AUGUST KNODT

HOME OF THE FALCONS

Manteca Unified School District Strategic Plan

2025-2026

Vision Statement

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

Mission Statement

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

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**
732	**72.4**	**24.5**	**0.8**
Total Number of Students enrolled in August Knodt Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
668	**73.5%**	**23.7%**	**1.3%**
Total Number of Students enrolled in August Knodt Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	179	24.5
Foster Youth	6	0.8
Homeless	20	2.7
Socioeconomically Disadvantaged	530	72.4
Students with Disabilities	113	15.4

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	158	23.7%
Foster Youth	9	1.3%
Homeless	38	5.7%
Socioeconomically Disadvantaged	491	73.5%
Students with Disabilities	115	17.2%

2022-23 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
Two or More Races	25	3.4
Pacific Islander	13	1.8
White	38	5.2

2023-24 Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	90	13.5%
American Indian	0	0.0%
Asian	63	9.4%
Filipino	42	6.3%
Hispanic	388	58.1%
Two or More Races	31	4.6%
Pacific Islander	11	1.6%
White	43	6.4%

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 Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2336.	2350.	2344.	4.00	9.86	2.53	9.33	15.49	16.46	21.33	21.13	17.72	65.33	53.52	63.29
Grade 4	2408.	2380.	2398.	10.99	1.49	6.06	15.38	10.45	10.61	23.08	20.90	28.79	50.55	67.16	54.55
Grade 5	2438.	2435.	2395.	6.76	6.02	2.86	16.22	21.69	12.86	25.68	18.07	18.57	51.35	54.22	65.71
Grade 6	2464.	2448.	2470.	4.17	2.70	2.33	22.92	16.22	17.44	22.92	31.08	34.88	50.00	50.00	45.35
Grade 7	2513.	2481.	2473.	6.32	4.40	2.56	29.47	20.88	23.08	31.58	18.68	21.79	32.63	56.04	52.56
Grade 8	2518.	2526.	2509.	7.22	5.05	6.45	21.65	35.35	21.51	37.11	25.25	34.41	34.02	34.34	37.63
Grade 11															
All Grades	N/A	N/A	N/A	6.63	4.95	3.81	19.70	21.03	17.37	27.27	22.47	26.48	46.40	51.55	52.33

CAASPP Results
Mathematics (All Students)

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2355.	2360.	2353.	2.60	4.23	2.53	9.09	8.45	11.39	27.27	29.58	25.32	61.04	57.75	60.76
Grade 4	2394.	2377.	2391.	3.30	0.00	1.52	9.89	7.46	12.12	27.47	19.40	28.79	59.34	73.13	57.58
Grade 5	2417.	2420.	2393.	3.95	1.20	1.43	6.58	8.43	5.71	23.68	20.48	18.57	65.79	69.88	74.29
Grade 6	2452.	2433.	2427.	1.04	2.78	3.45	7.29	11.11	10.34	34.38	27.78	22.99	57.29	58.33	63.22
Grade 7	2458.	2449.	2453.	5.26	4.40	5.13	11.58	6.59	3.85	23.16	25.27	30.77	60.00	63.74	60.26
Grade 8	2472.	2463.	2467.	4.12	4.04	7.53	11.34	10.10	4.30	22.68	23.23	24.73	61.86	62.63	63.44
All Grades	N/A	N/A	N/A	3.38	2.90	3.81	9.40	8.70	7.82	26.50	24.22	25.16	60.71	64.18	63.21

CAASPP Results
English Language Arts/Literacy (All Students)

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	26.33	25.98
Female	28.05	30.74
Male	24.82	21.65
American Indian or Alaska Native	--	--
Asian	36.17	32.61
Black or African American	23.29	13.24
Filipino	44.83	36.36
Hispanic or Latino	24.22	24.74
Native Hawaiian or Pacific Islander	--	--
Two or More Races	20.83	45.00
White	26.09	41.18
English Learners	7.38	4.12
Foster Youth	--	--
Homeless	13.64	20.69
Military	--	38.46
Socioeconomically Disadvantaged	22.43	22.44
Students Receiving Migrant Education Services	--	--
Students with Disabilities	5.43	6.25

CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	12.78	11.59
Female	9.76	7.39
Male	15.38	15.42
American Indian or Alaska Native	--	--
Asian	21.28	13.04
Black or African American	5.56	5.88
Filipino	31.03	27.27
Hispanic or Latino	11.62	10.38
Native Hawaiian or Pacific Islander	--	--
Two or More Races	16.67	20.00
White	8.70	11.76
English Learners	3.97	3.13
Foster Youth	--	--
Homeless	9.09	7.41
Military	--	7.69
Socioeconomically Disadvantaged	10.99	9.75
Students Receiving Migrant Education Services	--	--
Students with Disabilities	2.17	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	Level 2	Level 3	Level 4 and Above
ZPD	Rhymes & Syllables	Initial Sounds	Blending & Segmenting	Phonemic Manipulation
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	Level 2	Level 3	Level 4 and Above
ZPD	Letters & Sounds	Letters in Words	Decodable: CVC	Decodable: One-syllable
TOTAL	8 students	8 students	19 students	7 students

Language Comprehension | Kindergarten

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

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

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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

Language Arts:
Reading

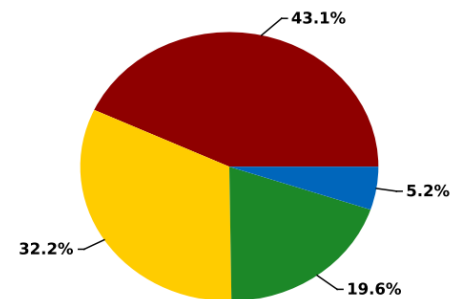|		Comparison Periods						Growth		Growth Evaluated Against						
		Spring 2023			Spring 2024					Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed 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	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
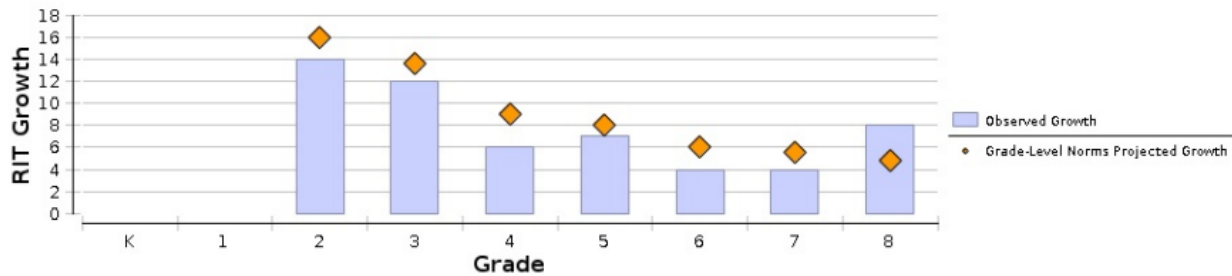
Projected to: **CA-Smarter Balanced Assessment Consortia** taken in **spring**.

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)
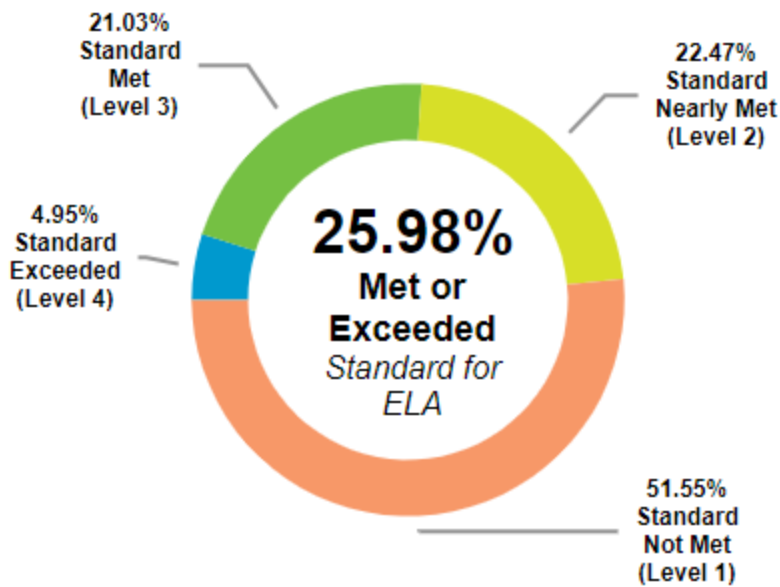
VIEW ELA DETAILED TEST RESULTS

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% (Edit to 40% 3/25. 40% is district achievement) 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
A. 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.	Currently 0 teachers administer the CFA's for literacy. In T2 teachers will be trained to administer the NWEA check in's at the MAPS half-way point.	Currently, 25% of primary teachers are utilizing the BASE mirror assessments. With next year's training CFA alignment will be achieved.			Time Money People
B. 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	Currently 50% of PLC teams are moving towards high level PLC work.			Money People Time
C. 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. MUSD will provide	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%)	Currently 100% of AK primary teachers are implementing Fundations.			Money People Time

Fundations Coaching for the 1st , 2nd, and 3rd teachers.						
D.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	There was 1 offering this school year. Low attendance			Time Money People
E. 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	100% of teachers K-8 implement Power Hour. about 70% of Kinders are meeting benchmark in reading in April			Money Time People
F. 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.	Strong Evidence 80% Some Evidence 50% No evidence 0% Currently there is no evidence of AK students engaging in conferences	Currently, teachers have given the choice for students to be involved in conferences.			Money Time
G.Support staff: Intervention teacher will support at risk K-6 students Instructional Specialist will	Monitoring through the SST process and COST number of students meeting and exceeding literacy standards	Baseline and ongoing data determined by student reading proficiencies and growth.	Intervention and IS support has made a significant positive impact in student literacy.			People Money Time

support teachers in student engagement and best practices.		Baseline determined by site goals in: Literacy instruction, and Math workshop,				
H. ELOP: Students will experience after school tutoring, enrichment, and cultural activities provided by teachers and outside agencies to increase student engagement and academic support.	NWEA MAPS data. Number of students showing mastery of focus areas standards.	0% of GECAC students are engaged with goals directly related to the school strategic plan.	After school tutoring has served about 8 students who struggle in literacy. It has been moderately effective.			Money People Time
I. 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	50% of teachers regularly use edmentum resources to support student literacy.			Time Money People
J. 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	number of community participants in Attendance at literacy events, Updates	Parent/community Count Teacher Survey Future Student Survey	100% of teachers gave positive feedback for the Poetry plug in. 6 classes took trips to the library. Library attended literacy night and presented.			Time Money People

will help shift student attitudes about literacy.						
K. Continued professional development for School leadership to support student learning utilizing will and skill to address adult learning needs as directed by Buildership University.	Number of teachers engaging in PLC process/Systems process	There is currently no evidence that the on site professional development is impactful to instruction.	This year has only been administrator provided professional development. It has supported teachers greatly in SBRC.			Time People Money

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Action Items A-K A. & B- IS is utilizing the NWEA screeners to gage the learning of the students in small group. All teachers will be introduced to the monitoring protocols the half way through the 2nd and 3rd MAPS so that they are working with current data. Lesson Design and PLC work. The district focus has been lesson Design. At AK We are utilizing the lesson design structure of the Solution Tree15-Day Challenge. This structure breathes life into the PLC, because the challenge includes standards work, framework work, building CFA's, giving them on the same day the same way, Tier 2 instruction, incorporating workshop into math, etc. ILT was introduced in the Spring of	A.& B. EXCEL 100% of teachers participating in the pull-out day found the time to be very useful, and hope to experience a pull out of this nature for T3. August: 0% of teams had strong evidence of highly effective PLC teams evidenced by high quality PLC notes addressing the 4 questions. 10% had some evidence. 80% had no evidence November: 0% have strong evidence. 80% have some evidence. 20% have no evidence. Team Continuum: in August 2024 7 teams were in limited and 2 teams were in emerging-All teams Currently there are 4 teams working in limited. Much of this is because they are not committed to the structure of the PLC. There are 4 teams in Emerging and 1 team in Established. This site, due to the high administrative turnover, has not had the opportunity over the years to develop a PLC culture. My belief is now that we have a lesson design structure that is predictable and achievable, There will be continued growth. C. 100% of teachers have been trained in Fundations and 2 will be coached.	Continue teacher training, monitoring, and focus on lesson design and in depth training of Fundations in Primary classes. .	Continue

24. All teachers were initially taught and supported through building one writing unit in September. 4 Key teacher leaders (Admin, IS, IT, and a 4th grade teacher) attended the 15-day challenge 2 day workshop in Sacramento in Early October. In November, following report cards, targeted grade levels (2.3.4, and MS ELA) were retaught and provided time to work and plan their entire Trimester 2 in Math and writing. Our shared understanding is that the lesson design is public, and will be used again and revised for next year. At the end of the year, we will pace out the year with the standards according to the SBRC. T2 next steps: The remaining teachers will receive an abbreviated training during Wednesday meeting time, and admin will schedule some pull out time utilizing site subs. C. All K-3 teachers have been trained in Fundations. Currently Kinder is being coached by a district TOSA. Next steps: 2nd grade to be coached by District TOSA and provide additional support for 3rd grade. Next step: provide support to the SPED SDC 3-5. Provided take home leveled reading for all students in 1st grade by January, 2nd by February, Kinder by March, 3rd by April. D.Parent education--Will build for Year 2 This year	D.--Will address in Y2 E. See Master Schedule: 100% of classes have explicit literacy instruction between 8-9am. Fundations and ELD instruction are first. F. See Binder Approximately 70% of classes made goals for conferences. However, no students were required to attend conferences and no students lead their own conferences G. See Binder IS Data for student literacy. This data comes from the NWEA monitoring calendar that we are building. Baseline BOY percentiles in Phonological Awareness 80-100- 0 students 60-80- 1 student 40-60- 0 students 20-40-2 students 20 and below-14 students November progress monitoring percentiles- 80-100- 3 students 60-80- 3 students 40-60- 3 students 20-40- 5 students 20 and below- 3 students During T1 the IS focused on 2nd grade literacy. During T2 they will add students in K-1 for additional support. IT Data for Student literacy: See Binder H. --Edmentum reports. I. 11/24--Strong evidence: 80% of more of AK Students in grades 1-8 utilize Edmentum regularly. Previous Usage: Current Usage %: J. Poetry plug in-100% of the teachers felt that the assembly was a good use of instructional time and 100% of the teachers believed that the lesson was a good use of instructional time. I had multiple teachers take teaching tips from Mr. Leak about how to transition, use music, groupwork and movement to enhance engagement in grammar, writing etc. 96% of teachers look forward to having Mr. Leake back in 26-27. In goal setting, an 8th grade boy		

will be focused on supporting after school activities focused on student learning.

E. Power Hour implementation: 1st priority in each school day is literacy: ELD, Fundations between 8-9am. To do- Address enrichment for beyond students.

F. In August, Teachers were trained and they shared tools for goal setting in student language. Students were encouraged to attend conferences.

G. Support Staff: The Support staff have been pivotal in student achievement this school year. The Intervention Teacher is an expert in intermediate education (4-6). Hiring this individual has given those grade levels a resource beyond pull out groups. The IT has been trained in Just Words, and primarily pulls students from the classroom for literacy support. He has been very helpful in integrating new intermediate teachers into developing research based tier 2 practices, common planning, CFA building, and beginning teacher management. One 4th grade classroom has had 3 subs this school year, and the IT has remained a stable relationship, and educator with those students. During the second trimester, he will begin helping teachers develop testing environments conducive to student's needs and continue the work of helping students

expressed that he wanted to become a poet as a career choice.

K. Buildership University has provided the structure to create a Mission Vision and Core values. AK is working to build the core values through utilizing the voice of each staff member. Mission: 100% of AK students will be literate at grade level by 2027.

Evidence of the capacity building in MAPS scores :

Reading achievement was in the 29th percentile in Fall 2023 and in the 35th percentile in Fall 2024.

Language Usage achievement was in the 31st percentile in Fall 2023 and in the 38th percentile in Fall 2024.

Vision: We exist to support students develop a bright future through becoming fully literate thus creating strong families and positive communities.

Breakthrough has allowed me to calendar 2 site days per week and 3 office days. Office days are days that I complete projects, host, or go to meetings. This format lessens the amount of time that the administrative team has to work late nights and weekends.

Buildership also coached participants in sticking to only one focus at a time. Our focus is literacy. Specifically, Literacy standards, implemented During power Hour, and through excellent Lesson Design, and documented through CFA's and the SBRC.

Current MAP scores in fluency are evidence for fluency instruction.

identify students in need of interventions and serving those students inside and outside of the classroom. We are utilizing the 15-day Challenge training to develop our systems around planning, assessing, and H.ELOP- This year, our site does NOT offer tutoring after school. However, All students are engaged in literacy activities and utilizing Edmentum daily. In August, we were told that the expanded SORA will be available to students. Will look further into this. I. Edmentum: Teachers were given PD in August and September about utilizing Edmentum in their classrooms. PLC's have established their norms regarding assigning, utilizing data, and utilizing the platform for CFA's . It has been directed by administration that students are to utilize Edmentum in ELA/Math during Power Hour when they are teaching ELD to the remaining students. In Middle School, it is assigned by homeroom, and students complete work during the first 30 minutes of the day. The intervention teacher has created competitions for certain grade levels for prizes. Teachers are now aware of how to utilize trophy's to increase learning and MAPS performance. Utilizing Edmentum daily is ELOP goal executed by GECAC Staff in program. J. School Wide literacy:			

Poetry Plug in is a poetry residency from Brandon Leake. He has an opening assembly with all grade levels and goes into each classroom to tech. The week was concluded on Nov, 1. with a poetry open mic event. We had 23 students grades 3-8 participate and 71 audience/support participants. This event helped teachers and admin reflect how infrequently our students get the opportunity for their ability to develop public speaking skills, and be celebrated by the community for their creative expression. This event supports student agency as they shared openly the life issues that impact them and the use of written and oral expression to solve problems and cope. Next Step: Book Event for 26-27 Library: Librarian has supported various literacy projects in school. -Ruby Bridges walk to school Poetry plug in poetry experience was supported by library through Sora assignments, and book Vinettes. She is building a library training elective and book discussion groups. She has worked to incorporate more attractive decor for students. Next Step- Library furniture. ELOP- Literacy Night Cycle 2-3. K. Utilizing the Buildership model and Breakthrough Leadership have developed my confidence as a leader by teaching me to develop			

systems for predictably manage a site and be in classrooms at least 10 hours per week. Buildership helps leaders to develop systems to maximize coaching systems and develop tools to help teachers build capacity. Next steps- Build data keeping tools that identify teachers, their individual needs, and a system to move them forward. This will be a year 2 undertaking. For 2024-25 I plan to develop a consulting relationship with A California literacy model that does 3 things: prepare students for kindergarten, Prepare kinder for kids, and use resources to provide needed enrichment after school.			
Cycle 2: Action Items A-K A. B.lesson Design and PLC work is slowly moving along. Teachers enjoy the format that we have developed as well as the time that they have to work with the PLC to develop lessons. Teachers need time together to be coached during PLC work. This would be best done during an early release. Grade 6-8 remain non-compliant. Teachers need more support in the buy-in of PLC work that is data driven. T3 Pull out: Focus on Assessment first, Work	B. Teachers should have monthly notes and/or 15-day challenges. There should be 4 satisfactory entries since November. There is currently some evidence that teachers are moving the PLC along with only one grade level approaching strong evidence Kindergarten 1/4 1st 1/4 2nd 1/4 3rd 4/4 4th 2/4 (sub in grade level) 5th 3/4 6th 2/4 7th Ela 1/2 8th Ela 1/2 8th Math 0/2 Math 0/2 C. ----- D. 9 attendees (low)	B. Lesson design and planning for 25/26 being the primary focus. All grade levels will be required to create the year plan for Units with discussion about data at PLC meetings. Adding a rich task to math planning. C. Have IS Coach for foundational literacy-- in Place of Science of reading. D. Check survey data and send out an	Continue

backwards with CFA's -- Meet about CFA's C,--No trainings available. D.Family Literacy night 3/3. Great agenda and resources/low attendance. E. Power Hour is still working well and the school is settling into the instruction., F.-- G.-- H. After T2 Conferences, the LT's are providing foundational literacy tutoring after school. I. AK has among the highest Edmentum usage in the district. J K. Core Values established. Will be voted on in T3. Changed Letterhead and Falcon ticket to reflect values.	E.100% of classes implement PH. Strong data that Power Hour is working for Fundations and ELD instruction . Fluency Data- See Excel. Prev. Fewer than 50% meeting Phono and Phonics benchmarks Kindergarten Currently 70/5 meet phonological awareness---61% meet phonics words recognition 59% meet listening comprehension and 54% meet picture vocabulary. First Grade- 64% PA; 56% PWR, 64% LC, 56%PV 1st- There is one teacher who is meeting benchmarks, but a new teacher is in need of clear support 2nd- /satisfactory growth in 2nd grade due to intensive work from the IS. 3rd discrepancies between the classes. (Clear need for PLC support) 4-Showed overall decline: The 4/5 combo with SDC students did very well year over year. The sub's class had a vast decline. The other 4th grade class also did not perform from fall to winter or year over year. 5th- Showed a decline from Fall to Winter as well as a decline year over year. 6th grade showed an incline on achievement from Fall to Winter and year over year. 7th grade showed a decline from fall to winter and a steep incline year over year, H. No new data. T2 MAPS determined the students who would participate. I. Year over year there is clear growth school wide. Achievement Winter to winter went from 29th percentile to 33rd percentile. K.Core values will be selected by staff. See Excel	additional survey for areas of support. H. Provide more training for subs from IS during scheduled Friday meetings. Provide students with snacks and read aloud. Re-assess every 6 weeks to switch out students if needed. E. It may be been helpful to engage each intermediate team in coaching to move to the next stage. Even a sub should not have suffered this way if the PLC was intact. Middle school restorative conversation in April. H. TBD CFA's for participating students I.Continue with Buildership to build systems for individual/differentiated teacher growth. K. Keep weaving the core values through the school culture	
Cycle 3: Putting it all together:	Although the teachers have begun designing units of study based on the	The next focus- deeper focus on unit building and alignment.	Continue

Here's a professionally written year-long summary of progress on the strategic plan goals for August Knodt Elementary School, with a focus on leadership and instructional leadership for the 2024–2025 school year: --- **August Knodt Elementary School Strategic Plan Progress Report (2024–2025)** *Focus Area: Leadership and Instructional Leadership* During the 2024–2025 school year, August Knodt Elementary School made meaningful strides toward its strategic plan goals, with a strong emphasis on instructional leadership and systemic improvement. Central to this progress was the development of a clear and compelling vision, mission, and set of core values that now anchor all leadership and instructional practices across the campus. Our principal established a bold and focused vision: **"100% Literacy for All Students at August Knodt."** This vision was not only embraced by staff but became a driving force behind school-wide decision-making and instructional priorities. The Instructional Leadership Team collaboratively crafted the school's mission, aligning it closely with the overarching literacy goal and	essential standards, there are several areas in the plans that need attention: 1. Walkthrough data indicates that there is low rigor in classrooms. Most lessons have DOK 1 and 2 content. 2. Notes indicate that there is little discussion about CFA during the PLC meetings. Several teams are seemingly unaligned in their instruction as well. 3. Develop messaging that aligns the new core values with student learning and Lesson design.	Focus on CFA's ensuring that CFA's are rigorous with work in DOK 3 and 4. Core values in our every day work, PBIS (for teachers?) Provide the same level of support for grades 1, 2, 3 in 26-27 All Primary teachers will receive Wilson Training in 24-25	

emphasizing equity, support, and high-quality instruction. Teachers took ownership of shaping the school's culture by identifying and prioritizing core values. The most widely supported core value—**"All students can learn at high levels"**—underscored a collective belief in student potential and set a powerful foundation for our transformation as a historically low-performing school.

To support the vision and improve teaching practice, the school implemented structured, research-based lesson design protocols using the **PLC process and the 15-Day Challenge format by Maria Nielsen**. Teachers participated in **three full days of professional development**, with ongoing direct support aimed at refining lesson design and strengthening instructional planning. These sessions empowered staff to more effectively utilize data and collaborative structures to align instruction with grade-level standards and student needs.

A key systems-level change was the launch of **Power Hour**—a designated first hour of the instructional day focused on literacy and Tier 2 interventions. The results of this strategic shift are already evident. In **Kindergarten**, nearly **70% of students reached

grade-level performance on NWEA Fluency assessments**, marking a **13% improvement from the previous year**. This growth was fueled in part by targeted coaching and support provided by a **District TOSA pursuing Wilson Certification**, especially in Kindergarten and 2nd grade classrooms. These efforts sparked a renewed sense of purpose and instructional energy among teachers.

As part of this year's instructional focus, teachers were also asked to engage in **data analysis at the subgroup level**, examining trends and patterns to better tailor instruction. This work led to more intentional lesson planning and differentiated support, with visible gains in both student performance and teacher efficacy.

The progress made this year has laid a strong foundation, yet challenges remain. One priority moving forward is **rebuilding a sense of community** impacted by past involuntary staff movement. In tandem, leadership will continue to **build teacher capacity**, particularly in the area of rigorous instruction. Recognizing that academic rigor is a key driver of student achievement, the next phase will deepen implementation of the 15-Day Challenge, with a sharpened focus on

Common Formative Assessments and the development of **rigorous learning tasks and success criteria**. In summary, 2024–2025 has been a year of intentional leadership, meaningful instructional development, and encouraging academic growth. With a shared vision, empowered educators, and a commitment to equity and excellence, August Knodt Elementary is firmly on the path to becoming a high-performing school. --- The expert training provided by MUSD for the Fundations program has had a significant impact, leading August Knodt Kindergarten to achieve the highest reading scores in the district. This success highlights the effectiveness of the training and its positive influence on early literacy development.			

Progress Monitoring 25-26

Progress Monitoring

Student Growth Summary Report

Aggregate by School

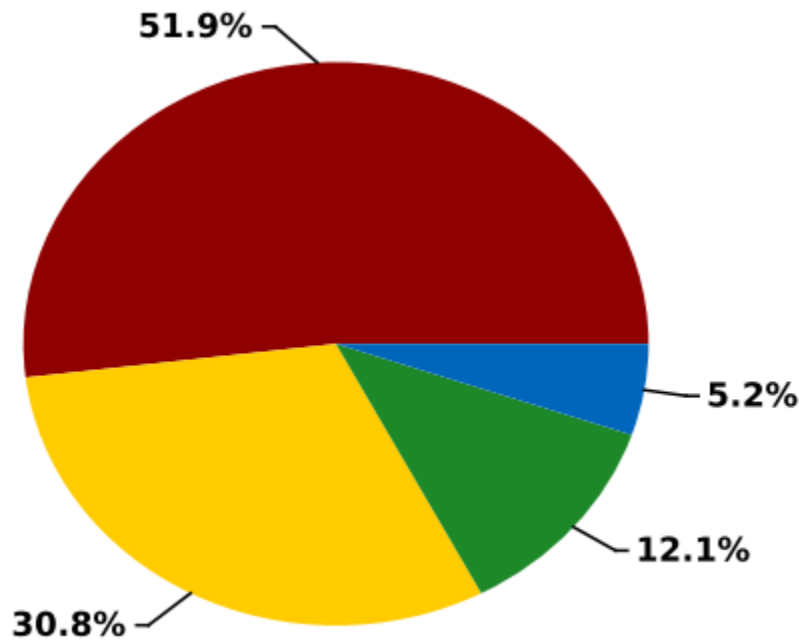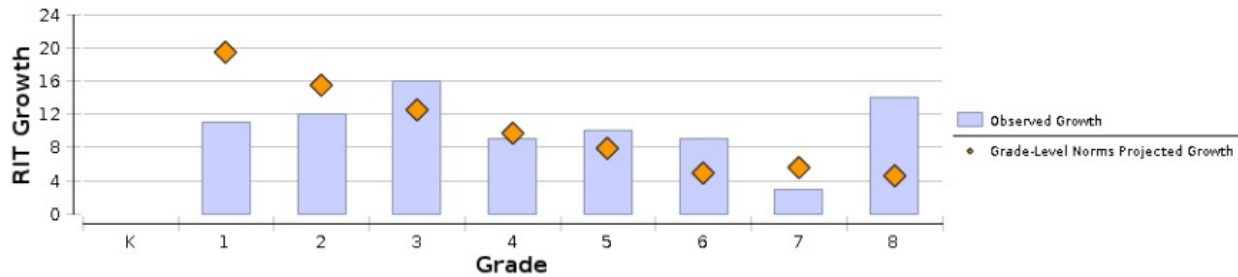|	
Term:	Spring 2023-2024
District:	Manteca Unified School District

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)
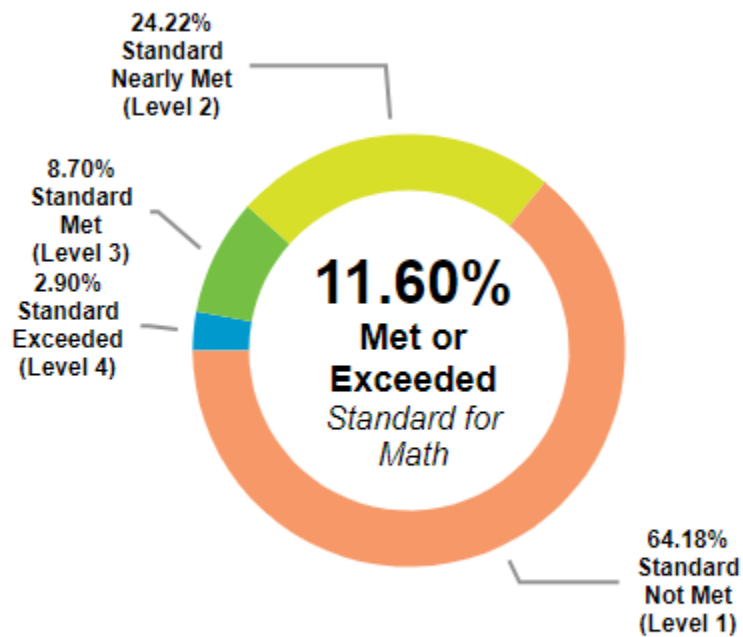
VIEW MATH DETAILED TEST RESULTS

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:

August Knodt students need access to fundamental mathematical standards through high-quality tier 1 and tier 2 instruction utilizing core curriculum that aligns with these standards

SMART Goal 1

edit- 4/25 By the end of the 3-year cycle in 2027, 25% of August Knodt Scholars will be 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
L 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%	There is some evidence (60 %) that teachers are utilizing the PLC process as directed by the 15 day cycle format. at least three standards have been addressed fully utilizing the methodology of lesson design. Teachers are learning to build plans with viable CFA's . At the lowest level, 60% of teachers are planning. Of this planning, about 20% is high impact with the appropriate amount of rigor.			Time Money People
M Intervention teacher will support students in the orange and red bands. Instructional specialist will provide professional development for teachers	Monitoring MAPS and CFA's and number of students moving up from the red and orange bands.	Analysis of monthly data	Primary- Grades K-3 showed mixed growth patterns. While K, 2, 3 grew in achievement. First grade was met with challenges. K- 29%-20% in the red and orange bands* 1st-47%-62% in red and orange band- Decline 2nd-78%-71% in red and			Time Money People

			orange band Met 3rd-74%-64% in red and orange band Met Intermediate: The intermediate grade levels continue to fall in achievement. There are individual areas of growth particularly in the SDC classes in 5th grade. Math pedagogy continues to be an area of concern. 4th- 69%-81% in red and orange Decline 5th- 77%-83% in Red and orange Decline 6th- 87%-81% Red and Orange Met Middle School: 8th grade continuously has a strong growth pattern while 7th continues to fall. 8th- 73%-57% Red and Orange Met			
N Fully utilize Edmentum resources, targeted instruction tools, and assessments K-8	number of teachers utilizing Edmentum according to Admin Usage Reports	Strong Evidence 80% Some Evidence 50% No evidence 0%	80% of students are utilizing Edmentum resources. Many are showing			Time People

		BOY- Some evidence	refusal to use the program.			
O Monthly number sense support and ongoing training from Instructional Specialist. Year 2	MAP Math CAASPP Math	Year 2				Time Money People
P 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	This year we are offering 1 Robotics class, several Flight camp offerings, and there was 1 Steam night. There were no STEM field trips this school year. This year, we have volunteered to host a CTE lab on site. This may support Middle school engagement.			Time Money People
Q 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	Year 2	Tutoring has been helpful and has greatly increased our promotion rate.			Time Money People
R 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.	Year 2	After school tutoring provided by the LTS's. Nine students were served during tutoring.			Time Money People
S ELOP- Summer Enrichment: Flight Camp- Students	Pre/Post test data that indicates an increase	Strong Evidence 80%				Time Money People

(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.	in student skills during program.	Some Evidence 50% No evidence 0% There is some evidence that students gained confidence in the areas that they experienced enrichment.				
T 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)	Although we continue to have the PEBC support, it doesn't seem to be enough to shift practice. We need evidence on campus or at the high school that will help buy in.			Time Money People
U 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 families will engage if opportunities are offered. 75 attendees in 2024--18 stations 550 students did Star Lab	Overall, parent engagement is good when they have notice. Next year, leadership should consider ways for students to be more involved in the evening activities for STEM and literacy.			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: L IS is u and IT Piloting the NWEA screeners to gage the learning of the students	L 100% of teachers participating in the pull-out day found the time to be very useful, and hope to experience a pull out of this nature for T3.	Continue training additional teachers and coaching them to proficiency in our one	Continue

in small group. All teachers will be introduced to the monitoring protocols the half way through the 2nd and 3rd MAPS so that they are working with current data.

Lesson Design and PLC work. The district focus has been lesson Design. At AK We are utilizing the lesson design structure of the Solution Tree15-Day Challenge. This structure breathes life into the PLC, because the challenge includes standards work, framework work, building CFA's, giving them on the same day the same way, Tier 2 instruction, incorporating workshop into math, etc. ILT was introduced in the Spring of 24. All teachers were initially taught and supported through building one writing unit in September. 4 Key teacher leaders (Admin, IS, IT, and a 4th grade teacher) attended the 15-day challenge 2 day workshop in Sacramento in Early October. In November, following report cards, targeted grade levels (2.3.4, and MS ELA) were retaught and provided time to work and plan their entire Trimester 2 in Math and writing.
Our shared understanding is that the lesson design is public, and will be used again and revised for next year. At the end of the year, we will pace out the year with the standards according to the SBRC. T2 next steps: The remaining

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November: 0% have strong evidence. 80% have some evidence. 20% have no evidence.
Team Continuum: in August 2024 7 teams were in limited and 2 teams were in emerging-All teams Currently there are 4 teams working in limited. Much of this is because they are not committed to the structure of the PLC. There are 4 teams in Emerging and 1 team in Established. This site, due to the high administrative turnover, has not had the opportunity over the years to develop a PLC culture. My belief is now that we have a lesson design structure that is predictable and achievable, There will be continued growth.
M--80% of the IS day is spent supporting teachers and PLC's in Reading and Math while 20% is spent supporting student literacy in Primary. The IT spends 20 % of his day supporting teachers in building their tier 2 instruction and 80% of the day pulling groups from grades 3-6 in literacy.
O-Year 2
P-Year 2
Q- T2 % of students in MS who really need tutoring, actually attend.
R-Currently no K-6 tutoring available
S- Summer 2025
T-Last year there were 4 teachers who experienced year long coaching. This year there are 4 more totaling 8 teachers. One teacher was recruited to work with a more intensive cohort. This year, I invited an additional 3 teachers to observe PEBC at work team-teaching, debriefing, and professional development. My hope is that next year, we can do deeper instructional work with the 11 trained teachers, and recruit 4 more from Kinder, 3rd, 4th, and 6th.
U- T2 event on Calendar

big thing: the system of lesson design and designing the learning environment for optimal learning.

teachers will receive an abbreviated training during Wednesday meeting time, and admin will schedule some pull out time utilizing site subs M--IT is currently providing Reading support only to students as it is the school vision. IS is providing Reading and Math support. She is providing PEBC workshop days with the coach, assisting and co-teaching lessons without the coach. N Edmentum: Teachers were given PD in August and September about utilizing Edmentum in their classrooms. PLC's have established their norms regarding assigning, utilizing data, and utilizing the platform for CFA's . It has been directed by administration that students are to utilize Edmentum in ELA/Math during Power Hour when they are teaching ELD to the remaining students. In Middle School, it is assigned by homeroom, and students complete work during the first 30 minutes of the day. The intervention teacher has created competitions for certain grade levels for prizes. Teachers are now aware of how to utilize trophy's to increase learning and MAPS performance. O-Year 2 P- year 2 Q-Math and ELA tutorials are currently provided for 8th grade students by teachers and high school students at WRHS, but the students who need it the			

most, don't typically attend. Next steps..Develop communication with parents to explore the importance of tutoring. R-There is currently no ELOP tutoring or GECAC tutoring available for students in grades 1-6. Will address in T3 S-Todo- Summer 2025 T- PEBC has been on campus and held a workshop day. in 23-24, the second grade team participated in on-site coaching, and training. U-T2 event on Calendar			
Cycle 2: L.We may discontinue the screeners depending on if the teachers become proficient in the CFA administration. M.Utilizing the PLC 15-day challenge, teachers were tasked with creating a math unit with rich task. N. Consistent Edmentum use is still a practice K-8 and at after school care. O.Year 2 P. Year 2 Q. We do not have math tutorials in K-6 but the Intervention teacher takes 4-6 math groups. R. No ELOP Tutoring. There is middle school Tutoring only. S. Summer 2025 T. We have added one teacher to the PEBC cohort. The teacher is well chosen based on her U. STEAM night was in February. We had high teacher participation	M Even though teachers did a math 15-day plan there is NO evidence that any of the plans included a Rich Task. IS and IT data continue to be higher than the grade level. See EXCEL N. No access to Edmentum reports. However, Student achievement in math has increased only in 4 levels from Fall to Winter: 2nd, 3rd, 6th, 8th. Year over year there was growth in 2nd, 3rd,4th, 6th,8th.	M. March Pull out- Focus is Rich Task and Formative assessment. District TOSA will support the rich task creation. during those planning days. N. Have 1 on 1 and team coaching sessions to determine where they are as a team and what their next steps will be for aligning.	Continue

Cycle 3: This year, we made notable strides in implementing key action items aimed at improving instruction and student achievement. Through our PLC training, teachers have begun using the 15-Day Challenge standards planning methodology. While this has helped structure instruction more intentionally, there remains a need for continued support in developing rigorous Common Formative Assessments (CFAs) that align closely with State standards and math practices. In math, five teachers from grades 1–6 participated in the PEBC training cohort. Although the training has not yet translated into improved test scores, it laid a foundation for instructional growth. Next year, we will prioritize intermediate math, where needs are most urgent. Our plan includes continued support from both the Instructional Specialist and PEBC coaches, and we are exploring the possibility of District TOSA support to strengthen our efforts. Moving forward, it is essential that both primary and intermediate teachers receive targeted training in high-level instructional practices and routines that build strong number sense, ensuring a consistent and	As we continue with the PEBC trainings, I have had many teachers miss a lot of days for training. That training is not impacting their instruction. There must be more attention paid on developing buy-in for the math support and implementation.	Moving forward, it is essential that both primary and intermediate teachers receive targeted training in high-level instructional practices and routines that build strong number sense, ensuring a consistent and effective approach across all grade levels.	

effective approach across all grade levels.			

Progress Monitoring 25-26

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:

August Knodt K 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
V 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 Average 32 "F's per reporting period	Significant increase of students who would not produce academically.			
W 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. 30-day letters	2024- 32 students received 30-day letters.				
X Trimester Goal Setting for students: use of planners	Number of students completing goal setting tools and leading conferences.	0 in Fall 2024				
Y Journey Mentoring Intervention for At Risk students.	Number of students that complete the program	20/32 for a 62.5 %				
Z College and career focus through Bridges to Success and educational excursions/guests, and Paxton Patterson Lab in 25-26	Pre and posttest about interest in college or career options.	See pre/post results in spreadsheet				

Progress Monitoring 24-25

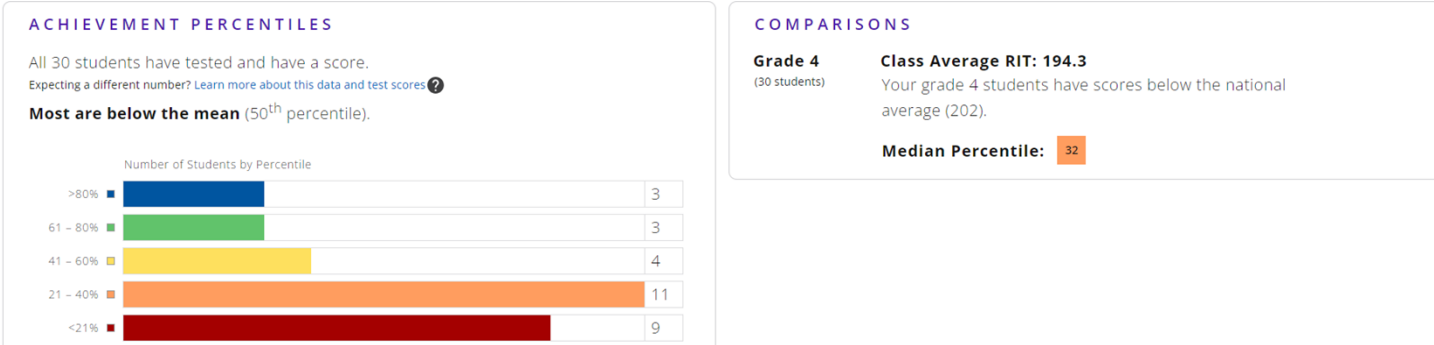| Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation

Cycle 1: V-W T1 there were scheduled in-person conferences for all students who were at risk at goal setting time. Students engaged in goal-setting activities at report card time to analyze and determine whether they are meeting their promotion goals and long term goals. The theme of Poetry Plug in was setting goals and guiding students to consider the road blocks to get to their goals. Next steps: Holding students to mandatory tutoring if they are failing. X-All students were given planners however, teachers have not committed to their usage. Y- Journey mentoring has worked with AK to recruit a full caseload (40+ students) They held their first recruitment rally. Students are much more eager to attend JMP. They have been assigned a classroom with all of the amenities that they need. Next steps: working through better communication of attendance, topics, circle culture, etc. Z-Bridges to success-AK opted not to make Bridges an elective. The concepts could not be abridged enough to fit into a single trimester. Bridges is offered for the full year to eighth graders during the math ACCESS period 1-2 times per week. 7th grade is teaching the first 1/2 of the curriculum and 8th grade is teaching the entire	V -WT1, there are 38 F's had by 18 students. 100% of 8th graders are being monitored and offered tutoring if they are struggling. X--Spring- Teacher commitment to planner usage. Y--Last year 20/32 students completed the program. This year they average 36/42 students each session. Z--100% of 8th graders are engaged in Bridges to success this school year. 100% of 8th graders have visited a University. 50% of 7th graders have visited a JC. 90% of the AK students had not visited a college before their class visit and 96% believed that the college that they visited may help them meet their career goals.	Building an academic culture in grades 6-8.	Continue

curriculum. Next year, 7th grade will teach the first half of the book one Access period per week (36 sessions). 8th grade will teach the second half of the book one Access period per week (36 sessions). This will allow students to engage in more Indepth learning as they have additional experiences that enrich their thinking about their future. 7th graders visit JC's with the focus of CTE's and 8th grader visit Universities with a focus on college studies.			
Cycle 2: V-W Students had goal setting sessions with administration and with their teachers. X. We may discontinue the planners for 25-26 if teachers choose not to follow through with them. Y. Journey continues to be a struggle for students to commit. Because of its "optional" nature, and relaxed habits of students, and staff, I question whether it is effective the way that it is being rolled out.	V-W There is a conversation shift with teachers about focusing on their "next" rather than their now. There has been little discipline in 8th grade and the students continue to have their times on the high school Campus each fall. x. April- Y we need create a system to get students there without inconsistencies.	V-W- Continue the goal setting conferences and plan college tours for 25-26/ x April- planners discussion with staff. Y- Communication with JMP>	Continue
Cycle 3: This year, 8th grade academic achievement faced significant challenges. A high number of student transfers from neighboring schools, along with an increase in foster youth enrollment, created a level of instability within the cohort that impacted overall performance. Frequent behavioral	See Spreadsheet	Looking ahead, it is clear that greater emphasis must be placed on establishing a strong school culture and academic expectations beginning in 6th grade. There is also a need to strengthen partnerships with the high school guidance team and refine mentoring strategies to provide	Continue

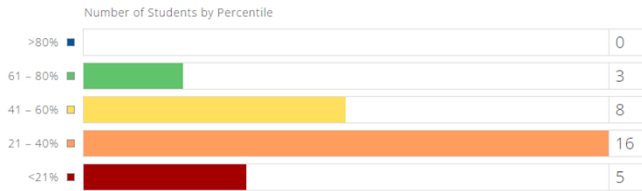| disruptions and suspensions further hindered academic progress, despite extensive efforts to engage and support students. Teachers and administrators implemented several proactive measures, including college visits, participation in the Bridges to Success program, and offering a wide array of elective courses to motivate students. At-risk students were targeted through mandatory parent-student conferences, personal follow-ups for missed meetings, and one-on-one administrative interventions. Despite these efforts, a noticeable portion of the student population remained disengaged, with many resisting academic success.		more consistent and comprehensive support. By reinforcing these relationships and surrounding at-risk students with a network of accountability and encouragement, we aim to foster the stability and motivation necessary for future success.	

Progress Monitoring 25-26

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

Percentile	Number
>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).
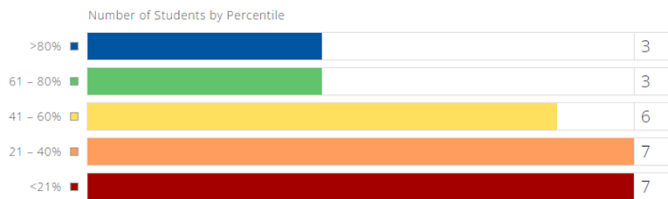
Median Percentile: 32

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

Percentile	Count
>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

ACHIEVEMENT PERCENTILES

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	Count
>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 grade level literacy 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

AA 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. Following year's groups will be assessed in the spring.	Power Hour Just Words instruction will result in increased writing scores and reading MAPS.	12% 4th 17% 5th 10% 6th proficient in MAPS. 0% teachers utilizing Just Words	8% 4th 11% 5th 10% 6th The scores have taken a dip and there is no indication that Just words, the work that the intervention teachers is appropriately supporting students. The growth measures also indicate negative growth comparing spring 2024 to spring 2025 data.				Time Money People
DISCONTINUE AB 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	DISCONTINUE	DISCONTINUE	DISCONTINUE	DISCONTINUE	Time Money People
AC 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%	DISCONTINUE	DISCONTINUE	DISCONTINUE	DISCONTINUE	Time
AD School-Wide Literacy engagement such as Poetry Plug in, Spoken word assembly, and Community Engagement opportunities like Literacy night (ELOP) and	Pre/Post Survey on attitudes about reading	End of year survey	The literacy engagement has been transformational and well received by staff and students. Our participation in RIF and the purchasing of				Time Money People

partnerships with local libraries and organizations that promote reading will help shift student attitudes about literacy.			leveled and decodables has also helped students get books into their hands to read at home, at after school care, and at school. Sora has proven to have a number of barriers and we are unable to develop engagement through online assessed meaningful reading material.			
AE 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	Sora has proven to have a number of barriers and we are unable to develop engagement through online assessed meaningful reading material. We are starting all over again.			Time Money People
AF AK Power Hour will be the first hour of the day 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.	Walk through data rubric focusing on ELD instruction, and Tier 2 instruction.	Strong Evidence 80% Some Evidence 50% No evidence 0% Currently 10%	This structure seems to be good in that teachers have a protected time within the school day in which to focus and/or get support on the foundational literacy and ELD..			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Just Words implementation has just begun and all planned intermediate teachers are trained during T1 AA- Just Words is running in my 4th grade classes, taught by the teachers, 5th platooning, and 6th grade pull out groups hosted by the IT. The feedback is that it is tough to teach within the time period. I don't yet have data that it is working with the students. Next step: What assessment should be used to determine the effectiveness of JW? AB--Will work on in Year 2 AC--The walkthroughs indicate that the majority of classes have a routine set for small group work. The teachers in need of support will get it from the IS or the IT. AD-See J AE-T1, the librarian has monthly meetings with admin about expectations. She supports monthly literacy themes and school themed activities. She continues to make books more accessible to students through creating Vinettes, and providing interesting eye-catching areas in the library. AF-See E	AA-Prior to the School year 2/7 intermediate teachers have been trained in Just Words. This School year 2 more have been trained. The plan is that the remaining teachers will be trained before the end of the school year. Currently 100% of intermediate classes are being served with Just Words because they platoon students. AB-Year 2 AC- There is strong evidence (80%) that classrooms can do small group work with minimal disruption. However, 1 in 5 classes need support in management and engaging tasks while teachers are pulling small groups. AD- see J AE-Monthly meetings have brought more cohesion between library and school themes. AF-See E Maps Fall 24- Spring 25 Maps Spring 24- Spring 25	Build capacity of more intermediate teachers in foundational reading through utilizing tier 2 resources and providing students with the skills to function at a higher level.	
Cycle 2: The 4th grade classrooms using Just Words are	The 4th grade classrooms using Just Words are experiencing excellent growth. One class had 40% of students	A conversation with the 5th grade teachers is in order to determine why	

experiencing excellent Winter growth. The 5th grade combo also experienced growth using Just Words. However, the second 5th grade using Just words did not experience growth.	exceeding the target and another 4th grade class had 70% of students exceeding the growth target. 5th grade combo--50% of students exceeded the growth target and 5th grade straight only had about 25 students in the green and blue.	it isn't working in the classroom. More attention and support should be developed for intermediate teachers in Year2. It seems that the staffing is always poor and students suffer most in grades 4-6.	
Cycle 3: Recent data indicates a decline in overall reading achievement in the intermediate grades (4–6). The implementation of Just Words as a Tier 2 intervention has not yielded the desired results, and current intervention efforts have shown minimal student growth. Notably, the only intermediate class demonstrating measurable progress was a 4/5 combination class with a high number of students receiving special education services. However, it is unclear whether this growth is attributable to the general education teacher, the resource teacher, or a combination of both. A significant barrier to academic progress in these grades is the prevalence of serious behavioral challenges, which negatively impact classroom culture and learning environments. There is a clear need for consistent, schoolwide implementation of morning meetings and community-building rituals to foster a	Maps Fall 24- Spring 25 Maps Spring 24- Spring 25	Develop classroom culture and engagement to provide a work environment where students can thrive. Teachers will consider some curriculum adjustments to promote engagement.	

| stronger sense of belonging and support.

Schoolwide growth trends show positive momentum in primary grades (K–3), a decline in the intermediate grades (4–6), and an upward trend resuming in 8th grade. It is my belief that addressing the "middle grade slump" would better position students for long-term success and readiness for high school.			

Progress Monitoring 25-26

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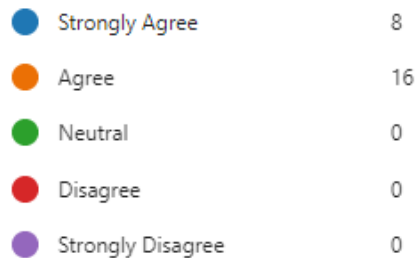
25. Parent involvement and connectedness is a strength at AK. (0 point)

More Details   🔅 Insights

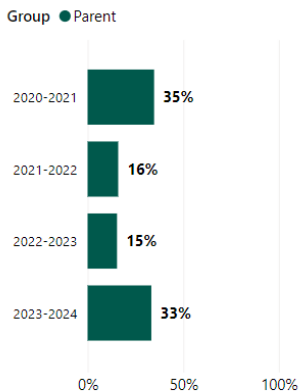|		
🔵	Strongly Agree	2
🟠	Agree	7
🟢	Neutral	8
🔴	Disagree	6
🟣	Strongly Disagree	1

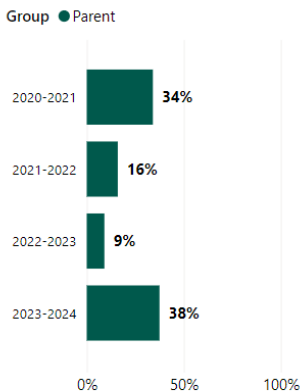**During the past 30 days, how many times did you... (% 4 to 5 Times + % More than 5 Times)**

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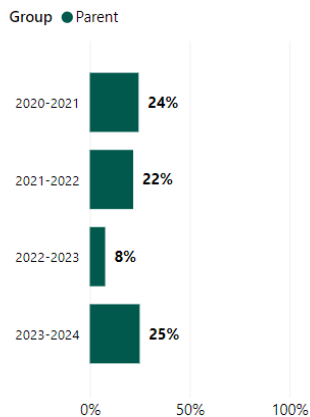
Group ● Parent

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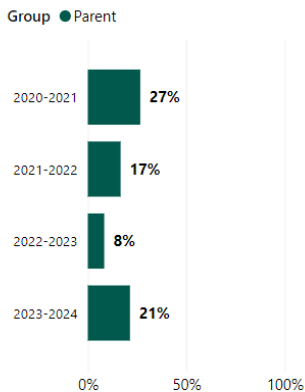
...communicate with your child's teachers (e.g., via email, phone, in-person)?

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

Category	Percentage
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 Knodt as measured by several School Climate surveys taken by students, staff, and community.

Implementation Plan

A Educational excursions and experiences (associated costs including registration fees, supplemental materials and transportation to and from event) to promote engagement	pre/post engagement survey	Survey Data	All AK classes experienced a school funded field trip. Teachers have expressed that the experiences are vital to students motivation to continue learning.			Time Money People
B Continued growth of PBIS program incentives, systems, training	11/1/24 edit Parent Survey Tier assessment	Survey data - exel	PBIS store and systems have proven more reliable. We			Money People Time
C 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.	11/1/24 edit Parent attendance at events	-------				Time Money People
D Certificated staff will have access to supplemental instructional supplies and programs.	11/1/24 edit NWEA MAPS according to supplemental curriculum purchase.	1 supplemental program-- Reading A-Z usage 0%				Time Money People
E ELOP- Community and student night and events. Students and parents will attend after school activities and events to create	Increased number of community members attending outside of school events	Survey Data				Time Money People

connections with school and to promote engagement and positive attendance in school.						
FDISCONTINUE-REDUNDANT Field trips, assemblies to support student engagement such as science camp and achievement.	DISCONTINUE	60% of students attended Science camp in 23/24				Time Money People
G 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.	BASE SURVEY or Healthy Kids Survey Perspective on College and higher education	BASE 23/24 Survey on College visits				Time Money People
H All students will have access to Science Camp Free of charge.	Science camp attendance	23/24--37/61 students attended. 24/25-- 42/70 students				Time Money People
I K-8 arts programs to provide students with a well-rounded and engaging educational experience. K-2 MUSD Arts Integration 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.	Primary arts integration has been a brilliant addition to AK. Our Art teachers have become part of the AK family and students enjoy			Time Money People

K-8 Artists in Residence program 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			the multisensory and multi subject ways to implement art every day.		
J 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 BASE survey.	BASE 23/24			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: School Connectedness is growing through PBIS and the school Wide systems.	B https://musd-my.sharepoint.com/:x:/g/personal/ttaylorgodfrey_musd_net/EemTcwQNZ-	August Knodt will do the following steps to address the need to increase School	

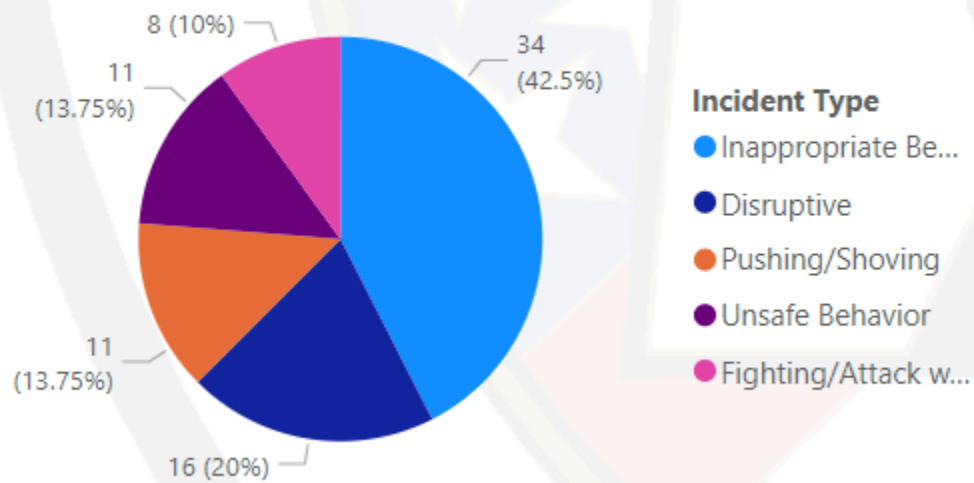|			
Last year we started First Fridays assemblies for students and snacks for staff. We have done lunch on the lawn as well as several activities to draw students into the school community.	9IgcF5mfcKGFIB1NtwcjsnSc0R6c7izG-sQQ?e=QXhv2c	Connectedness, engagement, and interaction with students and community: -Send out a Winter Parent Survey -Send out a Student PBIS Survey -Continue raffles and competitions -Start collecting data on the number of Falcon Tickets passed out per month by grade level and inform staff of the data -Provide an opportunity for students to buy PBIS prizes using a mobile PBIS Prize Cart-utilizing Leadership students -Buy PBIS lanyards and brag tags as PBIS incentives and prizes -Retrain students after Winter break on the Essential PBIS expectations	

Progress Monitoring 25-26

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...
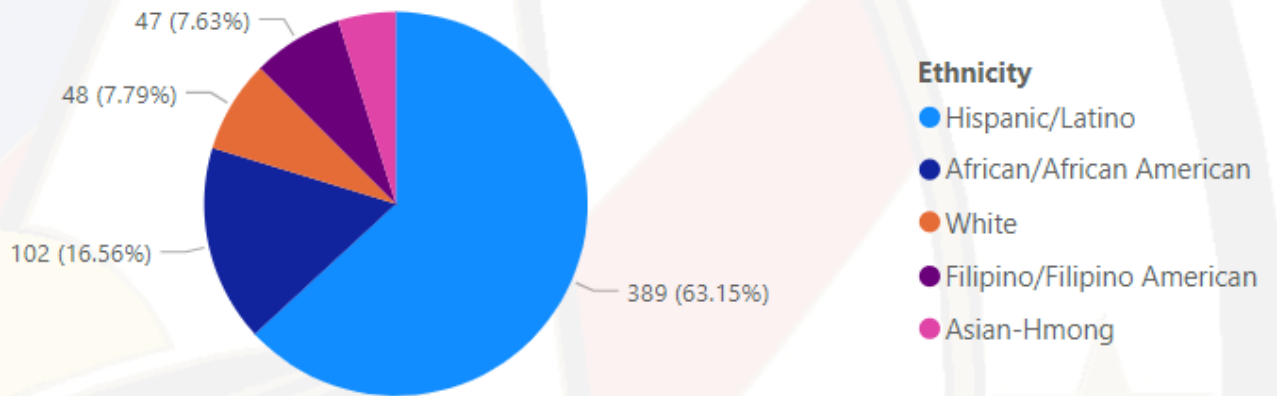
White	11/09/23	Fighting/Attack w/o Weapon
White	02/06/24	Imitation Firearm
White	11/22/23	Assault/Battery
White	03/05/24	Assault/Battery
White	03/05/24	Damage School/Personal Property
White	04/12/24	Inappropriate Behavior/Object
Hispanic/Latino	11/09/23	Fighting/Attack w/o Weapon
Hispanic/Latino	11/01/23	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	Value
2020-2021	85%
2023-2024	54%
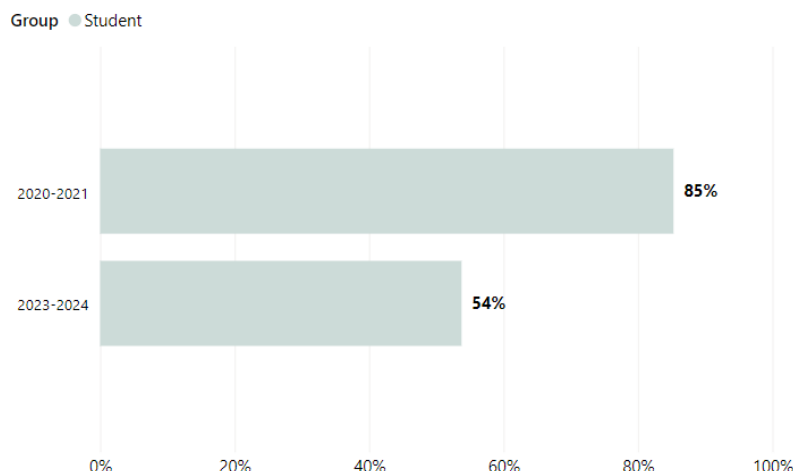
During the past 30 days, how many times [did you/your child/have you seen or heard of students] [experience/experiencing] cyber bullying from other students? (% 1 Time + % Never)

Group ● Student

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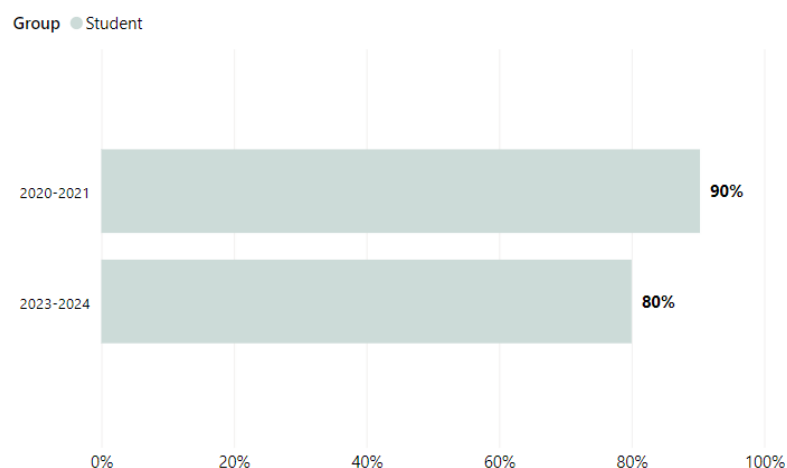
Data

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 aim to decrease student incidents resulting in 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
K 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	PeacemekersData	August Knodt trained 6th grade students to serve as Peacemakers for grades 1-3. Peacemakers were available to help coach students through peer conflicts and other incidents on the playground. Making Progress			Money Time People
L PBIS Team will receive training, meet and maintain systems incentivize positive student behavior.	PBIS Tier fidelity continuum	Tier 1	The PBIS team received 3 training sessions during the school year to plan, analyze data and maintain August			Money Time People

			Knodt's PBIS program. Monthly meetings were held to plan ongoing incentives, competitions and challenges. Making Progress			
M Teachers will receive training in Community Circles to engage the restorative process.	Decreased in the number incidences of Student Violence and defiance	89	Restorative circles activities were implemented in grades 3,4,6,8. with at least 1-2 teacher using the practice on a weekly basis. Making Progress			Money Time People
N Ongoing training, supplies, materials etc. for certificated and classified staff in Peacemakers, Restorative practices etc. for staff to engage students in reflecting and repairing the harm caused.	Decreased the number of incidents of student violence and defiance	89	Making Progress			Money Time People
O 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	Resources are provided as needed	2 referrals for 23/24	Discontinue			Money Time People
P Teachers will be trained and receive multicultural materials and students will	Decrease the number of students use of racial slurs, bullying, and harassment	---Differ to 25/26	Making progress			Money Time People

receive grade appropriate historical humanities instruction focused on valuing all people and respecting their differences.						
Q 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	updated 11/1 36 enrolled and 22 students completed JMP program	making progress			Time Money People
RDISCONTINUE-REDUNDANT 7-8 th graders will engage in goal-setting, and at risk students will be required to do student-led conferences.			discontinue			Time Money People
S dISCONTINUE-REDUNDANT Targeted mentoring provided for AK students through Journey mentoring.			discontinue			Time Money People
TDISCONTINUE-REDUNDANT Tier 2 Mentoring through Victor Services			discontinue			Time Money People
5/18/25 Provide students with a behavior intervention space and staff member	Discipline, suspension data provided by Q or power BI		NEW action item			

who can help individual students and groups process behaviors and actions in a structured restorative manner.						

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: K The August Knodt Peace Makers Team has undergone some faculty changes that required a restructuring of adult leadership. Students were given the opportunity to revisit their previous training. We currently have a small number of students visiting the primary playground weekly. L The PBIS team is organized into two tiers. Tier one is made up of the teachers and SSAs. Tier two is made up of the members involved with the COST team because of the nature of the program. PBIS trainings are held three times a year and are tier specific. M-We are working with Dr. Allender monthly to implement a Circle Culture at our school. The goal is to expand that learning to a new teacher and a seasoned teacher in need of support. N-Dr Allender's monthly visits ot classroom O P- Plan SP24 for Year 2	See Binder K Data will be available in T3 L August Knodt attends the PBIS meetings and evaluate their level of participation by collectively completing the Tiered Fidelity Inventory and as of 11/22/24, AKE is at 60% for tier 1. M-Dr. Allender has worked with 6 classes for a total of 10 circle sessions. He has done intensive work with one teacher to build her classroom culture. During T2, I have chosen 2 more teachers from him to work intensively with in order to build a positive classroom culture. Last year, I had 0 classes who run circles. This year, I now have 6 classes that have circles as a part of their classroom culture. From Dr. Allender's training, I have been able to do circles with multiple classes who are in crisis. N-6gh grade classroom decrease in behaviors entered by 6th grade teachers O P-Plan SP24 for Year 2 Q R-See StandardsV&W S-See Standards Y T- T3	K Based on the current status of the Peacemaker Team, an increased number of students will visit primary playgrounds 5 days per week to engage in using their strategies. L Based on the Tiered Fidelity Inventory completed on 11/22/24, August Knodt will work to: -Include and train GECAC site leader to participate in school wide PBIS -Calendar monthly PBIS meetings -Integrate Peacemakers into PBIS for recess -Review PBIS discipline flowchart -Update handbook with new expectations -Collect and review data on discipline and restorative practices used -Collect student and parent data on PBIS -Update Falcon store inventory -Share behavior and attendance data with staff	Continue

Q-The COST process has improved the way that we refer and serve AK Students. Having representatives from most services has helped us establish patterns and determine the best ways to work with families. R-See Standards V&W S- See Standards Y T-T3		and families Q-See Binder As we develop a relationship with the new Victor Services team, it is important that they are more involved in the COST process so that they have a better sense of the strengths and needs of students. The Support from Journey is less connected. They don't have MUSD emails, Q access or MUSD calendars. At times the work is difficult because they are difficult to schedule meetings with. I don't often see their attendance, and don't have any ideas of the curriculum. Next steps with Journey is to schedule biweekly meetings and keep them.	
Cycle 2: N. Monthly restorative sessions continue: 6th grade has stabilized with the support of teachers and SPED team. After school detention has begun with a work focus on the offense. There has been a variety of consequences including BASE lessons, reflections, etc. After school sessions have been hosted by administration and an SSA.	N. Students are not repeating behaviors after being given detention.	N. Providing a comprehensive project that is presented to the person that they harmed. Train SSA's and get them trained on the peace path.	
Cycle 3: AK's behavioral climate demonstrated a trajectory that sharply changed direction over the course of	See Behavior data on Spreadsheet, Data indicates a sharp increase of negative student behaviors	Provide student population with behavior intervention staff member.	Add new action item

| the year. Early in the year, student conduct met established benchmarks; however, by year-end the school experienced a marked increase in extreme incidents characterized by overt disrespect toward property, staff, and peers. A persistent influx of highly transient students—those in foster care, "doubled up," enrolled via overflow programs, or fleeing expulsion—has repeatedly destabilized both classroom norms and schoolwide culture. In intermediate grades in particular, educator efforts to establish consistent routines were continually undermined by newly arrived students exhibiting severe behavioral needs.

At the administrative level, competing priorities and off-campus obligations have limited the capacity to cultivate the intensive, relationship-based supports these high-need (Tier 3) students require. Although external providers such as Victor Services Wrap and Valley Community Counseling are engaged, their structured schedules and appointment-driven models lack the real-time flexibility and adolescent-focused social-emotional expertise necessary to deliver brief, on-demand restorative interventions, crisis de-escalation, or authority-free processing spaces. Consequently, disciplinary measures are often imposed before students have the			

opportunity to reflect and repair harm. Given this context, AK would benefit from embedding a dedicated Behavior Intervention Teacher—one who can deliver daily, on-site social-emotional support using gradual release methods, foster trusting adult–student relationships, and provide immediate restorative and calming interventions—to stabilize classrooms and reduce the cycle of disruption.			

Progress Monitoring 25-26

Progress Monitoring

Data

Student Need 3:

August Knodt Elementary Falcons will have access, feel connected, and share the positive school spirit in a safe learning environment on a daily basis

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

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Monitor and target students with Chronic absenteeism through COST and assign appropriate outreach and resources.	Using Similar Dates in DTS Average Attendance Rate, excused, unexcused and Tardies	23-24 Enrollment 670 Average Attendance Rate 93.22% Av. Excused- 45.4 Av Unexcused- 20.23 Average Tardies- 45.29 134 Chronically Absent students				Money Time People

Progress Monitoring 24-25

Progress Monitoring 25-26

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: A Attendance from August 1-November 1, 2024 Currently, Victor is focusing on students with attendance problems. Cost has a similar focus as well. We have had a slight decline in attendance since last school year. We have PBIS incentives, Class competitions, individual attendance awards, etc.	Power BI Average enrollment 637 Average attendance rate 93.18% Avg. Excused: 43.41 Avg Unexcused 20.74 Avg Tardies 40.31 as of 11/1 there are 140 students chronically absent.	Make personal contacts about the importance of attendance to student learning. Begin SART process.	Refine
Cycle 2: Attendance from November 4-February 27, 2025 Victor continues to have double the number of referrals than openings. I have met with our facilitator and the supervisor to train our facilitator in a way that parents may be more	Average Enrollment 635 Average attendance rate 90.77% Average excused: 58.57 Average Unexcused: 26.29% Average Tardies 52 As of 2/27 there are 116 students Chronically absent These numbers indicate that Excused absences have increased significantly and there are fewer students	Schedule for T- letters to go out, for SARB packets to be complete, and SART meetings to happen. We have gotten backed up on SART(B) process. Additionally, the clerk is not correctly identifying certain absences or connecting families in Q when she	Refine

attracted to. Cost has identified a few students that need more pressure/contact/options to develop better habits. The incentives have continued for attendance.	chronically absent. This is noteworthy because the flu season hit our school very hard with many absences.	enrolls. and she needs additional training.	
Cycle 3: Attendance from March to May There was a slight increase in student attendance. During this time, there was a consistant	Average Enrollment 633 Average attendance rate 91.74% Average excused: 52.29 Average Unexcused: 26.88 Average Tardies: 55.10 As of there are students Chronically absent		

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.
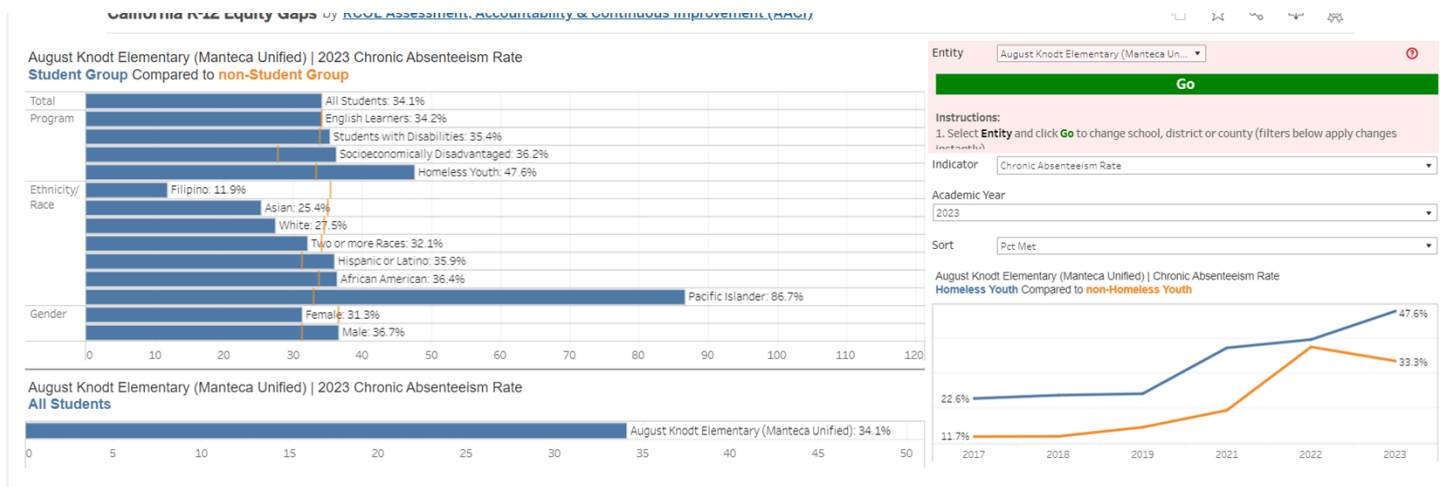
Resource Inequities

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	184	179	158	27.6%	24.7%	23.7%
Fluent English Proficient (FEP)	121	125	108	15.4%	16.3%	16.2%
Reclassified Fluent English Proficient (RFEP)	27	20		8.9%	21%	

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. These supports will help them find stability and allow school to become manageable and a place where they can grow socially and academically.

SMART Goal 1

By the end of the 3-year cycle in 2027, the attendance equity gap of students identified ad unhoused and all students will be lessened. All students Chronic absenteeism: 34% Homeless student absenteeism: 47%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
A 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
B.ELOP: Target academic support, GECAC and extra-curricular support for students named above to increase student engagement in school.	Monthly attendance analysis	Excel				Time Money People
C.Attendance incentive program for targeted groups to increase student engagement in school.	Monthly Attendance analysis considering action as variable	Excel				Time People Money
D. Targeted parent education to increase connectedness with school.	Student attendance analysis considering action as variable	Fall 25-Edited 11/1				People Time Money
REDUNDANT.DISCONTINUE Educational excursions and opportunities to enhance student						Time Money People

engagement in school					
F. Parent education for kinder parents in Literacy and attendance provided by specialized instructional and support staff (OA, IS, and IT)		Fall 25- Edited 11/1			Time Money People
G. 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 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: A&G- The Outreach Liaison has become a valuable member of the COST and the TSSP liaison. She works directly with families in need of resources, supports after hours educational programs Such as literacy nights for students and STEM nights. On Site, VCC, Victor, behavioral support and administration are an active part of COST and we have begun to bridge services. For example- Students who are exited from Victor will	Homeless focus in Cost and consistent referrals to Victor and phone calls from OL We sent out magnets and cards to encourage call in's for absences.	We need to continue to reward students and provide students with resources to engage in school.	Continue

spend 6 weeks transitioning with the Outreach Liaison as they monitor the goals around attendance, behavior, and academics. B-No academic (TEACH) support offered by ELOP this year with the exception of homework time and edmentum usage C D- Differ to 25-26 E F-Differ to 25-26 G			
Cycle 2: Intensive outreach to homeless students with referrals to Victor has played a significant role for certain students in getting to school each day. DISCONTINUE monitoring for API chronic absenteeism. We don't have the tools in Power BI to isolate the subgroup.	Homeless Chronic Absenteeism rate is 19.17--Which is similar to the school Chronic Absenteeism of 18.85%		Continue
Cycle 3: The work of the Outreach staff has proven to be priceless. Her continuous support was missed when she had to go out in March for the remainder of the school year.			

Progress Monitoring 25-26

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?

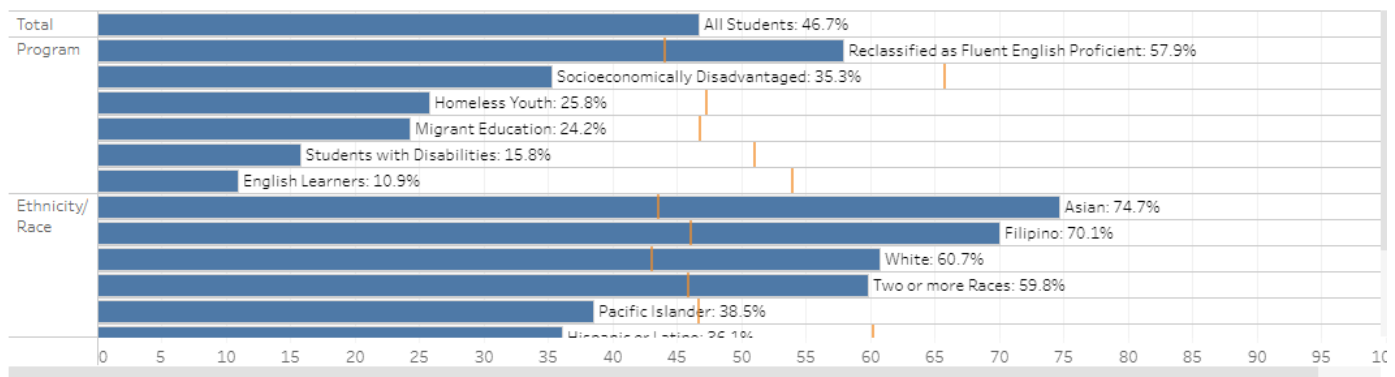|	Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
	Above Standard ⓘ	5.63 %	2.99 %	7.23 %	4.05 %	10.99 %	5.05 %	N/A	6.19 %
	Near Standard ⓘ	66.20 %	62.69 %	68.67 %	70.27 %	70.33 %	74.75 %	N/A	69.28 %
	Below Standard ⓘ	28.17 %	34.33 %	24.10 %	25.68 %	18.68 %	20.20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

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

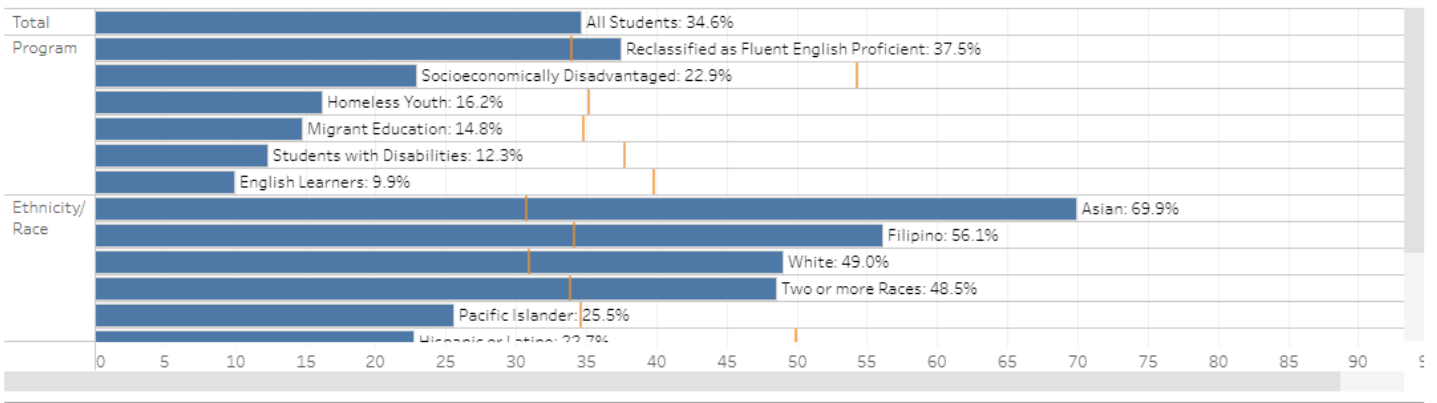|	Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
	Above Standard ⓘ	4.23 %	0.00 %	3.61 %	6.76 %	9.89 %	14.14 %	N/A	7.01 %
	Near Standard ⓘ	52.11 %	61.19 %	54.22 %	56.76 %	58.24 %	62.63 %	N/A	57.73 %
	Below Standard ⓘ	43.66 %	38.81 %	42.17 %	36.49 %	31.87 %	23.23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

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
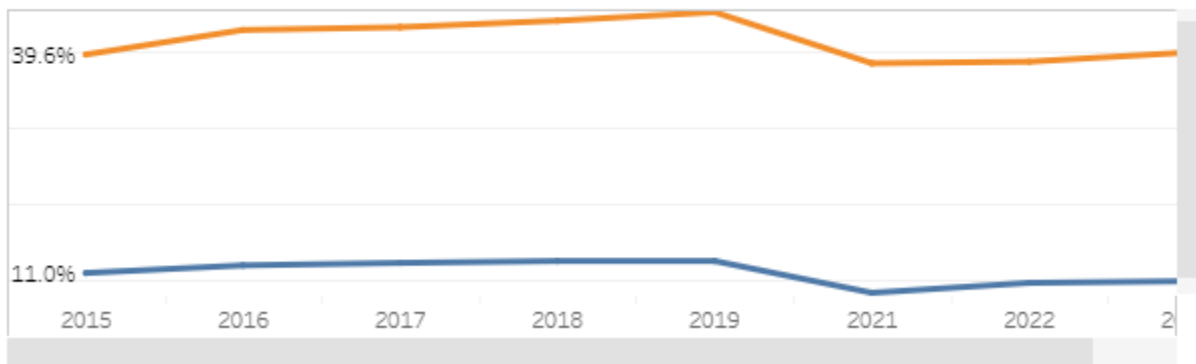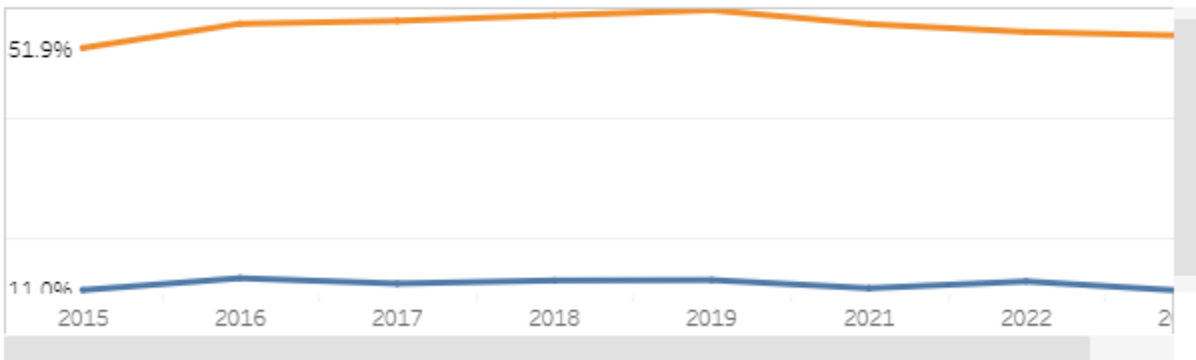
English Language Arts	Declined Significantly from Prior Year (by 15.1 points or more)	Declined from Prior Year (by 3.0 to 15.0 points)	Maintained from Prior Year (declined or increased by 2.9 points)	Increased from Prior Year (by 3.0 to 14.9 points)	Increased Significantly from Prior Year (by 15.0 points 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 are not growing in academic areas at the same level as their peers. Language learners need targeted academic support in language Arts and Math during their school day to find success in high school and beyond.

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 25/ Change 11/1/24				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	2 training sessions				Time People
ELOP: Targeted Academic tutoring for EL Students	Pre/Post Test Achievement Data	- 11% proficient ELA 10% Proficient Math Revisit in Cycle 3 resource not available				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	0 teachers have not been trained and walkthroughs indicate no usage of ELD curriculum by teachers. Paras were teaching ELD				Time Money People
EL Students will experience integrated and designated instruction with teachers using best practices including those from BeGlad and	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

other best practices.					
DISCOTINUE REDUNDANT Targeted and incentivized participation in extra mathematics and ELA school and community events.					Time Money People
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.	1 class completed forms in 23/24			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 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: ELD is being taught by Certificated teachers and supported by paraprofessionals. This is a shift from past practice. Bilingual paras have provided students with a clear goal and a trajectory for the next grading period. Teachers and paras have been trained to utilize the	See Excel for Goal Sheets	One of our paras resigned and we will be hiring another soon. I need to address the Individualized language plan for each student so that teachers are acutely aware of where their students should focus their ELD time in the classroom, or what supports they can	Refine

online ELPAC tests to prepare students in the academic areas that they need to increase ELPAC scores.		provide to reclassify level 3's and 4's. At times the appropriate support may be academic or organizational	
Cycle 2: Region 5 has determined that we will continue to focus on reclassifying level 4 middle school students before they get to high school.	This trimester we have reclassified 100% of both 7th and 8th grade level 4 ELD students. We have redistributed the 3's.	Teachers are giving the bulk of ELPAC while the bilingual para is mainly giving the spoken part of the test. Next year, I would like to have one volunteer per grade level and build teacher competency in administering the speaking part of the test. We should continue the Edmentum work with 7/8 during ELD and continue to offer high quality ELD taught by teachers.	Continue
Cycle 3: AK is currently under scrutiny by the state of California due to significant achievement gaps between English Learner (EL) students and their English-only peers. This discrepancy is evident across all grade levels, with the exception of kindergarten, where the performance gap in both Reading and Mathematics is minimal. There is uncertainty regarding the inclusion of reclassified EL students in the achievement data—specifically, whether students who have achieved proficiency and exited EL status are still counted in the Spring 2023 data. If reclassified students are excluded, this may skew the data to reflect only those EL students who continue to	EL Discrepancy Data- MAPS ALL PROFICIENCY /EL PROFICIENCY MATH READING USAGE K 57/55 1 25/8 14/0 2 14/5 11/10 11/0 3 21/15 21/12 18/12 4 7/0 8/0 10/8 5 7/5 11/0 17/6 6 7/0 10/0 14/0 7 16/8 15/7 25/8 8 28/0 30/0 39/0	We need to target EL students in after school tutoring and perhaps with the intervention teacher,	Continue

struggle academically, further widening the apparent gap. Regardless of the data classification, a severe discrepancy in academic performance persists among EL students across the school. As a result, it is likely that AK will remain identified for Additional Targeted Support and Improvement (ATSI) for EL students in the upcoming school year.			

Progress Monitoring 25-26

Data

Student Need 3:

80% of Special Education Students will be mainstreamed at least 60% of the school day.

SMART Goal 1

By 2027 all resource students and SDC students will be mainstreamed at least 60% of the school day as measured by the master schedule.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Develop record keeping tool to obtain % of mainstreaming according to the offer of FAPE.	Offer of FAPE	Will Determine May 2025 for Fall 2026				Money People Time

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Master schedule was built to accommodate general education placements for SDC students.			
Cycle 2: This goal We will not move forward with this goal. It will ultimately be a directive and be structured by MUSD and sites		We will continue to build space for SDC students in the master schedule. A specific directive from the State of California will address the systems with which we incrementally increase the mainstreaming time for SPED students.	End

Progress Monitoring 25-26

Budget Summary

Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
Materials & Supplies: Fundations/Just Words Consumables / Standards G1		$ 8,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	SG 1
Materials & Supplies: Parent meetings and or Community outreach events	Food 4 Less	$ 1,500.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 1	SG 1
Service: Mentoring Program Journey Mentoring Safety SN1, 2& 3		$ 23,700.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	3005 - 3.5 Goal 3, A&S 5	3.5	Emerging Students/Safety	Need 2 Goal 1	
Salary: Increase Outreach Assistant to 5.5 hours per day (total 5.5 hrs/day) NO TIMESHEETING - SALARY ONLY Position approved for 23/24 but was not hired because of open positions. Provide small group reading and math instruction (Maintain)		$ 45,141.00	3010 - ESSA-Title I Bas Grnts Low Inc	3900 - Other Pupil Services	2200 - Classified Support Salaries	2003 - 2.3 Goal 2, A&S 3	2.3	Emerging Students	Need 1 Goal 1	
		$ 78,341.00								
Timesheet: ILTRetreats StandardsG1;2;3/ Safety G1;2;3/ Emerging Students G1;2;4		$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	Need 1&2 Goal 1	
Timesheet: PBIS Timesheeting StandardsG1;2;3/ Safety G1;2;3/ Emerging Students G1;2;3		$ 18,800.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	Need 1&2 Goal 1	
Timesheet: Classified Translation for IEPs, 504's, Goal Seeting Conf., etc...		$5,000	0709 - Prev EIA/LCAP	1000 - Instruction	2107 - Instr Aides Salaries Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	Need 2 Goal 1	
Books: Classroom Libraries and library refresh		$ 15,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4200 - Books Other Than Textbooks	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	SG 1
Materials & Supplies: Ongoing literacy professional development materials support on lesson design/ Standards G1;G2		$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	SG 1
Materials & Supplies: MISC Supplemental curricular resources; manipulatives; subscriptions Standards G1;G2;G3		$ 8,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Standards	Need 1 Goal 1/Need 2 Goal 1	
Materials & Supplies: PBIS Incentives/Safety G1;G3	TBD	$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	SG 1
Materials & Supplies: school culture supplies or training (PeaceMakers, Point Break, Restorative training) Safety G1 Conflict resolution year 2	TBD	$ 20,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	Need 2 Goal 1	
Materials & Supplies: SEL Supplies/ Safety G1; G2		$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	Need 2 Goal 1	
Materials & Supplies: Outreach Assistant-Community Engagement Supplies/Safety G1;G3 (Maintain)	#ICANHELP	$ 2,648.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Emerging Students	Need 1 Goal 1	
Materials & Supplies: Supplemental schoolwide activities (RRW,RAA, Multi Cult, field day)/Safety G1;G3 Student engagement	TBD	$ 6,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	Need 1 Goal 1	
Materials & Supplies: Jr High Elective - Supplies for Elective	TBD	$ 4,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	Need 1 Goal 1	
Training: Collaborative Teacher EfficacyTraining/AM Standards G1;G2;G3		$ 6,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	SG 1
Training: ELA Trainings		$ 10,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	SG 1
Training: Math PEBC lesson design		$ 10,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 2	SG 1
Training: Math Trainings SJCOE Number Sense/conceptual math		$ 20,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 2	SG 1
Training: Solution Tree Trainings (15 Day challenge on site SBRC) either on-site or on location for Tier 2 instruction.	Solution Tree Inc	$ 30,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	SN 2	SG 1
Conference: PBIS Conference/ Safety G1;G2;G3	TBD	$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	2002 - 2.2 Goal 2, A&S 2	2.2	Standards	Need 1 &2 Goal 1	
Training: PBIS Training Services/Safety G1;G2;G3	TBD	$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	Need 1 Goal 1	
Service: Artist In Schools /Safety G1 Grades 4-6 only	TBD	$ 10,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1004 - 1.4 Goal 1, A&S 4	1.4	Safety	SN 1	SG 1
Service: SEL assemblies/culturally relevent presentations/Safety G1; G2; G3		$ 5,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	Need 1 Goal 1	
Service: C Stem/Standards G3 elective subscription	TBD	$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Standards	Need 3 Goal 1	
Service: Elective Support/Standards G1;G2/Safety G1 Garden/art	TBD	$ 3,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	Need 1 Goal 1	
Service: Educational Excursions and experienecs		$ 35,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	SG 1
Science Camp Transportation		$ 4,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5824 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	SG 1
Timesheet: Classified Timesheeting, parent engagement/Safety G1 200 hours		$ 5,000.00	0709 - Prev EIA/LCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	2003 - 2.3 Goal 2, A&S 3	2.3	Emerging Students/Safety	Need 2 Goal 1	
Timesheet: Classified Timesheeting: Translation Services/ ES G 40 hours SSTs, Goal Setting Conferences		$ 3,000.00	0709 - Prev EIA/LCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	Need 2 Goal 1	
Training: Administrator Professional Development Standards G1; G2; G3		$ 5,000.00	0709 - Prev EIA/LCAP	2700 - School Administration	5800 - Other Svcs & Oper Expenditures	1008 - 1.8 Goal 1, A&S 8	1.8	GLS - System-Wide Work	Need 1 Goal 1	
Customization Services: Admin Customization Services Svs PBIS	Shoob Photography	$ 2,000.00	0709 - Prev EIA/LCAP	2700 - School Administration	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	
		$ 259,948.00								
Timesheet: ELOP Tutoring StandardsG1;2;3/ Safety G1;2;3/ Emerging Students G1;2;5 (GLS_ELA)		$ 2,600.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	1107 - Teachers' Salaries Hourly	ELOP-Academic Support	2.4	Safety	Need 1&2 Goal 1	
Timesheet: ELOP Tutoring StandardsG1;2;3/ Safety G1;2;3/ Emerging Students G1;2;5 (GLS_math)		$ 2,600.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	1107 - Teachers' Salaries Hourly	ELOP-Academic Support	2.4	Safety	Need 1&2 Goal 1	
Timesheet: after school/flight camp		$ 3,500.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	1107 - Teachers' Salaries Hourly	7418 - ELOP-Enrichment	2.4	Safety	SN 1	
Materials & Supplies: ELOP after school Family engagement. Literacy night, STEAM night		$ 9,000.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	4310 - Materials & Supplies	7418 - ELOP-Enrichment	2.4	safety		SG 1
Service: Science Camp		$ 6,000.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	7418 - ELOP-Enrichment	2.4	Safety	SN 1	SG 1
Service: Science Camp Transportation		$ 2,000.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	5824 - Transport By Private Vendor	7418 - ELOP-Enrichment	2.4			
		$ 25,700.00								
Timesheet: Training StandardsG1;2;3/ Safety G1;2;3/ Emerging Students G1;2;7 (GLS_ELA)		$ 6,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	SG 1
Timesheet: Training StandardsG1;2;3/ Safety G1;2;3/ Emerging Students G1;2;8 (GLS_Math)		$ 6,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	1107 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 2	SG 1
Conferences: StandardsG1;2;3/ Safety G1;2;3/ Emerging Students G1;2;6(GLS_ELA)		$ 6,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	5220 - Conference Expense	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	SG 1
Conferences: StandardsG1;2;3/ Safety G1;2;3/ Emerging Students G1;2;7(GLS_Math)		$ 6,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	5220 - Conference Expense	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN 2	SG 1
Service: Literacy and writing program/Standards Poetry Plug in G1;G2 (Year 3)		$ 15,000.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	SG 1
		$ 39,000.00								

Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

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-7/25/2024 8/21/24, 9/18/2024, 10/13/25,
School Site Council 9/25/2024; 1/22/25; 3/26/25; 5/21/2025
Staff Meeting input discussions 9/25/2024; 4/9/25
ELAC-9/26/24; 12/16/24; 2/28/2025;4/25/2025

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. ELAC is a community of parents who have students who are English Language Learners.

Outcome

Committees and stakeholders have identified educational, engagement, and opportunity needs for August Knodt students based on presented school data, 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

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

0 Secondary Students

Name of Members	Role
Tarsha Taylor-Godfrey	Principal
Randy Moret	Classroom Teacher
Juan Avila	Parent or Community Member
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

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
R Zavdno (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 5/22/2025.

Attested:

Signature	
Tarsha Godfrey (signature)	Principal, Tarsha Taylor-Godfrey on 5/22/2025
Lydia Galbraith (signature)	SSC Chairperson, Lydia Galbraith on 5/22/2025