 8th grade math teacher is also doing Science. It has been a challenge for him to manage both subjects. 4th/5th- on track, showing strong progress	Intervention Teacher Using new Math Intervention Do the Math, prior to the start of intervention, we were using self created assessments based upon areas on need, intervention teacher regularly meets with 6th grade math teacher *Data Binder *Intervention Log Math Thinking Strategies/Workshop Model Learning Walks *Data Binder PLC Agendas*PLC Binder TOSA once hired, they will monitor PEBC coaching days and math workshop/thinking strategies implementation	Continue progress monitoring the 6th grade math intervention Use district Math TOSA to support 7th/8th grade *I've reached out to Julie H PEBC Math Coaches will be back in February	Refine
Cycle 2: We completed another round of PEBC Math Coaching in February, Our ILT is looking forward to increased PEBC, workshop model coaching in 25/26, our part time TOSA is following up and supporting teachers with workshop model lessons.	Int Teacher - 6th grade math Math Learning Walks-In an effort to build consistent learning walks in our identified areas, we have changed our collection and divided up areas of site focus amongst both admin and IS PLC agendas- PLC Binder TOSA- she participated in PEBC February coaching days, and is building a follow up plan to support the continuance of the work during Spring 25 and into 25/26	All items will continue for cycle 3.	Continue
Cycle 3: Overall, 44%/272/617 students met their Fall to Spring Growth Target, but	Action 1 Intervention Teacher (we used TOSA, site sub and intervention teacher)	We will be increasing our PEBC Coaching for 25/26.	Refine

<p>we did not make significant progress towards reducing the number of students in the red on MAP Growth.</p>	<p>3rd grade Do The Math Module B Adding/Subtracting-9/10 students increased the % from beginning to mid module assessments</p> <p>4th grade Do the Math Module A Fraction 5/5 students increased % from pre to post test</p> <p>4th grade Do the Math Module C 4/4 made progress through assessments</p> <p>4th grade Do the Math Module A 5/5 made progress</p> <p>5th grade Do the Math Module A Fractions 5/5 students increased % from pre to post test</p> <p>5th grade Do the Math Module A Multiplication 5/5 made progress, 4/5 met 80% proficiency or higher</p> <p>6th grade Do the Math group A 6/6 made progress, 1/6 exited</p> <p>6th grade Do the math group B 4/4 made progress, 4/4 met or exceeded 80% proficiency</p> <p>Action 2 Math Learning Walks 2 Strong 5 Some 1 None</p> <p>Action 3 PLC agenda/minutes for Math 2 Strong 5 Some 1 None</p> <p>Action 4 TOSA- Emily has begun to coordinate the increased days of PEBC Coaching and a plan for monitoring the growth and progress of workshop model</p> <p>MAP Math Data: Overall school wide: Winter 40%, Spring 43%/25th Percentile Kinder -Winter 20%, Spring 30%, increased red by 10% First-Winter 24%, Spring 25%, increased 2% Second-Winter 39%, Spring 48%, increased 9% Third-Winter 51%, Spring 52%, increased 1% Fourth- Winter 27%, Spring 24%, decreased 3% Fifth-Winter 49%, Spring 51%, increase 2% Sixth- Winter 34%, Spring 49%, increased 15%</p>	<p>We will revisit the Thinking Strategies and our monthly Staff PLC will map out the chapters in Minds on Math for spiraling the Workshop Model.</p> <p>Tier 1- teach to proficiency, higher DOK, manipulative use increase</p>	
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	Seventh-Winter 48%, Spring 48% maintain the same Eighth-Winter 34%, Spring 49%, increase 15%		
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Progress Monitoring 25-26

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 12 Some Evidence 8 No Evidence 1	Making Progress *see data in evidence/analysis			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	21% of the student population is chronically absent	Didn't Meet *more home visits *see data in evidence/analysis			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 will provide counseling and guidance services to students and families in need.	Counselor log # of students showing improved attendance	9/12 students on Jessica's current caseload are increasing attendance	Making Progress *see data in evidence/analysis			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	7th/8th grade Baseline Survey Jessica is also working with jr high in BASE SEL lessons, high school prep/engagement	Making Progress *see data in evidence/analysis			Money People
Increase connectedness amongst 6th-8th grade students by using BASE SEL.	# of BASE SEL lessons used	2 BASE SEL lessons taught *we just finished the baseline survey for all students, Jessica and I are working with SEL TOSAs on how to best use this data for 6th-8th grade engagement	Making Progress *see data in evidence/analysis			Time People
Outreach Assistant and Social Worker will monitor attendance for our African American, Foster & American Indian student	# of African American, Foster & American Indian students attending school regularly	AA- 57 students, average attendance rate 89.8% AI-5 students, average	Making Progress *see data in evidence/analysis			Money People Time

groups through COST.		attendance rate 84.9% Foster- 2 students, they both have very good attendance				
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Chronic absenteeism has been an up and down roller coaster this year. We have seen spikes with the online threat in Sept, and most recently with cold weather/holidays.	PBIS incentives Monthly Rad Raiders, Monthly Schoolwide Attendance Challenges Outreach Assistant-Mrs.Foster was hired 10/12/2024, she has attended our ELAC meeting, PTC meeting, weekly COST and Attendance Committee meeting, we also introduced her to families at our T1 award assemblies last week. She is reaching out in person, email and through phone calls. Site Counselor Jessica was hired 9/16/24. She has worked on Tier 1 initiatives in classrooms and recess. She also meets with students 1:1. Baseline Survey -6th-8th grade teachers gave the initial baseline survey to all students, the data is being used to plan BASE lessons, and interventions from our site counselor/admin	We will continue to focus on the chronic absent students who mathematically still have a chance of getting off the list by May, while simultaneously educating and supporting all on improving attendance We will continue our perfect attendance/lower CA rate monthly incentive challenges. Attendance Committee to review ideas from attendance works	Refine
Cycle 2: Despite our many efforts in both time, money and people our Chronic absenteeism rate currently remains about the same, 22%. We have seen points were the rate decreases but then it will go back up.	Action 1 Learning Walks 6 Strong 4 Some 1 None Action 2 Outreach Assistant Outreach Assistant- Lisa Foster works daily/weekly Progress Monitoring our 8-9% absenteeism rate students, and the CA "Yellow List" (students who mathematically still have a chance of coming off the list)	Our attendance committee (admin, Attendance clerk, counselors, outreach assistant) will continue to meet weekly. We will continue our monthly perfect attendance/attendance improvement recognition	Refine

	<p>Feb new students 31students entered Lincoln, 9 students exited</p> <p>Action 3 Counselor (CSI)19 students receive this Tier 2 intervention to develop a plan to overcome any barriers that keep them from attending school regularly, making connections between academic goals and future long term goals, and identifying people on campus they can go to for support, we will progress monitor at weekly meetings, and at the end of trimester to measure this interventions effectiveness</p> <p>Action 4 Electives 7th/8th- we remain active in switching electives each trimester to engage students and find their best fit</p> <p>Action 5 BASE SEL Lessons-Our counselor continues to provide SEL lesson instruction to grade levels/classes that are showing that highest level of needed support</p> <p>Action 6 Foster Youth-2/4 are considered chronically absent American Indian-1/5 are considered chronically absent African America-14/57 are considered chronically absent 24.5% Outreach assistant makes 3-4 calls a day, 3-4 parents call Lisa, 10-20 emails are sent out each day,</p>	<p>celebrations, sharing attendance data with families via weekly phone message and monthly newsletter</p> <p>We are working on adding the parents into the recognition of prefect attendance, we have discussed a raffle prize/parent shout out</p> <p>Counselor will start and/or continue groups for students struggling to attend regularly, including tardies</p> <p>Electives- we will meet in May as a jr high team to review what we liked this year and how we can improve in 25/26</p> <p>Students will be given an opportunity to provide feedback to this years electives, and possible choices for next year</p>	
<p>Cycle 3: Chronic Absenteeism thru the end of May dropped slightly, 20.8%.. Some families have improved but the in and out movement of students, due to unique family situations, overflow, etc...have not led to significant decreases overall</p>	<p>Action 1 Cycle 3 Mar-May Learning Walks STRONG 13 SOME 6 NONE 0</p> <p>Action 2 Cycle 3 Outreach Assistant is very active with PBIS, PTC, ELAC and participates in weekly attendance committee and COST meetings. Chronic absenteeism % dropped to 20.8%</p>	<p>Our admin/attendance committee will remain intentional and focused on supporting our community. While the overall % did not significantly drop, I can only imagine how high it would have gone without our teams active daily involvement. With the addition of 2 TK classes and a new</p>	Continue

	<p>Action 3 March 9/14 making progress in individual counseling sessions April 4/13 making progress, May 15/23 making progress, March 2 students receive daily CICO, 10 non caseload crisis intervention meetings, April-2 students remain in daily CICO, 18 non caseload crisis meetings, May- 23 students receiving counseling Jessica provides structured recess activities for 7th/8th graders at lunch recess once a week- between March 4 and May 1 439 students participated, average of 35 every week, March- 6th grade lunch activities 58 students attended, Attendance small groups- 3rd grade 4 sessions 9 students, 4th grade 6 participated, Jessica also worked with a 4th grade group on self empowerment- 6 students 7 sessions in April/May 3rd grade attendance group- 9/9 lowered their chronic absenteeism % 4th grade attendance group-6/6 decreased their chronic absenteeism %</p> <p>Action 4 Jr High Electives were important to school connectiveness, students were able to choose their top choices, and we rotated each trimester to allow for more variety, in addition to expanding leadership, TA and yearbook opportunities on campus</p> <p>Action 5 Only 1 teacher used consistently this year, we had some challenges with 2 teachers being out on sick leave, we currently have 1 25/26 vacancy, but have already met for a pullout day in May to build clear expectations for a successful start to 25/26 in jr high</p> <p>Action 6 African American students chronically absent-15/56 26.7% American Indian students chronically absent 2/5 *2nd student didnt want to vaccinate, so was excluded Foster students chronically absent- 1/3 *student was removed from his parent and placed in foster care with aunt</p>	<p>community south of town, we will continue to be intentional while reaching out early to share the importance of regular attendance, and work to find solutions for the barriers that cause irregular attendance,</p>	
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Progress Monitoring 25-26

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	11	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 12 Some Evidence 8 No Evidence 1	Making Progress *see data in evidence/analysis			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 *pre assessment shows 1/25, I will ask again to see if staff would like her back, having her in August,maybe was not a good time	Making Progress *may invite J. Kurtz back in August			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	4 teachers attended the training in July at WRHS We received a schedule of Prof. Allender visits 2/4 classrooms are regularly using restorative practices (mindfulness, positive affirmation notes, 1 is partially using, and will be discussing with other how to increase its use	Didnt meet * need Prof Allender to train whole staff *need hin on campus more often			Time Money People
Work with Valley Community Counselors & Elevate Youth Solutions to focus on SEL related needs and conflict resolution to address needs in 4th-8th grade.	# Students that are receiving services making progress towards the identified SEL goal	VCC- gathering data, as we had a VCC quit, so we have a couple subs, we will have this week Elevate- weekly progress reports are not detailed enough, we have asked for attendance data, individual student progress, students have had 8 sessions, I will update this week	Making Progress			Money People
Elementary Counselor to increase students connectedness to school. Students who have poor grades, poor	# of students receiving services making progress towards identified goal	22/64 5th grade students were suspended this year, 17/68 are chronically absent	Making Progress			Money People

attendance or are experiencing trauma.		*new intervention staff member for 24-25 to support these students with an individual goal				
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	5/13 making progress toward exiting	Making Progress			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	Didn't meet *not enough time with students teaching the skills *Gen Ed Behaviorist is not on campus enough			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 suspended during 23-24.	# of students making progress due to COST team efforts	20 students have been on the 24-25 COST list 2 moved to watch list 1 moved to another site*Beh Focus Class 1 moved to another school 1 has an IEP, removed from COST list 7/15 on current list are making progress	Making Progress			Time People

TOSA will coordinate with site counselor on identified barriers to student learning.	# of events to support students connectedness TOSA to track supports, meetings, etc	*not hired yet	Didnt Meet (hired late left early for maternity leave) *admin to set up a system to coordinate both academic intervention and counseling			
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: We are showing progress in the 3 previous areas of concern, however suspensions are up compared to a year ago.	PBIS *this year we began counting the number of SAIL tickets being passed out and the number of monthly RAD RAIDERS, PBIS team will use this data to measure its effectiveness, along with L. Walks # of SAIL tickets August 3796, Sept/Oct being counted # of RAD RAIDERS Aug-135, Sept-83, Oct 171 Defiance-18 incidents, 11/18 are 1st grade Inappropriate Behavior- 24 incidents 11-1st grade 6-7th grade Unsafe Behavior 121 incidents 74/121 are K/1st grade, 10-3rd, 13-4th 11-7th *Other areas of concern-9 incidents of fighting, 11-pushing/shoving Huge Concern: 16 suspensions through Nov 27, several of these could have been avoided if SSA's were present, didnt allow students who were upset to go back to class, etc, admin has met with SSA's individually and as a group several times to address this very important safety concern, they are always to error on the side of caution and call for an admin or walk them to	We have many new students, teachers and programs on campus this year. We continue to identify needs and find solutions. Our next steps will include PBIS having a larger role in the identified areas and solutions. Elevate(5 Peaks) needs to provide better data to show their effectiveness or we will speak to a director, and look to not renew. Interview for a TOSA next week.	Refine

	<p>office so an admin can talk through it with students</p> <p>Suspensions by the month Aug-2, Sept-9, Oct 4, Nov-1</p> <p>Suspension by Grade Level- 1st-1, 4th-1, 6th-7, 7th-5, 8th-1 10-M 6-F</p> <p>**Septembers elevation may be attributed to admin high level of need with 5 behaviors in Tk, K, 1st</p>		
<p>Cycle 2:</p> <p>Major behavior and suspensions are down 2nd trimester.</p>	<p>Action 1 PBIS evidence Learning Walks Strong Some None</p> <p># of SAIL tickets given out</p> <p>Nov-3,223, Dec/Jan- 3,574, Feb- still being counted</p> <p># of RAD RAIDERS Nov Dec Jan Feb</p> <p>Action 2 J.Kurtz, no updates specifically on Julies visit, we however continue to utilize many of the best practices that she shared with us, we have expanded our Tier 1 strategies especially in the K-3 classrooms, our Feb 19 agenda for Staff PLC was solely focused on SEL for staff and how these strategies can and should be used in the classroom with students</p> <p>Action 3 Restorative Practices with Prof Allender-incisntent site visits, teachers use mindful minute, ad circle practices</p> <p>Action 4 VCC/Elevate- Valley Community Counselors- # of students being serviced</p> <p># of students making progress toward their identified goal</p> <p>Action 5 CSI Counselor</p> <p>Dec-11/16 students making progress toward goal</p> <p>Jan-12/15 making progress toward goal</p> <p>Feb-13/18 making progress toward goal</p> <p>Action 6 Victor Services 2 out of 6 students graduated</p> <p>Action 7 Gen Ed Support Team</p> <p># of students with gen ed behavior plans making progress</p>	<p>Restorative Practices with Professor Allender- The current model is not effective,</p>	<p>Refine</p>

	<p>Action 8 COST-Dec-February, 24 students serviced, 9 students exited, 5 moved, 9 make progress</p> <p>Action 9 TOSA Emily started Dec 16, 2024, she has coordinated Jan/Feb Foundations coaching days and follow up, she also coordinated 4 (PEBC) Math coaching days and will now begin the follow up plan for 24/25 and 25/26</p> <p>Data update: As of March 5, 2025</p> <p>Q Behavior Defiance 35 incidents, 1st, 7th & 8th are the top 3 grade levels Inappropriate Behavior 28 incidents Unsafe Behavior:142 incidents, significant decrease in our TK K and 1st grade behaviors</p> <p>Suspensions have significantly decreased: As of March 5, 2025, we are at 20 for the year Dec- 0 Jan-2 Feb- 1 March- 1</p> <p>Who are we suspending? M-12 F-8 Ethnicity 13-Hispanic, 7 African American</p>		
<p>Cycle 3: Major behaviors increased in April/May.</p>	<p>Action 1 Learning Walks 7 Strong 5 Some 1None</p> <p>Action 2 J. Kurtz -we continue to use some of Julies best practices offered to us back in August</p> <p>Action 3 Restorative Practice- Prof Allender, no progress to monitor, he didnt come on site very much, it was a challenge to follow through and collect data, the 4 trained teachers did gain some valuable skills and continued to use mindfulness, breathing exercises</p> <p>Action 4 VCC/Elevate:</p>		

	<p>March-32/63 students making goal progress April 32/54 students making goal progress</p> <p>Elevate-4th/5th group-2/6 made behavior progress 6th grade group- 2/10 made behavior progress 7th grade group- 0/7 made grade/behavior progress</p> <p>Action 5 CSI funded Counselor 27/47 students making progress toward achieving goal</p> <p>Action 6 Victor Services 1 student met goal and exited 1 student moved to Yosemite Community Day School-per SARB recommendation 1 student made progress due to her father being involved 2 students slowly making progress 2 students behavior regressed</p> <p>Action 7 Gen Ed Support Team * 4 students with General Ed Interfering Behavior Plans 2 students with behavior & safety plan- 0/2 making progress, both have increased their unsafe behavior, and have spent less time in class 2/2 with interfering behavior plans have made some recent progress, more engaged in class, spending more time in class</p> <p>Action 8 COST 1 student exited due to having an IEP 3 students exited due to improvement 10 students are making progress 8 students continue to struggle and have not made progress</p> <p>Action 9 TOSA-Weekly checkins to monitor student progress</p> <p>Behavior data as of May 23, 2025: Q Behavior Top 3 Incidents:</p>		
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	Defiance 38 Unsafe Behavior 162 Inappropriate Behavior 29 Suspension thru May 23. 2025:29 total 17/29 6th & 7th grade M-15 F-14 8-African American 2-White 19-Hispanic		
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Progress Monitoring 25-26

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.

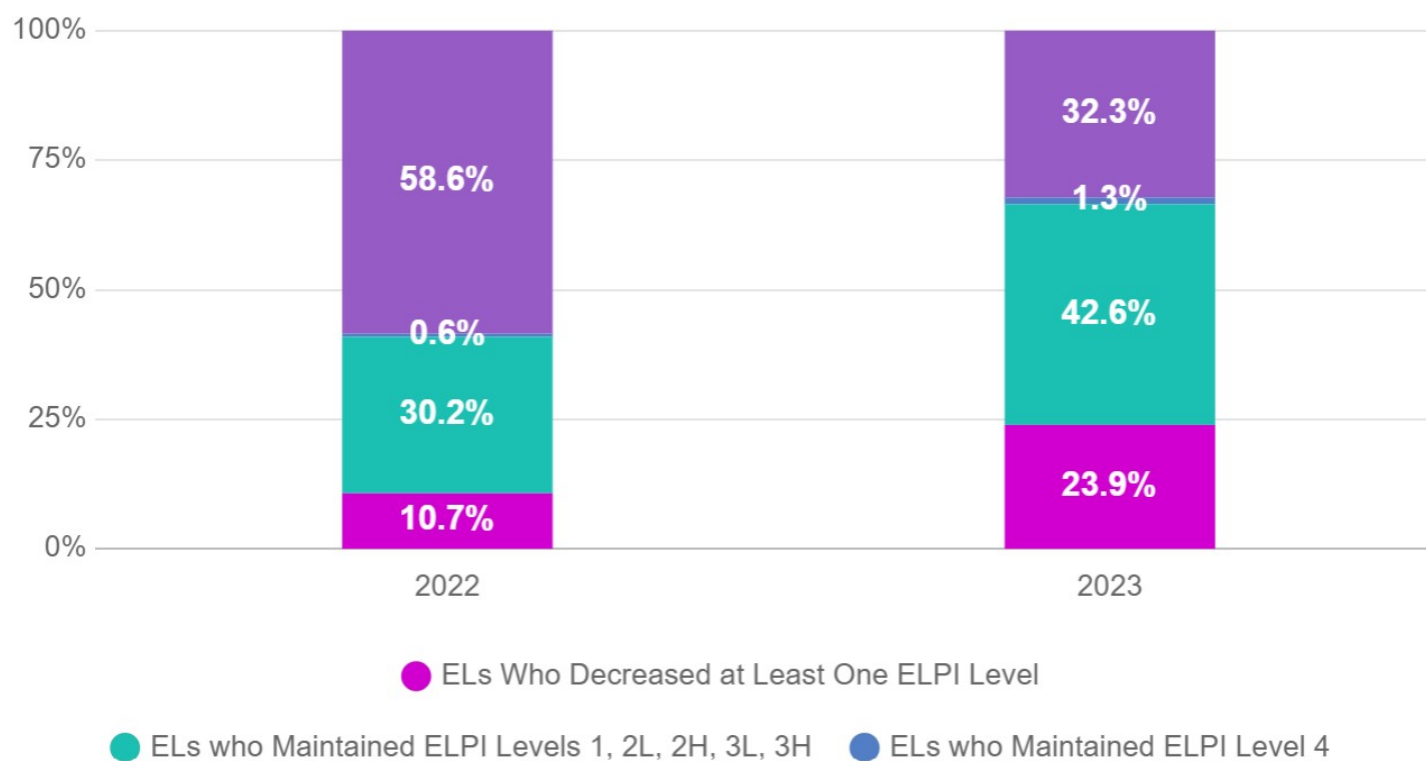
English Learner ELPAC performance on the California 2023 dashboard was Red, showing a 25.6% decline in English language proficiency.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	193	188	185	34.3%	30.9%	30.3%
Fluent English Proficient (FEP)	90	101	90	17.2%	14.4%	14.8%
Reclassified Fluent English Proficient (RFEP)				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)						2		2			4	
		Hindi	1					1					2	
		Pashto				1			1	1		1	4	
		Punjabi	5	1	3	2	3	2	1	2			19	
		Spanish	19	16	20	14	19	25	20	12		15	160	
		Tamil	1	1								1	3	
		Urdu				1							1	
		Vietnamese		1		1							2	
English Learner Total			26	19	23	19	22	30	22	17		17	195	
Grand Total			26	19	23	19	22	30	22	17		17	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 21 Some Evidence 14 No Evidence 0	Making Progress *see data in evidence/analysis			Time Money People
Lincoln teachers will be trained with BeGlad strategies. .	# of teachers interested in being trained in BeGlad strategies	5/29 interested in Be Glad training in 24-25	Making Progress *see data in evidence/analysis			People Time
Intervention Teacher to provide daily designated ELD instruction for 3rd & 6th grade students, Level 1/Novice.	3rd-Core Phonics 6th-Core Phonics	3rd grade-4/4 met proficiency on CVC word assessment 6th grade-2/3 made growth, met proficiency 1/3 met proficiency but score	Making Progress *see data in evidence/analysis			Money People Time
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	Didnt Meet *we spent our time with EL TOSAs on the ELPAC interim assessment and how to use the assessments and rubrics for instructional purposes *see data in evidence/analysis			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: All actions continue to be in place except the modules, this most likely wont happen this year.</p> <p>We had the EL TOSA's train all teachers using the Interim ELPAC assesments. (Dec/Jan) All teachers are using these at least 3 days a week to help support students on the Summative ELPAC. Admin built a strategic ELPAC testing schedule based upon how far students are from moving a Level.</p>	<p>Action 1- Learning Walks Strong 15 Some 9 None 2</p> <p>Action 2- BeGLad trained teachers- we had two additional teachers attend BeGlad training this trimester</p> <p>Action 3-ELD support through Intervention Teacher(we used int teacher in grade levels with the largest number of EL's as we havent had a bilingual para for most of the year)</p> <p>Action 4- We have not watched a module together, we spent our time in grade levels reviewing the ELPAC supports in TOMS</p>	<p>We will continue with actions 1 & 2. (1 bilingual para returned from maternity leave and we recently hired our second bilingual para) , no start date yet) This will allow us to have our intervention teacher move to another area of support</p>	Refine
<p>Cycle 2: Our progress is measured by the 2024 Summative ELPAC being released recently. We had 5 % of our ELs grow a level. We are being more intentional this year with an increased number of ELs and an increased number of Level 1/Novice.</p> <p>All of the above actions are in place with the exception of the ELD modules.</p>	<p>Be Glad Will keep reminding staff of these trainings Int. Teacher 3rd/6th showing progress</p> <p>We have an increase of approx 45 new English Learners to our site, many of them are Newcomers</p> <p>We dont have a 2nd bilingual para,(Sept-Dec, no biligual paras were on site) we have used Intervention teacher, & site resident sub to help with grade levels with the highest number of EL students</p> <p>2024 Summative ELPAC shows an increase of students growing an ELPI level by 5 %</p> <p>231 English Learners 24 are Novice, 65 Level 1 which is 38% of our ELs</p>	<p>We will continue with Tier 1 EL signature strategies, sentence starters and visuals</p> <p>We will begin using the ELPAC practice tests with our students at least twice a week Dec-March</p> <p>We will share 2024 ELPAC data with teachers, are set goals with Individual students for Spring 2025</p> <p>We will continue using a sub para, site sub and int teacher to support our English Learners during designated ELD time</p>	Refine

<p>Cycle 3: Initial data for students reaching Level 4 on Spring ELPAC is looking really good! 39 students achieved Level 4 in the first report we received. 2 8th graders were reclassified in May.</p>	<p>Action 1 Learning Walks 11 Strong 5 Some 1 None</p> <p>Action 2 Be Glad training- we had another teacher attend, with interest for a few more soon!</p> <p>Action 3 Intervention teacher support students during Designated ELD</p> <p>Action 4 EL Modules- staff did not watch these, we continued using our time on Interim Assessments/Rubrics</p>	<p>Tier 1 Signature Strategies with specific use of visuals, sentence starters & collaborative conversations</p> <p>We will start the year with use of the ELPAC interim assessments</p> <p>Celebrate EL students who grew a level as soon as scores are out in early 25/26</p> <p>Goal setting early in the year with EL's</p> <p>We will start the year with only 1 bilingual para, so we will reach out for initial testing support so our bilingual para can be in classrooms</p> <p>We built an ELD schedule (using # of ELS in grade level, and their 2023 ELPI Level) to maximize support during all grade level ELD throughout the day, most grade levels will have an ELD teacher, with a para, and some will have the support of an intervention teacher, our hope is to support the EO's with a string intentional skill focus</p>	<p>Refine</p>

Progress Monitoring 25-26

English Learner Reading Data			
2023 CAASPP English Language Arts			
All students Met or Exceeded	Proficiency		19.15%
English Learners Met or Exceeded	Proficiency		3.23%
Spring MAP Reading Data			
Grade	# of EL students meeting growth target		
1st	8 out of 15		
2nd	5 out of 22		
3rd	7 out of 19		
4th	9 out of 20		
5th	3 out of 29		
6th	10 out of 21		
7th	8 out of 15		
8th	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 and visuals	Learning Walks Data to show evidence of Tier 1 supports	Learning Walks Strong Evidence 11 Some Evidence 6 No Evidence 0	Making Progress			People Time
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 14 Some Evidence 7 No Evidence	Making Progress			People Time

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: We are seeing strong evidence in our classrooms during walkthroughs.	Tier 1 ELD preferred strategy -Visuals, sentence starters Strong 9 Some 5 None 2	No changes, we will continue to focus on Tier 1 strategies for our English Learners during Designated and Integrated Instruction.	Continue
Cycle 2: ELD strategies are being used, teachers are using the ELPAC interim assessments. Students/Teachers/Parents set ELPAC goals either by points or Level based upon how close they were to moving a Level.	Action 1-Tier 1 strategies, visuals/sentence starters Strong 11 Some 4 None 1 Action 2-Tier 1 strategies during designated and integrated Strong 7 Some 5 None 1	We will continue with our plan, ELPAC testing begins in March. We are making adjustments to schedule to provide the best testing experience as possible	Continue
Cycle 3:	Action 1 Tier 1 strategies as chosen by grade level PLCs 6 Strong 4 Some 2 None	We will continue to focus on strong Tier 1 instruction for our	Continue

Tier 1 strategies are being used in our classrooms throughout the day.	Action 2 Tier 1 during Designated/Inegrated instruction 6 Strong 4 Some 2None	English Learners to access grade level standards.	
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Progress Monitoring 25-26

Students With Disabilities					
2023 CAASSP					
MATH					
status	Very Low	% of proficiency	0%	Change Level	Declined
ELA					
Status	Very Low	% of proficiency	1.61%	Change Level	Declined
SPRING 24 MAP Growth			*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	
Total	12 out of 33	12 out of 25	15/33	12 out of 25	

Data

Data Analysis

19.15% of all students assessed on the 2023 English Language Arts CAASPP met or exceeded proficiency while Students with Disabilities was 1.61%. 8.56% of all students assessed on the 2023 Math CAASPP 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	1/4 are doing this on a regular basis	Making Progress			
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 4 Some Evidence 9 No Evidence 5	Didnt Meet *Utilize SPED TOSA more in 25/26			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Our goal is broad, I did meet with the SPED team twice to review Fall MAP data, and set some goals for individual students by Spring. My hope is that as a SPED team we are able to narrow down this goal.	PLC-RSP and SDC teachers are joining Gen Ed PLC teams to unpack standards, building learning targets and proficiency levels Learning Walks Focus -Teaching grade level standards using base curriculum Strong Some None	Admin met with SPED PLC twice this trimester to focus specifically on SWD data, and best instruction practices My next steps are to meet with each teacher individually to check in their base curriculum progress goal from last year	Refine

Cycle 2: Special ed teachers set goals for their students to meet MAP targets.	Action 1-Using PLC time to unpack standards, sped teachers meet with a PLC 2-3 month to unpack essential standards 2/4 sped teachers consistently meet and unpack skills within grade level standards Action 2 Use of Base Curriculum 3 Strong 2 Some 2 None	Next steps are to meet with Sped team to progress monitor student progress and use of base curriculum.	Continue
Cycle 3: Sped teacher continued working toward end of year goals for students with IEPs.	Action 1 PLC time to unpack grade level standards, 2/4 teacher regularly unpack standards with PLC Action 2 Use of Base Curriculum Strong 2 Some 3 None 1	Use of Sped TOSA to help support teachers with use of base curriculum in an SDC classroom.	Refine

Progress Monitoring 25-26

Budget Summary

240 - Lincoln Elementary School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs
	Americorps- 3 tutors	TBD	\$ 24,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1001 - 1.1 Goal 1, AAS 1 GLS-Base	1.1	GLS - ELA	SN 1/2
	Certificated Salaries Direct Student Instruction (time sheet teachers) intervention, before/after school, Saturday ELA	TBD	\$ 7,199.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, AAS 1 GLS-Base	1.1	GLS - ELA	SN 1/2
	Fundations/Just Words-Replacements, Consumables, New Kits	Wilson Language Training	\$ 15,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, AAS 1 GLS-Base	1.1	GLS - ELA	SN 1/2
	Certificated Salaries Direct Student Instruction (time sheet teachers) intervention, before/after school, Saturday Math	TBD	\$ 7,199.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, AAS 2 GLS-Sup	1.2	GLS - Math	SN 3
	Certificated Salaries no student contact time sheet ILT, teacher collaboration	Manteca Unified School Dist	\$ 15,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, AAS 8	1.8	GLS - System-Wide Work	SN 1/2
	Tutorial Copies / Stores	Manteca Unified School Dist	\$ 1,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1008 - 1.8 Goal 1, AAS 8	1.8	GLS - System-Wide Work	SN 1/2
	Tutorial Supplies PO	Amazon Business US Communities	\$ 2,500.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1008 - 1.8 Goal 1, AAS 8	1.8	GLS - System-Wide Work	SN 1/2
	Family Engagement Activities (including 1% Title I funds)	TBD	\$ 1,500.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, AAS 3	2.3	Safety	SN 1
	Family Engagement Activity Supplies PO	Amazon Business US Communities	\$ 2,000.00	3010 - ESSA-Title I Bas Gmts Low Inc	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, AAS 3	2.3	Safety	SN 1
	Outreach Assistant-Continued Funding	Manteca Unified School Dist	\$ 35,647.00	3010 - ESSA-Title I Bas Gmts Low Inc	3900 - Other Pupil Services	2200 - Classified Support Salaries	0000 - Undesignated	2.3	Safety	SN 1
Total			\$ 111,045.00							

240 - Lincoln Elementary School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Certificated Subs for Pullout Days, Coaching PEBC, Fundations, LaRose, and/or PEIS	Manteca Unified School Dist	\$ 4,500.00	3182 - ESSA School Improve Fund	1000 - Instruction	1105 - Teachers' Salaries Subs	1001 - 1.1 Goal 1, AAS 1 GLS-Base	1.1	GLS - ELA	SN 1/2	
	FUNDations coaching	Manteca Unified School Dist	\$ 40,000.00	3182 - ESSA School Improve Fund	1000 - Instruction	5222 - Workshops/Trainings	1001 - 1.1 Goal 1, AAS 1 GLS-Base	1.1	GLS - ELA	SN 1/2	
	Certificated Subs for Pullout Days, Coaching/PEBC, Fundations, LaRose, and/or PEIS	Manteca Unified School Dist	\$ 4,500.00	3182 - ESSA School Improve Fund	1000 - Instruction	1105 - Teachers' Salaries Subs	1002 - 1.2 Goal 1, AAS 2 GLS-Sup	1.2	GLS - Math	SN 3	
	Do the Math- Math Intervention Replacements	Heinemann	\$ 1,500.00	3182 - ESSA School Improve Fund	1000 - Instruction	4310 - Materials & Supplies	1002 - 1.2 Goal 1, AAS 2 GLS-Sup	1.2	GLS - Math	SN 3	
	PEBC (SN 1& 2) CSI: continued math coaching to address student need	TBD	\$ 43,000.00	3182 - ESSA School Improve Fund	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1002 - 1.2 Goal 1, AAS 2 GLS-Sup	1.2	GLS - Math	SN 3	
	Certificated Subs for Pullout Days, Coaching PEBC, Fundations, LaRose, and/or PEIS	Manteca Unified School Dist	\$ 4,500.00	3182 - ESSA School Improve Fund	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, AAS 8	1.8	GLS - System-Wide Work	SN 1/2	
	Certificated Subs for Pullout Days, Coaching PEBC, Fundations, LaRose, and/or PEIS	Manteca Unified School Dist	\$ 4,500.00	3182 - ESSA School Improve Fund	1000 - Instruction	1105 - Teachers' Salaries Subs	2002 - 2.2 Goal 2, AAS 2	2.2	Safety	SN 1	
	School Counselor Job Desc No 206.3-Continued Funding English Learner Student Instructional support (ES 3N2) CSI: support for identified Strands	Manteca Unified School Dist	\$ 1,000.00	3182 - ESSA School Improve Fund	3110 - Guidance & Counseling Services		2002 - 2.2 Goal 2, AAS 2	2.2	Safety	SN 1/2	
	TOSA- (to assist in managing programs)	Manteca Unified School Dist		3182 - ESSA School Improve Fund	1000 - Instruction	1107 - Teachers' Salaries Hourly	2001 - 3.1 Goal 3, AAS 1	3.1	Emerging Students	SN 1	
Total			\$ 108,500.00								

240 - Lincoln Elementary School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs
	7th/8th notebooks ELA	TBO	\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1/2
	Classroom Libraries	Amazon Business US Communities	\$ 10,000.00	0709 - Prev EIA/LCAP	2420 - Instr: Media, Library & Techno	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1/2
	7th & 8th Grade notebooks	Scientific Notebook Co	\$ 1,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1003 - 1.3 Goal 1, A&S 3	1.3	Science	SN 3
	Music	Manitaca United School Dist	\$ 10,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1004 - 1.4 Goal 1, A&S 4	1.4	Safety	SN 1
	LMT-time sheet extra hour	Manitaca United School Dist	\$ 9,600.00	0709 - Prev EIA/LCAP	2420 - Instr: Media, Library & Techno	2207 - Class Support Salaries Hourly	1007 - 1.7 Goal 1, A&S 7	1.7	Standards	SN 2
	Add PLC Conference-work institute	Solution Tree Inc	\$ 10,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5220 - Conference Expense	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 1/2
	Certificated Subs for Elem. Ed Pull Out Days	Manitaca United School Dist	\$ 6,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 1/2
	Custom Services-Attendance magnets PBIS	J&J Printing	\$ 2,500.00	0709 - Prev EIA/LCAP	Administration	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1
	Elevate Youth Solutions	Elevate Youth Solutions	\$ 20,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1
	Restorative Practices including training, timesheeting, materials	Dale Atlander	\$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1
	Time Sheetting for Classified Staff to support PBIS Implementation	Manitaca United School Dist	\$ 5,000.00	0709 - Prev EIA/LCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1/2
	Latino Family Literacy Project	The Latino Family Literacy	\$ 3,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 1
	7th & 8th Grade Elective VIA/Bridge to Success	TBO	\$ 3,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN1
	C-STEM Science	Midwest Model Supply Co Inc	\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1/2
	Field Trip 3rd Grade Adventure	Manitaca United School Dist	\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1/2
	Field Trips	TBO	\$ 20,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	GLS - Other Subjects	SN 1
	PBIS Incentives	Amazon Business US Communities	\$ 12,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1/2
	Science Camp	Stoner Coachways	\$ 3,600.00	0709 - Prev EIA/LCAP	1000 - Instruction	5824 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4	GLS - Other Subjects	SN 1/2
	Bilingual Interpretation interpreting for a conference, IEP meeting	Manitaca United School Dist	\$ 7,000.00	0709 - Prev EIA/LCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 1/2
	Bilingual Translation transtranslating documents in writing	Manitaca United School Dist	\$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	2107 - Instr Aides Salaries Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN1
Total			\$ 132,700.00							

240 - Lincoln Elementary School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	ELOP Enrichment	Manitaca United School Dist	\$ 5,000.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	4310 - Materials & Supplies	7410 - ELOP-Enrichment	2.4	GLS - Other Subjects	SN 1	
	ELOP Science Camp	Manitaca United School Dist	\$ 7,200.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	7410 - ELOP-Enrichment	2.4	GLS - Other Subjects	SN 1	
	ADD SJCOE Arts and Music Electives	San Joaquin County	\$ 2,500.00	6770 - Arts & Music Prop	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1004 - 1.4 Goal 1, A&S 4	1.4	Safety	SN 1	
	Prop 28 Art/VAPA	Manitaca United School Dist	\$ 40,000.00	6770 - Arts & Music Prop	1000 - Instruction	4310 - Materials & Supplies	1004 - 1.4 Goal 1, A&S 4	1.4	Safety	SN 1	
Total			\$ 54,700.00								

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
Laura Sudderth	Classroom Teacher
Randi Fowzer	Principal
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, 2025
	SSC Chairperson, Mirella Gonzalez on May 14. 2025