Manteca Unified School District Strategic Plan

2023-2024

Vision Statement

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

Mission Statement

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

August Knodt Elementary School
39685936110555

Manteca Unified School District
39685930000000

School Site Vision

The vision of August Knodt Elementary School is to provide a healthy, safe and engaging environment that supports and challenges students in meeting grade level standards.

School Site Mission

The mission of August Knodt is to nurture and develop the intellectual, physical, cultural, and moral capacities of each student so he/she will become a productive citizen in our diverse, ever-changing society.

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement

African American Students- Academic Performance ELA and Math, Chronic Absenteeism, Suspensions
Hispanic Students - Academic Performance Math, Chronic Absenteeism, Suspensions
Homeless Students - Chronic Absenteeism
Socioeconomically Disadvantaged Students - Academic Performance ELA and Math, Chronic Absenteeism, Suspensions
Students with Disabilities - Academic Performance ELA and Math, Chronic Absenteeism, Suspensions
Students with Two or More Races - Chronic Absenteeism, Suspensions
White Students - Chronic Absenteeism, Suspensions

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

August Knodt's plan for student success reflects the goals and targets for Manteca Unified. August Knodt's plan includes goals to address student achievement of grade level standards, safety, and support for our emerging students.

We aim to make sure that all students have equitable access to curriculum to meet grade level standards. We are work hard to make students feel safe at school and strive for a school climate that promotes a positive culture where students want to come and learn. We also want to make the school culture one where parents want to participate and be an active member in their child's education. We also strive to reach our emerging students and meet their unique needs, particularly our Socioeconomically Disadvantaged students and our English Learner population.

In order to implement this plan and monitor our progress, monthly meetings will be held with School Site Council (SSC), our Instructional Leadership Team (ILT) and the English Language Advisory Committee (ELAC). At these meetings we will share data and monitor progress towards the goals outlined in our strategic plan. Stakeholders will provide input and adjustments to the plan will be made based on progress or lack thereof. Needs assessment and surveys will be shared with all stakeholder groups to elicit feedback and input that will be considered and shared across all groups.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Discussed budget, reviewed data, and gathered input from the following group on the following dates:
Instructional Leadership meetings (monthly)
SSC meeting dates: 9/8/2022, 11/10/2022, 12/15/2022, 2/2/2023, 3/7/2023, 5/25/2023
ELAC parent meeting dates: 8/5/2022, 11/9/2022, 3/8/2023, 4/5/2023
Staff Survey (August, January, May 2023)
Parent Survey (August, January, May 2023)
LCAP Stakeholders Meeting 3/7/2023 and 3/9/2023 (parents & staff), 12/2022 (students)

August Knodt stakeholders had opportunities to review data and provide input regarding the SPSA at all of these meetings. At the last ELAC, SSC and ILT meetings groups evaluated the strategic plan, progress monitored plan goals and made decisions about what we should continue, adjust and/or discontinue.

Resource Inequities

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

Data and survey indicators identify inequities with African American, Socio-economically Disadvantaged, and Students with Disabilities in the areas of Academic Performance (ELA and Math), Chronic Absenteeism, and Suspensions; Hispanic students in Academic Performance (Math) Chronic Absenteeism, and Suspension; Students with Two or More Races and White students in Chronic Absenteeism and Suspensions; and Homeless students with Chronic Absenteeism. There is an inequity with homeless, foster and socio-economically disadvantaged students to meet social and emotional needs Staff and parents have identified a need for more tutorial and/or intervention programs to minimize the academic inequities. Many of the students from homeless, socio-economically disadvantaged and foster homes lack real life experiences to make connection to their learning. Our school community have identified the need for experiential learning and learning opportunities that extend beyond the classroom walls to make learning more equitable.

School Site Description

August Knodt School is one of 20 elementary schools in the Manteca Unified School District. We are located in the semi-rural setting of the Weston Ranch community in the southwest region of Stockton, CA. August Knodt School began educating students in 1992 and is currently home to approximately 742 students in grades K-8. August Knodt is a comprehensive school site and our focus is on supporting all students in meeting grade level standards, ensuring that we maintain a safe school environment and that we address the needs of our emerging students who have unique learning needs.

We offer a variety of programs to support all student needs, including two Resource programs K-8, and 4 special day classes (1-K-3rd grade, 2-4th-6th grade, 1-7/8 grade). This year all of our students are accessing in school intervention and/or enrichment through our new Falcons in Training (FIT) time. We offer an outside of school Rosetta Stone intervention for our Level 1 and 2 English Learners, as well as, ELA and math intervention for those with identified needs. We offer an intervention group outside of the school day to support social/emotional development for our 6th through 8th grade students. We provide on site counseling support through our Valley Community Counseling for all of our students, as well as, small intervention groups for skill development for our Tier 2/3 students. New this year we are partnering with Journey Mentoring to support our 7th and 8th grade students through mentorships, as well as, Victor Counseling wrap around services for our Tier 3 students and families.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.60	81.04	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	1.58	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.50	17.38	113.30	10.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.40	1.09	12115.80	4.41
Unknown	0.00	0.00	0.90	0.09	18854.30	6.86
Total Teaching Positions	31.60	100.00	1050.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

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

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	5.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	5.50	

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	25.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.60	

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

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

2021-22 Student Support Services Staff

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

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

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
744	62.9	24.7	0.7
Total Number of Students enrolled in August Knodt Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	184	24.7
Foster Youth	5	0.7
Homeless	34	4.6
Socioeconomically Disadvantaged	468	62.9
Students with Disabilities	111	14.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	95	12.8
American Indian	2	0.3
Asian	70	9.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	41	5.5
Hispanic	453	60.9
Two or More Races	32	4.3
Pacific Islander	13	1.7
White	38	5.1

Conclusions based on this data:

1. Per data design website reports, for the 2018-19 school year, 76% of our student enrollment was socioeconomically disadvantaged.
2. Per data design website reports, for the 2018-19 school year, 26% of our student enrollment were English Learners and 2.6% were Foster Youth and 3.2% Homeless.
3. The Hispanic subgroup remains the largest group at 56.6%.

Grade Level Standards

Grade Level: K-8

District Goal

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

Site Strategic Goal

Students at August Knodt will be provided access to grade level standards through base and supplemental curriculum provided by staff who analyze and use data to make educational decisions through professional learning communities.

Base Requirements

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

Manteca Unified School District
2023-24 NEEDS BASED BUDGET DEVELOPMENT

Elementary School Site Budget

Site Name: **August Knodt** | Function: **1000 Instructional** | LCAP ACS
Location: **190** | Goal: **1110** | 1.1
Administrator: **L. Vergara** | Mgmt: **0000**

Elementary School Site Base - Resource 0000
PROGRAM

Target (Standards (ST), Safety (S), and/or Emerging Students (ES))	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
Standards	Timesheeting	3,000	3,000								
Standards/ES	Instructional Supplies (Amazon, tape, staples, etc.)			4,500							
Standards/ES	Instructional Supplies (Office Depot, tape, staples, etc.)			3,000							
Standards/ES	Food 4 Less			1,500							
Safety	Printshop									2,500	
Safety	Copy Charges									4,000	
Standards	Instructional Supplies (Sonia Warehouse, paper, laminating film, replacement white boards, etc.)			6,000							
ES	Technology (Equipment, Supplies)				1,500						

Elementary School Site Base - Resource 0000
PROGRAM

Target (Standards (ST), Safety (S), and/or Emerging Students (ES))	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
	TOTAL	3,000	3,000	15,000	1,500	-	-	-	-	6,500	-
										GRAND TOTAL	28,500

Site Name: **August Knodt**
Location: **190**
Administrator: **L. Vergara**

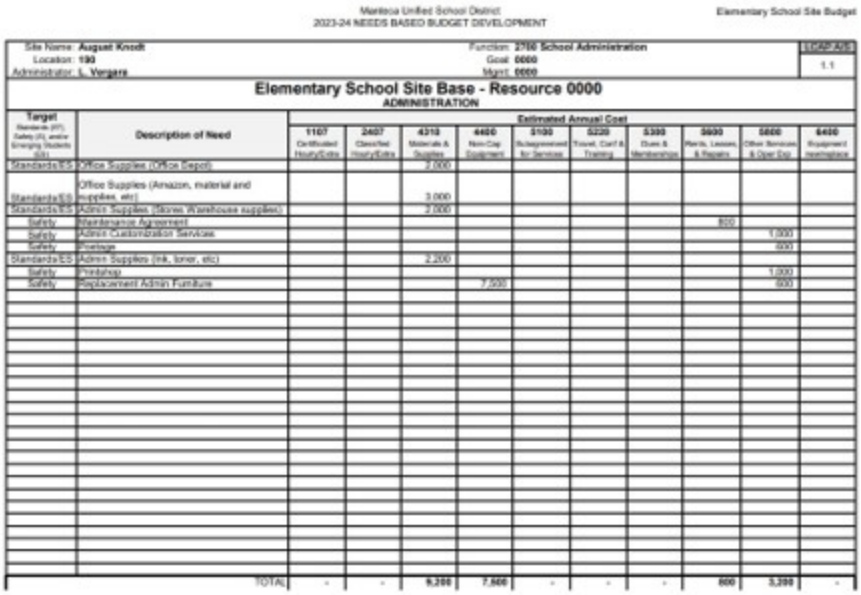
Function: **2420 Instructional Library, Media, and Technology**
Goal: **0000**
Mgmt: **0000**

LCAP A/S: 1.1

Elementary School Site Base - Resource 0000

ADMINISTRATION

Target Standards (ST), Safety (S), and/or Emerging Students (ES)	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
Standards/ES	Library (Scholastic, Demco, Follet)			2,523							
Standards/ES	Tech Packages			3,000							
Standards/ES	Equipment Maintenance (doc cameras, etc.)			2,500							
Standards	Timesheeting		500								
	TOTAL	-	500	8,023	-	-	-	-	-	-	-
										GRAND TOTAL	8,523



Manteca Unified School District
2023-24 NEEDS BASED BUDGET DEVELOPMENT

Elementary School Site Budget

Site Name: **August Knodt**
Location: **190**
Administrator: **L. Vergara**

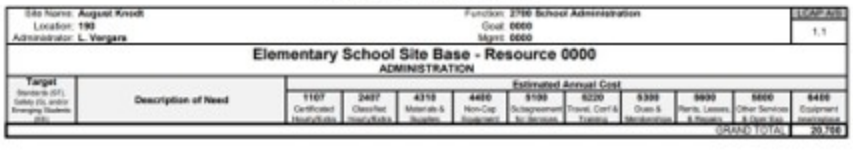
Function: **2700 School Administration**
Goal: **0000**
Mgmt: **0000**

LCAP A/S: 1.1

Elementary School Site Base - Resource 0000

ADMINISTRATION

Target	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
Standards/ES	Office Supplies (Office Depot)			2,000							
Standards/ES	Office Supplies (Amazon, material and supplies, etc)			3,000							
Standards/ES	Admin Supplies (Stores Warehouse supplies)			2,000							
Safety	Maintenance Agreement								800		
Safety	Admin Customization Services									1,000	
Safety	Postage									500	
Standards/ES	Admin Supplies (ink, toner, etc)			2,200							
Safety	Printshop									1,000	
Safety	Replacement Admin Furniture				7,500					500	
	TOTAL	-	-	9,200	7,500	-	-	-	800	3,000	-



Manteca Unified School District
2023-24 NEEDS BASED BUDGET DEVELOPMENT

Elementary School Site Budget

Site Name: **August Knodt**
Location: **190**
Administrator: **L. Vergara**

Function: **2700 School Administration**
Goal: **0000**
Mgmt: **0000**

LCAP A/S: 1.1

Elementary School Site Base - Resource 0000

ADMINISTRATION

Target	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Memberships	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment new/replace
										GRAND TOTAL	20,700

Manteca Unified School District
2023-24 NEEDS BASED BUDGET DEVELOPMENT

Elementary School Site Budget

Site Name: **August Knodt**
Location: **190**
Administrator: **L. Vergara**

Function: **8200 Operations**
Goal: **0000**
Mgmt: **0000**

LCAP A/S: 1.1

Elementary School Site Base - Resource 0000
OPERATIONS

Target (Standards (ST), Safety (S), and/or Emerging Students (ES))	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Membership	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment replacement
Safety	Grainger (custodial supplies, paper towels, toilet paper, garbage bags, etc)			12,000							
Safety	Wosin (Vaccums, replacement parts)			1,500							
Safety	Amazon (custodial supplies, paper towels, toilet paper, garbage bags, etc)			100							
Safety	Custodial Supplies (Home Depot, power tools, outlets, etc.)			2,000							
Safety	Replacement Equipment (Floor Scrubber)										13,000
Safety	Custodial Equipment (Repairs, etc)				4,000						
Safety	Maintenance Agreement									833	
Safety	Gas Charges									300	

Manteca Unified School District
2023-24 NEEDS BASED BUDGET DEVELOPMENT

Elementary School Site Budget

Site Name: **August Knodt**
Location: **190**
Administrator: **L. Vergara**

Function: **8200 Operations**
Goal: **0000**
Mgmt: **0000**

LCAP A/S: 1.1

Elementary School Site Base - Resource 0000
OPERATIONS

Target (Standards (ST), Safety (S), and/or Emerging Students (ES))	Description of Need	Estimated Annual Cost									
		1107 Certificated Hourly/Extra	2407 Classified Hourly/Extra	4310 Materials & Supplies	4400 Non-Cap Equipment	5100 Subagreement for Services	5220 Travel, Conf & Training	5300 Dues & Membership	5600 Rents, Leases, & Repairs	5800 Other Services & Oper Exp	6400 Equipment replacement
	TOTAL	-	-	15,600	4,000	-	-	-	-	1,133	13,000
										GRAND TOTAL	33,733

Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	74	76	71	0	75	71	0	75	71	0.0	98.7	100
Grade 4	67	92	68	0	91	68	0	91	68	0.0	98.9	100
Grade 5	83	77	84	0	74	83	0	74	83	0.0	96.1	98.8
Grade 6	81	96	74	0	96	74	0	96	74	0.0	100.0	100
Grade 7	87	98	91	0	95	91	0	95	91	0.0	96.9	100
Grade 8	76	99	99	0	97	99	0	97	99	0.0	98.0	100
All Grades	468	538	487	0	528	486	0	528	486	0.0	98.1	99.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2336.			4.00			9.33			21.33			65.33	
Grade 4		2408.			10.99			15.38			23.08			50.55	
Grade 5		2438.			6.76			16.22			25.68			51.35	
Grade 6		2464.			4.17			22.92			22.92			50.00	
Grade 7		2513.			6.32			29.47			31.58			32.63	
Grade 8		2518.			7.22			21.65			37.11			34.02	
All Grades	N/A	N/A	N/A		6.63			19.70			27.27			46.40	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.00			45.33			50.67	
Grade 4		5.49			56.04			38.46	
Grade 5		6.76			60.81			32.43	
Grade 6		8.33			51.04			40.63	
Grade 7		7.37			61.05			31.58	
Grade 8		10.31			55.67			34.02	
All Grades		7.20			55.11			37.69	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.67			40.00			57.33	
Grade 4		8.79			49.45			41.76	
Grade 5		8.11			43.24			48.65	
Grade 6		3.13			40.63			56.25	
Grade 7		12.63			55.79			31.58	
Grade 8		10.31			49.48			40.21	
All Grades		7.77			46.78			45.45	

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		2.67			64.00			33.33	
Grade 4		6.59			69.23			24.18	
Grade 5		5.41			71.62			22.97	
Grade 6		11.46			71.88			16.67	
Grade 7		7.37			74.74			17.89	
Grade 8		5.15			78.35			16.49	
All Grades		6.63			71.97			21.40	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		1.33			58.67			40.00	
Grade 4		8.79			59.34			31.87	
Grade 5		5.41			60.81			33.78	
Grade 6		4.17			63.54			32.29	
Grade 7		12.63			64.21			23.16	
Grade 8		11.34			63.92			24.74	
All Grades		7.58			61.93			30.49	

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	74	77	71	0	77	71	0	77	71	0.0	100.0	100
Grade 4	67	92	68	0	91	67	0	91	67	0.0	98.9	98.5
Grade 5	83	77	84	0	76	83	0	76	83	0.0	98.7	98.8
Grade 6	81	97	74	0	96	73	0	96	73	0.0	99.0	98.7
Grade 7	87	98	91	0	95	91	0	95	91	0.0	96.9	100
Grade 8	76	99	99	0	97	99	0	97	99	0.0	98.0	100
All Grades	468	540	487	0	532	484	0	532	484	0.0	98.5	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2355.			2.60			9.09			27.27			61.04	
Grade 4		2394.			3.30			9.89			27.47			59.34	
Grade 5		2417.			3.95			6.58			23.68			65.79	
Grade 6		2452.			1.04			7.29			34.38			57.29	
Grade 7		2458.			5.26			11.58			23.16			60.00	
Grade 8		2472.			4.12			11.34			22.68			61.86	
All Grades	N/A	N/A	N/A		3.38			9.40			26.50			60.71	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.60			42.86			54.55	
Grade 4		4.40			27.47			68.13	
Grade 5		3.95			30.26			65.79	
Grade 6		2.08			35.42			62.50	
Grade 7		6.32			34.74			58.95	
Grade 8		5.15			39.18			55.67	
All Grades		4.14			34.96			60.90	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		3.90			31.17			64.94	
Grade 4		6.59			40.66			52.75	
Grade 5		1.32			39.47			59.21	
Grade 6		3.13			45.83			51.04	
Grade 7		4.21			48.42			47.37	
Grade 8		5.15			49.48			45.36	
All Grades		4.14			43.05			52.82	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		2.60			58.44			38.96	
Grade 4		4.40			40.66			54.95	
Grade 5		1.32			46.05			52.63	
Grade 6		2.08			64.58			33.33	
Grade 7		4.21			61.05			34.74	
Grade 8		3.09			62.89			34.02	
All Grades		3.01			56.02			40.98	

Student Growth Summary Report

Aggregate by School

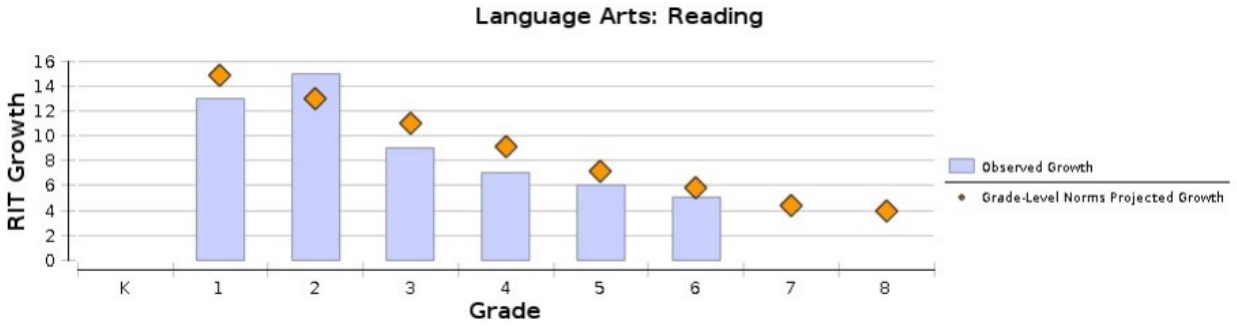
Term: Spring 2022-2023
District: Manteca Unified School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 3 (Fall 2022)
End - 30 (Spring 2023)
Grouping: None
Small Group Display: No

August Knodt Elementary

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	69	148.3	10.6	10	161.2	13.9	7	13	1.0	14.8	-0.79	22	69	26	38	30
2	74	158.1	14.8	2	172.7	15.6	4	15	1.1	13.0	0.67	75	74	31	42	40
3	69	178.6	16.5	15	187.4	17.2	10	9	1.2	11.0	-1.08	14	69	26	38	32
4	67	183.8	16.0	4	190.6	16.0	2	7	1.3	9.1	-1.14	13	67	22	33	25
5	81	195.0	17.5	10	200.6	16.7	7	6	1.0	7.1	-0.81	21	81	36	44	39
6	67	201.3	16.0	12	206.1	15.8	10	5	1.1	5.8	-0.60	28	67	26	39	40
7	84	209.4	14.9	26	209.1	16.5	10	0	1.0	4.4	-2.80	1	84	30	36	30
8	89	212.8	14.7	26	212.5	16.3	12	0	0.9	3.9	-2.19	1	89	34	38	30



Grade Report

Grade 1

Term: Spring 2022-2023
District: Manteca Unified School District
School: August Knodt Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 30 (Spring 2023)
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading K-2 CA 2010 / CA Common Core English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	72
Mean RIT Score	161.1
Standard Deviation	13.6
District Grade-Level Mean RIT	164
Students At or Above District Grade-Level Mean RIT	33
Grade-Level Mean RIT	170.6
Students At or Above Grade-Level Mean RIT	16

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Reading K-2 CA 2010 / CA Common Core English Language Arts: 2010	35	49%	12	17%	12	17%	9	13%	4	6%	160-**161**-163	13.6
Instructional Area RIT Range												
Foundational Skills	32	44%	17	24%	8	11%	10	14%	5	7%	160-**162**-164	14.9
Language and Writing	31	43%	7	10%	16	22%	14	19%	4	6%	162-**163**-165	14.7
Literature and Informational	36	50%	11	15%	11	15%	9	13%	5	7%	157-**159**-161	16.6
Vocabulary Use and Functions	31	43%	15	21%	11	15%	11	15%	4	6%	158-**160**-162	16.4

Grade Report

Grade 2

Term:	Spring 2022-2023	**Norms Reference Data:**	2020 Norms.
District:	Manteca Unified School District	**Weeks of Instruction:**	30 (Spring 2023)
School:	August Knodt Elementary	**Grouping:**	None
		Small Group Display:	No

Language Arts: Reading

Growth: Reading 2-5 CA 2010 V3 / CA Common Core English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	77
Mean RIT Score	172.8
Standard Deviation	15.4
District Grade-Level Mean RIT	177.6
Students At or Above District Grade-Level Mean RIT	29
Grade-Level Mean RIT	185
Students At or Above Grade-Level Mean RIT	16

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 CA 2010 V3 / CA Common Core English Language Arts: 2010	35	45%	21	27%	9	12%	6	8%	6	8%	171-**173**-175	15.4
Instructional Area RIT Range												
Literary Text	34	44%	17	22%	13	17%	8	10%	5	6%	172-**174**-176	16.1
Informational Text	43	56%	16	21%	6	8%	8	10%	4	5%	169-**171**-173	16.1
Vocabulary	38	49%	16	21%	7	9%	7	9%	9	12%	172-**174**-176	17.5

Data Analysis

In reviewing our MAP data grades K-2, 72% of our 2nd graders, 66% of our 1st graders and 20% of our kindergarteners are below grade level in English/Language Arts. Despite the high percentage of 2nd grade students performing below average, students surpassed the growth target.

Student Need 1:

Students leaving 2nd grade need to have mastered the foundational reading skills in order to transition to 3rd grade, where there's a shift from learning to read to reading to learn. Good Tier I instruction is the basis for a solid reading foundation.

Implementation Plan

Focus on collaboration during PLC time refining early literacy strategies. Using the resources available to August Knodt, specifically our Instructional Support Specialist, we will continue to focus on Explicit Phonics Lessons and CORE reading strategies. Primary grade levels will be given opportunities to be trained, practice, and reflect on the strategies presented. Along with the use of Fundations, we will cover Tier I and Tier II instruction for our students. The Instructional Leadership Team and grade levels will analyze MAP, Common Formative Assessment, and Fundations data to progress monitor the growth of our students and effectiveness of our practice. Consistently, looking reflective that we may provide the necessary professional development support in this foundational reading.

SMART Goal

As indicated below, improved foundational skills in Reading when comparing Spring 2023 to Spring 2024 NWEA/MAP Reading assessment results with at least a 10% decrease of students scoring Low Average/Low.

Metric/Indicator	Baseline	Expected Outcome
Spring 2023 NWEA Percentage Scoring Low Average/Low	Kindergarten - 25%	Kindergarten - 15%

	1st Grade - 66%	1st Grade - 56 %
	2nd Grade - 72%	2nd Grade - 62%

Targeted Resources Applied

Action	Resources	Money/Budget
Certificated staff will have access to planning meetings, prep time, instructional time, materials, supplies and copying to provide learning loss mitigation through a summer program and after school tutoring.	Title I Part A: Allocation	4000
Instructional Leadership Team: meetings, planning, materials, time sheeting, substitutes	Title I Part A: Allocation	2000
Certificated staff will have access to professional development opportunities (training, time sheeting, substitutes)	Title I Part A: Allocation	3700
Supplemental curriculum resources (math resources, licensed computer programs, novel sets, etc.)	Title I Part A: Allocation	1400
Leadership Planning days for data review and analysis	Title I Part A: Allocation	4500
Enrichment Hour: time sheeting for prep, planning, implementation and material costs	Title I Part A: Allocation	1000
Library books & supplies	Library Grant	2500

Progress Monitoring

October

January

April

Data

Grade Report

Grade 3

Term: Spring 2022-2023
District: Manteca Unified School District
School: August Knodt Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 30 (Spring 2023)
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading 2-5 CA 2010 V3 / CA Common Core English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	71
Mean RIT Score	187.3
Standard Deviation	17.3
District Grade-Level Mean RIT	189.6
Students At or Above District Grade-Level Mean RIT	37
Grade-Level Mean RIT	196.7
Students At or Above Grade-Level Mean RIT	23

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Reading 2-5 CA 2010 V3 / CA Common Core English Language Arts: 2010	25	35%	15	21%	17	24%	8	11%	6	8%	185-**187**-189	17.3
Instructional Area RIT Range												
Literary Text	24	34%	18	25%	12	17%	10	14%	7	10%	187-**189**-191	17.2
Informational Text	25	35%	13	18%	18	25%	10	14%	5	7%	184-**186**-188	18.6
Vocabulary	24	34%	15	21%	18	25%	10	14%	4	6%	185-**187**-189	18

Grade Report

Grade 4

Term: Spring 2022-2023
District: Manteca Unified School District
School: August Knodt Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 30 (Spring 2023)
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading 2-5 CA 2010 V3 / CA Common Core English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	67
Mean RIT Score	190.6
Standard Deviation	16
District Grade-Level Mean RIT	195.3
Students At or Above District Grade-Level Mean RIT	32
Grade-Level Mean RIT	204.6
Students At or Above Grade-Level Mean RIT	10

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Reading 2-5 CA 2010 V3 / CA Common Core English Language Arts: 2010	25	37%	26	39%	9	13%	6	9%	1	1%	189-**191**-193	16
Instructional Area RIT Range												
Literary Text	24	36%	20	30%	15	22%	7	10%	1	1%	191-**193**-195	15.9
Informational Text	31	46%	19	28%	11	16%	6	9%	0	0%	187-**189**-191	16.6
Vocabulary	29	43%	16	24%	17	25%	2	3%	3	4%	188-**190**-192	17.6

Grade Report

Grade 5

Term:	Spring 2022-2023	**Norms Reference Data:**	2020 Norms.
District:	Manteca Unified School District	**Weeks of Instruction:**	30 (Spring 2023)
School:	August Knodt Elementary	**Grouping:**	None
		Small Group Display:	No

Language Arts: Reading

Growth: Reading 2-5 CA 2010 V3 / CA Common Core English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	84
Mean RIT Score	200.2
Standard Deviation	16.8
District Grade-Level Mean RIT	203.5
Students At or Above District Grade-Level Mean RIT	37
Grade-Level Mean RIT	210.8
Students At or Above Grade-Level Mean RIT	27

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Reading 2-5 CA 2010 V3 / CA Common Core English Language Arts: 2010	33	39%	17	20%	18	21%	12	14%	4	5%	198-**200**-202	16.8
Instructional Area RIT Range												
Literary Text	34	40%	18	21%	16	19%	12	14%	4	5%	198-**200**-202	17.1
Informational Text	34	40%	20	24%	16	19%	10	12%	4	5%	197-**199**-201	16.9
Vocabulary	30	36%	21	25%	9	11%	17	20%	7	8%	199-**202**-204	18.6

Grade Report

Grade 6

Term:	Spring 2022-2023	**Norms Reference Data:**	2020 Norms.
District:	Manteca Unified School District	**Weeks of Instruction:**	30 (Spring 2023)
School:	August Knodt Elementary	**Grouping:**	None
		Small Group Display:	No

Language Arts: Reading

Growth: Reading 6+ CA 2010 V3 / CA Common Core English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	70
Mean RIT Score	205.8
Standard Deviation	15.5
District Grade-Level Mean RIT	210.6
Students At or Above District Grade-Level Mean RIT	29
Grade-Level Mean RIT	215.2
Students At or Above Grade-Level Mean RIT	21

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Reading 6+ CA 2010 V3 / CA Common Core English Language Arts: 2010	26	37%	19	27%	10	14%	13	19%	2	3%	204-**206**-208	15.5
Instructional Area RIT Range												
Literary Text	27	39%	15	21%	16	23%	8	11%	4	6%	204-**205**-207	15.2
Informational Text	26	37%	18	26%	14	20%	9	13%	3	4%	203-**205**-207	16
Vocabulary	27	39%	15	21%	8	11%	12	17%	8	11%	205-**208**-210	17.6

Grade Report

Grade 7

Term:	Spring 2022-2023	**Norms Reference Data:**	2020 Norms.
District:	Manteca Unified School District	**Weeks of Instruction:**	30 (Spring 2023)
School:	August Knodt Elementary	**Grouping:**	None
		Small Group Display:	No

Language Arts: Reading

Growth: Reading 6+ CA 2010 V3 / CA Common Core English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	91
Mean RIT Score	208.3
Standard Deviation	16.6
District Grade-Level Mean RIT	213.3
Students At or Above District Grade-Level Mean RIT	40
Grade-Level Mean RIT	218.2
Students At or Above Grade-Level Mean RIT	24

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Reading 6+ CA 2010 V3 / CA Common Core English Language Arts: 2010	36	40%	17	19%	20	22%	12	13%	6	7%	207-**208**-210	16.6
Instructional Area RIT Range												
Literary Text	38	42%	23	25%	13	14%	9	10%	8	9%	205-**207**-209	18
Informational Text	35	38%	23	25%	14	15%	12	13%	7	8%	206-**208**-210	17.7
Vocabulary	30	33%	17	19%	24	26%	14	15%	6	7%	209-**210**-212	16.9

Grade Report

Grade 8

Term:	Spring 2022-2023	**Norms Reference Data:**	2020 Norms.
District:	Manteca Unified School District	**Weeks of Instruction:**	30 (Spring 2023)
School:	August Knodt Elementary	**Grouping:**	None
		Small Group Display:	No

Language Arts: Reading

Growth: Reading 6+ CA 2010 V3 / CA Common Core English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	99
Mean RIT Score	211.8
Standard Deviation	16
District Grade-Level Mean RIT	217.3
Students At or Above District Grade-Level Mean RIT	44
Grade-Level Mean RIT	221.5
Students At or Above Grade-Level Mean RIT	28

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Reading 6+ CA 2010 V3 / CA Common Core English Language Arts: 2010	38	38%	17	17%	27	27%	8	8%	9	9%	210-**212**-213	16
Instructional Area RIT Range												
Literary Text	44	44%	19	19%	19	19%	10	10%	7	7%	208-**210**-212	18.5
Informational Text	38	38%	18	18%	23	23%	13	13%	7	7%	210-**212**-213	16.4
Vocabulary	31	31%	23	23%	28	28%	11	11%	6	6%	212-**214**-216	15.8

Data Analysis

In reviewing our recent MAP data results indicate that 56% of our 3rd graders, 76% of our 4th graders, 59% of our 5th graders, 64% of our 6th graders, 59% of our 7th graders, and 55% of our 8th graders are performing below average or low when it comes to English/Language Arts. As 7th and 8th grades showed no growth this last session, our students 3rd-8th grade continue to struggle with Vocabulary, Informational Text, and Literary Text.

Student Need 2:

Vocabulary development across content areas for grades 2 through 8 so that students can access rigorous informational text.

Implementation Plan

Continue to seek opportunities during the PLC collaboration time to develop vocabulary strategies and other strategies to support the understanding of informational text, which will ensure that students are on track to read at grade level. Using district TOSAs, instructional specialists and county resources to give teachers time for grade level and vertical observation and reflection on these strategies, as well as, planning time to implement the strategies. Instructional Leadership and Grade level teams will analyze and look at the data provided through the MAP assessment and other measures to determine growth, progress monitor and develop an implementation plan to support professional development for teachers in this area.

SMART Goal

As indicated below, improved academic growth in Reading when comparing Spring 2023 to Spring 2024 NWEA/MAP Reading assessment results with at least a 10% decrease of students scoring Low Average/Low.

Metric/Indicator	**Baseline**	**Expected Outcome**
Spring 2023 NWEA Percentage Scoring Low Average/Low in ELA	2nd - 72%	2nd - 62%
	3rd - 56%	3rd - 46%
	4th - 76%	4th - 66%
	5th - 59%	5th - 49%
	6th - 64%	6th - 54%
	7th - 59%	7th - 49%
	8th - 55%	8th - 45%

Targeted Resources Applied

Action	**Resources**	**Money/Budget**
Certificated staff will have access to planning meetings, prep time, instructional time, materials, supplies and copying to provide learning loss mitigation through a summer program and after school tutoring.	Title I Part A: Allocation	1000
Instructional Leadership Team: meetings, planning, materials, time sheeting, substitutes	Title I Part A: Allocation	1700
Certificated staff will have access to professional development opportunities (training, time sheeting, substitutes)	Title I Part A: Allocation	3700
Supplemental curriculum resources (licensed computer programs, novel sets, etc.)	Title I Part A: Allocation	3400
Leadership Planning days for data review and analysis	Title I Part A: Allocation	5000

Enrichment Hour: time sheeting for prep, planning, implementation and material costs	Title I Part A: Allocation	1500

Progress Monitoring

October

January

April

Data

Student Growth Summary Report

Aggregate by School

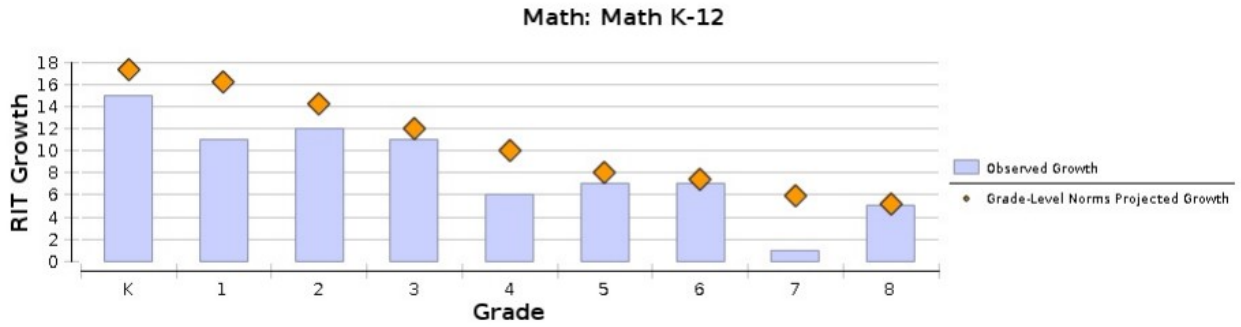
Term: Spring 2022-2023
District: Manteca Unified School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 3 (Fall 2022)
End - 30 (Spring 2023)
Grouping: None
Small Group Display: No

August Knodt Elementary

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	66	137.8	8.7	42	153.1	11.8	29	15	0.9	17.3	-0.93	18	66	19	29	32
1	66	156.2	10.0	30	167.7	11.4	10	11	0.7	16.2	-1.94	3	66	14	21	24
2	75	162.5	13.1	2	174.4	15.5	1	12	0.9	14.2	-1.06	15	75	24	32	31
3	65	177.4	15.8	4	187.9	14.6	3	11	0.9	12.0	-0.72	24	65	23	35	33
4	64	186.9	11.8	3	192.6	13.1	1	6	0.9	10.0	-2.23	1	64	18	28	21
5	80	194.3	14.6	2	201.1	15.3	2	7	0.7	8.0	-0.55	29	80	34	43	37
6	67	204.3	15.8	10	211.1	15.7	9	7	0.8	7.4	-0.28	39	67	29	43	44
7	85	211.2	13.8	15	212.2	15.8	6	1	0.7	6.0	-2.52	1	85	18	21	20
8	91	216.8	14.6	21	221.2	17.6	19	5	1.0	5.1	-0.32	38	91	43	47	44



Grade Report

Grade K

Term: Spring 2022-2023
District: Manteca Unified School District
School: August Knodt Elementary

Norms Reference Data: 2020 Norms
Weeks of Instruction: 30 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Math K-2 CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	71
Mean RIT Score	153.6
Standard Deviation	11.9
District Grade-Level Mean RIT	152.7
Students At or Above District Grade-Level Mean RIT	35
Grade-Level Mean RIT	150
Students At or Above Grade-Level Mean RIT	29

	Lo %ile < 21		Lo/Avg %ile 21-40		Avg %ile 41-60		Hi/Avg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Math K-2 CA 2010 / CA Common Core Mathematics: 2010	18	25%	20	28%	12	17%	12	17%	9	13%	152-154-155	11.6
Instructional Area RIT Range												
Operations and Algebraic Thinking	20	28%	17	24%	13	18%	10	14%	11	15%	151-153-155	10.8
Number and Operations	20	28%	15	21%	18	25%	10	14%	8	11%	151-153-154	12.0
Measurement and Data	16	23%	16	23%	16	23%	13	18%	8	11%	152-155-158	12.2
Geometry	18	25%	9	13%	17	24%	13	18%	14	20%	154-156-157	13.8

Grade Report

Grade 1

Term: Spring 2022-2023
District: Manteca Unified School District
School: August Knodt Elementary

Norms Reference Data: 2020 Norms
Weeks of Instruction: 30 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Math K-2 CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	71
Mean RIT Score	169.3
Standard Deviation	11.3
District Grade-Level Mean RIT	169.7
Students At or Above District Grade-Level Mean RIT	31
Grade-Level Mean RIT	170.4
Students At or Above Grade-Level Mean RIT	37

	Lo %ile < 21		Lo/Avg %ile 21-40		Avg %ile 41-60		Hi/Avg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Math K-2 CA 2010 / CA Common Core Mathematics: 2010	25	35%	18	25%	16	23%	6	8%	1	1%	165-167-169	11.3
Instructional Area RIT Range												
Operations and Algebraic Thinking	21	30%	19	27%	15	21%	12	18%	3	4%	167-169-171	14.1
Number and Operations	23	32%	19	27%	15	21%	11	15%	3	4%	167-169-170	12.9
Measurement and Data	29	41%	19	27%	13	18%	6	8%	4	6%	164-166-167	12.6
Geometry	31	44%	18	25%	12	17%	8	11%	2	3%	163-166-168	15

Grade Report

Grade 3

Term: Spring 2022-2023
District: Manteca Unified School District
School: August Knodt Elementary

Norms Reference Data: 2020 Norms
Weeks of Instruction: 30 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Math 2-8 CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	71
Mean RIT Score	189.2
Standard Deviation	14.3
District Grade-Level Mean RIT	193.9
Students At or Above District Grade-Level Mean RIT	28
Grade-Level Mean RIT	203.3
Students At or Above Grade-Level Mean RIT	37

	Lo %ile < 21		Lo/Avg %ile 21-40		Avg %ile 41-60		Hi/Avg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Math 2-8 CA 2010 / CA Common Core Mathematics: 2010	34	48%	15	21%	12	17%	8	11%	2	3%	188-189-190	14.3
Instructional Area RIT Range												
Operations and Algebraic Thinking	31	44%	14	20%	12	17%	11	15%	3	4%	189-190-191	15.7
Number and Operations	31	44%	15	21%	13	18%	8	11%	4	6%	189-190-192	16.7
Measurement and Data	37	52%	13	18%	10	14%	10	14%	1	1%	184-188-189	15.2
Geometry	32	45%	19	27%	17	24%	2	3%	1	1%	183-187-189	15.4

Grade Report

Grade 3

Term:	Spring 2022-2023	**Norms Reference Data:**	2020 Norms
District:	Manteca Unified School District	**Weeks of Instruction:**	30 (Spring 2023)
School:	August Knodt Elementary	**Grouping:**	None
		Small Group Display:	No

Math: Math K-12

Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	71
Mean RIT Score	185.7
Standard Deviation	14.3
District Grade-Level Mean RIT	193.3
Students At or Above District Grade-Level Mean RIT	28
Grade-Level Mean RIT	200.3
Students At or Above Grade-Level Mean RIT	37

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010	34	48%	15	21%	12	17%	8	11%	2	3%	180-188-190	14.3
Instructional Area RIT Range												
Operations and Algebraic Thinking	31	44%	14	20%	12	17%	11	15%	3	4%	180-188-191	15.7
Number and Operations	31	44%	15	21%	13	18%	8	11%	4	6%	180-188-192	16.7
Measurement and Data	37	52%	13	18%	10	14%	10	14%	1	1%	184-188-188	15.2
Geometry	32	45%	19	27%	17	24%	2	3%	1	1%	180-187-189	15.4

Grade Report

Grade 4

Term:	Spring 2022-2023	**Norms Reference Data:**	2020 Norms
District:	Manteca Unified School District	**Weeks of Instruction:**	30 (Spring 2023)
School:	August Knodt Elementary	**Grouping:**	None
		Small Group Display:	No

Math: Math K-12

Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	65
Mean RIT Score	192.1
Standard Deviation	13.6
District Grade-Level Mean RIT	196.4
Students At or Above District Grade-Level Mean RIT	16
Grade-Level Mean RIT	205.0
Students At or Above Grade-Level Mean RIT	0

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010	44	67%	16	24%	4	6%	2	3%	0	0%	190-192-194	13.6
Instructional Area RIT Range												
Operations and Algebraic Thinking	31	47%	25	38%	6	9%	2	3%	2	3%	192-194-196	16.1
Number and Operations	36	55%	17	26%	6	9%	3	5%	2	3%	192-194-196	16.2
Measurement and Data	47	71%	10	15%	8	12%	1	2%	0	0%	189-191-193	13.0
Geometry	49	74%	8	12%	7	11%	2	3%	0	0%	187-189-191	15.1

Grade Report

Grade 5

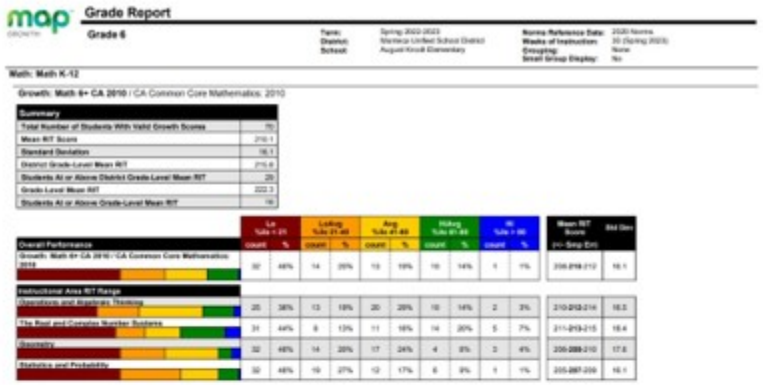
Term:	Spring 2022-2023	**Norms Reference Data:**	2020 Norms
District:	Manteca Unified School District	**Weeks of Instruction:**	30 (Spring 2023)
School:	August Knodt Elementary	**Grouping:**	None
		Small Group Display:	No

Math: Math K-12

Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	80
Mean RIT Score	208.7
Standard Deviation	15.2
District Grade-Level Mean RIT	208.3
Students At or Above District Grade-Level Mean RIT	28
Grade-Level Mean RIT	215.1
Students At or Above Grade-Level Mean RIT	12

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010	46	58%	17	21%	11	13%	5	6%	1	1%	199-201-202	15.2
Instructional Area RIT Range												
Operations and Algebraic Thinking	43	52%	16	19%	10	12%	12	14%	2	2%	202-204-205	17
Number and Operations	45	54%	8	10%	17	20%	8	10%	5	6%	202-204-206	18.2
Measurement and Data	53	64%	15	18%	10	12%	4	5%	1	1%	199-199-200	16
Geometry	59	71%	11	13%	11	13%	2	2%	0	0%	193-197-198	14.8



map Grade Report

Grade 6

Term: Spring 2022-2023
District: Manteca Unified School District
School: August Knodt Elementary

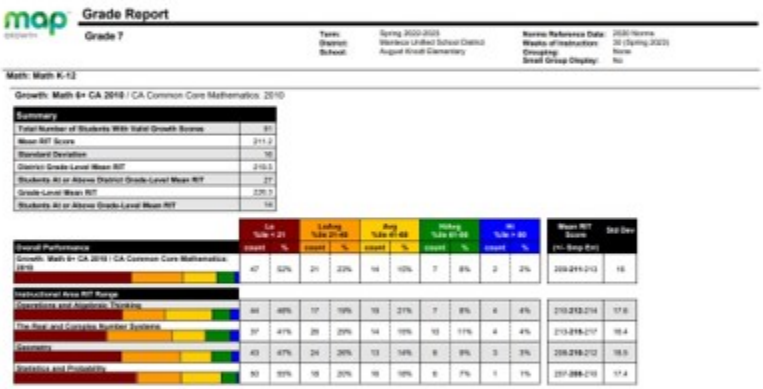
Norms Reference Data: 2020 Norms
Weeks of Instruction: 30 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Math 6+ CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	70
Mean RIT Score	210.1
Standard Deviation	16.1
District Grade-Level Mean RIT	215.6
Students At or Above District Grade-Level Mean RIT	20
Grade-Level Mean RIT	222.3
Students At or Above Grade-Level Mean RIT	16

	Lo %Ile < 21		Lo/Avg %Ile 21-40		Avg %Ile 41-60		Hi/Avg %Ile 61-80		Hi %Ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Math 6+ CA 2010 / CA Common Core Mathematics: 2010	32	46%	14	20%	13	19%	10	14%	1	1%	209-210-212	16.1
Instructional Area RIT Range												
Operations and Algebraic Thinking	25	36%	13	19%	20	29%	10	14%	2	3%	210-212-214	16.3
The Real and Complex Number Systems	31	44%	8	13%	11	16%	14	20%	5	7%	211-213-215	16.4
Geometry	32	46%	14	20%	17	24%	4	6%	3	4%	209-209-210	17.6
Statistics and Probability	32	46%	19	27%	12	17%	6	9%	1	1%	205-207-209	16.1



map Grade Report

Grade 7

Term: Spring 2022-2023
District: Manteca Unified School District
School: August Knodt Elementary

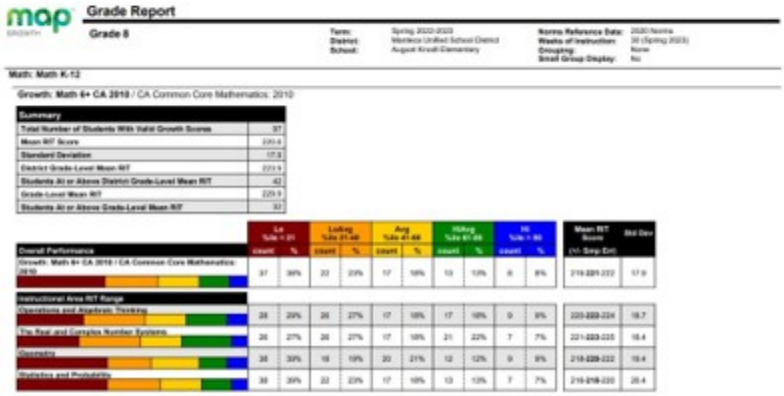
Norms Reference Data: 2020 Norms
Weeks of Instruction: 30 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Math 6+ CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	81
Mean RIT Score	211.2
Standard Deviation	16
District Grade-Level Mean RIT	216.5
Students At or Above District Grade-Level Mean RIT	27
Grade-Level Mean RIT	226.3
Students At or Above Grade-Level Mean RIT	14

	Lo %Ile < 21		Lo/Avg %Ile 21-40		Avg %Ile 41-60		Hi/Avg %Ile 61-80		Hi %Ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Math 6+ CA 2010 / CA Common Core Mathematics: 2010	47	52%	21	23%	14	15%	7	8%	2	2%	209-211-213	16
Instructional Area RIT Range												
Operations and Algebraic Thinking	44	48%	17	19%	19	21%	7	8%	4	4%	210-212-214	17.6
The Real and Complex Number Systems	37	41%	25	29%	14	15%	10	11%	4	4%	213-215-217	16.4
Geometry	43	47%	24	26%	13	14%	8	9%	3	3%	209-210-212	16.5
Statistics and Probability	50	55%	18	20%	16	18%	6	7%	1	1%	207-209-210	17.4



map Grade Report

Grade 8

Term: Spring 2022-2023
District: Manteca Unified School District
School: August Knodt Elementary

Norms Reference Data: 2020 Norms
Weeks of Instruction: 30 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Math 6+ CA 2010 / CA Common Core Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	97
Mean RIT Score	220.4
Standard Deviation	17.9
District Grade-Level Mean RIT	223.5
Students At or Above District Grade-Level Mean RIT	42
Grade-Level Mean RIT	229.3
Students At or Above Grade-Level Mean RIT	32

	Lo %Ile < 21		Lo/Avg %Ile 21-40		Avg %Ile 41-60		Hi/Avg %Ile 61-80		Hi %Ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Math 6+ CA 2010 / CA Common Core Mathematics: 2010	37	38%	22	23%	17	18%	13	13%	8	8%	219-221-222	17.9
Instructional Area RIT Range												
Operations and Algebraic Thinking	28	29%	26	27%	17	18%	17	18%	9	9%	220-222-224	16.7
The Real and Complex Number Systems	26	27%	26	27%	17	18%	21	22%	7	7%	221-223-225	16.4
Geometry	38	39%	18	19%	20	21%	12	12%	9	9%	219-220-222	16.4
Statistics and Probability	38	39%	22	23%	17	18%	13	13%	7	7%	219-219-220	20.4

Data Analysis

The results of our MAP assessment indicate that 53% of our kindergarteners, 65% of our 1st graders, 78% of our 2nd graders, 69% of our 3rd graders, 81% of our 4th graders, 79% of our 5th graders, 66% of our 6th graders, 75% of our 7th graders, and 60% of our 8th graders are below grade level in the area of Math.

Student Need 3:

Based on the MAP data, Number Sense continues to be the area where our students possess lack of understanding. Providing and reinforcing a foundation of understanding all math claims Kindergarten through 8th grade.

Implementation Plan

Grade Level teams will collaborate over the course of the year through PLCs and collaboration time to understand the essential standards for math grades K-8. The instructional leadership team, along with district and SJCOE coaches, will create professional development that supports teachers' ability to teach number sense. PLCs will look at Math MAP data to reflect on their practice and adjust as necessary. Our Leadership team will also analyze and look at the data

provided through the MAP assessment and other measures to determine growth, progress monitor and develop an implementation plan to support professional development for teachers in this area.

SMART Goal

As indicated below, improved academic growth in Math when comparing Spring 2023 to Spring 2024 NWEA/MAP Math assessment results with at least a 10% decrease of students scoring Low Average/Low.

Metric/Indicator	**Baseline**	**Expected Outcome**
2023 Spring NWEA Percentage Scoring Low Average/Low	K - 53%	K - 43%
	1st - 65%	1st - 55%
	2nd - 78%	2nd - 68%
	3rd - 69%	3rd - 59%
	4th - 81%	4th - 71%
	5th - 79%	5th - 69%
	6th - 66%	6th - 56%
	7th - 75%	7th - 65%
	8th - 60%	8th - 50%

Targeted Resources Applied

Action	**Resources**	**Money/Budget**
Certificated staff will have access to planning meetings, prep time, instructional time, materials, supplies and copying to provide learning loss mitigation through a summer program and after school tutoring.	Title I Part A: Allocation	3500
Math Professional Learning: Professional Development & Coaching, leadership team meetings (time sheeting & substitutes)	Title I Part A: Allocation	3900
Certificated staff will have access to professional development opportunities (training, time sheeting, substitutes)	Title I Part A: Allocation	3700
Supplemental curriculum resources (licensed computer programs, novel sets, etc.)	Title I Part A: Allocation	1200
Instructional Leadership Team: meetings, planning, materials, time sheeting, substitutes	Title I Part A: Allocation	1600
Leadership mentoring and professional development	Title I Part A: Allocation	5018

Enrichment Hour: time sheeting for prep, planning, implementation and material costs	Title I Part A: Allocation	900

Progress Monitoring

October

January

April

Safety

District Goal

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

Site Goal

Students at August Knodt will be provided a physically and emotionally safe environment for students, staff and families to access learning, develop social skills and foster a sense of connectedness and pride in our school.

Base Requirements

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

Climate

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

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.23	1.42	5.22	0.91	3.47	0.20
Expulsions	0.23	0.00	0.23	0.01	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.63	4.19	2.45
Expulsions	0.12	0.14	0.05

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	772	745	154	20.7
Female	349	336	61	18.2
Male	423	409	93	22.7
American Indian or Alaska Native	0	0	0	0.0
Asian	72	69	8	11.6
Black or African American	122	120	29	24.2
Filipino	40	40	1	2.5
Hispanic or Latino	458	436	99	22.7
Native Hawaiian or Pacific Islander	14	14	4	28.6
Two or More Races	29	29	7	24.1
White	37	37	6	16.2
English Learners	223	218	42	19.3
Foster Youth	16	16	4	25.0
Homeless	64	62	23	37.1
Socioeconomically Disadvantaged	689	670	145	21.6
Students Receiving Migrant Education	2	2	0	0.0
Students with Disabilities	131	130	28	21.5

Staff Survey Results

11. In general, AK is a safe environment for students and staff. (0 point)

More Details

Strongly Agree	4
Agree	6
Neutral	4
Disagree	0
Strongly Disagree	0

Parent Survey Results

4. In general, I feel that my child is safe on campus at August Knodt. (0 point)

More Details Insights

Strongly Agree	6
Agree	7
Neutral	3
Disagree	4
Strongly Disagree	1

Student Survey Results

4. In general, I feel that I am safe on campus at August Knodt. (0 point)

More Details

Strongly Agree	24
Agree	96
Neutral	77
Disagree	7
Strongly Disagree	11

Staff Survey Results

12. All staff's races, ethnic heritage, and other difference are respected at AK. (0 point)

More Details Insights

Strongly Agree	7
Agree	4
Neutral	3
Disagree	0
Strongly Disagree	0

Parent Survey Results

9. I feel that my race, ethnic heritage, and other differences are respected at August Knodt. (0 point)

More Details Insights

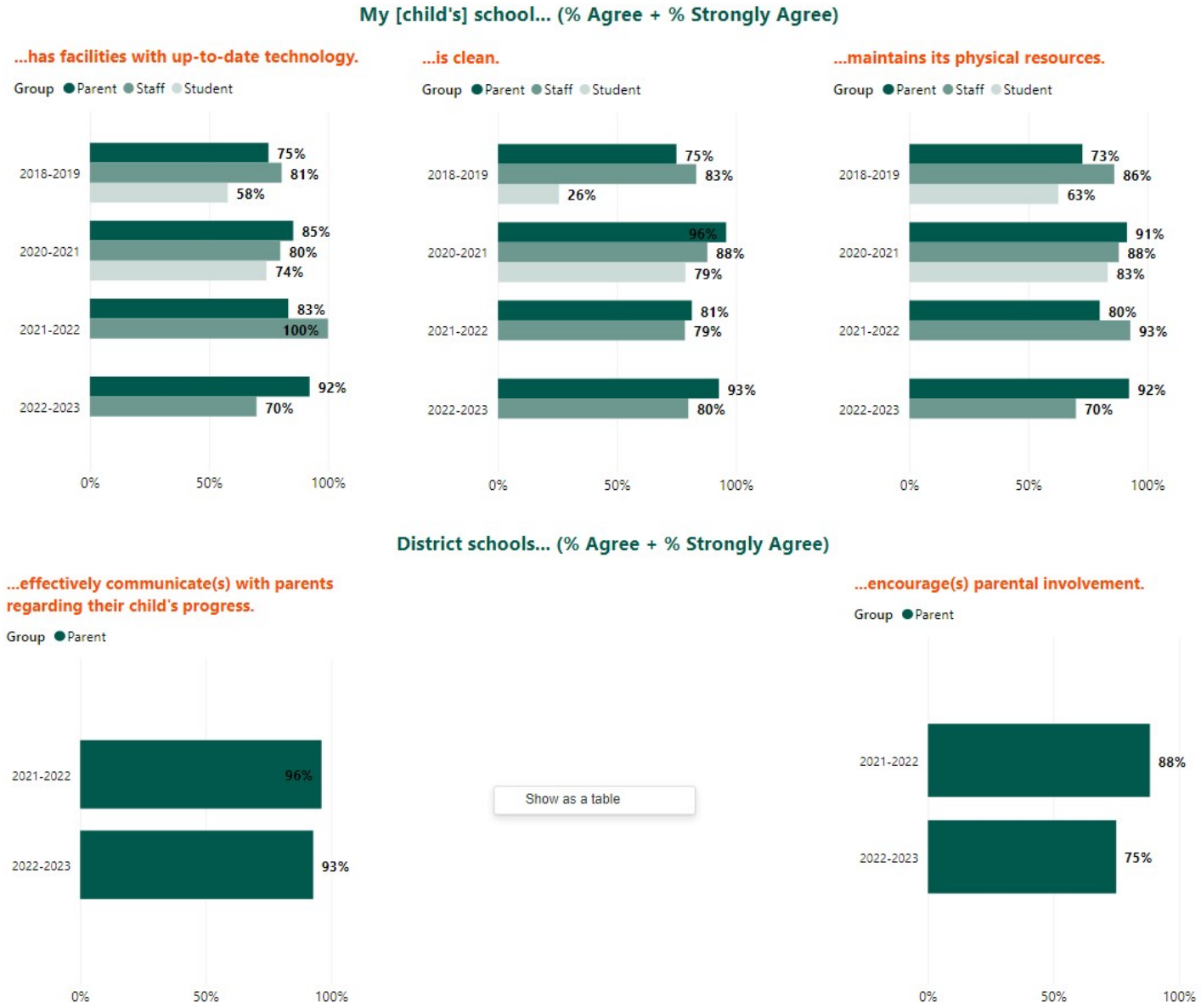
Strongly Agree	7
Agree	9
Neutral	5
Disagree	0
Strongly Disagree	0

Student Survey Results

8. I feel that my race, ethnic heritage, and other differences are respected at August Knodt. (0 point)

More Details

Strongly Agree	48
Agree	83
Neutral	64
Disagree	12
Strongly Disagree	9



Data Analysis

Staff, student and parent surveys were conducted three times during the 2022-2023 school year. Based on the surveys, over 50% of staff believe that August Knodt is a safe place. More than 50% of students believe that they are safe at August Knodt. 86% of parents feel that their students are safe at school. Over 60% of our parents believe their children are safe on campus. Over 60% of our students believe their race, ethnic heritage, and other differences are respected at August Knodt. From our LCAP stakeholder survey, 93% of parents and 80% of staff believe that our campus is clean. 93% of parents believes August Knodt effectively communicates with parents regarding their child's progress, and 75% believe August Knodt encourages Parent Involvement. Administration meets monthly with head custodian and office manager to discuss physical safety issues and concerns to ensure a school environment that is clean and safe for students, teachers, and staff.

Student Need 1:

Improve overall student connectedness, cultural recognition, school pride and parent involvement.

Implementation Plan

* The office and custodial teams will be provided basic supplies to provide a clean, safe and welcoming learning environment
* The School Safety Team (make up: OM, Head Custodian, health clerk, VP, classified, parent and certificated staff) will meet each trimester to discuss facility/safety needs, data and outcomes will be shared with stakeholders.
* The PBIS committee will continue to host monthly events on campus to encourage parent, student and community involvement.
* Teacher groups, alongside site administration, will plan team building opportunities for staff and students to develop a positive school climate.
* Site administration will continue to send monthly newsletters to keep parents, students and our community informed both about upcoming events, activities on campus, but our progress towards our strategic plan goals, as well.
* The PBIS committee will develop an implementation plan, that will include our school site assistants and other staff that will create opportunities for students to engage in positive activities during unstructured times like recess and lunch.
* A cultural committee will be developed to plan cultural celebrations throughout the school year.
* Monthly technology workshops will be provided to parents to support their needs

SMART Goal

As indicated below, improved connection and perception of school as indicated by comparing 2023 Spring Survey and LCAP Stakeholders Survey with 2024 Spring Survey and LCAP Stakeholders Survey.

Metric/Indicator	**Baseline**	**Expected Outcome**
2022-2023 Staff Survey: Safe Environment for Staff and Students	56%	2023-2024 End of Year Staff Survey: 90%
2022-2023 Parent Survey: Safe Environment for their Student	63%	2024-2024 End of Year Parent Survey: 90%
2022-2023 Student Survey: Respect for Heritage	67%	2023-2024 End of Year Student Survey: 90%
2022-2023 LCAP Stakeholders Survey - Parent Communication/Involvement	Communication 93%, Engagement 75%	2023-2024 Hanover LCAP Survey: Communication 98%, Engagement 90%

Resources to Support

Action	**Resources**	**Money/Budget**
PBIS Team & Cultural Committee materials, training, monthly meetings, pull out days, substitute teachers, and time sheeting.	Title I Part A: Allocation	1400
PBIS Implementation & Incentives	LCFF- Supplemental	1500
Educational excursions and experiences (associated costs including registration fees, supplemental materials and transportation to and from event)	Title I Part A: Allocation	10000
Outreach Assistant	Title I Part A: Allocation	13900

Peer Conflict program, program materials, prep time, trainings for teacher, students, substitute costs and time sheeting	Title I Part A: Allocation	11250
Artists in Schools	Title I Part A: Allocation	7500
Certificated staff will have access to supplemental instructional supplies.	LCFF- Supplemental	2000
Classified Support at parent engagement activities (time sheeting)	LCFF- Supplemental	1400
Field trips, assemblies to support student engagement and achievement.	Title I Part A: Allocation	1500
Promotion supplies, plaques, cords	LCFF- Supplemental	750
Administration and office staff will have access to customization services for site specific needs.	Other	4000

Progress Monitoring

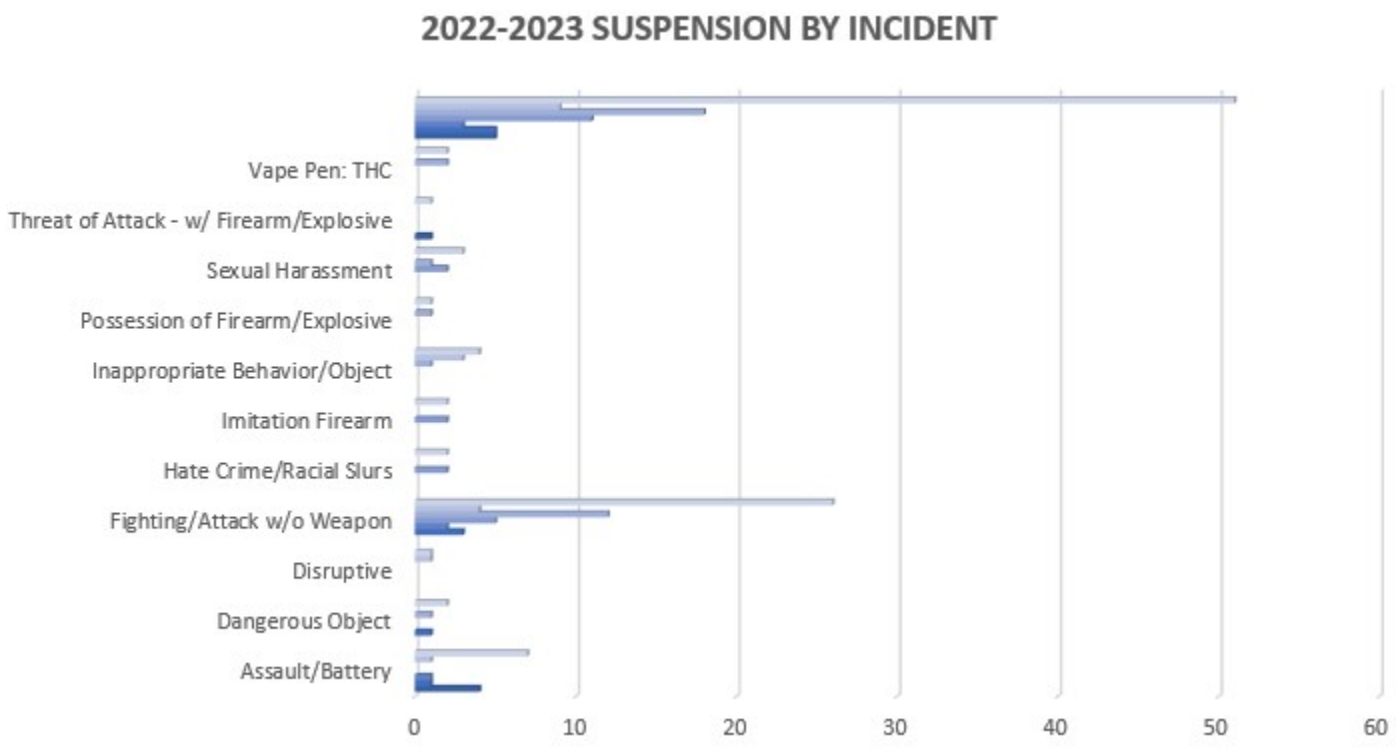
September

December

March

Data

Suspension	Assault/Battery	4		1	1			1	7
	Dangerous Object			1			1		2
	Disruptive							1	1
	Fighting/Attack w/o Weapon			3	2	5	12	4	26
	Hate Crime/Racial Slurs					2			2
	Imitation Firearm					2			2
	Inappropriate Behavior/Object						1	3	4
	Possession of Firearm/Explosive						1		1
	Sexual Harassment					2	1		3
	Threat of Attack - w/ Firearm/Explosive	1							1
	Vape Pen: THC						2		2
Suspension Total		5		5	3	11	18	9	51



Climate

Data Analysis

August Knodt's suspension rate has dropped 42% from 2022-2023 data. Our highest rate of suspension is within the Fighting/Attack w/o Weapon incident with 26 suspensions (down from 43). The highest percentage of suspensions occurred in the 7th grade within this incident at 46%. 6th grades have the next highest percentage of suspensions within this incident at 19%. Our next highest suspension rate is within the incident of Assault/Battery at seven (7) incidents, which occurred in 2nd, 4th, 5th, and 7th grades. The social skills of our students within conflict management is something that must be re-taught and practiced.

Student Need 2:

Students need support in their social/emotional development, interpersonal skills and conflict management. They need opportunities to learn and re-learn behavioral expectations. Targeting subgroups and using outside conflict management programs.

Implementation Plan

* The PBIS committee will continue to develop an implementation plan, that will include the strategic teaching of behavioral expectations for both students and teachers, which will analyze data by grade level, PBIS and Instructional Leadership teams.
* Administration at August Knodt will coach teachers on classroom management strategies and will identify specific professional development opportunities to address the specific student behavioral needs.
* Administration will continue the jr. high elective model that provides enrichment opportunities for students with 3 opportunities to choose at the trimester.
* Valley Community Counseling will provide outreach to classes to offer proactive strategies and will use data to hold group skills building for our upper elementary school students.
* Institute a peer conflict resolution program through use of outside program (Soul Shoppe)
* Victor Community Counseling will provide "Wrap-Around" services for identified students and families.

* Implement a school wide social/emotional curriculum daily to support student interpersonal skills, conflict management and social/emotional development.

SMART Goal

As indicated below, improved suspension numbers from all groups with focus on African American, Hispanic, Socioeconomic Disadvantaged, Students with Disabilities, White, and students with Two or Mores Races as evidenced by comparing 2022-2023 suspension data to 2023-2024 suspension data.

Metric/Indicator	**Baseline**	**Expected Outcome**
Suspension Rate	2022-2023 school year: 51	2023-2024 school year: 35
	African-American - 17	African-American - 8
	Hispanic - 22	Hispanic - 11
	Socioeconomically Disadvantaged - 42	Socioeconomically Disadvantaged - 22
	Students with Disabilities - 15	Students with Disabilities - 7
	White - 6	White - 3
	Two or More Races	Two or More Races

Resources to Support

Action	**Resources**	**Money/Budget**
Peer Conflict program, program materials, prep time, trainings for teacher, students, substitute costs and time sheeting	Title I Part A: Allocation	11250
Why Try supplemental materials	LCFF- Supplemental	7000
Student incentives for behavior modification and improvement	LCFF- Supplemental	1500
Certificated staff will have access to supplemental instructional supplies.	LCFF- Supplemental	2000
Red Ribbon Week Supplies	LCFF- Supplemental	750
Time sheeting for trainings held outside of the school day.	LCFF- Supplemental	1600

Progress Monitoring

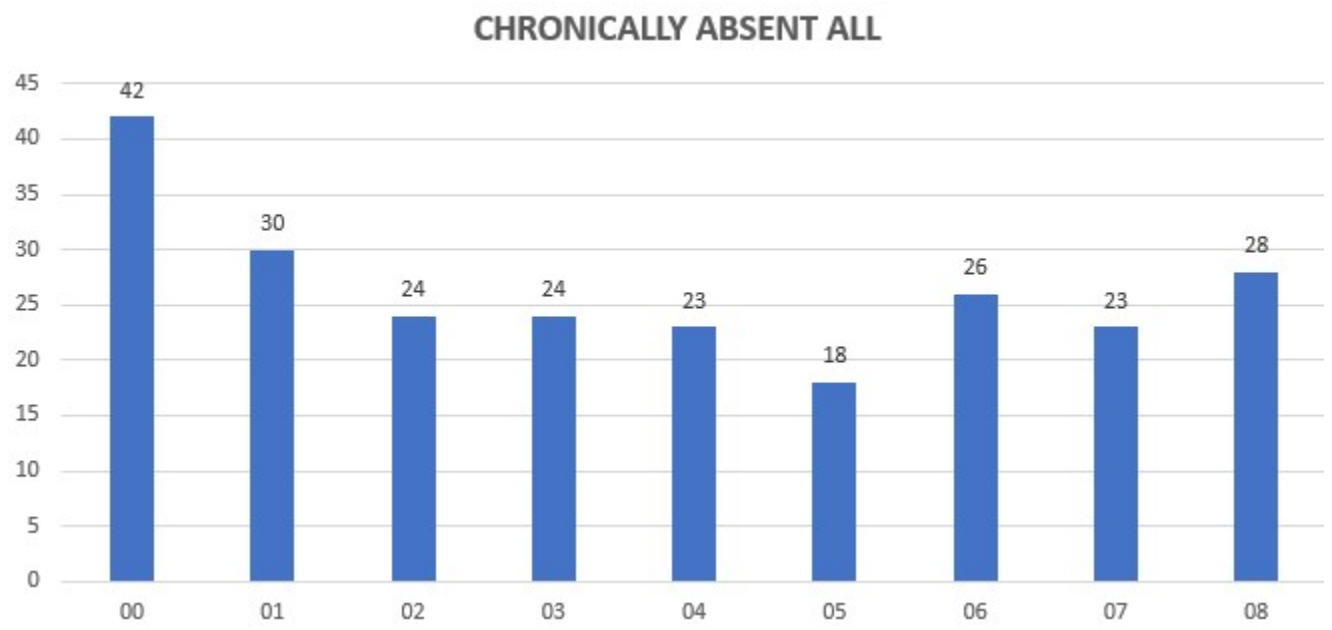
September

December

March

Data

Climate



Data Analysis

As we anticipated from our last plan, attendance continues to be a challenge post-COVID While we did see a drop in four grade levels this year (2nd, 3rdm 5th, 6th), we had in increase in Kindergarten and 1st grade. 4th and 8th grades remain the same at 28 students. As we see in the data, Kindergarten retains our highest number of chronically absent students with 42. 5th grade has our lowest number of chronically absent students with 18 (Note: as last year's 4th grade, they also had the lowest number of chronic absences. We anticipate the attendance rate to rise as we continue to work with students via PBIS, COST, and our Outreach Assistant. Also, as we begin to be completely freed-up from COVID restrictions, we are having more student activities that connect students with school.

Student Need 3:

Increase overall attendance and engagement by improving connectedness and motivation, which will decrease lack of engagement and chronic absenteeism.

Implementation Plan

* COST team interventions
* Outreach Assistant/School-wide Attendance Campaign that provides incentives (NEST)
* Enrichment hour tied to improved student attendance
* Institution of "Tardy Sweeps" for Junior High
* Design grade level specific interventions
* Q Data

SMART Goal

As indicated below, improved attendance numbers from all groups with focus on African American, Hispanic, Socioeconomic Disadvantaged, Students with Disabilities, White, and students with Two or Mores Races as evidenced by comparing 2022-2023 attendance data to 2023-2024 attendance data.

Metric/Indicator	**Baseline**	**Expected Outcome**
Chronic Absenteeism Rate	Most recent reporting (2022-2023 school year): 33.2 %	2023-2024 school year: 20%
	African American - 34 students	African American - 17 students
	Hispanic - 159	Hispanic - 80 students
	Homeless - 20	Homeless - 10 students
	Socioeconomically Disadvantaged - 192	Socioeconomically Disadvantaged - 95
	Students with Disabilities - 43	Students with Disabilities - 21
	White - 9	White - 4
	Two or More Races -	Two or More Races -

Resources to Support

Action	**Resources**	**Money/Budget**
Student incentives for PBIS and attendance	LCFF- Supplemental	2474
Time sheeting for enrichment hour and trainings held outside of the school day.	LCFF- Supplemental	1600

Progress Monitoring

September

December

March

Data

Emerging Students

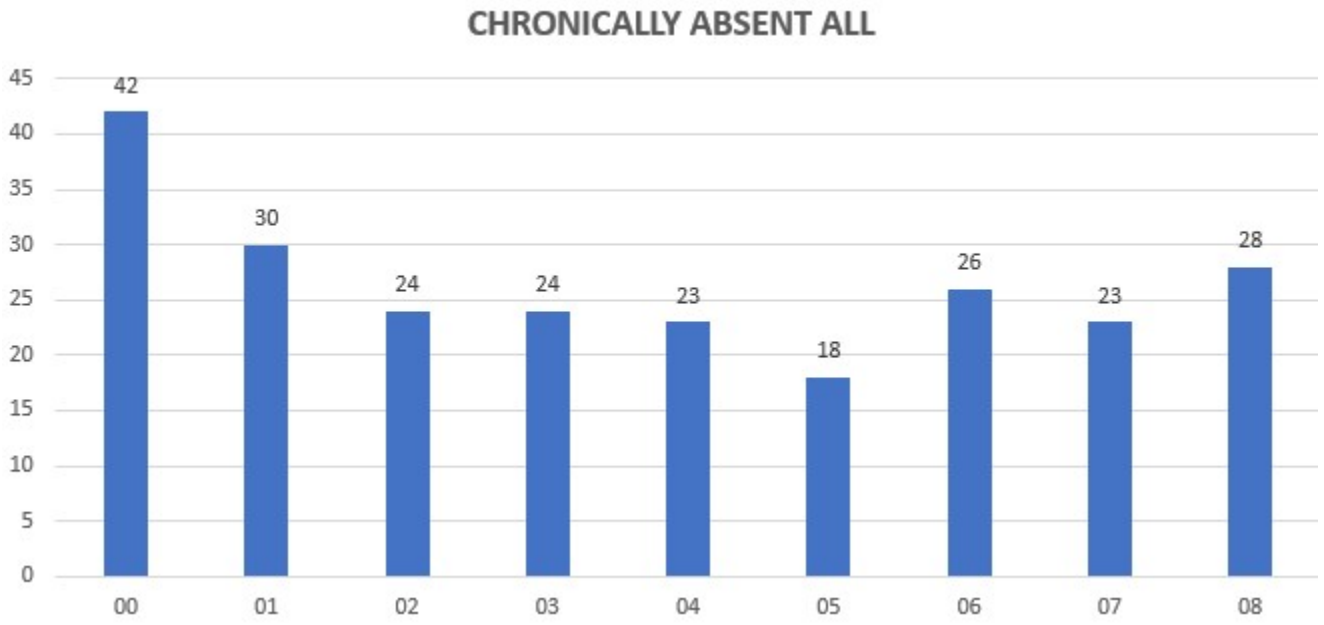
District Goal

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

Site Strategic Goal

All students at August Knodt will be provided access to grade level standards through base and supplemental curriculum provided by staff who analyze and use data to make educational decisions through professional learning communities. We will target specific subgroups to improve overall attendance, engagement and academic performance through data analysis for progress monitoring and small group instruction or intervention.

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	192	184	179	27.6%	24.7%	24.5%
Fluent English Proficient (FEP)	107	121	125	15.4%	16.3%	17.1%
Reclassified Fluent English Proficient (RFEP)	17			8.9%		



Student Need 1:

Improve overall attendance, connectedness and engagement to ensure access and proficiency in grade level standards for targeted grade levels.

Implementation Plan

Targeting all subgroups, we look to improve the overall attendance in our African-American, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Students with two or more races, and White students. In order to support overall student engagement in school, we will bring on opportunities for outside mentoring, professional development in the area of social/emotional learning, targeted social skills groups. Collaborating with Valley Community Counseling, we meet weekly with case managers to discuss the progress of students referred for "Wrap-Around" services. PBIS implementation, and an outreach assistant. Our Outreach Assistant works closely with our PBIS and COST teams to support individual students challenged by Chronic Absenteeism. We continue to utilize the services of Journey Mentoring for our Junior High students, who meet weekly with our kids.

SMART Goal

As indicated below, improved attendance numbers from all groups as evidenced by comparing 2022-2023 attendance data to 2023-2024 attendance data.

Metric/Indicator	**Baseline**	**Expected Outcome**
Chronic Absenteeism Report	22022-2023: 238	2023-2024: 118 students total
Chronic Absenteeism Report (Kindergarten)	22022-2023: 42	2023-2024: 21
Chronic Absenteeism Report (1st grade)	22022-2023: 30	2023-2024: 15
Chronic Absenteeism Report (2nd grade)	22022-2023: 24	2023-2024: 12
Chronic Absenteeism Report (3rd grade)	22022-2023: 24	2023-2024: 12
Chronic Absenteeism Report (4th grade)	22022-2023: 23	2023-2024: 11
Chronic Absenteeism Report (5th grade)	22022-2023: 18	2023-2024: 9
Chronic Absenteeism Report (6th grade)	22022-2023: 26	2023-2024: 13
Chronic Absenteeism Report (7th grade)	22022-2023: 23	2023-2024: 11
Chronic Absenteeism Report (8th grade)	22022-2023: 28	2023-2024: 14

Targeted Resources Applied

Action	**Resources**	**Money/Budget**
Outside mentoring program will provide mentoring services to students to support their social/emotional development, goal setting skills and build resiliency.	Title I Part A: Allocation	1800

Certificated/Classified staff will have access to professional development opportunities (training, pull out days, time sheeting, substitutes)	Title I Part A: Allocation	6000
Supplemental Social/Emotional Curriculum training, supplies, instructional materials, time sheeting, and substitutes for teacher training.	LCFF- Supplemental	7000
Supplemental Instructional Materials	LCFF- Supplemental	300
Instructional Leadership Team: meetings, planning, materials, time sheeting, substitutes	Title I Part A: Allocation	2000
Enrichment Hour/tutoring: time sheeting for prep, planning, implementation and material costs	Title I Part A: Allocation	2500
Outreach Assistant	Title I Part A: Allocation	15000

Progress Monitoring

November

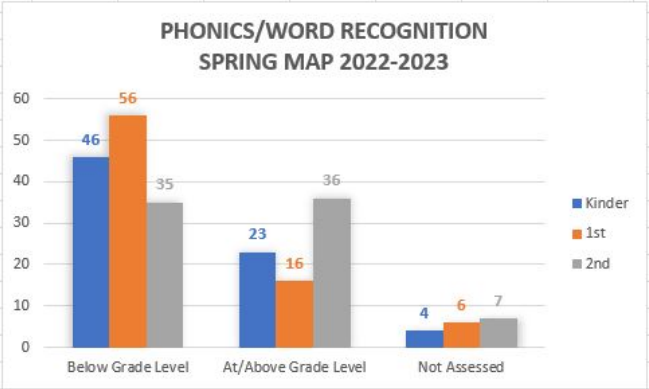
February

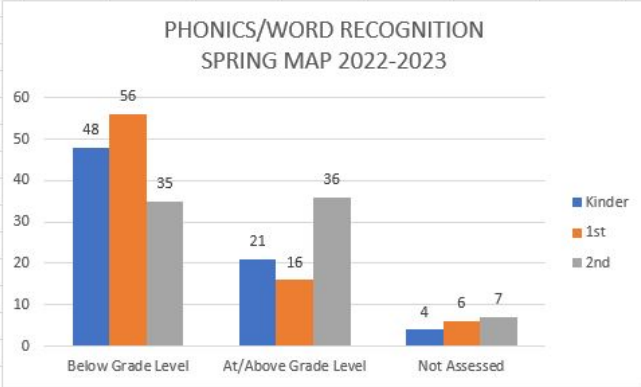
May

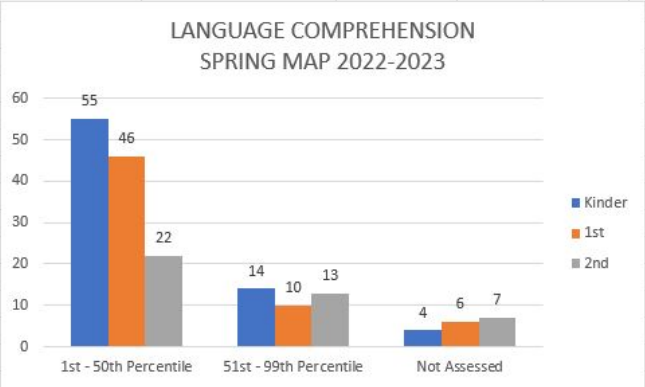
Phonological Awareness				
	Below Grade Level	At/Above Grade Level	Not Assessed	
Kinder	46	23	4	
1st	56	16	6	78
2nd	35	36	7	78

Phonics/Word Recognition			
	Below Grade Level	At/Above Grade Level	Not Assessed
Kinder	48	21	4
1st	56	16	6
2nd	35	36	7

Language Comprehension			
	1st - 50th Percentile	51st - 99th Percentile	Not Assessed
Kinder	55	14	4
1st	46	10	6
2nd	22	13	7







Objective(s):	Where are you currently?	Where in mid-year?	Where in one year?
Bring all 1st – 3rd grade students up to grade level in foundational reading skills by the end of the school year.	***See charts on next page.***	70% of all students in 1st – 3rd grade will be at grade level in foundational reading skills.	90% of all students in 1st – 3rd grade will be at grade level in foundational reading skills.

Action Steps	Responsibilities	Timeline	Resources		Considerations	Evaluation Process	Evidence of Success
Step 1: Conduct screener to identify student weaknesses and level students based on results. Screener to cover CVC, letter-sound correspondence, short vowel consonant blends. Screeners will be CORE phonics (CORE phonics survey, phonological segmentation test) and Fundations.	Instructional Specialist, Intervention teacher, general education paras, kinder teachers (in PM). All 1st- 3rd grade students.	To be completed by 8/25/23.	A: We have the required screeners. Instructional Specialist, general education paras, kinder teachers (in PM). All 1st – 3rd grade students. Time	B: Make copies of the screeners Schedule for testing students	Overflow students at two weeks will need to be tested. General education paras, kinder teachers, general education paras need to know how to administer the screener so data isn't skewed.	When all parties administering screener have been trained and all students have been assessed.	Data is obtained for all 1st – 3rd grade students.
Step 2: Train intervention teacher on the Science of Reading and understanding of instructional expectations. Assist with lesson planning for intervention groups.	Instructional Specialist and admin	To be completed by 9/1/23.	A: Instructional Specialist Core Teaching Reading Sourcebook Instructional Resources in MAP Reading Fluency Time	B: Written list of expectations Training on the Science of Reading 23-24 Bell Schedule	Level of experience and knowledge of the intervention teacher. Knowledge of how to schedule groups around bell schedules	When the intervention teacher has been trained on the Science of Reading, has been given the instructional expectations, and has made introductory lesson plans.	Lesson plans for individual intervention groups. When the intervention teacher can explain the Science of Reading and instructional expectations accurately.
Step 3: Analyze screener data, group students according to areas of need. Run interventions.	Instructional Specialist and reading intervention teacher.	To be completed by 9/1/23.	A: Instructional Specialist Intervention Teacher	B: Screener data	Incomplete data if not all students are screened.	When groups are created	Groups are up and running daily
Step 4: Monitor attendance for intervention students, administer CFA every 5 weeks, regroup students (as necessary).	Instructional Specialist and reading intervention teacher.	To be completed by 10/6/23.	A: Instructional Specialist Intervention Teacher	B: Rosters so intervention teacher can take attendance daily CFAs	Student attendance	CFAs administered and collection of data and intervention attendance is complete	Data from CFAs Revised intervention groups

Data

Student Growth Summary Report

Aggregate by School

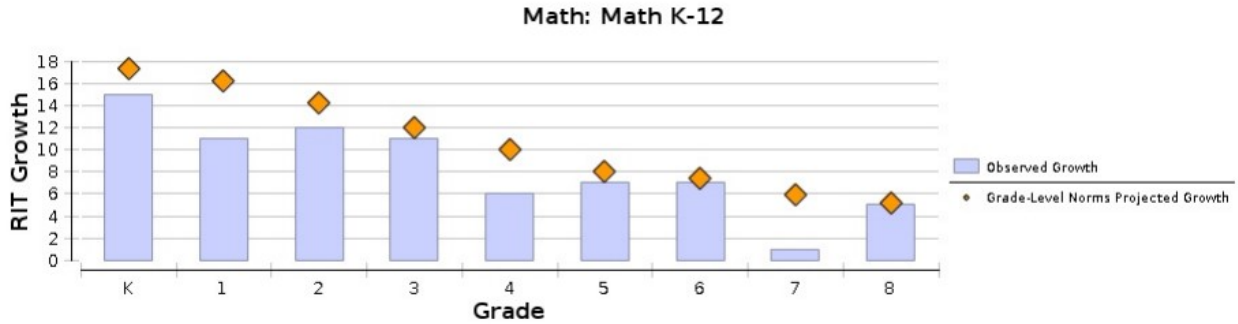
Term: Spring 2022-2023
District: Manteca Unified School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 3 (Fall 2022)
End - 30 (Spring 2023)
Grouping: None
Small Group Display: No

August Knodt Elementary

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	66	137.8	8.7	42	153.1	11.8	29	15	0.9	17.3	-0.93	18	66	19	29	32
1	66	156.2	10.0	30	167.7	11.4	10	11	0.7	16.2	-1.94	3	66	14	21	24
2	75	162.5	13.1	2	174.4	15.5	1	12	0.9	14.2	-1.06	15	75	24	32	31
3	65	177.4	15.8	4	187.9	14.6	3	11	0.9	12.0	-0.72	24	65	23	35	33
4	64	186.9	11.8	3	192.6	13.1	1	6	0.9	10.0	-2.23	1	64	18	28	21
5	80	194.3	14.6	2	201.1	15.3	2	7	0.7	8.0	-0.55	29	80	34	43	37
6	67	204.3	15.8	10	211.1	15.7	9	7	0.8	7.4	-0.28	39	67	29	43	44
7	85	211.2	13.8	15	212.2	15.8	6	1	0.7	6.0	-2.52	1	85	18	21	20
8	91	216.8	14.6	21	221.2	17.6	19	5	1.0	5.1	-0.32	38	91	43	47	44



NWEA Assessment Summary

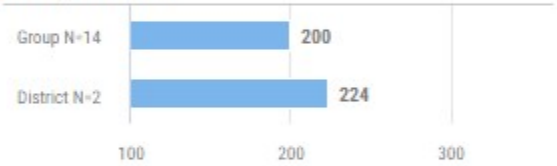
Site: **August Knodt Elementary**
Scores for: **Spring 2022-2023**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: **Growth: Math K-2 CA 2010, Growth: Math 2-5 CA 2010, Growth: Math 6+**

Roster Date: **22-23 | Y**
Gender(s): **All**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	7%	1
61 - 80	14%	2
41 - 60	0%	0
21 - 40	29%	4
1 - 20	50%	7
Total Students Tested		14

Average RIT Score



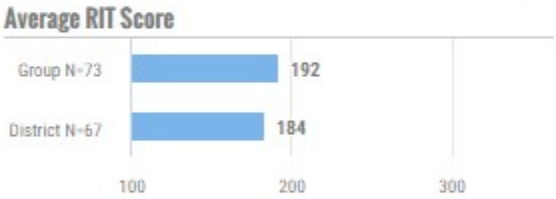
NWEA Assessment Summary

Site: **August Knodt Elementary**
Scores for: **Spring 2022-2023**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: **Growth: Math K-2 CA 2010, Growth: Math 2-5 CA 2010, Growth: Math 6+**

Roster Date: **22-23 | Y**
Gender(s): **All**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	3%	2
61 - 80	7%	5
41 - 60	10%	7
21 - 40	25%	18
1 - 20	56%	41
Total Students Tested		73



Student Need 2:

Improve overall math performance for our Foster, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and African American students.

Implementation Plan

Using our county resources for coaching and professional development, along with our Leadership team, we will develop of a math leadership team to analyze data to determine focus and effectiveness and to support the implementation of effective math strategies to improve overall math performance for our foster students and students experiencing homelessness.
Site will hire a full-time intervention teacher to receive training on district approved supplemental resources and provide individual and small group instruction for students grades K-6 who need literacy and numeracy support.

SMART Goal

As indicated below, improved academic achievement in Math for our Foster, Homeless, African American, Hispanic, and Students with Disabilities when comparing Spring 2023 to Spring 2024 NWEA/MAP Math assessment results.

Metric/Indicator	**Baseline**	**Expected Outcome**
Spring 2023 NWEA Scoring Low Average/Low in Math - Foster	Percentage Scoring Low Average/Low: 79%	2023-2024: 64%
Spring 2023 NWEA Scoring Low Average/Low in Math - Homeless	Percentage Scoring Low Average/Low: 81%	2023-2024: 45%
Spring 2023 NWEA Scoring Low Average/Low in Math - African American	Percentage Scoring Low Average/Low: 78%	2023-2024: 68%

Spring 2023 NWEA Scoring Low Average/Low in Math - Hispanic	Percentage Scoring Low Average/Low: 74%	2023-2024: 64%
Spring 2023 NWEA Scoring Low Average/Low in Math - Students with Disabilities	Percentage Scoring Low Average/Low: 83%	2023-2024: 70%

Targeted Resources Applied

Action	Resources	Money/Budget
A supplemental staffing request has been submitted for 1.0 FTE intervention teacher.	Other	139,000
Certificated Staff will have access to technology to support emerging students access grade level standards.	Title I Part A: Allocation	2500
Certificated staff will have access to planning meetings, prep time, instructional time, materials, supplies and copying to provide learning loss mitigation through a summer program and after school tutoring.	Title I Part A: Allocation	3000
Professional Learning: Professional Development & Coaching, leadership team meetings including (time sheeting & substitutes)	Title I Part A: Allocation	6500
Instructional Leadership Team: meetings, planning, materials, time sheeting, substitutes	Title I Part A: Allocation	2500
Certificated/Classified staff will have access to professional development opportunities (training, pull out days, time sheeting, substitutes)	Title I Part A: Allocation	3500
Enrichment Hour/tutoring: time sheeting for prep, planning, implementation and material costs	Title I Part A: Allocation	2700

Progress Monitoring

November

February

May

Data

Student Growth Summary Report

Aggregate by School

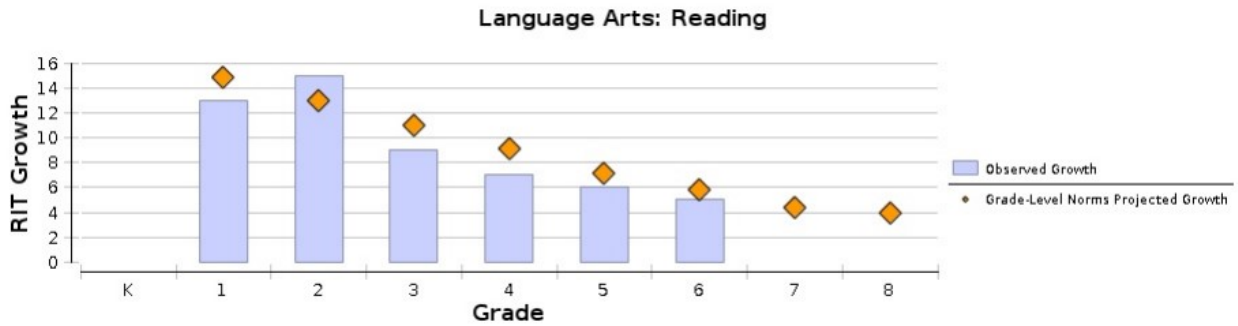
Term: Spring 2022-2023
District: Manteca Unified School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 3 (Fall 2022)
End - 30 (Spring 2023)
Grouping: None
Small Group Display: No

August Knodt Elementary

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	69	148.3	10.6	10	161.2	13.9	7	13	1.0	14.8	-0.79	22	69	26	38	30
2	74	158.1	14.8	2	172.7	15.6	4	15	1.1	13.0	0.67	75	74	31	42	40
3	69	178.6	16.5	15	187.4	17.2	10	9	1.2	11.0	-1.08	14	69	26	38	32
4	67	183.8	16.0	4	190.6	16.0	2	7	1.3	9.1	-1.14	13	67	22	33	25
5	81	195.0	17.5	10	200.6	16.7	7	6	1.0	7.1	-0.81	21	81	36	44	39
6	67	201.3	16.0	12	206.1	15.8	10	5	1.1	5.8	-0.60	28	67	26	39	40
7	84	209.4	14.9	26	209.1	16.5	10	0	1.0	4.4	-2.80	1	84	30	36	30
8	89	212.8	14.7	26	212.5	16.3	12	0	0.9	3.9	-2.19	1	89	34	38	30



NWEA Assessment Summary

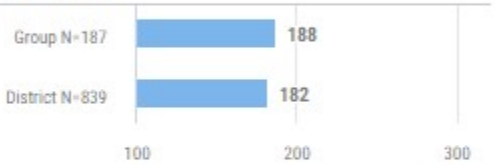
Site: **August Knodt Elementary**
Scores for: **Spring 2022-2023**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: **Growth: Reading 2-5 CA 2010 V3, Growth: Reading K-2 CA 2010, Growth:**

Roster Date: **22-23 | Y**
Gender(s): **All**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	3%	6
61 - 80	4%	7
41 - 60	18%	34
21 - 40	27%	51
1 - 20	48%	89
Total Students Tested		187

Average RIT Score



Lexile Distribution

Grade Level Ranges		%	#
K-1	N/A	44%	82
2-3	450-769	26%	48
4-5	770-954	13%	25
6-8	955-1079	10%	18
9-10	1080-1214	5%	9
11-CCR	1215-1355	3%	5

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

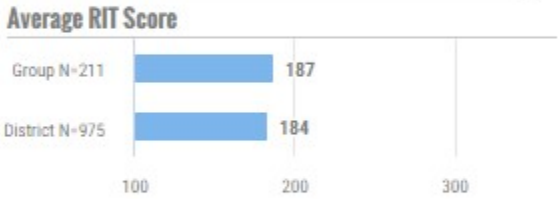
NWEA Assessment Summary

Site: **August Knodt Elementary**
Scores for: **Spring 2022-2023**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: **Growth: Math K-2 CA 2010, Growth: Math 2-5 CA 2010, Growth: Math 6+**

Roster Date: **22-23 | Y**
Gender(s): **All**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	2%	4
61 - 80	8%	16
41 - 60	12%	26
21 - 40	22%	46
1 - 20	56%	119
Total Students Tested		211



Student Need 3:

Improve overall academic performance for English Learners by integrating ELD strategies and supports across the curriculum in order to improve overall performance in English/Language Arts and Math.

Implementation Plan

Using our district TOSAs in multiple curricular areas, in conjunction with county resources and our instructional specialist we will provide professional development, coaching and support to all teachers with ELD instruction by training them on the embedded EL supplementary supports and resources in the base curriculum. Also, collaborating with the district EL coordinator to develop a plan for support and resources for our English Learners across the curriculum.

SMART Goal

As indicated below, English Learners will demonstrate improved academic growth in Math and ELA when comparing Spring 2023 to Spring 2024 NWEA/MAP results with at least a 10% decrease in students scoring Low Average/Low.

Metric/Indicator	Baseline	Expected Outcome
Spring 2023 NWEA Scoring Low Average and Low by English Learners in ELA	Percentage of Low Average/Low: 75%	2023-2024: 65%
Spring 2023 NWEA Scoring Low Average and Low by English Learners in Math	Percentage of Low Average/Low: 78%	2023-2024: 68%

Targeted Resources Applied

Certificated/Classified staff will have access to professional development opportunities (training, pull out days, time sheeting, substitutes)	LCFF- Supplemental	3500
Certificated Staff will have access to technology to support emerging students access grade level standards.	LCFF- Supplemental	1700
Certificated will have access to planning meetings, prep time, instructional time, materials, supplies and copying to provide learning loss mitigation through a summer program and after school tutoring.	LCFF- Supplemental	4500
Instructional Leadership Team: meetings, planning, materials, time sheeting, substitutes	LCFF- Supplemental	1700
Enrichment Hour/tutoring: time sheeting for prep, planning, implementation and material costs	Title I Part A: Allocation	1000

Progress Monitoring

November

February

May

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	158,518	0.00
LCFF- Supplemental	41,274	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF- Supplemental	41,274.00
Library Grant	2,500.00
Other	143,000.00
Title I Part A: Allocation	158,518.00

Stakeholder Input

Date

1) School Site Council meeting dates: 74/5/2022, 9/8/2022, 11/10/2022,12/15/2022, 2/2/2023, 3/7/2023, 5/25/2023
2) English Language Advisory Committee meeting dates: 9/2/2021, 12/16/2021, 3/3/2022, 5/4/2022
3) Staff Survey (August 2022, December 2022, May 2023)
4) Parent Survey (August 2022, December 2022, May 2023)
5) Student Survey(August 2022, December 2022, May 2023)

Groups

School Site Council
English Language Advisory Committee
Staff
Parents
Students
LCAP Stakeholders (students, staff & parents)

Outcome

1) At the LCAP Stakeholders meeting, stakeholders identified needs as: student connectedness and school pride, parent technology supports/workshops, summer learning opportunities, parent resource database, after school tutorials, attendance campaign and incentives, peer mentors, community mentors and develop activities to do during unstructured times (i.e. music at breaks).
2) Results of the Staff Survey indicate the following needs: there continues to be a lack of parent student and staff connectedness, continued need for clear expectations for student behavior and discipline, parent involvement continues to be an area of focus.
3) Results of the Student Survey indicate the following needs: cultural diversity not respected consistently, some students do not feel consistently respected by school staff, some students are not clear on academic expectations for success and some students do not feel safe on campus.
4) Results of the Parent Survey indicate the following needs: cultural diversity is respected, communication is a strong point for August Knodt, concerns regarding high standards for student achievement and parents were happy with the attempts to implement more family engagement opportunities and would like these to continue.

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

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Lemuel Vergara	Principal
Thomas Huerta	Classroom Teacher
Stephanie Rose	Other School Staff Parent or Community Member
Lynette Arias	Parent or Community Member
Geneva Moorad	Parent or Community Member
Maria Castaneda	Parent or Community Member
Randy Moret	Classroom Teacher
Jeanette Rasmussen	Classroom Teacher
Deanne Reynolds	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

	Principal, Lemuel Vergara on 5/25/2023
	SSC Chairperson, Stephanie Rose on 5/25/2023