Manteca Unified School District Strategic Plan

2024-2025

Vision Statement

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

Mission Statement

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

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
> English Language Learners in ELA and Mathematics
> Homeless and Asian Pacific Island students in attendance
> African American students in suspensions

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

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.

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 676 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.

Comprehensive Needs Assessment Components

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

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

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to the CCSS and CA Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. District adopted standards-based curriculum for grades UTK-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systemically delivered, mastery of grade-appropriate standards. Teachers design lessons in Tier 1 instruction with the learner in mind using the Universal Diagnostic tool (NWEA Measure of Academic Performance) to build groups and provide opportunities for all students to access the grade level standards with supports. Our adopted base curriculum is equipped with resources for students who are performing below standard to aide in scaffolding instruction to meet the student need and develop interventions for a student who needs a little more (Tier 2) and students who need intensive support (Tier 3). All students K-8 have an opportunity within the school day to receive support on the standards they need additional support or enrichment opportunities.. These opportunities are developed and implemented through the grade level Professional Learning Communities with the aid of an Instructional Specialist at most sites. The district adheres to recommended instructional minutes for reading/language arts and mathematics (UTK–8)

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

Site administrators, in accordance with the MEA Master Agreement, utilize classroom observation to evaluate teachers using the California Standards for the Teaching Profession.
Learning Walks are utilized by District and site staff to gather and provide specific feedback towards instructional or program goals. District staff conduct a minimum of two Learning Walks a year while site staff conduct weekly learning walks at the elementary high school levels.
The data gathered is used to determine trends, effectiveness of student learning and necessary professional development at the site and district level.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

The site instructional leadership team comprised of the principal, assistant/vice-principal, and others meet regularly to evaluate benchmark, common formative and summative assessment data as well as observational and formative information. Team members then meet with specific grade level/grade span/department teachers to provide support in data analysis. The district supports an assessment evaluation program, which is designed to make decisions from the bottom up while supporting from the top down. Through the district-developed structure, school sites act as site level data teams. These teams identify areas of "cause", which affect student achievement. Further, the teams are trained in how to support the teachers at the site in developing, refining, and implementing a Tier 1 standards-based instructional program at the classroom level and modifying their instruction using data and the Teaching-Assessing-Intervening cycle and lesson design. Ongoing analyses continue at the site and classroom level utilizing the Professional Learning Community model (PLC) to improve individual student achievement. Programs are evaluated regularly and no less than annually for effectiveness.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The Manteca Unified School District is dedicated to the recruitment and retention of highly qualified staff. All classes in the 2022-2023 academic year were instructed by fully credentialed and appropriately assigned staff, as confirmed by the California State Assignment Accountability System (CALSAAS) reports for that period. Throughout the same school year, 111 teachers in the district held a PIP, STSP, Waiver, or Intern Credential. Notably, there were four (4) identified misassignments of teachers of English Learners.

To support beginning teachers and interns, Manteca Unified School District employs the Induction program, offering a clear credential pathway to preliminary credential holders. In the 2022-2023 school year, the Induction program recommended 51 Preliminary Credential holders to obtain their Clear Credentials..

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

MUSD maintained its status in that 100% of students had standards-aligned curriculum, verified by the 22-23 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted curricular programs and materials which are standards based in the subject areas of Reading/Language Arts, Math, Social Studies, and Science. The textbook adoption for K-6 ELA/ELD is McGraw-Hill Wonders, while the adoption for reading/language arts in grades 7-8 is StudySync and in grades 9-12 HMH: Intro to Literature with Writable. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw California Glencoe Math for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Studies Weekly for grades K-2, Savvas for grades 4-6, and McGraw Hill for grades 7 and 8, HMH ED Your Friend in Learning, TCI History, LaunchPad, Cengage NGLsync and Pearson MYLan are used for grades 9-12.   The adopted science materials are Amplify for grades K-8 and Stemscopes for 9-12. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grades K-12 are able to take their devices home in order to have 24/7 access. All adopted base curriculum has traditional and digital resources.

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

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

Manteca Unified provides instructional assistance and ongoing support to all K-12 teachers in all content areas including intervention programs. Possible options for providing support include instructional support specialists and content experts, and teachers on special assignment who are knowledgeable about the adopted curriculum programs and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. The Manteca Unified Department of Teaching and Learning offers a copious amount of base curriculum training opportunities to teachers after school focused on Tier 1 Instruction and evidence-based practices, in addition they train all substitute teachers as well to ensure sound understanding of Tier 1 practices. They also provide small group and one-on-one support for UTK-12 teachers as needed or requested. Three district-wide staff development days this year will focus on helping students meet district targets.

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

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

Teaching and Learning

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

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achievement. District adopted standards-based curriculum for grades UTK-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systemically delivered, mastery of grade-appropriate standards. Teachers design lessons in Tier 1 instruction with the learner in mind using the Universal Diagnostic tool (NWEA Measure of Academic Performance) to build groups and provide opportunities for all students to access the grade level standards with supports. Our adopted base curriculum is equipped with resources for students who are performing below standard to aide in scaffolding instruction to meet the student need and develop interventions for a student who needs a little more (Tier 2) and students who need intensive support (Tier 3). All students K-8 have an opportunity within the school day to receive support on the standards they need additional support or enrichment opportunities.. These opportunities are developed and implemented through the grade level Professional Learning Communities with the aid of an Instructional Specialist at most sites. The district adheres to recommended instructional minutes for reading/language arts and mathematics (UTK–8)

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

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

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

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

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

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

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

Manteca Unified provides standards-aligned, basic core instructional programs, including ancillary materials for small-group instruction, for Reading/Language Arts/English Language Development (RLA/ELD) (CCSS) and for Mathematics (CCSS). Manteca Unified also provides intensive intervention programs. At UTK- 8th grade level all sites have a 30-40 minute intervention block for each grade level. An Instructional Specialist is a part of each school site's intervention team. Intervention programs include Fundations, Just Words, WonderWorks, Edmentum:Exact Path, Sound Sensible, SPIRE, Rosetta Stone, Math in Practice, Bridges Intervention. These programs are to be implemented as designed in every classroom with materials for every student.

Opportunity and Equal Educational Access

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

MUSD provides Multi Tiered Systems of Supports to provide each child access to the base curriculum. Our focus is developing rich Tier 1 instruction focused on meeting the needs of all learners. In addition, all students have access to enrichment or support during the regular school day and/or beyond the school day. To ensure acquisition of skills, supplemental resources and interventions developed in the Professional Learning Communities at each grade level. Base curriculum in ELA and Math contain intervention and Response to Intervention materials to modify instruction or use as a targeted intervention for specific skills. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. The Tier 1 Instructional Program is supported by an Instructional Specialist based upon the schoolwide student need. Intervention programs include Rosetta Stone and ALEKS. These programs are implemented as designed in every classroom with materials for every student.

Manteca Unified School District undertakes various interventions to nurture the development of young minds, providing them with a foundation for lifetime success. These interventions range from academic support programs to social and emotional well-being, prioritizing addressing the needs of the whole child. We provide Tier 1 interventions tailored to building a climate of positive relationships and community inside and outside of the classroom. Tier 2 and 3 interventions provide targeted support for students.

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

An eight-week class that enables adolescents to identify, evaluate, and appropriately handle their anger. Uncontrolled anger can lead to bad habits that become unhealthy and dangerous when they are left unattended. This class examines those habits and works with young people and their families to bring about a change of mindset and behavior. A parent or guardian is required to attend three sessions.

Substance Abuse (ages 12-18)

An eight-week class that allows teenagers to learn the truth about drugs (long and short-term consequences) as well as to work through misconceptions, attitudes, and behaviors that must change if a person is to deal honestly with the issues of substance abuse.

Point Break Workshop at High Schools

This all-day workshop brings high school students together to talk seriously about the walls of division on campuses caused by issues such as bullying, disrespect, racism, gangs, intolerance, and misunderstanding. This is not an assembly; it is an all-day exercise where students are challenged to change their behaviors and attitudes.

Victor Wrap-Around Services

Victor provides a continuum of community and school-based services that meet families where their need is to provide the support and education, they deserve to help them thrive.

Coordination of Services Team (COST)

A Coordination of Services Team (COST) is a strategy for managing and integrating various learning supports and resources to remove learning barriers for students. COST teams identify and address student needs and

ensure that the overall system of support works together effectively.

Five core components (Common Referral Process, Assessment, Regular COST Meetings, Collaboration of Services, and Tracking and Evaluation) make up the COST service delivery system and maximize a school's capacity to support student success and well-being.

Intervention TOSA

This is a teacher on a special assignment who is under the direction of the high school principal. The TOSA serves as a resource to staff to support a multi-tiered system of support in the areas of prevention and intervention.

Restorative Practices

Restorative practices in schools represent a philosophical shift away from the traditional punitive approach to wrongdoing. Instead of merely focusing on rule-breaking, restorative practices view misbehavior as an offense against relationships.

Suicide Prevention

One of the strategies for suicide prevention that is utilized is crisis intervention and identification of students in crisis. All school nurses, counselors, school psychologists, and valley community counselors are trained in our Suicide Risk Assessment protocol. This protocol is used when a student is believed to be exhibiting thoughts of suicide or self-harm. For students that are identified as being at risk through this process, there is a follow-up protocol for their return to school and procedures for how to keep them safe on campus and at home.

Yellow Ribbon Suicide Prevention Program

Yellow Ribbon provides training in suicide prevention and collaborates with community support networks to reduce the stigma surrounding suicide.

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

Parent Project Senior - "Changing Destructive Adolescent Behavior" is an award-winning intervention model addressing the most destructive of adolescent behaviors. We know of no other program that addresses it all: truancy, drugs, runaways, media, early teen sex, violence, gangs . . . Parent Project Senior promises concrete answers for every parent question asked.

Parent Project Junior - Loving Solutions is a parent-training program specifically designed for parents raising difficult younger children, ages 5-10 years. With special application to ADD / ADHD issues, Loving Solutions

employs a behavioral model to help parents motivate children to do constructive tasks and manage unwanted behaviors. The program's "Steps of Success" (S.O.S.) home practice assignments help create a solid foundation for change.

Preparing Our Kids for Success - Preparing Our Kids for Success. This stand-alone, 2.5-hour truancy intervention parent class is "Trauma-Informed" and specifically designed to augment the S.A.R.B. and local Truancy Abatement efforts.

Elevate Mentoring

Is a mentoring program designed to help students elevate their life skills so they can grow confident emotionally, succeed academically, and thrive socially.

Journey Mentoring

Journey Mentoring Program (A program of New Birth Community Development), promotes and teaches responsibility for youth ages 10-18. This takes place through highly interactive activities. The program is designed as a small group mentoring resource and represents a targeted effort to engage youth in discussions and activities that reinforce positive behavior.

Multi-Tiered System of Support (MTSS)

MTSS is a framework for providing instruction and intervention to all students based on their academic, social, emotional, and behavioral needs. MTSS is a proactive and preventative approach that aims to maximize student achievement and support the whole child.

Positive Behavioral Interventions and Supports

PBIS, or Positive Behavioral Interventions and Supports, is a proactive approach to behavior management in schools aimed at creating a positive school climate. It emphasizes teaching and reinforcing positive behaviors, rather than solely focusing on disciplining negative behaviors. PBIS incorporates data-driven decision-making to tailor interventions to support the specific needs of students and promote their social, emotional, and academic success. Currently, we are in the 3rd year of implementation at MUSD. Each school has a unique timeline for full implementation based on the needs of each school and community. By next year, all schools should successfully be considered Tier 1 schools that are fully implementing the PBIS Tier 1 framework for their entire school population.

Valley Community Counseling

Valley Community Counseling is an organization that MUSD contracts with to provide school-based counseling services to our students. Every school site has a minimum of one counselor per site available to meet with students to work on skill building, crisis intervention, conflict mediation, truancy, truancy-related concerns, provide support, and help students build relationships. Through a referral process, including self-referrals, the counselors will meet with students on a routine basis, establish goals, and implement strategies based on the student's individual goals. The Valley Community Counselors work in collaboration with school site administrators, teachers, school nurses, and other service providers to ensure the needs of the whole child are met.

Social Emotional Learning

The integration of SEL to promote equity and address the needs of the whole child, and educators, is supported by many of our current policies, standards, funding, and decision-making mechanisms.
Social emotional learning is defined as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

Supports

Sanford Harmony is our district's SEL Curriculum available to UTK-6th students. Harmony SEL uses the CASEL 5 framework. The CASEL framework is one of the most widely used SEL frameworks and has been used to develop multiple state and district SEL standards and competencies. The CASEL framework comprises five core competencies students and adults need to successfully navigate academic standards. The Alignment Guides align Harmony objectives with Common Core State Standards, the CASEL 5, and state SEL standards/competencies.

BASE is our district's SEL Curriculum available to 6-12th students. This offers over 100 SEL Lessons to support students' SEL needs. The program uses an evidence-based SEL curriculum to support students in navigating challenging real-world topics, developing self-awareness, building practical skills, and connecting more effectively as well as prevention, and intervention and helps avert crisis.

Our SEL BASE curriculum allows 6-12th grade students to take a BASEline Survey every 90 days. This self-reporting survey measures behavior, engagement, academic self-confidence, and social connectivity in school.

Our SEL Lending Library is available to all teachers to check out books to support their SEL classroom implementation/integration and their students' needs.

Our SEL Materials Library is available to all teachers to check out materials to support their SEL classroom lesson implementation/integration and their student's needs.

Our In School Suspension class offers "An Accountability Opportunity Project," to attending students. This class is offered as an alternative to suspension. During the ISS classes, students engaged in incident-aligned SEL BASE lessons and then completed an accountability project that proactively repairs relationships after they have been damaged through intentional research so that healing can occur.

Our annual Women Empowerment Event invites 40 female students from each high school to participate in SEL-aligned activities. This event focuses on CASEL's five core competencies as well as fostering the needs of students facing unforeseen circumstances.

Our SEL CASEL-aligned teacher workshops are offered each month after school, this is a paid opportunity. These workshops focus on students' needs in the following areas: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

Our SEL Teacher Committee meets three times per year. This is a paid opportunity for teachers. These workshops allow teachers to collectively collaborate on the implementation and integration of SEL lessons within the classroom and how to collect SEL data intentionally and effectively to direct instruction and meet the SEL needs of the students they serve.

Our SEL Site Support visits are available to all school sites upon request. These visits focus on a student's SEL needs after looking at the school site's data.

Our SEL Staff Training is available to all school sites upon request. These visits focus on students' SEL needs after looking at the school site's data.

Our Intervention TOSAs deliver SEL-BASE instruction to our COST students. This is based on data and students' needs.

Our SEL Training is available to our ELOP program upon request. This training focuses on CASEL-aligned SEL practices to meet students' SEL needs after looking at the school site data.

Our SEL Training is available to OAs and SSAs 3 times per year during district-directed days. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL Training is available to all OA's once per month. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL SSA training courses are available to all school sites upon request. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL Trainings are offered once per year to our CTCP group. This training offers CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful when considering taking leadership roles within classified employment.

Counseling, funded through federal title funds or the Local Control Funding Formula is provided on-site by a Valley Community Counselor(s).

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

Title II funds are used to support the Induction program and to provide professional development to all MUSD staff members.

Title IV funds are used for STEAM activities, improving science teaching and the improving of safety at the school sites through Positive Behavior Intervention and Supports (PBIS).

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
677	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.
Total Number of Students enrolled in August Knodt Elementary School.			

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	179	
Foster Youth	6	
Homeless	20	2.7
Socioeconomically Disadvantaged	530	
Students with Disabilities	113	15.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	95	13
American Indian	1	0.1
Asian	71	9.7
Filipino	41	5.6
Hispanic	448	61.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Two or More Races	25	3.4
Pacific Islander	13	1.8
White	38	5.2

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

District Goal

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

Site Tier 1 Goal

Students at August Knodt will be provided rigorous, research-based instruction provided by teachers who utilize a sound and viable curriculum based on data collected from student learning and SMART goals built with the PLC team to address students' needs.

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Achievement for All Students																
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2336.	2350.		4.00	9.86		9.33	15.49		21.33	21.13		65.33	53.52
Grade 4		2408.	2380.		10.99	1.49		15.38	10.45		23.08	20.90		50.55	67.16
Grade 5		2438.	2435.		6.76	6.02		16.22	21.69		25.68	18.07		51.35	54.22
Grade 6		2464.	2448.		4.17	2.70		22.92	16.22		22.92	31.08		50.00	50.00
Grade 7		2513.	2481.		6.32	4.40		29.47	20.88		31.58	18.68		32.63	56.04
Grade 8		2518.	2526.		7.22	5.05		21.65	35.35		37.11	25.25		34.02	34.34
All Grades	N/A	N/A	N/A		6.63	4.95		19.70	21.03		27.27	22.47		46.40	51.55

CAASPP Results
Mathematics (All Students)

Overall Achievement for All Students																
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2355.	2360.		2.60	4.23		9.09	8.45		27.27	29.58		61.04	57.75
Grade 4		2394.	2377.		3.30	0.00		9.89	7.46		27.47	19.40		59.34	73.13
Grade 5		2417.	2420.		3.95	1.20		6.58	8.43		23.68	20.48		65.79	69.88
Grade 6		2452.	2433.		1.04	2.78		7.29	11.11		34.38	27.78		57.29	58.33
Grade 7		2458.	2449.		5.26	4.40		11.58	6.59		23.16	25.27		60.00	63.74
Grade 8		2472.	2463.		4.12	4.04		11.34	10.10		22.68	23.23		61.86	62.63
All Grades	N/A	N/A	N/A		3.38	2.90		9.40	8.70		26.50	24.22		60.71	64.18

CAASPP Results
English Language Arts/Literacy (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	25.98
Female	30.74
Male	21.65
American Indian or Alaska Native	--
Asian	32.61
Black or African American	13.24
Filipino	36.36
Hispanic or Latino	24.74
Native Hawaiian or Pacific Islander	--
Two or More Races	45.00
White	41.18
English Learners	4.12
Foster Youth	--
Homeless	20.69
Military	38.46
Socioeconomically Disadvantaged	22.44
Students Receiving Migrant Education Services	--
Students with Disabilities	6.25

CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	11.59
Female	7.39
Male	15.42
American Indian or Alaska Native	--
Asian	13.04
Black or African American	5.88
Filipino	27.27
Hispanic or Latino	10.38
Native Hawaiian or Pacific Islander	--
Two or More Races	20.00
White	11.76
English Learners	3.13

CAASPP Student Groups	CAASPP Percent Met or Exceeded
Foster Youth	--
Homeless	7.41
Military	7.69
Socioeconomically Disadvantaged	9.75
Students Receiving Migrant Education Services	--
Students with Disabilities	3.16

Data

August Knodt RIT Winter 24	National Average RIT Winter
2nd 171	2nd 181
3rd 180	3rd 193
4th 194.5	4th 202
5th 198.5	5th 209
6th 207	6th 214
7th 217.3	7th 217
8th 221	8th 220

August Knodt - ELA	Number of students	Status	Change
African American	65	100.9 Below	Declined 13.3
American Indian	1	<11 Students	
Asian	45	52.8 Below	Declined 11.6
English Learner	153	78.8 Below	Declined 8.1
Filipino	32	38.6 Below	Declined 20.7
Foster Youth	2	<11 Students	
Hispanic	281	73.1 Below	Declined 8.4
Homeless	28	95.2 Below	Maintained -1.1
Pacfic Islander	9	<11 Students	
SED	348	79.4 Below	Declined 9.0
SWD	94	134.5 Below	Declined 7.1
Two or More Races	18	36.4 Below	Increased 36.3
White	17	36.6 Below	Increased 26.5

Phonological Awareness | Kindergarten

Show Students and Resources ⌄

◄···· Below   Spring Expectation   Above ····►

	Level 1 and Below Rhymes & Syllables	Level 2 Initial Sounds	Level 3 Blending & Segmenting	Level 4 and Above Phonemic Manipulation
ZPD				
TOTAL	7 students	15 students	9 students	11 students

Phonics/Word Recognition | Kindergarten

Show Students and Resources ⌄

◄···· Below   Spring Expectation   Above ····►

	Level 1 and Below Letters & Sounds	Level 2 Letters in Words	Level 3 Decodable: CVC	Level 4 and Above Decodable: One-syllable
ZPD				
TOTAL	8 students	8 students	19 students	7 students

Language Comprehension | Kindergarten

Show Students and Resources ⌄

Students are grouped according to percentile. There are no grade-level expectations.

	1st - 25th	26th - 50th	51st - 75th	76th - 99th
TOTAL PERCENTILE	15 students	13 students	9 students	5 students

Term:	Spring 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Manteca Unified School District	**Growth Comparison Period:**	Spring 2023 - Spring 2024
		Weeks of Instruction:	Start - 30 (Spring 2023)
			End - 32 (Spring 2024)
		Grouping:	None
		Small Group Display:	No

August Knodt Elementary

Language Arts:
Reading

		Comparison Periods						Growth		Grade-Level Norms			Growth Evaluated Against			
		Spring 2023			Spring 2024								Student Norms			
Grade (Spring 2024)	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	6	*			*			*					*			
2	65	161.7	12.8	8	175.9	15.4	9	14	1.2	16.0	-0.72	24	65	27	42	42
3	69	172.3	14.9	4	184.7	15.1	4	12	1.3	13.6	-0.57	28	69	31	45	36
4	61	188.3	17.2	12	193.9	15.1	6	6	1.3	9.1	-2.00	2	61	17	28	23
5	66	188.5	16.0	1	195.5	18.2	1	7	1.3	8.0	-0.54	30	66	34	52	48
6	75	200.2	16.7	7	203.8	15.1	5	4	1.3	6.0	-1.29	10	75	32	43	38
7	61	206.0	15.1	9	210.1	13.8	12	4	1.0	5.5	-1.02	15	61	28	46	42
8	87	209.0	16.6	10	216.5	13.0	25	8	1.1	4.8	1.45	93	87	55	63	58

Language Arts: Reading
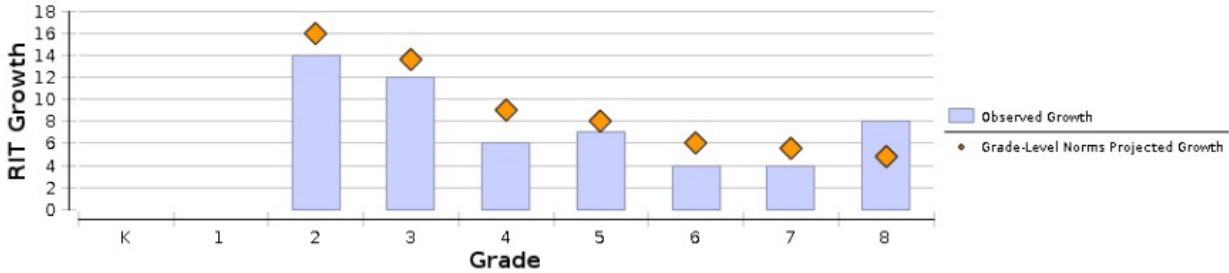
Projected to: **CA-Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/california-linking-study/

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	77	39	50.6%	23	29.9%	10	13.0%	5	6.5%
3	78	39	50.0%	26	33.3%	9	11.5%	4	5.1%
4	64	35	54.7%	15	23.4%	9	14.1%	5	7.8%
5	69	37	53.6%	17	24.6%	12	17.4%	3	4.3%
6	86	36	41.9%	30	34.9%	16	18.6%	4	4.7%
7	76	25	32.9%	30	39.5%	19	25.0%	2	2.6%
8	91	22	24.2%	33	36.3%	31	34.1%	5	5.5%
Total	541	233	43.1%	174	32.2%	106	19.6%	28	5.2%

ELA

Percent of students within each achievement level

21.03%
Standard
Met
(Level 3)

22.47%
Standard
Nearly Met
(Level 2)

4.95%
Standard
Exceeded
(Level 4)

25.98%
Met or
Exceeded
Standard for
ELA

51.55%
Standard
Not Met
(Level 1)
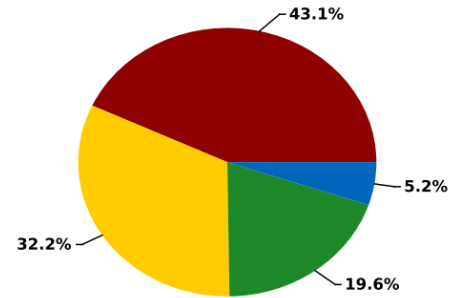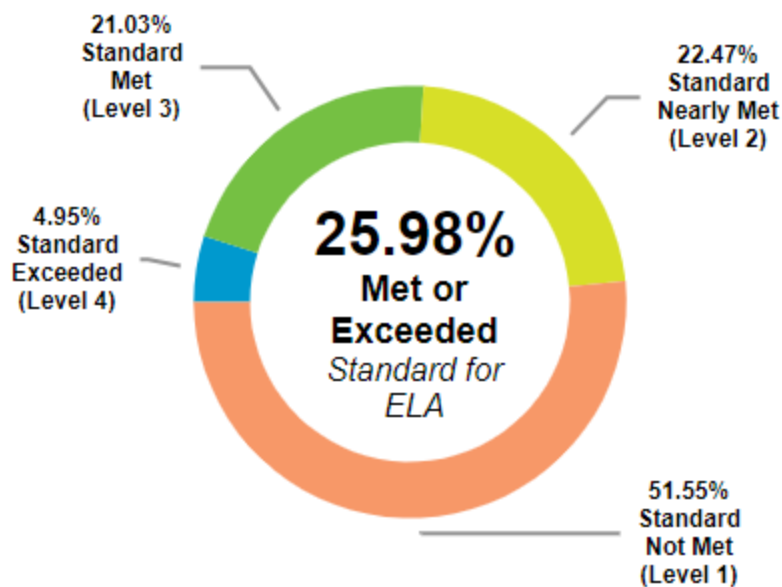
VIEW ELA DETAILED TEST RESULTS

Data Analysis

Dashboard data Chart Summary- August Knodt is experiencing academic declines according to the California Dashboard. Fewer students met and exceeded the standard in 22-23 as compared to 2021-22 in Reading. The decline was evident in all grade levels.

CAASPP data indicates that the school has 25.98% of students proficient in reading. There are ELA achievement discrepancies in the Black population with an achievement of 13.24%, the EL population at 4.2% (A current ATSI group) and students with disabilities.

Image 1- This chart shows the RIT scores of August Knodt students compared to the national average. The primary scores are about 1-1.5 years below the national average. The intermediate grades RIT scores are about a year below the national average. In 7th and 8th grade, student scores are close to the national norm or 50th percentile.

Image 2- represents student growth in the various subgroups. All subgroups had a decline in the CAASPP Reading in 2022-23 with the exception of students who identify as white and those who are of two races.

Image 3-The reading fluency assessments for the kindergarten class also indicate a number of students who are not moving towards the benchmark. There are 7 students not on track to meet their goal in Phonemic awareness, 8 students not on track to meet benchmark in phonics, and 15 students who are not on track to meet benchmark in listening vocabulary. The class had 47 students in Kindergarten.

Image 4 is the growth summary report for Spring 2024. It shows very little growth in most areas and a decline from last year in others.

Image 5 is the projection report. According to this report, about 25% of students will be proficient on CAASPP. This is very similar to last years score of
25.98% of students who met or exceeded standard. This year will likely be a year of decline, sending additional student subgroups into ATSI status.

*In English language arts, AK scores in the red (lowest band) at 70.6 points below standard. This score indicates a decline of 8 points from the previous school year. This is significantly below the state average.
*According to the CAASPP Dashboard approximately 26% of AK students are reading at or above grade level.

August Knodt currently has low student and family engagement, that results in a lack of agency in our students. Students in general, don't have a sense of how today's education can benefit them in the future.

Based on the data above, AK will utilize resources to implement a course of action to address students' needs in literacy.

Tier 1 Training- AK currently has 47% of the teaching staff grades K-6 who are not fully credentialed. Since these teachers are not fully prepared to teach literacy, it is the responsibility of administration to provide them with the tools they need to best meet the need of these students. New teachers should be scheduled literacy education so that they fully understand the rationale of literacy appropriate to the developmental stages of their students. Currently there are multiple grade levels with two uncredentialed teachers and only one credentialed teacher who is left to mentor both of them.
Ongoing support is needed for staff who are new to the district or new to the adopted tier 2 curriculums.

Specialized Support Staff -The role of support staff (Instructional Specialist to support in Tier 1 instruction and Reading Intervention teacher to support in tier 2) will be to support teacher's practices, support specific students by providing academic safety nets so that they won't eventually be referred for special education services, and support families in academic engagement outside of school.

Monitored Power Hour-FIT time- All students will receive ELD instruction withing the first hour of school; K-3 students will have Fundations during the first hour; 4-6 students will have Just Words instruction during the first hour. This "All Hands on Deck" model will deploy all instructional staff to be in classrooms to support teachers during this time. This model will allow the IS and IT to demonstrate and support teachers in effective EL Strategies as well as providing a time for admin to monitor, take data, and provide support for the teachers.

Parent support- Parents have indicated that they need support in ways to help their students at home. We will provide literacy education and resources for primary parents.

Student Need 1:

August Knodt students in grades K-8 need masterful tier 1 instruction to meet their various learning needs in literacy. Rigorous, developmentally appropriate instruction and academic routines must be developed by teachers during their collaboration time, documented in their PLC Notes, and refined.

SMART Goal 1

By the end of the three-year cycle in 2027, 90% of August Knodt k-3 scholars will be approaching or proficient in foundational literacy as measured by MAP interim, Fluency and growth .

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
All teachers in grades K-3 will administer the Common Formative Assessments to address foundational literacy skills.	The number of students who demonstrate proficiency in NWEA Common Formative Assessments in monthly monitoring.	TBD				Time Money People
Teachers and staff will train and develop high functioning Professional Learning Communities and lesson design. They will continue to develop skills in analyzing data to guide instruction with the support of the intervention teacher Instructional Specialist, and outside training.	Number of teams moving towards proficiency and building capacity according to the PLC Audit Rubric, Completed PLC notes/monthly milestones monitoring that demonstrates increased capacity in collaboration.	Strong Evidence 80% Some Evidence 50% No evidence 0% There is some evidence that (10%) teams currently complete monthly milestone PLC process as measured by PLC notes in teams				Money People Time
. All teachers (focus on new teachers) will receive instruction in the Science of Reading and how to use Fundations, leveled readers and decodables in classroom instruction.	The number of teachers demonstrating strong implementation of Wilson programs	Strong Evidence 80% Some Evidence 50% No evidence 0% There is little evidence that primary is fully implementing program (25%)				Money People Time

ELOP-Primary Parent education series in literacy at home provided by IS and IT to promote parent engagement and partnership.	Y1-The number of Parents in attendance Y-2 The number of students whose parent attended parent education demonstrating improved NWEA Fluency scores	TBD TBD				Time Money People
AK Power Hour will be the first hour of the day where ELD, Fundations, This time will be supported by Instructional staff targeting intervention instruction and enrichment learning for students on and beyond grade level.	Learning Walk Data- The number of teachers demonstrating strong implementation of ELD strategies, Just Words, and Fundations and enrichment during power hour The number of students demonstrating proficient fluency scores or who are showing accelerated growth.	Strong Evidence 80% Some Evidence 50% No evidence 0% Currently 50% Fewer than 50% of Kinders and first graders meet Fluency benchmark in Wi 24				Money Time People
Students will create reading, math and ELD goals each trimester to lead the goal setting conference. Year 1 6-8; Year 2 4-8; Year 3 K-8	# Student lead Goal progress during conferences.	TBD				Money Time
Support staff: Intervention teacher will support at risk K-6 students Instructional Specialist will support teachers in student engagement and best practices.	Monitoring through the SST process and COST number of students meeting and exceeding literacy standards	TBD TBD				People Money Time
ELOP: Students will experience	Pre/post test: Number of students showing	TBD				Money People

after school tutoring, enrichment, and cultural activities provided by teachers and outside agencies to increase student engagement and academic support.	mastery on focus standards.					Time
Train teachers to Fully utilize Edmentum resources, targeted instruction tools, and assessments K-8. (MUSD TOSA's)	Number of classes utilizing Edmentum according to Admin Usage Reports	Strong Evidence 80% Some Evidence 50% No evidence 0% Little evidence- (10%) of teachers assign and fully use program beyond daily practice				Time Money People
School-Wide Literacy engagement such as Poetry Plug in, full use of library, Accelerated Reading (or a program that motivates students to read, and Community Engagement opportunities like Literacy night (ELOP) and partnerships with local libraries and organizations that promote reading will help shift student attitudes about literacy.	number of parents in Attendance at literacy events,	TBD				Time Money People
Continued professional development for School leadership to support student learning utilizing will and skill to	Number of teachers engaging in PLC process Pre/Post survey of professional development	There is currently no evidence that the on site professional development is				Time People Money

address adult learning needs as directed by Buildership University.		impactful to instruction.			

Progress Monitoring

map GROWTH

Student Growth Summary Report

Aggregate by School

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

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Spring 2023 - Spring 2024
Weeks of Instruction: Start - 30 (Spring 2023)
End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

August Knodt Elementary

Math: Math K-12

| | | Comparison Periods | | | | | | Growth | | Growth Evaluated Against | | | | | | |
| | | Spring 2023 | | | Spring 2024 | | | | | Grade-Level Norms | | | Student Norms | | | |
Grade (Spring 2024)	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	4	*			*			*					*			
1	61	153.1	12.3	29	163.8	10.3	2	11	0.9	19.5	-3.85	1	61	5	8	7
2	64	167.8	11.0	11	179.8	15.3	6	12	1.2	15.4	-1.54	6	64	25	39	32
3	70	173.8	14.7	1	189.3	13.2	4	16	1.0	12.6	1.34	91	70	43	61	63
4	63	188.6	14.0	4	198.0	16.1	4	9	1.2	9.7	-0.15	44	63	32	51	47
5	62	191.4	14.2	1	201.5	15.8	2	10	1.1	7.9	0.96	83	62	32	52	48
6	75	200.4	15.6	2	209.8	15.7	6	9	1.0	5.0	1.84	97	75	55	73	70
7	59	210.0	15.9	7	213.1	16.2	7	3	1.0	5.6	-1.34	9	59	21	36	35
8	83	212.1	16.2	6	225.7	21.2	33	14	1.5	4.5	4.09	99	83	64	77	83

Math: Math K-12
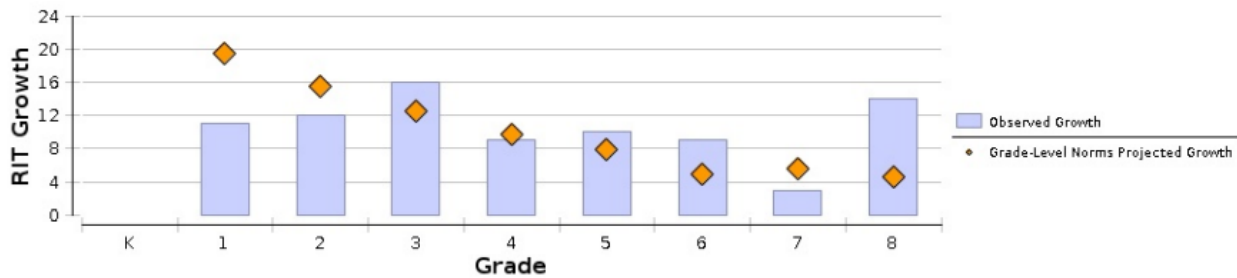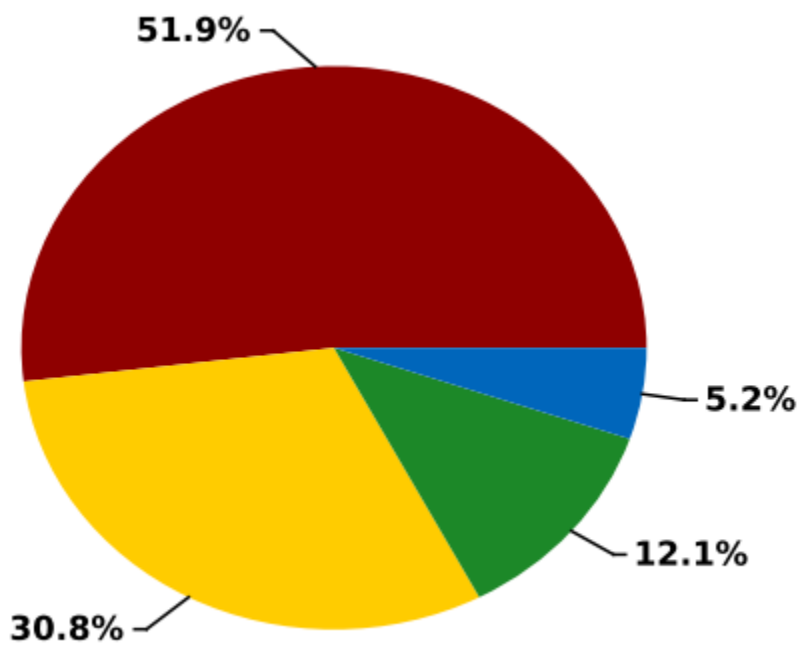
August Knodt - Math	Number of students	Status	Change
African American	65	135.6 Below	Declined 12.4
American Indian	1	<11 Students	
Asian	45	94.1 Below	Declined 17.2
English Learner	152	115.7 Below	Declined 12.9
Filipino	32	64.6 Below	Declined 24.6
Foster Youth	2	<11 Students	
Hispanic	278	111.1 Below	Declined 8.4
Homeless	27	122.1	Declined 11.2
Pacfic Islander	9	<11 Students	
SED	345	115.7 Below	Declined 7.7
SWD	93	168.6 Below	Increase 4.8
Two or More Races	18	92.4 Below	Increase 10.4
White	17	95.8 Below	Increase 17.0

Mathematics

Percent of students within each achievement level

24.22%
Standard
Nearly Met
(Level 2)

8.70%
Standard
Met
(Level 3)

2.90%
Standard
Exceeded
(Level 4)

11.60%
Met or
Exceeded
Standard for
Math

64.18%
Standard
Not Met
(Level 1)
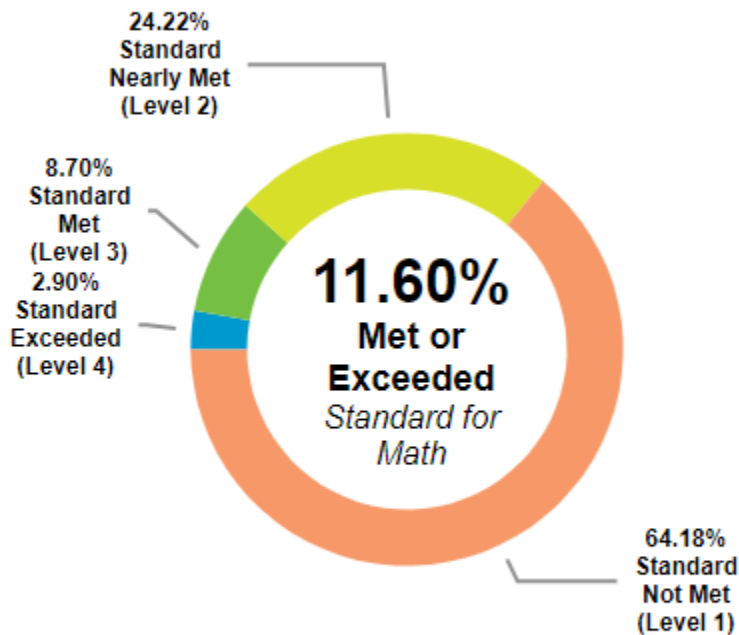
VIEW MATH DETAILED TEST RESULTS

Grade	Achievement Winter 2023-2024 Median and Distribution						Number of Students
All Grades	24th	45%	25%	16%	9%	5%	663

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

Rostered Winter 2023-2024
Tested Winter 2023-2024

More information about this chart ⌄

Data

Data Analysis

According to CAASP Math scores in 2023, 11.59% students were proficient. The following Discrepancies exist in our achievement data in Math. Girls achieved at 7.39% of girls, Black students achieved 5.88; English learners are 3.13%, homeless achieve at 7.41% and Students with disabilities achieve at 3.16 percent.

Image 1- The 2024 Spring Growth summary indicates that grades 1,2,4, and 7 are not meeting the growth target while grades 3, 5, 6, and 8 are meeting the target. It is important to note that meeting the target for AK still represents a year below grade level performances in most cases.

Image 2 is the projection chart that indicates that about 17% of students will perform at beyond standard. This demonstrates a significant growth from last year of 6%.

Image 4 shows that in 2022-23 CAASPP indicates that all subgroups at AK declined in math performance except for Students with disabilities, Students of two or more races and white students.
Image 5 demonstrates that in 2022-23 CAASPP indicates that 11.6 percent of students have met or exceeded standard
Image 6 Winter 2024 MAPS indicates a similar achievement level of 14% proficiency among AK Students

The focus of resources d

August Knodt currently has low student engagement, problem-solving, and number sense, in mathematics and STEM, that results in a lack of progress. This can be addressed through robust Tier 1 practices that focus on goal-setting, collaborative teacher efficacy, use of the workshop model, and focused standards based instruction.

Based on the data above, AK will utilize resources to implement a course of action to address students' needs in numeracy.

Action

Training- August Knot's students struggle in the areas of their self-perception and relationship with mathematics, number sense.

Specialized Support Staff-The role of support staff (Instructional Specialist) will be to support teacher's math practices, support specific students by providing academic safety nets so that they won't eventually be referred for special education services, and support families in STEM engagement outside of school.

Specifically, the IS will do trainings on Number Sense and support teachers in implementing the workshop model. We will continue to contract with PEBC for ongoing training with our coach.

Student Need 2:

AK students lack numeracy skills from K-8th grade.

SMART Goal 1

By the end of the 3-year cycle in 2027, 100% of August Knodt Scholars will be approaching or proficient in numeracy: number sense, problem solving and mathematic academic discourse while developing a positive math identity.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
All teachers will be trained and maintain strong PLC teams With the focus of utilizing current data the support the need of student learning. These PLC's will be supported by the Instructional Specialist and the Intervention teacher	PLC notes/monthly milestones that demonstrate current student data and data driven teaching decisions.	Strong Evidence 80% Some Evidence 50% No evidence 0% Currently 10%				Time Money People

Intervention teacher will support students in the orange and red bands. Instructional specialist will provide professional development for teachers	Monitoring COST and number of students moving up from the red and orange bands.	TBD				Time Money People
Fully utilize Edmentum resources, targeted instruction tools, and assessments K-8	number of teachers utilizing Edmentum according to Admin Usage Reports	TBD				Time People
Monthly number sense support and ongoing training from Instructional Specialist.	MAP Math CAASPP Math	TBD				Time Money People
Increase the STEM opportunities for Students through educational excursions, electives and guest speakers to broaden student scope for college and career opportunities.	Increased Student engagement and opportunities in STEM	1 Stem Elective (C-Stem) 3 Stem Fieldtrips(Lawrence Lab, Lawrence Hall of Science, WOW) 1 Stem Night 2 Stem Flight Camp classes				Time Money People
ELOP- 7-8th grade students will have access to after school tutorials in Math and ELA to have support in academic areas before high school.	Pre/post test	TBD				Time Money People
ELOP- 1-6 grade students below proficient (red, orange, yellow bands) will have access to after school tutorials in Math and ELA to gain mastery of content areas.	Pre/Post test data that indicates growth in students skills during program.	TBD				Time Money People

ELOP- Summer Enrichment: Flight Camp- Students (1-6) who are not recommend for summer school to support basic skills in ELA, and Math, and enrichment for proficient students. Students also participate in SEL and art activities.	Pre/Post test data that indicates an increase in student skills during program.	TBD				Time Money People
PEBC training and coaching for all teacher cohorts.	Walkthrough data on workshop model rubric	There is little evidence of workshop model being used schoolwide. (12% of classrooms)				Time Money People
ELOP- STEM Community Engagement Showcase: Students and families will participate in student, teacher, and community organization led activities.	Number of community and family attendees at the STEM events	Strong evidence that failies will engage if opportunities are offered. 75 attendees in 2024--18 stations 550 students did Star Lab				Time Money People

Progress Monitoring

Progress Monitoring

Total number of "Fs" received by students during each Trimester

	Trimester 1		Trimester 2		Trimester 3	
	"Fs"	%	"Fs"	%	"Fs"	%
Progress Report	59	10%	105	18%	45	7.8%
Report Card	35	6%	46	8%	16	2.8%

Data

Data Analysis

In the table entitled " Total number of "Fs" received by students during each Trimester, the data shows the trend of students receiving a larger number of "Fs" at progress report time and then by report card time that number was dramatically reduced by at least half. By the end of the 3rd Trimester the total number of students that did not meet the criteria for promoting was 6. Of these, 1 student was a first year EL Learner (she was given promotion status and participated), 1 student had only 1 F on their report card, and 4 students had multiple "Fs" on their report cards.August Knodt promoted 90 of 95 students for a 94.7% promotion rate.

Student Need 3:

AK 8th graders need to meet promotion requirements.

SMART Goal 1

By the end of the 3 year-cycle, in 2027, 100% of August Knodt 8th grade Scholars will meet the promotion standard of earning one grade point or higher for each class, for the year.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Monitor student progress twice a trimester .	Q Report- Progress report and report card	Number of "F's" T1 Progress Report- 59 T1 Report Card- 35 T2 Progress Report- 105 T2 Report Card-46 T3 Progress Report Card-45 T3 Report Card- 16				

Parent communication through mandatory T1,T2 goal setting conferences and T3 progress report for students At Risk of non-promotion	Number of student's falling below promotion standards.					
Trimester Goal Setting for students: use of planners	Number of students completing goal setting tools and leading conferences.	0				
Journey Mentoring Intervention for At Risk students.	Number of students that complete the program	20/32 for a 62.5 %				
College and career focus through Bridges to Success and educational excursions/guests	Pre and posttest about interest in college or career options.	N/A				

Progress Monitoring

Progress Monitoring

ACHIEVEMENT PERCENTILES

All 30 students have tested and have a score.
Expecting a different number? Learn more about this data and test scores ❓

Most are below the mean (50th percentile).

Number of Students by Percentile

>80% ■	3
61 – 80% ■	3
41 – 60% □	4
21 – 40% ■	11
<21% ■	9

COMPARISONS

Grade 4
(30 students)

Class Average RIT: 194.3
Your grade 4 students have scores below the national average (202).

Median Percentile: 32

ACHIEVEMENT PERCENTILES

All 32 students have tested and have a score.
Expecting a different number? Learn more about this data and test scores ❓

Most are below the mean (50th percentile).

Number of Students by Percentile

>80% ■	0
61 – 80% ■	3
41 – 60% □	8
21 – 40% ■	16
<21% ■	5

COMPARISONS

Grade 5
(32 students)

Class Average RIT: 201.3
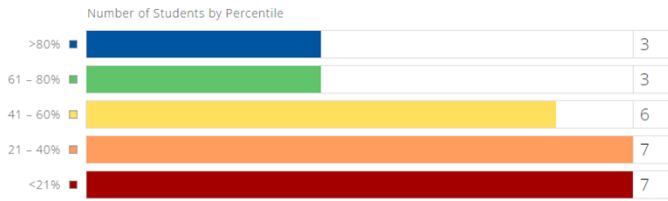Your grade 5 students have scores below the national average (209).

Median Percentile: 34

Of 27 students, 26 have tested and have a score.
Expecting a different number? Learn more about this data and test scores ⓘ

Most are below the mean (50th percentile).

Number of Students by Percentile

Percentile	Students
>80%	3
61 – 80%	3
41 – 60%	6
21 – 40%	7
<21%	7

COMPARISONS

Grade 6
(26 students)

Class Average RIT: 208.7
Your grade 6 students have scores below the national average (214).

Median Percentile: 35

Data

Data Analysis

Image 1- 4-6th grade generally about 35% proficient in reading according to NWEA MAPS.

Image 2- According to the chart in Goal 1, 4-6th grade are typically a year below grade level.

Grades 4-6 teachers have identified informational text as a continued area of weakness because vocabulary is an area of concern.

2023/24 has discovered instructional needs for intermediate students. 4th grade has a concerning number of students referred throught the COST and SST process because of achievement. Equitable resources should be in place to ensure that students are accelerated in reading and mathematics to ensure that their trajectory is one of growth. Just Words will help teachers develop the foundational reading and writing skills in students who are not proficient readers. Just words will be taught by the classroom teachers, training will come from the Instructional specialist, and targeted support will be provided by the IS and the IT.

Student Need 4:

Intermediate students need to develop agency in their education and the executive functioning skills needed for Middle School.

SMART Goal 1

By the end of the three year cycle in 2027, 100% of August Knodt 4-6 scholars will be approaching or proficient in foundational literacy: decoding, comprehension, language usage, and writing as measured by interim, and growth assessments .

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
All intermediate teachers will be trained in Just Words and coached in its implementation by the instructional specialist. Curriculum is to be used during the Power Hour for small groups.	Power Hour Just Words instruction will result in increased writing scores and reading MAPS.	35% proficient in MAPS. 0% teachers utilizing Just Words				Time Money People

Following year's groups will be assessed in the spring.						
Develop executive functioning and student agency through the use of organizational tools, goal setting, student led conferences etc. 4-8	number of students with passing grades or proficiencies Number of students Eligible for Promotion	TBD 56% @ T2 report cards				Time Money People
Instructional Specialist will assist teachers in providing engaging work during power hour for non-targeted students.	Walk through data of Power Hour walk through engagement data for Non-EL or Just words students	Strong Evidence 80% Some Evidence 50% No evidence 0%				Time
School-Wide Literacy engagement such as Poetry Plug in, Spoken word assembly, and Community Engagement opportunities like Literacy night (ELOP) and partnerships with local libraries and organizations that promote reading will help shift student attitudes about literacy.	Pre/Post Survey on attitudes about reading	TBD				Time Money People
All AK students (K-8) will participate in Meaningful library activities and incentive based programs such as Accelerated Reader or EPIC to increase their motivation to read and become lifelong learners.	Student engagement in library resource and instruction and usage of reading program as monitored by student engagement in the program..	Strong Evidence 80% Some Evidence 50% No evidence 0% There in engaging programing for 4-6 25% of the time in library

Will begin Fall 24 | | | | Time Money People |
| AK Power Hour will be the first hour of the day | Walk through data rubric focusing on ELD | Strong Evidence 80% | | | | Time

People |

where ELD, and Just Words will be taught, This time will be supported by Instructional staff targeting intervention instruction and enrichment learning for students on and beyond grade level.	instruction, and Tier 2 instruction.	Some Evidence 50% No evidence 0% Currently 10%				

Progress Monitoring

Progress Monitoring

Safety

District Goal

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

Site Tier 1, 2, and 3 Goals

August Knodt will continue to expand PBIS and support staff in best practices of classroom engagement, while fully coordinating the specialized services of our various agencies that serve in our school in order to better serve more 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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.42	6.73	0.91	4.62	0.20	3.17
Expulsions	0.00	0.00	0.01	0.09	0.00	0.07

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

Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	4.50	4.96	3.60
Expulsions	0.26	0.24	0.08

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate

All Students	778	756	258	34.1
Female	371	358	112	31.3
Male	407	398	146	36.7
American Indian or Alaska Native	2	2	1	50.0
Asian	74	71	18	25.4
Black or African American	102	99	36	36.4
Filipino	45	42	5	11.9
Hispanic or Latino	471	459	165	35.9
Native Hawaiian or Pacific Islander	15	15	13	86.7
Two or More Races	28	28	9	32.1
White	41	40	11	27.5
English Learners	208	202	69	34.2
Foster Youth	11	9	3	33.3
Homeless	42	42	20	47.6
Socioeconomically Disadvantaged	580	566	205	36.2
Students Receiving Migrant Education	1	1	0	0.0
Students with Disabilities	135	130	46	35.4

21. At AK, there is a strong connectedness between staff and students. (0 point)

More Details   Insights

Strongly Agree	8
Agree	16
Neutral	0
Disagree	0
Strongly Disagree	0

25. Parent involvement and connectedness is a strength at AK. (0 point)

More Details   Insights

🔵 Strongly Agree	2
🟠 Agree	7
🟢 Neutral	8
🔴 Disagree	6
🟣 Strongly Disagree	1

During the past 30 days, how many times did you... (% 4 to 5 Times + % More than 5 Times)

...communicate with your child's school (e.g., via email, phone, in-person)?

Group 🟢 Parent

2020-2021	27%
2021-2022	17%
2022-2023	8%
2023-2024	21%
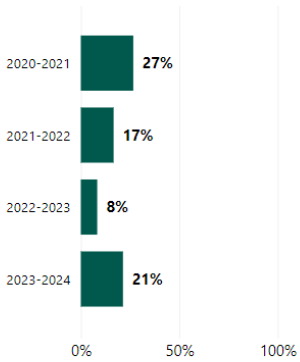
...communicate with your child's teachers (e.g., via email, phone, in-person)?

Group 🟢 Parent

2020-2021	35%
2021-2022	16%
2022-2023	15%
2023-2024	33%
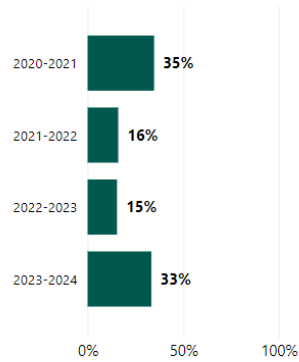
...engage your child in educational activities outside the home (e.g., museums, libraries)?

Group 🟢 Parent

2020-2021	34%
2021-2022	16%
2022-2023	9%
2023-2024	38%
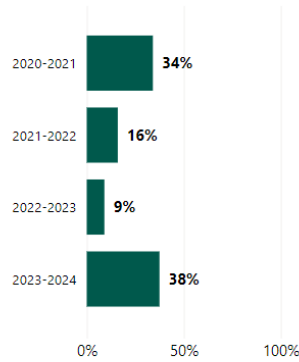
...visit the website of your child's school?

Group 🟢 Parent

2020-2021	24%
2021-2022	22%
2022-2023	8%
2023-2024	25%
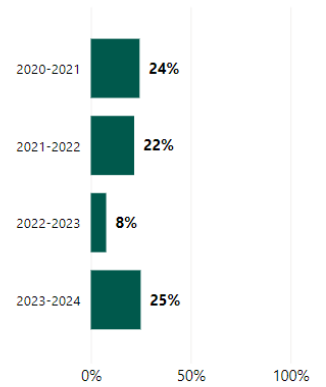
What would help parents become more involved in Manteca USD?

Group ● Parent

More information on how to support students at home	51%
More convenient times for participation	43%
More communication between the school and parents	42%
More information on involvement opportunities	39%
More participation opportunities at the school level	38%
More participation opportunities at the district level	22%
More convenient locations for participation	22%
More communication in our family's primary language	18%
None of the above	8%
Other	3%

Data Analysis

Staff Survey: The first image indicates that staff feel like there is a strong and connected community at August Knodt. The second image shows that Teachers report little parent involvement.

The next two images are from the Hanover Research that show that few parents have engaged with school but would like more education in ways to support their students in school. This data justifies why much more attendance, and educational support attention will be given by our specialized resources.

Currently There is a lack of clear data that measures motivation to attend or do well in school; however, this is gleaned from the number of students who are not eligible to promote on April 15th. 44% of 8th graders had multiple "F's" to make up or current "F's". This year we have learned that the more they become engaged, in their future, the more they engage with school and positive behaviors. 3/29 of the school suspensions who were 8th graders and only one was a repeat. This year also notates the first year of a robust relationship with WRHS, where they visited the campus 3-4 times as well as hosted multiple visitors from staff and administration.

Student Need 1:

Continue to increase School Connectedness, engagement, and interaction with students and community. Student should look forward to coming to school.

SMART Goal 1

By 2027 August Knodt Stakeholders be provided with positive experiences that grow the overall student, staff, and community interaction, connectedness, and engagement with August Knot as measured by several School Climate surveys taken by students, staff, and community.

Implementation Plan

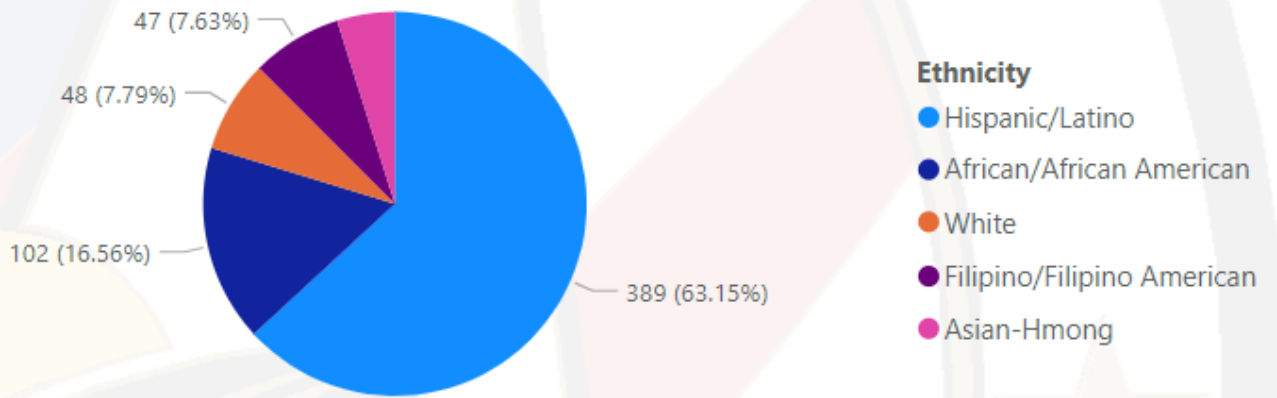|						
Educational excursions and experiences (associated costs including registration fees, supplemental materials and transportation to and from event) to promote engagement	pre/post engagement survey	TBD				Time Money People
Continued growth of PBIS program incentives, systems, training	Number of students and families who report a stronger sense of connectiveness					Money People Time
ELOP Field trips, assemblies to support student engagement and achievement outside school hours. Students attend and participate and fieldtrips for planned after school activities to increase student connectedness in school.	ADA Data with increased daiy attendance for students attending extended day programs.	TBD				Time Money People
Certificated staff will have access to supplemental instructional supplies. Classified Support at parent engagement activities (time sheeting supplies etc)	Number of parents attending parent engagement opportunities	0				Time Money People
ELOP-Community and student night and events. Students and parents will attend after school activities and	Increased number of community members attending outside of school events	TBD				Time Money People

events to create connections with school and to promote engagement and positive attendance in school.						
Field trips, assemblies to support student engagement such as science camp and achievement.	Number of students reporting more connection with school					Time Money People
Reconsidering the middle school schedule and discussing a "House System" to develop pride, goal setting, ownership and solidarity within the house. Each house will be aligned with Bridges to Success outcomes, including goal setting and agency. Each house will attend a House trip: college or university and begin their success plan.	Conflict reduction Perspective on College and higher education					Time Money People
All students will have access to Science Camp Free of charge.	Science camp attendance	23/24--37/61 students attended.				Time Money People
K-8 arts programs to provide students with a well-rounded and engaging educational experience. K-2 MUSD Arts Integration Program K-8 Artists in Residence program	Student Elective choice data from each trimester, Student engagement Student participation in Arts Programs Teacher input in Arts enrichment	Demand for Arts electives tracking.				Time Money People

7-8 Arts Elective 7-8 Dance Elective 4-8 MUSD Music enhancements (Instrumental, Choir, Music classes) K-8 Poetry Plug in and Spoken word program 7-8 Hip Hop Elective						
7-8th grade students will take "Bridges to Success" once per week during their Fit Time for two years. This will allow students to become familiar with life's possibilities before entering high school. This will equip them with the tools to set goals, and an environment to self-assess progress towards long- and short-term goals. AK middle school students will have opportunities to share their learning through presentations.	number of Students indicating a higher engagement on a survey.	Scale TBD				Time Money People

Progress Monitoring

Progress Monitoring

Enthicity Breakdown (Top 5)

47 (7.63%)

48 (7.79%)

102 (16.56%)

389 (63.15%)

Ethnicity
- Hispanic/Latino
- African/African American
- White
- Filipino/Filipino American
- Asian-Hmong

Incident Types (Top 5)

8 (10%)

11 (13.75%)

34 (42.5%)

11 (13.75%)

16 (20%)

Incident Type
- Inappropriate Be...
- Disruptive
- Pushing/Shoving
- Unsafe Behavior
- Fighting/Attack w...
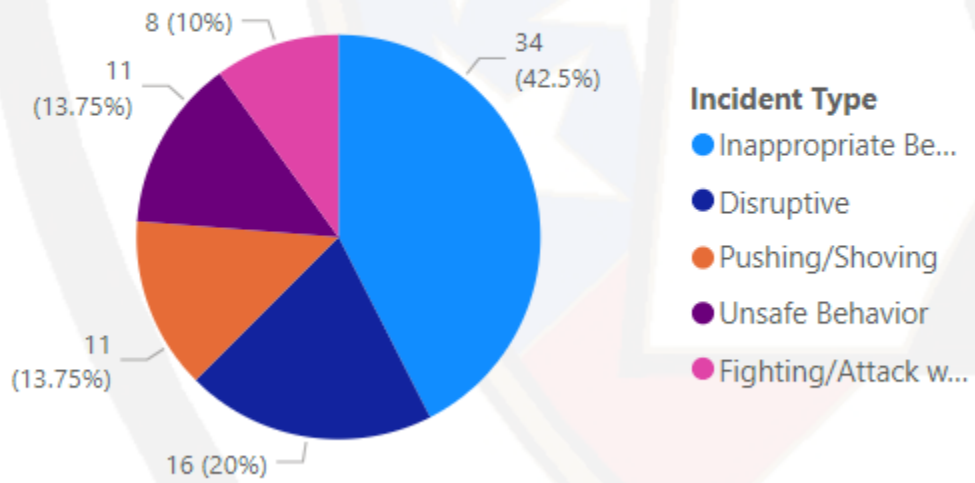
White	11/09/23	Fighting/Attack w/o Weapon
White	02/06/24	Imitation Firearm
White	11/22/23	Assault/Battery
White	03/05/24	Assault/Battery
White	03/05/24	Damage School/Personal Property
White	04/12/24	Inappropriate Behavior/Object
Hispanic/Latino	11/09/23	Fighting/Attack w/o Weapon
Hispanic/Latino	11/01/23	Fighting/Attack w/o Weapon
Hispanic/Latino	12/11/23	Pushing/Shoving
Hispanic/Latino	11/01/23	Fighting/Attack w/o Weapon
Hispanic/Latino	02/09/24	Aide/Abet
Hispanic/Latino	11/30/23	Inappropriate Behavior/Object
Hispanic/Latino	02/09/24	Aide/Abet
Hispanic/Latino	02/08/24	Aide/Abet
Hispanic/Latino	11/08/23	Fighting/Attack - w/ Weapon
Hispanic/Latino	04/22/24	Pushing/Shoving
Hispanic/Latino	04/11/24	Threat of Attack - w/o Weapon
Hispanic/Latino	01/17/24	Assault/Battery
Hispanic/Latino	12/11/23	Fighting/Attack w/o Weapon
Hispanic/Latino	09/29/23	Inappropriate Behavior/Object
Hispanic/Latino	12/15/23	Assault/Battery
Hispanic/Latino	11/08/23	Fighting/Attack - w/ Weapon
Hispanic/Latino	02/06/24	Imitation Firearm
Asian-Asian Indian	02/09/24	Fighting/Attack w/o Weapon
African/African American	11/09/23	Fighting/Attack - w/ Weapon
African/African American	08/29/23	Inappropriate Behavior/Object
African/African American	03/07/24	Possess/Use Drugs
African/African American	02/09/24	Fighting/Attack w/o Weapon
African/African American	12/04/23	Inappropriate Behavior/Object
African/African American	10/17/23	Theft/Robbery/Extortion
African/African American	02/21/24	Profanity
African/African American	12/11/23	Fighting/Attack w/o Weapon
African/African American	02/21/24	Possess/Use Drugs
African/African American	04/03/24	Possess/Use Drugs
African/African American	02/02/24	Fighting/Attack w/o Weapon
African/African American	02/09/24	Aide/Abet
African/African American	08/24/23	Possess Drug Paraphernalia
African/African American	11/13/23	Assault/Battery
African/African American	10/18/23	Bullying/Cyberbullying
African/African American	10/17/23	Theft/Robbery/Extortion

Please indicate how much you disagree or agree with the following statement: [I/My child] feel(s) safe at school. (% Agree + % Strongly Agree)

Group ● Student

Year	%
2020-2021	85%
2023-2024	54%

0% 20% 40% 60% 80% 100%
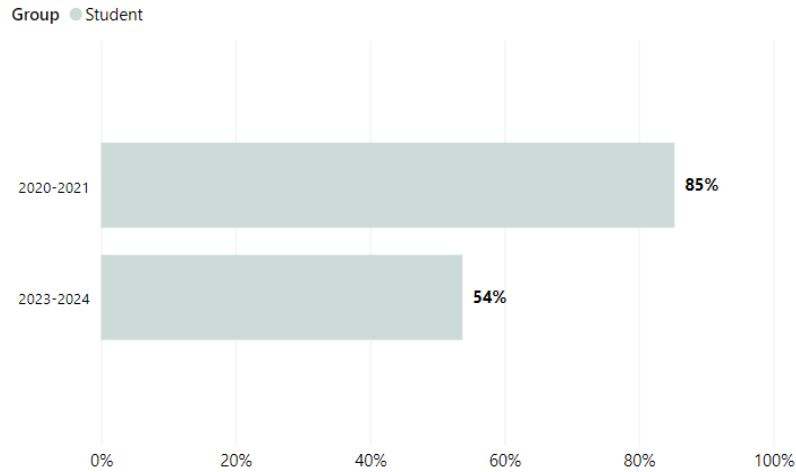
During the past 30 days, how many times [did you/your child/have you seen or heard of students] [experience/experiencing] cyber bullying from other students? (% 1 Time + % Never)

Group ● Student

Year	%
2020-2021	90%
2023-2024	80%

0% 20% 40% 60% 80% 100%
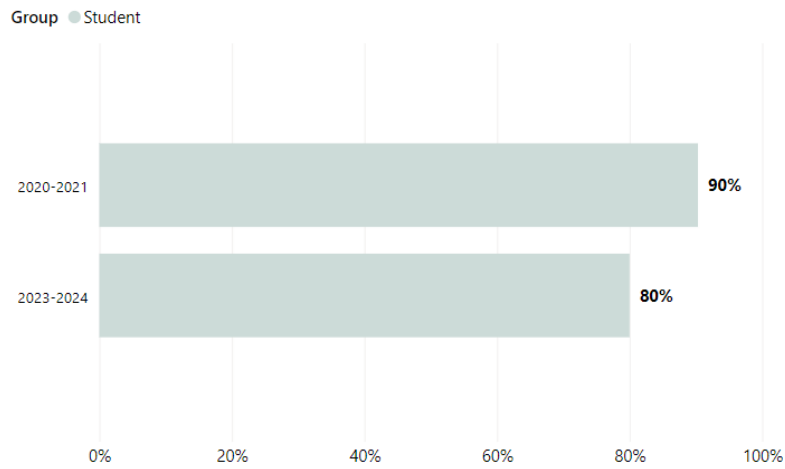
Data

Data Analysis

Image 1 shows the school demographic

Image 2 shows the top 5 types behavioral incidents. Although not all of the incidents involve suspensions, the suspension data demonstrates discrepancies in discipline practices.

Image 3 Suspension data by demographics are as follows. 16/40 suspensions are African Americans(40%)

1/40 incidents are from Asian Students. 17/40 incidents are from Hispanic students (43%) and 6/40 intendents are from white student (15%.)

When considering the disparity, African American students make up 16% of the student body and 40% of the suspensions. The remaining populations are in proportion to their demographic.

Image 4 indicates a significant drop in the number of students who feel safe at school between 2021 and 2023.

Image 5 shows an increase in Cyber bulling. There is a correlation in the amount of students who feel safe at school with those who have been influenced with ongoing negative messaging and social media interactions. The threats are being reported as early as 4th grade and they are pervasive to the school discipline culture. Over 75% of the school conflicts or violence began online in 2023/24.

Why: August Knodt students engage in physically and mentally harmful behaviors that disrupt the educational and social benefit of school. The SEL needs of the students should be evaluated and our resources reallocated with students concurrent needs being at the forefront of our actions. Our actions should be coordinated to better serve the populatoin.

Plan:

A focus on developing PBIS by creating systems to develop community and empathy. The peer conflict program and Circles training will help students connect with school, their teachers, and their community. Teacher trainings, and SSA trainings in these areas will provide students with the support to redefine the school culture.

Student Need 2:

To improve student social/emotional development, interpersonal skills, and conflict management by providing opportunities for targeted subgroups to learn and re-learn expectations using PBIS and outside conflict management programs.

SMART Goal 1

By 2027 August Knodt will provide an decrease in student incidents and suspensions by 50% as measured by daily suspension data provided by Power BI.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Peer Conflict program, program materials, prep time, trainings for teacher, students, substitute costs and time sheeting	Number of student incidents during unstructured time and in class monthly	TBD				Money Time People
PBIS Team will receive training, meet and maintain systems incentivize positive student behavior.	PBIS Tier indicator continuum	Tier 1				Money Time People
Teachers will receive training in Community Circles to engage the restorative process.	Decreased in the number incidences of Student Violence and defiance	89 TBD				Money Time People
Ongoing training, supplies, materials etc. for certificated and classified staff in Peacemakers, Restorative practices etc. for staff to engage students in	Decreased the number of incidents of student violence and defiance	89				Money Time People

reflecting and repairing the harm caused.						
Administration will have access to resources and provide resources to support students when they are demonstrating addiction or substance use. ex. PointBreak etc. and Cyber bullying	Decrease the number of repeat substance related suspensions. violence and cyber bullying	2				Money Time People
Teachers will be trained and receive multicultural materials and students will receive grade appropriate historical humanities instruction focused on valuing all people and respecting their differences.	Decrease the number of students use of racial slurs, bullying, and harassment	---				Money Time People
Journey mentoring, VCC, OC, and Victor will strategically coordinate with Administration to better support student needs at all grade levels as a community. The collaboration of services should develop a tool to measure outcomes for populations who are represented in areas where students are over represented.	Number of students completing Support Plan and documented implementation	increased number of students whose needs are met. Baseline-not set				Time Money People
7-8 th graders will engage in goal-setting, and at risk students will be required to do	number of students leading conferences	Fall 24				Time Money People

student-led conferences.						
Targeted mentoring provided for AK students through Journey mentoring.	Number of at risk students who connect with mentoring or mentoring groups for the entire school year, remain academically eligible, with positive discipline and attendance.	fall 24				Time Money People
Tier 2 Mentoring through Victor Services	Number of at risk students who connect with mentoring or mentoring groups for the entire 6th month program, who are academically eligible, with positive discipline and attendance.	fall 24				Time Money People

Progress Monitoring

Progress Monitoring

Data

Student Need 3:

August Knodt Elementary has a very high chronic absenteeism rate that negatively impacts student learning.

SMART Goal 1

By the end of the 3 year cycle, August Knodt students will decrease the chronic absenteeism rate of 34% to align with the state average of 25%.

Implementation Plan

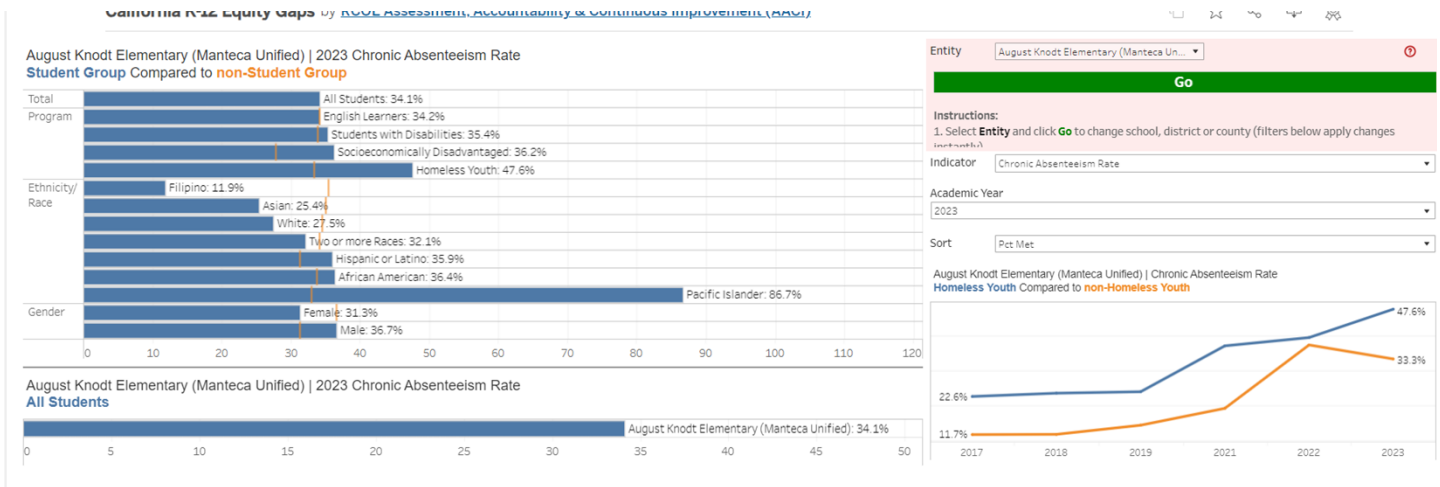**Progress Monitoring**

Progress Monitoring

District Goal

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

Site Tier 2 and 3 Goals

Utilize all school resources to develop an engagement plan for students experiencing the equity gaps described below.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable for all schools with identified ATSI groups.

At August Knodt Elementary school, there lies several equity gaps that abide within the school system and in the school. Relating to the school system, the disparity for AK
remains staffing. This year, August Knodt experienced staffing disparities in several areas. Opening the school year, there were three classes unfilled by teachers. One of those classes was filled and the other two positions remained unfilled for the remainder of the school year. District-wide, as Instructional Specialists were hired to cover other MUSD sites, the Instructional specialist for August Knodt remained in the classroom the entire school. Further, August Knodt was approved for an intervention teacher for 23/24, and because the teacher positions were unfilled, the intervention positions were unfilled. This resulted in August Knodt having a sub in a 6th grade classroom all year, the Instructional Specialist in a classroom all year, no Instructional Specialist to provide teacher support, and no intervention teacher to provide intense intervention to students in need. August Knodt remains among the lowest performing schools in MUSD, and student progress continues to be negatively impacted from the lack of support staffing. The consequence of these inequities are continued low performance, and a disproportionate number of students being referred to special education. this year, 15/75 students in third grade were referred and qualified for Special Education services.

With the long-term staffing inequities at August Knodt, instructional support for teachers has resulted in the student equity gaps defined in our EL Student academic needs in Mathematics and Language Arts as defined below. This disparity is identified as the ATSI group.

Comprehensive Needs Assessment

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

imilar equity gaps in chronic absenteeism apply to the Pacific Island group who have 86.7% chronic absenteeism. (12 Students)
Kindergarten tends to have the lowest attendance at AK School at 37% chronically absent.
Because this target area is one that the TSSP/Outreach Assistant supports, her efforts should be more focused on providing frequent family support through home visits, family engagement, connections to community resources, school activities, ELOP, and other resources for the 36 students)

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	27	20	8.9%	21%	15%

Data Analysis

Image 1 Another equity gap at August Knodt is the chronic absenteeism of students who are unhoused. Homeless students is currently one of our ATI groups. Our school average of chronic absenteeism is 34.1 percent in 2023; however unhoused youth are identified as having 47.6% chronic absenteeism.
Image 2 In regard to the equity gap, the chronic absentee rate isolating the two populations (Unhoused and all other students), are 47.6% and 33.3% respectively. The equity gap lies in that 33% of non- homeless students are chronically absent and 47% of homeless students are chronically absent.
87% of Asian Pacific Islander students are Chronically Absent and 37% of the kindergarten class is chronically absent.

Student Need 1:

Increased support in engagement is needed for students who are unhoused, students identifying as Asian Pacific Islander and in the kindergarten class.

SMART Goal 1

By the end of the 3-year cycle in 2027, the equity gap of students identified as unhoused, kindergarteners, and Asian Pacific Islander will be eliminated as measured by regular chronic absentee reports.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Increased family/resource Support from Outreach assistant working with the 48 families who are unhoused and Asian Pacific Islander.	Monthly attendance analysis	Homeless Chronic Absentee rate: 47.6 API Chronic absentee rate: 87.7				Time People Money
ELOP: Target academic support, GECAC and extra-curricular support for students named above to increase student engagement in school.	Monthly attendance analysis	Fall 24				Time Money People
Attendance incentive program for targeted groups to increase student engagement in school.	Monthly Attendance analysis considering action as variable	Fall 24				Time People Money
Targeted parent education to increase connectedness with school.	Student attendance analysis considering action as variable	Fall 24				People Time Money
Educational excursions and opportunities to enhance student engagement in school	Student attendance considering action as variable	Fall 24				Time Money People

Parent education for kinder parents in Literacy and attendance provided by specialized instructional and support staff (OA, IS, and IT)	Monthly Kinder-1 attendance analysis	Fall 24				Time Money People
Through cost, increased attention will be offered to chronic absentee students who are homeless. During the process, intentional referrals for tier 3 mentoring, social services, and family supports will be a priority.	Attendance Logs documenting weekly attendance checks of homeless students; and COST minutes that indicate homeless student attendance is addressed.	COST Logs/Notes				Time People

Progress Monitoring

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⓘ	7.04 %	0.00 %	6.02 %	2.70 %	6.59 %	8.08 %	N/A	5.36 %
Near Standard ⓘ	56.34 %	70.15 %	56.63 %	44.59 %	56.04 %	55.56 %	N/A	56.29 %
Below Standard ⓘ	36.62 %	29.85 %	37.35 %	52.70 %	37.36 %	36.36 %	N/A	38.35 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⓘ	12.68 %	0.00 %	3.61 %	1.35 %	4.40 %	6.06 %	N/A	4.74 %
Near Standard ⓘ	33.80 %	46.27 %	55.42 %	48.65 %	45.05 %	69.70 %	N/A	50.93 %
Below Standard ⓘ	53.52 %	53.73 %	40.96 %	50.00 %	50.55 %	24.24 %	N/A	44.33 %

LISTENING: How well do students understand spoken information?

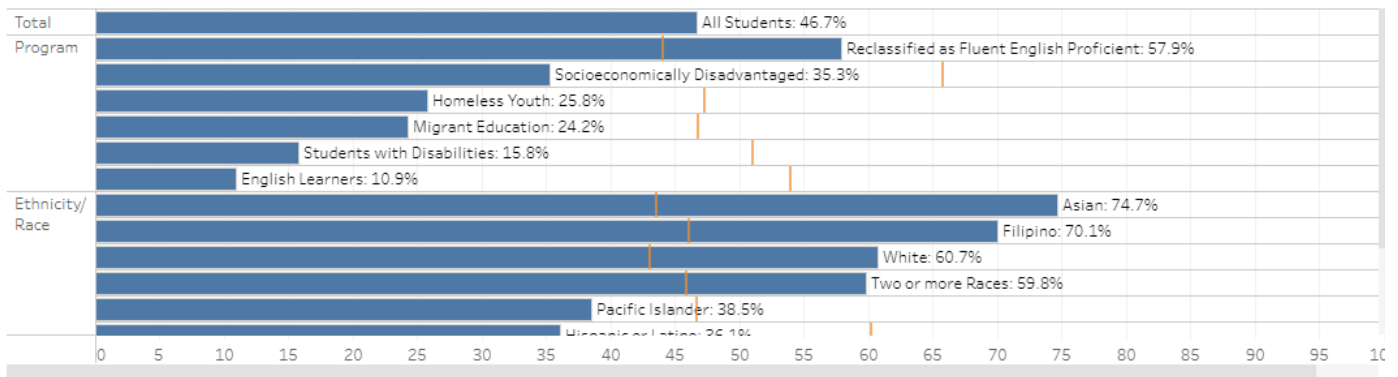| Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⓘ	5.63 %	2.99 %	7.23 %	4.05 %	10.99 %	5.05 %	N/A	6.19 %
Near Standard ⓘ	66.20 %	62.69 %	68.67 %	70.27 %	70.33 %	74.75 %	N/A	69.28 %
Below Standard ⓘ	28.17 %	34.33 %	24.10 %	25.68 %	18.68 %	20.20 %	N/A	24.54 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⓘ	4.23 %	0.00 %	3.61 %	6.76 %	9.89 %	14.14 %	N/A	7.01 %
Near Standard ⓘ	52.11 %	61.19 %	54.22 %	56.76 %	58.24 %	62.63 %	N/A	57.73 %
Below Standard ⓘ	43.66 %	38.81 %	42.17 %	36.49 %	31.87 %	23.23 %	N/A	35.26 %

Data

California K-12 Equity Gaps by RCOE Assessment, Accountability & Continuous Improvement (AACI)

State of CA | 2023 CAASPP Standard Met or Exceeded Rate: English Language Arts
Student Group Compared to **non-Student Group**

Total	All Students: 46.7%
Program	Reclassified as Fluent English Proficient: 57.9%
	Socioeconomically Disadvantaged: 35.3%
	Homeless Youth: 25.8%
	Migrant Education: 24.2%
	Students with Disabilities: 15.8%
	English Learners: 10.9%
Ethnicity/Race	Asian: 74.7%
	Filipino: 70.1%
	White: 60.7%
	Two or more Races: 59.8%
	Pacific Islander: 38.5%
	Hispanic or Latino: 36.1%

State of CA | 2023 CAASPP Standard Met or Exceeded Rate: Mathematics
Student Group Compared to **non-Student Group**
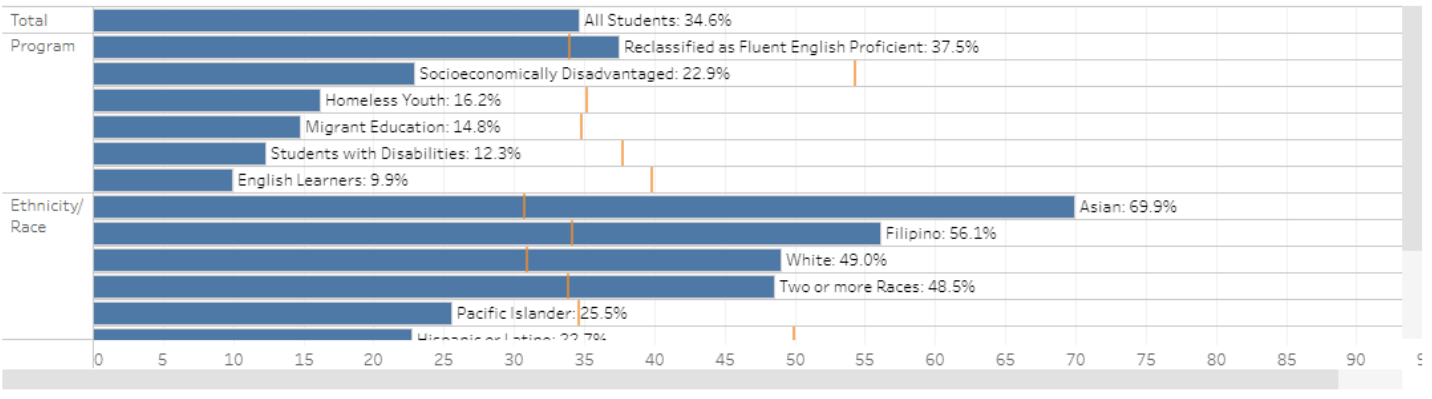
Total	All Students: 34.6%
Program	Reclassified as Fluent English Proficient: 37.5%
	Socioeconomically Disadvantaged: 22.9%
	Homeless Youth: 16.2%
	Migrant Education: 14.8%
	Students with Disabilities: 12.3%
	English Learners: 9.9%
Ethnicity/ Race	Asian: 69.9%
	Filipino: 56.1%
	White: 49.0%
	Two or more Races: 48.5%
	Pacific Islander: 25.5%
	Hispanic or Latino: 22.7%

Axis: 0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90

State of CA | CAASPP Standard Met or Exceeded Rate: Mathematics
English Learners Compared to **non-English Learners**

39.6%

11.0%

2015 2016 2017 2018 2019 2021 2022

State of CA | CAASPP Standard Met or Exceeded Rate: English Language Arts
English Learners Compared to **non-English Learners**

51.9%

11.0%

2015 2016 2017 2018 2019 2021 2022
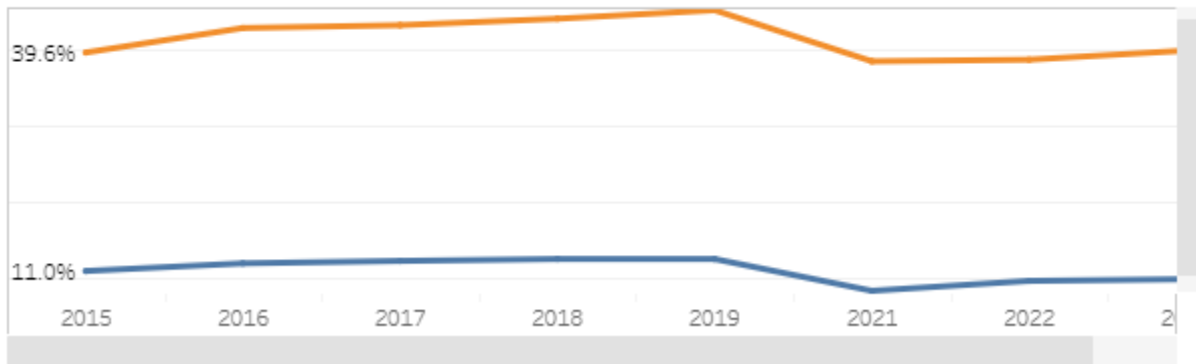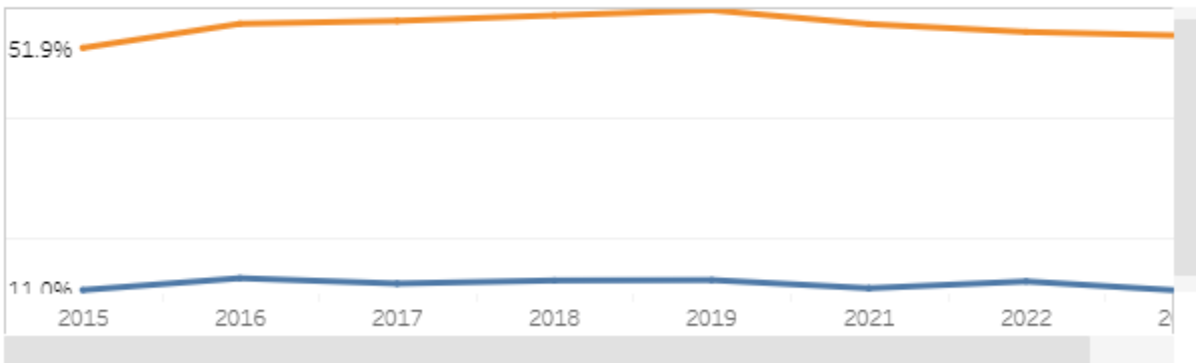
English Language Arts	Declined Significantly from Prior Year (by 15.1 points or more)	Declined from Prior Year (by 3.0 to 15.0 points)	Maintained from Prior Year (declined or increased by 2.9 points)	Increased from Prior Year (by 3.0 to 14.9 points)	Increased Significantly from Prior Year (by 15.0 points or more)
Very High +45.0 points or greater in Current Year					
High +10.0 to +44.9 points in Current Year					
Medium -5.0 points to +9.9 points in Current Year					
Low -70.0 points to -5.1 points in Current Year					
Very Low -70.1 points or lower in Current Year		✕ Current Status: -78.8 Change: -8.1			

Yellow in 3 Year(s): English Language Arts | English Learner
August Knodt Elementary (Manteca Unified)

Projection	Target Level	Progress Year	Yearly Status	Yearly Change	Yearly Student Change	Cumulative Change	n Students	
Current	Red	1	-78.8	-8.1	Null	-8.1	153	✗
Zero Progress	Red	1	-78.8	+0.0	Null	0	153	○
Target	Yellow	1	-75.8	+3.0	+153	+3.0	153	●
		2	-72.8	+3.0	+153	+6.0	153	●
		3	-69.8	+3.0	+153	+9.0	153	●

Mathematics	Declined Significantly from Prior Year (by 15.1 points or more)	Declined from Prior Year (by 3.0 to 15.0 points)	Maintained from Prior Year (declined or increased by 2.9 points)	Increased from Prior Year (by 3.0 to 14.9 points)	Increased Significantly from Prior Year (by 15.0 points or more)
Very High +35.0 points or greater in Current Year					
High 0 to +34.9 points in Current Year					
Medium -25.0 points to -0.1 points in Current Year					
Low -95.0 points to -25.1 points in Current Year					
Very Low -95.1 points or lower in Current Year		✗ Current Status: -115.7 Change: -12.9			

Orange in 3 Year(s): Mathematics | English Learner
August Knodt Elementary (Manteca Unified)

Projection	Target Level	Progress Year	Yearly Status	Yearly Change	Yearly Student Change	Cumulative Change	n Students	
Current	Red	1	-115.7	-12.9	Null	-12.9	152	✕
Zero Progress	Red	1	-115.7	+0.0	Null	0	152	○
Target	Orange	1	-112.7	+3.0	+152	+3.0	152	●
		2	-109.7	+3.0	+152	+6.0	152	●
		3	-106.7	+3.0	+152	+9.0	152	●

Data Analysis

Image A Image 5 ELPAC proficiency data indicates students' levels of proficiency in each subject area. According to this dashboard data writing seems to be the lowest achievement area for AK EL students.

Image 1 In English Language Arts, 10.9% of students met or exceeded ELA standards measured in CAASPP. (Image 4) 51.9% of students excluding English learners were measured met or exceeding.
Image 2 In Mathematics, only 9.9% of students met or exceeded the Math standards measured on CAASPP while (Image 3) 40% of students excluding English learners measured met or exceeding. 29% achievement gap.

Image 5 This State dashboard tool allows schools to set goals for subgroups to experience growth. The 5x5 demonstrates where AK is currently after an 8.1 point decline in 22/23.
The chart shows the growth needed for AK to achieve yellow in 3 years. Each year student achievement in ELA must increase by 3 points in order to achieve the goal of yellow by 2027.
Image 6
This State dashboard tool allows schools to set goals for subgroups to experience growth. The 5x5 demonstrates where AK is currently after an 12.9 point decline in 22/23.
The chart shows the growth needed for AK to achieve orange in 3 years. Each year student achievement in math must increase by 3 points in order to achieve the goal of yellow by 2027

All improvement from the EL students by way of integrated strategies and high quality ELD instruction will positively impact the school achievement.

Student Need 2:

EL Students need targeted academic support in language Arts and Math.

SMART Goal 1

By the end of the 3 year cycle in 2027, All August Knodt students who are learning English as a second language will experience accelerated growth towards meeting grade level standards in Math and Language arts.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ELOP: Target academic support, GECAC, TEACH! and extra-curricular support for students named above to increase student achievement	Number of students attending targeted support	Fall 24				Time Money People
Training for Bilingual Paras in student goal setting and academic support provided by IS and IT	Number of students who Complete EL goal sheets	Fall 2024				Time People
ELOP: Targeted Academic tutoring for EL Students	Pre/Post Test Achievement Data	• 11% proficient ELA 10% Proficient Math				Time Money People
Training for teachers in utilizing BASE ELD curriculum for designated ELD	Walkthrough Data documenting the number of teachers showing Fidelity of Designated ELD and tier 1 and 2 literacy programs	Fall 24				Time Money People
EL Students will experience integrated and designated instruction with teachers using best practices including those from BeGlad and other best practices.	Walkthrough data documenting the number of teachers utilizing designated and integrated strategies Student Reclassification rate	0 17%-30/179 student reclassified in 23/24				Time Money People
Targeted and incentivized participation in extra mathematics and ELA school	Number of participants in Community events to engage students and families	Fall 2024				Time Money People

and community events.						
In Grades 2-8 the EL Goal setting forms will be completed during individual conferences with students. The forms will gather the data needed for student to re classify (ELPAC, Grades, etc)	Number of students with Completed Goal setting Forms each trimester.	Fall 2024				Time
Students will receive appropriate ELD instruction during Power Hour according to their language and academic need using Base and supplemental material.	Designated ELD walkthrough monitoring fidelity and focus on student needs.	100% of students receive ELD instruction but Power Hour is New this year				Time

Progress Monitoring

Budget Summary

Supplemental Programs/Services
Template Assignment for Common Items.pdf

SITE TRACKING NOTES	LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year Cycle	Cost Estimate	Department/Program Administrator Additional Notes/Links to support documents	Superintendent/Executive Administrator Notes/Questions/Feedback
	2.3	Emerging Students/Safety	Need 2 Goal 1	Classified Timesheeting, parent engagement/Safety G1	3010	Classified Extra-time	Year 1	$ 5,000.00	200 hours	Ok -RG
	1.1	Standards	Need 1 Goal 1	Solution Tree Trainings (RTI at work)	3010	Conferences	Year 1	$ 5,000.00		Conditional - RG
	1.1	Standards	Need 1 Goal 1	Fundations Consumables/ Standards G1	3010	Materials & Supplies	Year 1	$ 8,000.00	https://musd-my.sharepoint.com/:w:/g/personal/ttaylor godfrey_musd_net/EQ7UMyaTokFNjYTpw0daRcoBn Zsxjn5bANXaT9OuULMagw?e=iCnPji	Ok -RG
	1.1	Standards	Need 1 Goal 1	Ongoing literacy professional development materials support on lesson design/ Standards G1;G2	3010	Materials & Supplies	Year 1	$ 15,000.00		Conditional - RG
	1.1	Standards	Need 1 Goal 1/Need 2 Goal 1	MISC Supplemental curricular resources;manipulatives;Classroom libraries Standards G1;G2;G3	3010	Materials & Supplies	Year 1	$ 7,500.00		Conditional - RG
	2.3	Emerging Students	Need 1 Goal 1	Outreach Assistant-Community Engagement Supplies/Safety G1;G3	3010	Materials & Supplies	Year 1	$ 2,648.00		Conditional - RG
	2.3	Safety		Food 4 Less	3010	Materials & Supplies		$ 2,000.00	Parent meetings and or Community outreach events	Ok -RG
	2.3	Emerging Students	Need 1 Goal 1	Increase Outreach Assistant to 5.5 hours per day (total 5.5 hrs/day)	3010	Part-time position		$ 40,052.00	Position approved for 23/24 but was not hired because of open positions. Provide small group reading and math instruction	Conditional - RG
	2.2	Emerging Students/Safety	Need 2 Goal 1	Mentoring Program Journey Mentoring Safety SN1, 2& 3	3010	Services	Year 1	$ 25,000.00	https://musd-my.sharepoint.com/:b:/g/personal/ttaylorg odfrey_musd_net/ESL_Cb3TG3hLhgv4YZMbet8Bi0O kBJ9HJp9NX46vOswrlg?e=Gq1mmV	Conditional - RG
	1.1	Standards/ Emerging Students	Need 1 Goal 1/ Need 1 Goal 1	Wilson Language Training (Fundations and Just Words)	3010	Services	Year 1	$ 4,000.00		Conditional - RG
	1.1	Standards	Need 1 Goal 1/ Need 2 Goal1	Collaborative Teacher EfficacyTraining/AM Standards G1;G2;G3	3010	Services	Year 1	$ 6,000.00		Conditional - RG
	1.2	Standards	Need 1 Goal 1/ Need 2 Goal2	Collaborative Teacher EfficacyTraining/AM Standards G1;G2;G4	3010	Services	Year 1	$ 6,000.00		Conditional - RG
	1.2	Standards	Need 2 Goal 1	Math Trainings SJCOE/PEBC/lesson design	3010	Services	Year 1	$ 20,000.00	https://musd-my.sharepoint.com/:b:/g/personal/ttaylorg odfrey_musd_net/ER5XqvCqsd9MsAvgBnq8QtWlB3_ sqikmyUvpZTi6y98ZWfA?e=8NKd8g	Conditional - RG
	1.1	Standards	Need 1 Goal 1	Leadership Coaching Buildership/AM/Breakthrough /Standards G1; G2; G3	3010	Services	Year 1	$ 10,000.00		Conditional - RG
	2.3									
								$ 156,200.00		
								$ 156,200.00	Allocation (3)	

Supplemental Programs/Services
Template Assignment for Common Items.pdf

SITE TRACKING NOTES	LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year Cycle	Cost Estimate	Department/Program Administrator Additional Notes & Links to support documents	Superintendent/Executive Administrator Notes/Questions/Feedback
	2.2	Safety	Need 1&2 Goal 1	G1;2;3	0709	Extra-time	Year 1	$ 18,800.00		Conditional - RG
	3.1	Emerging Students	Need 2 Goal 1	Translation for SSTs, 504's goal setting, etc...	0709	Classified Extra-time	Year 1			Ok -RG
	2.2	Standards	Need 1 &2 Goal 1	PBIS Conference/ Safety G1;G2;G3	0709	Conferences	Year 1	$ 5,000.00	https://pbisca.org/conference-home	Conditional - RG
	2.2	Safety		PBIS Incentives/Safety G1;G3	0709	Materials & Supplies	Year 1	$ 5,000.00		Conditional - RG
	2.4	Standards	Need 3 Goal 1	C Stem/Standards G3	0709	Materials & Supplies	Year 1	$ 2,000.00	elective subscription	Conditional - RG
	2.2	Safety	Need 1 Goal 1	Supplemental schoolwide activities (RRW,RAA, Multi Cult, field day)/Safety G1;G3	0709	Materials & Supplies	Year 1	$ 5,000.00	Student engagement	Conditional - RG
	2.4	Safety		Jr High Elective -		Materials & Supplies		$ 2,000.00	Supplies for Elective	Conditional - RG
	2.2	Safety	Need 2 Goal 1	Conflict school culture supplies/ Safety G1	0709	Materials & Supplies	Year 1	$ 5,000.00	Conflict resolution year 2	Conditional - RG
	2.2	Safety	Need 1 Goal 1	PBIS Training Services/Safety G1;G2;G3	0709	Services	Year 1	$ 5,000.00		Conditional - RG
	1.4	Safety	Need 1 Goal 1	Artist In Schools /Safety G1	0709	Services	Year 1	$ 10,000.00	Grades 4-6 only	Conditional - RG
	2.4	Safety	Need 1 Goal 1	Elective Support/Standards G1;G2/Safety G1	0709	Services	Year 1	$ 3,000.00	Garden/art	Conditional - RG
	3.1	Emerging Students	Need 2 Goal 1	Classified Timesheeting: Translation Services/ ES G	0709	Services	Year 1	$ 3,000.00	40 hours	Ok -RG
								$ 63,800.00		
								$ 63,800.00	Allocation 89% UPP	
								$ -	rs 7435	

Supplemental Programs/Services

Template Assignment for Common Items.pdf

SITE TRACKING NOTES	LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Sou	Object (Type of Expenditure)	Year of Cycle	Cost Estim	Department/Program Administrator Additional Notes & Links to supp documents	Superintendent/Executive Administrator Notes/Questions/Feedback
	2.2	Safety	Need 2 Goal 1	SEL Supplies/ Safety G1; G2	7435	Materials & Supplies	Year 1	$ 5,000.00	Student Engagement	Conditional - RG
	2.2	Standards		Science Camp & Transp	7435	Services	Year 1	$ 20,000.00	https://musd-my.sharepoint.com/:b:/g/personal/ttaylorgodfrey_musd_net/EQytUMKimTpDkIVF8maLUhoB-M5HlFEIIARYPmit-KIUew?e=peHVaI	Conditional - RG
	1.1	Standards	Need 1Goal 2	Literacy and writing program/Standards Poetry Plug in G1;G2	7435	Services	Year 1	$ 15,000.00	https://musd-my.sharepoint.com/:b:/g/personal/ttaylorgodfrey_musd_net/EeWfHgiwLz9IsIdhiWHm2owBBCtX6yfIJqPPr5b8oU6pCg?e=uoirlq /Culurally relevant reflective work delivered by local educatior celebrity	Conditional - RG
	2.2	Safety	Need 2 Goal 1	Conflict culture building program/Restorative/SEL/Safety G1	7435	Services	Year 1	$ 10,000.00	SouleShoppe https://musd-my.sharepoint.com/:b:/g/personal/ttaylorgodfrey_musd_net/ESta3IhLNs5NiMGV_aAumwMBjUvyQi3NtOo1_TzbJOhI0Q?e=glwdox	Conditional - RG
	2.2	Safety	Need 1 Goal 1	SEL assemblies/culturally relevent presentations/Safety G1; G2; G3	7435	Services	Year 1	$ 5,000.00	student engagement	Conditional - RG
	2.2	Standards	Need 2 Goal 1	Eudcational excursion, experiences	7435	Services	Year 1	$ 15,000.00	Annual trips per grade leveliooi	Conditional - RG
	1.8	Safety	Need 1&2 Goal 1	ILTRetreats StandardsG1;2;3/ Safety G1;2;3/ Emerging Students G1;2;4	7435	Certificated Extra-time	Year 1	$ 12,000.00		
	1.1	Safety	Need 1&2 Goal 1	Tutoring StandardsG1;2;3/ Safety G1;2;3/ Emerging Students G1;2;5 (GLS_ELA)	7435	Certificated Extra-time	Year 1	$ 2,600.00		
	1.2	Safety	Need 1&2 Goal 1	Tutoring StandardsG1;2;3/ Safety G1;2;3/ Emerging Students G1;2;5 (GLS_math)	7435	Certificated Extra-time	Year 1	$ 2,600.00		
	1.1	Safety	Need 1&2 Goal 1	ConferencesStandardsG1;2;3/ Safety G1;2;3/ Emerging Students G1;2;6(GLS_ELA)	7435	Certificated Extra-time	Year 1	$ 6,000.00		
	1.2	Safety	Need 1&2 Goal 2	ConferencesStandardsG1;2;3/ Safety G1;2;3/ Emerging Students G1;2;7(GLS_Math)	7435	Certificated Extra-time	Year 1	$ 6,000.00		
	1.1	Safety	Need 1&2 Goal 1	Training StandardsG1;2;3/ Safety G1;2;3/ Emerging Students G1;2;7 (GLS_ELA)	7435	Certificated Extra-time	Year 1	$ 6,000.00		
	1.2	Safety	Need 1&2 Goal 2	Training StandardsG1;2;3/ Safety G1;2;3/ Emerging Students G1;2;8 (GLS_Math)	7435	Certificated Extra-time	Year 1	$ 6,000.00		

Staffing needs: increases, reductions, continue, or modify

Description of Program Service: Identify Target, SMART Goal/Student Need	Requested Hours Per Day	FTE (full time/part time)	Position Type	Purpose of change	Department/Program Administrator Additional Notes & Links to support documents
Increase Outreach Assistant to 5.5 hours per day (total 5.5 hrs/day)	1	Part-time position		Outreach has additional goals in strategic plan to support TSSP; and Emerging students (ATSI) in attendance, academics, and 8th grade transition to high school.	
Intervention Teacher	7.5	Full-time position	Supplemental Position	Position approved for 23/24 but was not hired because of open positions. Provide small group reading and math instruction	https://musd-my.sharepoint.com/:w:/g/personal/ttaylorgodfrey_musd_net/Ec2br49_4INJmoV3FfvLntwBjdRb9TDpYpp1Btm_6_yS-w?e=W8RMHq ----https://musd-my.sharepoint.com/:x:/g/personal/ttaylorgodfrey_musd_net/ESsuLz_zEipNqiRAcuvOEbgBU0zZQJ27wuir1TPufdizhA?e=TBgHov

Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

The involvement process has been a yearlong process that involved the Instructional Leadership team, the school site council, Parents and teachers. Each entity reviewed student progress each trimester with respect to the goals of the 2022-23 school year's Strategic plan. The School Site Council reviewed data each trimester and gave feedback on programs and their need for training in several areas and the needs of new teachers.

Date

The ILT met July 22, 2023; August 21, 2023; September 25, 2023; October 23, 2023; November 21,2023; December 11, 2023; January 29, 2024; February 26, 2024; March 25, 2023; April 22, 2023
School Site Council Met: October 4, 2023; January 10, 2024; February 9, 2024; March 10, 2023 ;May 8, 2023
CAP C meet with administration March 7, 2023,   Coffee with the Principal input discussions February 23, 2023 PTA input discussion on March 6, 2024.
Staff Meeting input discussions February 13, 2024, Marc 5, 2024, April 2, 2024.

Groups

The instructional Leadership team has 10 teachers representing one per grade level and one for SPED. The School Site Council is an elected committee comprised of teachers, parents and administration. Parents attending the principal's coffee, PTA, or the CAP-C weekly classes have opportunities to meet with administration to give input towards the 2024-35 plan.

Outcome

Committees and stakeholders have identified educational, engagement, and opportunity needs for August Knodt students based on their experiences and feedback from the students of August Knodt. Their input was considered and addressed as the plan began to take shape. Ongoing input was helpful in building the plan and the final plan was approved at a School Site council meeting.

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Tarsha Taylor-Godfrey	Principal
Randy Moret	Classroom Teacher
Thomas Huerta	Classroom Teacher
Robert Engleman	Classroom Teacher
Lydia Galbraith	Other School Staff
Marcia Casado	Parent or Community Member
Stephanie Rose	Parent or Community Member
Jocelyn Ware	Parent or Community Member
Nailah Upshaw	Parent or Community Member
Robert Morgan	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
[signature]	English Learner Advisory Committee

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

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

This Strategic Plan was adopted by the SSC at a public meeting on 5/8/2024.

Attested:

[signature]	Principal, Tarsha Taylor-Godfrey on 5/8/2024
	SSC Chairperson, Nailah Upshaw on 5/8/2024