



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
August Elementary	39686766042519		12/17/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidatted application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document August's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP).

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

August staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what August's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- August 9th, 2023
- May 9th, 2023
- November 9th, 2023
- December 7th, 2023
- January 25th, 2024
- April 11th, 2024
- May 9th, 2024
- May 29th, 2024
- SSC Meeting Date when SPSA was approved

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting last year on August 17th, 2023
- Title 1 Meeting this year on August 15th, 2024
- Monthly Coffee Hour on August 17th, 2023
- Monthly Coffee Hour on September 9th, 2023
- Monthly Coffee Hour on November 30th, 2023

- Monthly Coffee Hour on January 25th, 2024
- Monthly Coffee Hour on February 29th, 2024
- Monthly Coffee Hour on April 25th, 2024
- Monthly Coffee Hour on May 9th, 2024
- English Language Advisory Committee on September 26th, 2023
- English Language Advisory Committee on October 25th, 2023
- English Language Advisory Committee on April 10th, 2024
- English Language Advisory Committee on April 26th, 2024
- ELAC Meeting when SPSA recommendations were made for new allocations.

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on September 17th, 2024
- Leadership Meeting on September 26th, 2024

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At August, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	42.5 points below standard (yellow)	83.2 points below standard (yellow)	X	X	X	N/A
Foster Youth	N/A	N/A	X	X	N/A	N/A
Homeless Youth	X	X	N/A	X	X	N/A

Students with Disabilities	N/A	N/A	N/A	X	N/A	N/A
American Indian/ Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A

August English Learners are predominately Spanish speakers. We have many newcomers who cannot relay their knowledge in English yet. Last year we only had 1 Bilingual Assist for our whole school. Another assist was identified as a need by our ELAC and SSC for our English Learners. Many parents can not help their child at home with their English homework.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative team met with the leadership team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students						
Foster Youth						
English Learner						
Long Term English Learner						
Homeless Youth						
Socioeconomically Disadvantaged						
Student with Disabilities				32.7% chronically absent (orange)		
African American			2.9% suspended at least one day (orange)	35.3% chronically absent (orange)		
American Indian/ Alaskan Native						
Asian						
Filipino						
Hispanic						
Two or More Races						
Pacific Islander/ Native Hawaiian						

White						

Absenteeism is a major gap observed between African American and SPED student groups on the CA Dashboard Indicators for August School.

Trend data was also reviewed year over year which resulted in observing chronic absenteeism continued in the same groups. Data was reviewed utilizing a Decision Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified attendance as an area of focus for this 2024-2025 school year due to transportation. When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

- Notify SPED and Transportation Departments of the Problem
- Strong communication between families and school resources
- Monitoring attendance

The following committees had input on the CNA:

- August Staff: Met (4/16/24) to review August Mid-Year / Dashboard data, staff worked in small groups to conduct needs assessment using choice of 5 whys/ fishbone diagrams, gave opportunity for feedback,
- August Leadership Team: Met (4/18/24) to review the SPSA goals and did an activity to develop some problem and root cause statements.
- Student Council (Student Leadership): Met (5/1/24) to review Panorama survey data and discuss culture climate of August. Students would like more school-wide school fun events.
- School Site Council (SSC): Met (4/011/23 at the Spring 1st Meeting) to review SPSA goals and CNA and to acquire input.

Standards, Assessment, and Accountability

CASSP, iReady, ELPAC, SIPPS, CA Accountability Dashboard

Goals, Strategies/Activities, and Expenditures

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1.1

Goal #	Description
Goal 1.1	ELD/ELA Smart Goals: ELA: By EOY 2025, per iReady Diagnostic Results Report, Tier 1 students (at or above grade level) will increase 22% from Fall (diagnostic 1) to Spring (diagnostic 3). EL: By EOY 2025, per ELPAC, we will reclassify at least 10% of our EL students. Math Smart Goal: Math: By EOY 2025, per iReady Diagnostic Results Report, Tier 1 students (at or above grade level) will increase 22% from Fall (diagnostic 1) to Spring (diagnostic 3).

Identified Need

A description of 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.

August School still does not have 100% of their teachers/staff trained in AVID as recommended for school-wide certification. Teachers need to stay current with AVID strategies.

August Staff needs to recalibrate and become more indepth with our PLC implementation by following PLC protocols, using CFA's, making SMART goals, looking at data, and having school-wide and grade level collective commitments.

Teachers need more training using supports/resources in curriculum.

iReady math data shows only 30% of our students are at or above grade level.

There are wide gaps in math grade level proficiency, therefore student need more intense math support during the school day.

August School's student population is 40% English Language learners that have declined proficiency according to ELPAC.

Plattooning for SIPPS and IWIN to address student needs was not schoolwide.

There needs to be more hands on Science instruction for all students. Science will soon be part of the California Dashboard and science instruction needs to start in Kindergarten.

August School has an increased number of newcomers across all grade levels with limited English language awareness. We need more staff support to help these students.

The August community is requesting more family engagement nights for the 2024-25 school year. STEAM, Literacy, AVID, and Math nights.

More parents from August ELAC want to attend CAFE conference to learn and collaborate with August staff to influence the improvement of our educational practices.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Results Report ELPAC (District RFEP Dashboard)	iReady READING: Tier 1 (at or above grade level): 2022 - 2023 Fall Diagnostic 1: 15% Spring Diagnostic 3: 35% INCREASED 20 % 2023 - 2024 Fall Diagnostic 1: 16.2% Spring Diagnostic 3: 36% INCREASED 20% iReady MATH: Tier 1 (at or above grade level): 2022 - 2023 Fall Diagnostic 1: 8% Spring Diagnostic 3: 32% INCREASED 24 % 2023 - 2024 Fall Diagnostic 1: 6.1% Spring Diagnostic 3: 29% INCREASED 23 % ELPAC: (percentage of reclassified ELs 2022 - 2023 RFEP Rate: 12.8 % 2023 - 2024 RFEP Rate: 18 %	Reading: Tier 1 (at or above grade level): Spring iReady 2025- increase 22% Math: Tier 1 (at or above grade level): Spring iReady 2025- increase 22% ELPAC: 2024-2025 RFEP Rate: minimum 10%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	Career & Technical Education Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.1 Career & Technical Education: No additional site LCFF is being allocated for this strategy.			
1.1.2	College Readiness Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.			

1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy</p>			
1.1.4	<p>Bilingual Instructional Support</p> <p>The bilingual assistant work with EL students to provide additional support through strategies such as preview/review, re-teaching, guided reading, and primary Spanish language support. Bilingual Assist (District Funded).</p> <p>Bilingual Assistant Substitute will assist Bilingual Assists/Program Specialist with ELPAC testing and EL monitoring.</p> <p>Description of supports provided</p> <p>Title I Funding Allocation: Bilingual Assist Sub = \$4,500</p> <p>LCAP 1.4 Bilingual Instructional Support No additional site LCFF is being allocated for this strategy.</p>	English Learners	\$4,500	3010 - Title I
1.1.5	<p>English Learner Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development No additional site LCFF is being allocated for this strategy.</p>			

1.1.6	<p>English Learner Programs and Supports</p> <p>English Learner Support</p> <p>Instructional support for English Learner students through increased teacher and paraprofessional professional development, bilingual instructional support, translation services and purchasing of supplemental materials for students/ parents. Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement.</p> <p>EL Site Coordinator will administer local assessment & ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.</p> <p>Metrics for Progress Monitoring: ELPAC scores, English Learner Progress Indicator (Percent of English Learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (Designated as Long Term English Learners)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.</p>	English Learners		

1.1.7	<p>Teacher Collaboration, Professional Development, & Academic Support</p> <p>Professional Development</p> <p>Ongoing professional development for teachers and paraprofessionals in the areas of Reading, Math, English Learners, and Science to close the achievement gap at August and ensure students are receiving the highest quality education possible.</p> <p>San Joaquin County Office of Education (SJCOE): Teachers and paraprofessionals will attend workshops offered through SJCOE during the 2024-2025 school year that focus on improving our instruction and pedagogy in: Math, English Language Arts, Science, and improving the educational outcomes for our English Language Learners. Substitutes will be provided so 8 teachers can attend these workshops.</p> <p>Math Coach - District Math Coach/ I-Ready Consultant August teachers will work with a district math coach to plan and review data receive demo lessons in math in grades TK-8 from a district math coach and/or an I-Ready consultant. The consultant will focus on math approaches, routines, and strategies to build capacity and increase teacher skillset in math, which will in return increase student math achievement. Consultant agreement with I-Ready; (District Funded)</p> <p>ELA Coach - District ELA Coach / SIPPS Consultant/Writing Across the Curriculum Training August Teachers will receive ELA training through district curriculum coaches and/or outside consultants. This may include demo lessons, reading intervention support, writing across the curriculum support to focus on ELA approaches, routines, and strategies to build capacity and increase teacher skillset in ELA, which in return will increase student ELA achievement. Consultant agreement with I-Ready; (District Funded)</p> <p>Increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement.</p> <p>* NSTA (National Science Teaching Association) National Conference in Philadelphia March 25-March 29 (This conference conflicts with the CABA conference for this year, however we will leave it in our plan to consider for next</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$2,800</p> <p>\$2,400</p> <p>\$4,800</p>	<p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p>
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	<p>year)</p> <p>It is an opportunity to grow professionally in order to improve student outcomes and access a high quality science education. The August team will receive exclusive and enriching hands on experiences in state of the art Science centers. They will bring back new ideas, new learnings, new contacts, new resources, and be refreshed and motivated to continue implementing the California Next Generation Science Standards in their classrooms. This team will present these new skills/tools to the teachers at a staff meeting.</p> <p>Title I Funding Allocation: ELA/Math Support Substitute Teacher = \$4,800 NSTA Conference = \$0</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support SJCOE Workshop Fees - \$2,800 SCCOE Sub pay - Additional Subs - \$2,400 NSTA Conference = \$0</p>			
1.1.8	<p>School Site Administrators Leadership Professional Development</p> <p>AVID National Conference 2024 December 12-14 (Dallas, Texas)</p> <p>AVID Summer Institute 2025</p> <p>2025 CABE 50th Anniversary, March 26-29, 2025 1 parent along with the Program Specialist, Bilingual Assist, Administrator, and Teacher will attend the CABE Conference in Long Beach. This is hosted and organized by the California Association for Bilingual Education (CABE). It is an opportunity to grow professionally in order to promote bilingual education and quality educational experiences for all students. The August team will receive training on equity and student achievement for students with diverse cultural, racial, and linguistic backgrounds. They will bring back new ideas, new learnings, new contacts, new resource to share these new skills/tools to the parents/teachers at parent and staff meetings. If we get additional funding then we would also include sending up to 4 teachers from various life levels and counselors.</p> <p>Title I Funding Allocation: AVID & CABE Admin Conference = \$8,310</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development No additional site LCFF is being allocated for this strategy</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	\$8,310	3010 - Title I

1.1.9	<p>Professional Learning Community Implementation, Professional Learning & Curriculum Implementation</p> <p>Professional Learning Communities</p> <p>Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>PLC Conference Teachers, administrators, program specialist, and intervention specialist may have the opportunity to attend a PLC conference to continue their learning of the PLC processes and strategies in improve student achievement. This will be funded by any reimbursements received.</p> <p>Solution Tree PLC Consultant August Teachers will receive additional PLC training days (district is paying for 4) tailored to their grade level and individual needs in order to promote student achievement by reviewing data, planning assessments, and sharing strategies and resources. At this time we are adding 2 additional days and if we receive more funding then we will add additional days to continue to support the work started.</p> <p>Teachers will meet in grade level PLC's to plan lessons and determine what supplemental materials will be required for the lessons. Examples of instructional materials includes, but is not limited to whiteboards, manipulatives, notebooks, composition books, and paperback books. AVID showcase days, Literacy Nights and Steam nights include activities that sometimes require instructional materials that may include, but are not limited to items like staplers, tape, glue, doc cams, construction paper, colored pencils, expo markers, permanent markers, crayons, etc. Non Instructional supplies to support district adopted curriculum in ELA and Math include, but are not limited to cricket machine and supplies, teacher resource supplies like manipulatives, individual white boards, etc.</p> <p>Title I Funding Allocation: Solution Tree Consultant = \$57,200 PLC Substitute Teachers = \$14,400 Action Walks/Academic Conferences Subs = \$6,000</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional</p>	<p>All Students, English Learners, Foster Youth, Students with Disabilities, Low Income</p>	<p>\$6,000</p> <p>\$10,000</p> <p>\$57,200</p> <p>\$14,400</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
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	Learning & Curriculum Implementation Instructional Materials = \$10,000			
1.1.10	<p>Data Analysis and Evaluation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation No additional site LCFF is being allocated for this strategy.</p>			
1.1.11	<p>Access to Foundational & Outdoor Learning Spaces</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces No additional site LCFF is being allocated for this strateg</p>			
1.1.12	<p>Acceleration of Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.12 Acceleration of Learning No additional site LCFF is being allocated for this strategy.</p>			
1.1.13	<p>Literacy and Library Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.13 Literacy and Library Supports No additional site LCFF is being allocated for this strategy.</p>			

1.1.14	Advancement Via Individual Determination (AVID)	All Students,	\$23,660	3010 - Title I
	AVID and WICOR Implementation	English	\$10,000	3010 - Title I
	AVID Leadership/PLC Team:	Learners,	\$4,000	3010 - Title I
	Teachers, administrators, program specialist, intervention teacher, counselors,	Foster Youth,	\$2,000	3010 - Title I
	and coach will meet monthly to discuss data and strategies/activities that	Low Income,	\$3,987	0100 - LCFF/S&C
	enhance student achievement, including AVID implementation and recalibration	Students with	\$2,080	(site)
	of the PLC process. This team will review curriculum implementation and	Disabilities	\$2,100	3010 - Title I
	effectiveness of current programs, and make suggestions or appropriate		\$5,000	3010 - Title I
	changes to increase student achievement. This team will also meet more		\$5,000	0100 - LCFF/S&C
	frequently (more than once a month) when preparing for an AVID showcase or		\$7,000	(site)
	monthly AVID visits.		\$2,000	3010 - Title I
	Advancement via Individual Determination Program (AVID): AVID program		\$8,081	0100 - LCFF/S&C
	implementation and support for student groups focused on college, career, and		\$4,485	(site)
	community readiness skills aligned with academic growth and social-emotional		\$560	3010 - Title I
	development.		\$560	3010 - Title I
	AVID Training throughout the year for teachers including AVID coaching which		\$1,800	3010 - Title I
	would pay for registration to AVID pathways/events and AVID coaching. This		\$1,000	0100 - LCFF/S&C
	may include visiting other sites to see AVID strategies. Funds will cover subs to			(site)
	release teachers for training and registration fees for pathways if not covered by			
	district funds.			
	AVID Pre and Post SI Collaboration Time			
	AVID Leadership Collaboration Administration Support of AVID Implementation-			
	Admin will meet with the AVID SI team in the summer before and after AVID SI			
	to collaborate on strategies to present for following year AVID PD.			
	Add Funds to: Instructional supplies to support district adopted curriculum for			
	ELA, Math, Science, AVID implementation, and intervention to support closing			
	the achievement gap, etc. The instructional supplies include, but are not limited			
	to items like staplers, tape, glue, doc cams, construction paper, erasers, colored			
	pencils, pencils, expo markers, permanent markers, crayons, composition			
	books, highlighters, post it notes, binder dividers, science supplies such as lab			
	trays, lab supplies for experiments, tri-fold boards for science displays, etc.			
	Teachers/Administrators/Program Specialist/Counselors/Intervention Teacher			
	will be offered the opportunity to attend AVID National Showcase/Demonstration			
	Sites to be able to refine our AVID strategies and expand our resources and			
	networks.			

AVID Showcases and College Visits

August School implements AVID school-wide strategies to all students. In 2019 it was named an AVID Showcase School and we continue to host showcases every year. Our next Showcase is scheduled for October 2024. Students in grades 6th-8th have the opportunity to select AVID as an elective course. Students in grades TK-5 are learning AVID strategies as they are integrated into the subject matter and instructional delivery. August has an AVID Leadership team working on school-wide strategies, such as focused notetaking, marking the text, and levels of inquiry. Grade levels commit to specific instructional strategies and what the evidence for those strategies looks like in a particular grade level. The team is working on refining these areas and will be providing staff development for the new school year. In addition, grade levels utilize the AVID articulation matrix as a tool for implementing WICOR strategies, for notetaking, use of agendas/planners, and levels of thinking and questioning at different grade levels. August also focuses on the organizational piece of WICOR, teaching students study skills and how to be organized with organizational tools such as binders, folders, planners, and materials. August AVID funds assist with providing the resources and materials required for students to be successful in the organizational component of the program. August has a team of 8 staff members attending the AVID Summer Institute this summer. The goal is for all August teachers to attend an AVID Summer Institute and/or pathways trainings for full implementation of the program/strategies. August implements AVID school-wide and is a certified AVID showcase school. We have annual AVID goals which include a school-wide organization goal that requires purchasing materials such as, but not limited to binders, Nikki Folders, dividers, chart paper, post-it notes, binder dividers, binders, crayons & markers (for one pagers), pencil pouches, and highlighters, etc.

All Teachers participating in AVID showcase will be given additional paid time (up to 4 hours) to have the opportunity to collaborate to create instructional lesson plans, to practice instructional AVID strategies, to collect/organize AVID evidence, create AVID boards, and/or meet with Program Specialist/AVID coaches to refine instructional skills after contract hours in preparation of AVID Showcase.

Advancement via Individual Determination Program (AVID): AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development.

Equipment and Non Instructional supplies such as misc. accessories, microphones, cords, batteries, etc. for the new sound system to use for outdoor weekly student achievement AVID recognition ceremonies and AVID Showcases.

	<p>Duplicating instructional materials, student resources, AVID banners, etc.</p> <p>Title I Funding Allocation: Teacher AVID Leadership Add Comp = \$23,660 Teacher AVID Showcase Prep Add Comp = \$4,485 Teacher AVID Pre and Post SI Collaboration Time = \$2,080 Program Specialist AVID Leadership Add Comp = \$2,100 Program Specialist AVID Showcase Prep Add Comp = \$560 Program Specialist AVID Pre and Post SI Collaboration Time = \$560 AVID Teacher Conference = \$10,000 AVID Program Specialist Conference = \$4,000 AVID Counselor Conference = \$2,000 Fieldtrips = \$7,000 AVID Instructional Materials/Supplies - \$8,081 Substitutes Teacher = \$ 1,800 Parent Liaison Conference = \$0 (no funds allocated at this time) Counselor Additional Comp = \$0 (no funds allocated at this time) Parent Liaison Additional Comp = \$0 (no funds allocated at this time) Intervention Teacher Conference = \$0 (no funds allocated at this time)</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): AVID Training, Showcase, Event Expenses = \$1,000 Instructional Supplies = \$3,987 Equipment = \$2,000 Non Instructional = \$500 Duplicating = \$5,000 Instructional Materials = \$5,000</p>			
1.1.15	<p>Recapturing Learning Loss</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.</p>			
1.1.16	<p>Outdoor Education/Science Camp</p> <p>5th grade students will have the opportunity to attend Science Camp. This is district funded.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The AVID/PLC team meets once a month to discuss data trends and monitor AVID implementation of goals. This team also looked at curriculum implementation, iReady progress, and diagnostic results. During the month of January, this team met multiple time to prepare for our AVID Leadership Showcase that occurred on February 8, 2024. Monthly AVID strategies have been monitored and posted on an AVID Padlet for data monitoring purposes. Since August School did not have a coach for the 2023-2024 school year, there were no opportunities for extra hours. Academic conferences for all grade levels were held at the end of January 2024 to monitor our mid year data and plan strategies for the remainder of the year. The Program Specialist worked hard at August and completed all her assigned tasks. A team of teachers, the program specialist and both Admin participated in AVID Summer Institute and AVID Expo in the month of June to support our school-wide certification requirements. Teachers have attended math training at the County Office of Ed. Due to high teacher interest in participating in the ELOP Enrichment Program, there were no August teachers time sheeted for extended day tutoring. The bilingual assistant worked extra hours and was given a timesheet. Maintenance agreements for the copy machines were used to keep them running and in working order. A new copier was purchased by the district this year as our old one was determined obsolete and was no longer able to have a service contract. Students used either Accelerated Reader or Raz Kids Programs to help build fluency and comprehension skills. August School implements AVID school-wide and is a certified National Showcase Site. There are required materials such as binders, post it notes, highlighters, crayons, Nikkey folders, etc. that are needed to effectively implement the program. We order planners through reprographics and the AVID elective classes take a college field trip each year. iReady Fall to Winter Data (2023-2024): Reading Overall Fall iReady: to Winter iReady to Spring iReady Tier 3 (Red): 53% Tier 3 (Red): 44% Tier 3 : Tier 2 (Yellow): 31% Tier 2 (Yellow): 32% Tier 2 : Tier 1 (Green)): 16% Tier 1 (Green): 25% Tier 1 : Math Fall iReady: to Winter iReady to Spring iReady Tier 3 (Red): 56% Tier 3 (Red): 40% Tier 3 : Tier 2 (Yellow): 38% Tier 2 (Yellow): 45% Tier 2: Tier 1 (Green)): 6% Tier 1 (Green): 15% Tier 1:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

August School still did not have a coach in 2023-24. There were also some changes made in our budget where funds had to be reallocated to pay for the previous years expenditures. Activities affected were: -- Extra Comp Inst. Coaches: District rule of filling all teacher vacancies before hiring any program specialists/coaches prevented August School from being able to hire a coach. There was no extra comp paid out for a coach. -- We did not attend the science conference this year as dates /times did not work for our schedule. -- Instead of attending PLC conference, the district paid for a Solution Tree PLC consultant for four days to work with grade levels on site. We funded an additional day for the consultant. This year we started training with grades K-3. Teachers were also given the opportunity to attend a two day district PLC training. --Extended Day Tutoring: All teachers participated and were paid through the district's ELOP account for extended day

tutoring. Therefore there were no timesheets for extended day tutoring - 11500-Additional Comp 1 teacher X 10 weeks (20 sessions) X\$60 = \$1,200 LCFF (23030)

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In the 2024-2025 academic year, ideally August School will receive a full time instructional coach. District is only allowing schools to attend the AVID conference in Sacramento this year so there will be no need for flights, however we will still stay at a hotel and stay an extra day for training. We were provided on site curriculum math training from iReady consultant from district which consisted of math walks and inservice days so we did not use money for SJCOE math consultant this year, but would like to still have this training for next year. SSC decided to move unused funds to purchase a new duplo machine at the January 2024 meeting. Depending on available funds in the 2024-2025 budget, we may bring in a consultant to work with a group of intermediate and middle school students, in which case the strategy will be added to the school plan.

Goal 2.1

Goal #	Description
Goal 2.1	Provide equitable and healthy environment that strengthen the identity, belonging, and agency of all students that will result in a meaningful impact of their social-emotional and academic learning.

Identified Need

A description of 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.

August School still does not have 100% of their teachers/staff trained in AVID as recommended for school-wide certification. Teachers need to stay current with AVID strategies.

August Staff needs to recalibrate and become more indepth with our PLC implementation by following PLC protocols, using CFA's, making SMART goals, looking at data, and having school-wide and grade level collective commitments.

Teachers need more training using supports/resources in curriculum.

iReady math data shows only 30% of our students are at or above grade level.

There are wide gaps in math grade level proficiency, therefore student need more intense math support during the school day.

August School's student population is 40% English Language learners that have declined proficiency according to ELPAC.

Plattooning for SIPPS and IWIN to address student needs was not schoolwide.

There needs to be more hands on Science instruction for all students. Science will soon be part of the California Dashboard and science instruction needs to start in Kindergarten.

August School has an increased number of newcomers across all grade levels with limited English language awareness. We need more staff support to help these students.

The August community is requesting more family engagement nights for the 2024-25 school year. STEAM, Literacy, AVID, and Math nights.

August needs more PBIS involvement.

Students are requesting more involvement in planning school wide fun assembly events and incentives at August School.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	1.3%	0.5%
Chronic Absenteeism Rate	25%	15%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p>			
2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy</p>			
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>			

2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support No additional site LCFF is being allocated for this strategy.</p>			
2.1.5	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>Positive Behavior Support and Intervention</p> <p>Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/family/school, and nurture student mental health and overall well-being. Our students follow the August Mission of being Responsible, Organized, Appreciative and Respective. Students earn R.O.A.R. tickets to be put into drawings to earn small weekly prizes and larger monthly/trimester prizes.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): Non-Instructional Supplies = \$1,000</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities, All Students</p>	<p>\$1,000</p>	<p>0100 - LCFF/S&C (site)</p>
2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6: Student Assistance Program Support (SAP) No additional site LCFF is being allocated for this strategy.</p>			

2.1.7	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services No additional site LCFF is being allocated for this strategy</p>			
2.1.8	<p>New Teacher Training and Support</p> <p>New teachers will be district trained in the use of current curriculum (District funded). The district also offers CHAMPS training for classroom management (District funded). New teachers are also supported through the new teacher programs in the district. August School is an AVID Showcase Site which means that all new August teachers need to be AVID trained and given opportunities to learn from veteran teachers.</p> <p>Title I Funding Allocation: Conference/Workshops = \$1,500 Substitute Teachers = \$1,500</p> <p>LCAP 2.8 New Teacher Training and Support No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$1,500</p> <p>\$1,500</p>	<p>3010 - Title I</p> <p>3010 - Title I</p>
2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p>			
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy</p>			

2.1.11	<p>Student Attendance and Truancy</p> <p>Attendance</p> <p>Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address underlying factors contributing to absenteeism.</p> <p>Chronic absenteeism requires ongoing monitoring to keep our percentage of students identified as chronic under 10%. Administrators, Parent Liaison and Counselors along with assistance from Child, Welfare and attendance all work together to keep our numbers below 15% as monitored by a bimonthly report provided from the district. Strategies and interventions are ongoing.</p> <p>Assistant Principal Restoration At TK-8th Grade School Sites: Restoring assistant principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement.</p> <p>Perfect attendance incentives (for the trimester) will be given out to students who have perfect attendance for a consecutive 3 months (trimester) and will be awarded at an awards assembly.</p> <p>Pizza Party incentives for classes with perfect attendance.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1.11 Student Attendance and Truancy: Non-Instructional Materials/Supplies = \$4,000</p>	All Students, English Learners, Low Income, Foster Youth, Students with Disabilities	\$4,000	0100 - LCFF/S&C (site)
2.1.12	<p>Health and Wellness Services and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>			

<p>2.1.13</p>	<p>Mental Health Resources and Supports for Students</p> <p>Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.</p> <p>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide</p> <p>Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students. (District Funded)</p> <p>Ongoing professional development for counselors, mental health clinicians, administrators, teachers, paraprofessionals, and any other staff that works with students in the areas of social emotional and positive behavior support.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		
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2.1.14	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>Support Staff for Social Emotional Learning and Restorative Practices</p> <p>Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.</p> <p>Counselors: School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.</p> <p>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide</p> <p>Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.</p> <p>Ongoing professional development for counselors, mental health clinicians, administrators, teachers, para professionals, and any other staff that works with students in the areas of social emotional and positive behavior support.</p> <p>CPI (Crisis Prevention Institute) - Work places de-escalation training August staff will be trained by district for staff to be able to identify, prevent, and de-escalate crisis. (Currently paid for by district funds, not site funded)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools</p> <p>No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
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2.1.15	<p>School Connectedness</p> <p>Preschool Transition to Kindergarten</p> <p>Provide students opportunities to:</p> <ul style="list-style-type: none"> *interact with their peers who will attend their kindergarten class promoting social skills, *establish a connection between the kindergarten teacher and preschooler, *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities. <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p>			
2.1.17	<p>Additional School Site Support</p> <p>Instructional Coaches: Instructional coaches supporting school sites providing high quality first instruction, English Language Development, and implementation of state-standards aligned curriculum.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 .17 Additional School Site Support: No additional site LCFF is being allocated for this strategy</p>			

2.1.18	<p>Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>			
2.1.19	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy</p>			

2.1.20	<p>Instructional Technology</p> <p>Supplemental Programs and Resources</p> <p>All August students will have access to the Accelerated Reader and/or Raz Kids Programs to build reading fluency and comprehension skills. Primary and Special Education students will have access to Starfall for additional fluency support. Sixth, seventh and eighth grade students will have access to Delta Math to have unlimited practice and multiple opportunities to get math practice and feedback.</p> <p>Instructional Technology</p> <p>Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.</p> <p>Teachers will collaborate to develop a plan to address the achievement gap and plan lessons that frontload curriculum. We have determined the need for supplemental instructional materials that will be needed throughout the PLC collaboration process. Examples of materials includes, but is not limited to whiteboards, pencils, whiteboard expo pens, notebooks, composition books, and paperback books, graph paper, index cards, chart paper, printer toner, poster maker supplies, etc. We will also need to replace worn out technology such as projectors, projector bulbs, doc cams, doc cam bulbs, laptops, student chrome books, speakers, headphones, HDMI cables, power strips, and other cables that are needed to connect technology etc.</p> <p>Maintenance Agreements: Teachers will use various equipment such as the laminator, copier, Duplo, and poster maker. Maintenance agreements ensure the equipment listed above is available and usable to provide a print rich environment for students</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities, All Students</p>	<p>\$11,315</p> <p>\$18,000</p> <p>\$6,000</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p>
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	<p>Title I Funding Allocation: Licenses Agreements = \$11,315 (Accelerated Reader, RAZ Kids, Starfall, Delta Math) Maintenance Agreements = \$6,000</p> <p>LCAP 2.20 Instructional Technology: Instructional Materials/Supplies = \$18,000</p>			
2.1.21	<p>Instruction and Teacher Staffing</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p>			
2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p>			
2.1.23	<p>School Facilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities No additional site LCFF is being allocated for this strategy.</p>			
2.1.24	<p>Student and Campus Safety</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

August School's chronic absenteeism in the 23-24 school year is still higher than we were before COVID pandemic which was under 10%. However, we have continued to drop our chronic absenteeism rate this year over last year. In March of 2023 we had 29% compared to March this year we have dropped to 24.62% chronic absenteeism. Our CWA, Counselors, and administrators continue to monitor data monthly. August School's suspension rate is still low compared to the district. However we have increased from last year from .05 to 1.3%. Our goal was to have our suspension rate remain under 3% for the 23-24 school year, which means we met this goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were not able to purchase the perfect attendance T's this year as money had to be reallocated to cover previous unpaid expenditures from the year before. However, the other chronic absenteeism expenditure were cover through the incentive money provided by the district.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to work on this goal using incentives provided by the district.

Goal 3.1

Goal #	Description
Goal 3.1	

Identified Need

A description of 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.

There are wide gaps in math grade level proficiency, therefore student need more intense math support during the school day.

August School's student population is 40% English Language learners that have declined proficiency according to ELPAC.

August School has an increased number of newcomers across all grade levels with limited English language awareness. We need more staff support to help these students.

August needs more PBIS involvement.

Students are requesting more involvement in planning school wide fun assembly events and incentives at August School.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities</p> <p>PLUS Program</p> <p>Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.</p> <p>Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p>			
3.1.3	<p>Arts Programming</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.</p>			

<p>3.1.4</p>	<p>Expanded Learning and Enrichment Opportunities</p> <p>Extended Learning Opportunities</p> <p>Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.</p> <p>Students in grades 1-8 reading below grade level will receive additional support focusing on foundational skills and early literacy intervention. Students below grade level in math will receive additional support. Extended day tutoring will be offered for students not enrolled in the STEP UP After School Program for additional time and support in ELA and Math. Specific students will be identified to attend the tutoring classes after school. August will have four teachers offer tutoring twice per week for 10 weeks to students after school. Teachers will use the winter report cards, Winter I-Ready data, and will focus on Tiers 2 and 3 students to receive additional support in Reading and Math. Dashboard to identify students and/or subgroups for enrollment in the tutoring after school.</p> <p>Students at or above grade level will receive extended learning opportunities after school that will challenge their critical thinking. A teacher will provide enrichment to a multi-grade group to challenge critical thinking and further sharpen 21st Century skills to students at or above grade level.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		
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Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

For the 23-24 school year, our Parent Liaison continues to be an integral part of our support staff team to help engage our Hispanic families that make up roughly 84% of our population. He participated in ELAC, SSC, IEP, and SST meetings throughout the year. The Parent Liaison helped get our parents connected through assistance with ParentVue, Zoom, Google Classroom, and Class Dojo. He arranged for parents to be able to have English classes on our campus. He hosts parent coffee hours and has already lined up outside agencies to present for the 24-25 year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Parent Meetings and trainings were held this year by our parent liaison. Parent Liaison also helped support parents through SST process and gave resources to parent on how to help their child at home. AVID Family STEAM Night was held at the end of the year for families to come participate in activities with their child. We raffled off some lego set to children who completed

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2023-2024 school year, our Parent Liaison was out for several weeks in the fall/winter. Meetings resumed as planned in the the spring.

Goal 4.1

Goal #	Description
Goal 4.1	The percentage of August families participating in school sponsored virtual and in person (parent teacher conferences, parent coffee hour, family events, etc.) will increase 10% as measured by snippets of participation tab on Online/ In person sign in sheets

Identified Need

A description of 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.

August School needs to build parent capacity to create to increase successful student outcome.

More parents from August ELAC want to attend CABE conference to learn and collaborate with August staff to influence the improvement of our educational practices.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign In sheets	Parent Meetings in 2023-2024: 35	Parents Meetings in 2024-2025: 40

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	<p>Family and Community Communication, Empowerment, and Engagement Conferences</p> <p>2025 CABA 50th Anniversary, March 26-29, 2025 1 parent along with the Program Specialist, Bilingual Assist, Administrator, and Teacher will attend the CABA Conference in Long Beach. This is hosted and organized by the California Association for Bilingual Education (CABA). It is an opportunity to grow professionally in order to promote bilingual education and quality educational experiences for all students. The August team will receive training on equity and student achievement for students with diverse cultural, racial, and linguistic backgrounds. They will bring back new ideas, new learnings, new contacts, new resource to share these new skills/tools to the parents/teachers at parent and staff meetings. If we get additional funding then we would also include sending up to 4 teachers from various life levels and counselors.</p> <p>Title I Funding Allocation: CABA Conference = \$6,930 CABA Conference = \$2,310 - Title I Parent</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: CABA Conference - Administrator = \$2,310</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	<p>\$2,310</p> <p>\$2,310</p> <p>\$6,930</p>	<p>3010 - Title I - Parent</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p>
4.1.2	<p>District Strategic Planning and Communication</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p>			

4.1.3	<p>Community Schools Supports and Resources</p> <p>Parent Liaison</p> <p>The Parent Liaison will bridge the communication barriers between the school and the August Community through the development of parent training programs, parent coffee hours, parent meetings, and assisting with mass communication calls. The Parent Liaison will work alongside the administrators and teachers to provide support in increasing student achievement, improving attendance and the overall wellness of the August community. The Parent Liaison will assist August parents with access to: Parent Vue, Google Classroom Daily Summary, Zoom (when needed), and provide training in i-Ready so the parents can monitor student pathway progression. Per ELAC recommendations, site will inquire about English classes. ELAC parents are also requesting trainings on AVID, nutrition, parenting, social media safety, Chromebook use, and extra time to access the Chromebooks.</p> <p>Parent Liaison Additional Comp - 5 hours for supporting parents and student with extended learning activities at AVID family events and other literacy events that extend past regular hours by providing family resources and general parent support .</p> <p>Title I Funding Allocation: Parent Liaison Salary and Benefits = \$64,759 Parent Liaison Additional Comp = \$300</p> <p>LCAP 4.3 Community Schools Supports and Resources Parent Liaison Salary and Benefits = \$52,984</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>	<p>\$52,984</p> <p>\$64,759</p> <p>\$300</p>	<p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p>

<p>4.1.4</p>	<p>Parent Advisory Committee Supports and Resources</p> <p>Engaging Educational Partners</p> <p>Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community.</p> <p>Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.</p> <p>Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings (e.g., Parent Coffees, parent volunteering, parent engagement events, etc.), parent trainings/conferences, etc.</p> <p>Non-instructional materials: paper, books, manipulatives, flashcards for parent resource check out resource center.</p> <p>Parent meetings/trainings expenses to support student achievement in ELA and Math. Light snacks and refreshments.</p> <p>Books/Parent Reference Materials</p> <p>Metrics for Progress Monitoring: # of meetings conducted: 31 (parent coffee hour, IEP's, parent conferences, etc.) # of trainings: 15 (tech trainings, parent vue, class dojo, etc.) # of parents attending parent teacher conferences: 43</p> <p>Title I Funding Allocation: Parent Meetings = \$1,585 - Title I Parent</p> <p>LCAP 4.4 Parent Advisory Committee Supports and Resources: Non-Instructional Materials/Supplies = \$250 Parent Meetings/Training Expenses = \$1,348</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>	<p>\$1,585</p> <p>\$250</p> <p>\$1,348</p> <p>\$100</p>	<p>3010 - Title I - Parent Account Code: 4340 Meeting Expense</p> <p>0100 - LCFF/S&C (site) Account Code: 4320 NonInst - Materials/Supplies</p> <p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p>
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	Parent Reference Materials = \$100			
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Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 5.1

Goal #	Description
Goal 5.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.

Identified Need

A description of 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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.			

5.1.2	<p>Developing Student Individual Transition Plans</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p>			
5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p>			
5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p>			
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p>			
5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p>			

5.1.7	Parent and Family Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.			
5.1.8	Enhancing School Engagement and Attendance for Students with Disabilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 6.1

Goal #	Description
Goal 6.1	Student Achievement Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.

Identified Need

A description of 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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	Student Achievement Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.			

6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p>			
6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>			
6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>Provide culturally responsive books to include within the library along with class sets of books that represent the diverse population of students on campus.</p> <p>Title I Funding Allocation: Books and Reference Materials = \$700</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.</p>		\$700	3010 - Title I
6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p>			

6.1.6	Development of an African American Studies Course Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.			
6.1.7	BSAP School Climate & Wellness Personnel Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.7 BSAP School Climate & Wellness Personnel Support No additional site LCFF is being allocated for this strategy.			
6.1.8	BSAP Community -Based Safety Pilots Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$258,435.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$371,114.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
3010 - Title I	\$254,540.00
3010 - Title I - Parent	\$3,895.00

Subtotal of additional federal funds included for this school: \$258,435.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
0100 - LCFF/S&C (site)	\$112,679.00

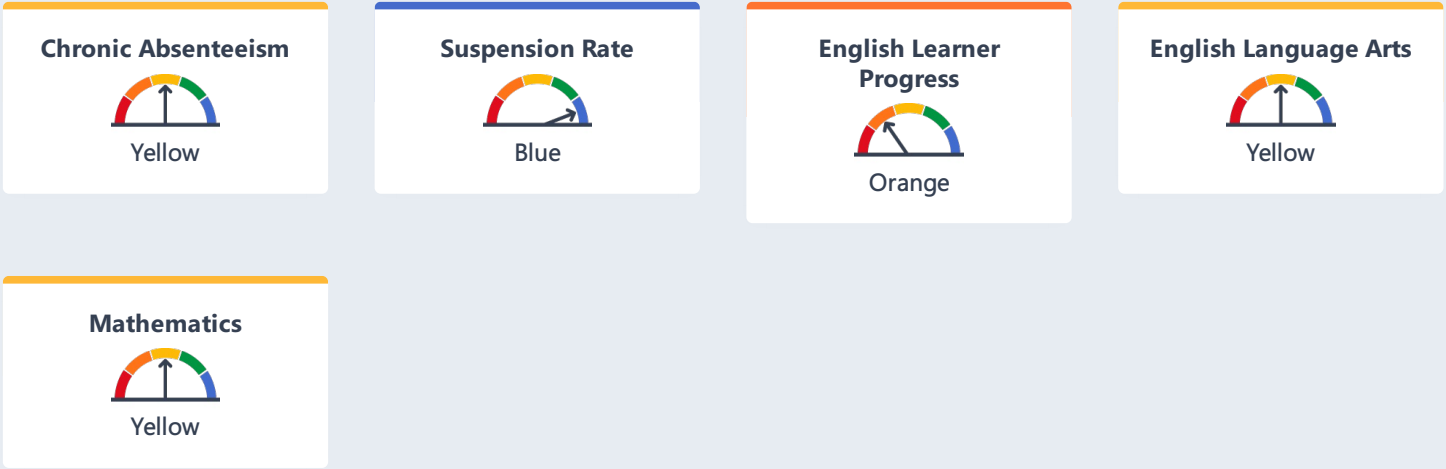
Subtotal of state or local funds included for this school: \$112,679.00

Total of federal, state, and/or local funds for this school: \$371,114.00

Addendums

August Elementary

Explore the performance of August Elementary under California's Accountability System.



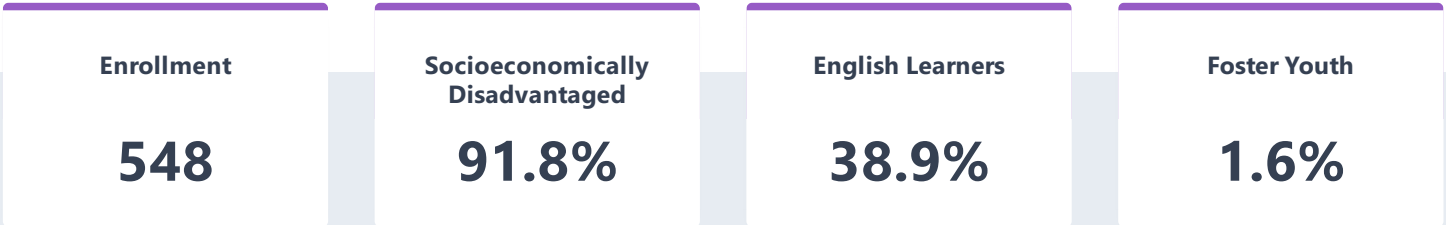
School Details

<div>NAME</div> August Elementary	<div>ADDRESS</div> 2101 Sutro Avenue Stockton, CA 95205-2833	<div>WEBSITE</div> N/A	<div>GRADES SERVED</div> K-8
<div>CHARTER</div> No	<div>DASHBOARD ALTERNATIVE SCHOOLS STATUS</div> No		

AUGUST ELEMENTARY

Student Population

Explore information about this school's student population.




Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts



Yellow

42.5 points below standard


Increased 19.6 Points ▲

EQUITY REPORT
Number of Student Groups in Each Level

0 Red	0 Orange	4 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

Mathematics



Yellow

83.2 points below standard


Increased 12.5 Points ▲

EQUITY REPORT
Number of Student Groups in Each Level

0 Red	0 Orange	4 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

English Learner Progress



Orange

48.5% making progress


Declined 8.7% ▼

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism



Yellow

31.5% chronically absent

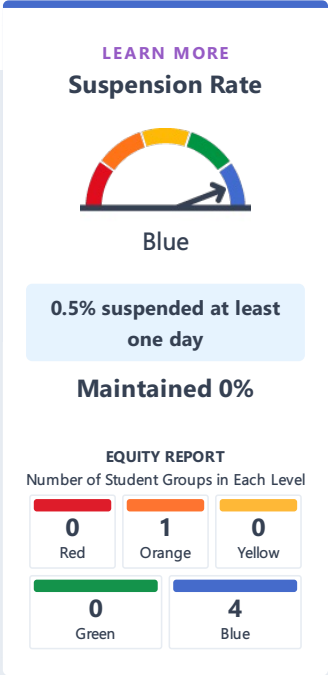
Declined 15.6% ▼

EQUITY REPORT
Number of Student Groups in Each Level

0 Red	2 Orange	3 Yellow
0 Green	0 Blue	

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

42.5 points below standard


Increased 19.6 Points ▲

Number of Students: 356

Student Group Details


All Student Groups by Performance Level

13 Total Student Groups




Red

No Student Groups



Orange

No Student Groups




Yellow

English Learners

Hispanic


Socioeconomically Disadvantaged

Students with Disabilities




Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

African American



No Performance Color

44.3 points below standard

Declined 13.8 Points ▼

Number of Students: 20

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

14.2 points above standard

Number of Students: 12

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



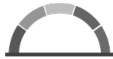
No Performance Color

63.3 points below standard

Declined 16.5 Points ▼

Number of Students: 14

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

46.4 points below standard

Increased 30.3 Points ▲

Number of Students: 16

English Learners



Yellow

55 points below standard

Increased 25.5 Points ▲

Number of Students: 170

Hispanic



Yellow

44.2 points below standard

Increased 20 Points ▲

Number of Students: 293

Socioeconomically Disadvantaged



Yellow

42 points below standard

Increased 19.1 Points ▲

Number of Students: 331

Students with Disabilities



Yellow

51.4 points below standard

Increased 21.5 Points ▲

Number of Students: 72

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	62.1 points below standard	42.5 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.


Current English Learners	Recently Reclassified English Learners	English Only
98.6 points below standard Increased 18.2 Points ▲ Number of Students: 106	17.1 points above standard Increased 51.4 Points ▲ Number of Students: 64	47.4 points below standard Increased 10.1 Points ▲ Number of Students: 121

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students


Yellow




83.2 points below standard

Increased 12.5 Points ▲

Number of Students: 357

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups			
 Red	 Orange	 Yellow	

No Student Groups

No Student Groups

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

African American



No Performance Color

63.5 points below standard

Maintained -2.2 Points

Number of Students: 20

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

57 points below standard

Number of Students: 12

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

134.9 points below standard

Declined 29.7 Points ▼

Number of Students: 15

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

75.6 points below standard

Increased 54 Points ▲

Number of Students: 16

English Learners



Yellow

90.6 points below standard

Increased 17.3 Points ▲

Number of Students: 171

Hispanic



Yellow

85.9 points below standard

Increased 9.8 Points ▲

Number of Students: 294

Socioeconomically Disadvantaged



Yellow

84.3 points below standard

Increased 10 Points ▲

Number of Students: 332

Students with Disabilities



Yellow

91.9 points below standard

Increased 12.1 Points ▲

Number of Students: 73

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	95.7 points below standard	83.2 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.


Current English Learners	Recently Reclassified English Learners	English Only
125.5 points below standard Increased 10.7 Points ▲ Number of Students: 107	32.1 points below standard Increased 39.5 Points ▲ Number of Students: 64	82.6 points below standard Increased 15.5 Points ▲ Number of Students: 121

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)
English Learner Progress



Orange

48.5% making progress towards English language proficiency

Declined 8.7% ▼

Number of EL Students: 167

Student English Language Acquisition Results Summative ELPAC

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

Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

Academic Engagement


View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevelevel=School&cde=39686766042519&year=2022-23>

All Students



Yellow

31.5% chronically absent


Declined 15.6% ▼

Number of Students: 600

Student Group Details


All Student Groups by Performance Level

13 Total Student Groups



Red


No Student Groups



Orange

African American

Students with Disabilities




Yellow

English Learners


Hispanic

Socioeconomically Disadvantaged



Green

No Student Groups



Blue

No Student Groups

No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

American Indian

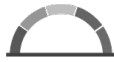


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian



No Performance Color

42.9% chronically absent

Maintained 0%

Number of Students: 14

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Homeless



No Performance Color

45.8% chronically absent

Declined 17% ▼

Number of Students: 24

Two or More Races



No Performance Color

46.7% chronically absent

Increased 15.4% ▲

Number of Students: 15

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

13.6% chronically absent

Declined 39.5% ▼

Number of Students: 22

African American



Orange

35.3% chronically absent

Declined 29.7% ▼

Number of Students: 34

Students with Disabilities



Orange

32.7% chronically absent

Declined 31.5% ▼

Number of Students: 110

English Learners



Yellow

28% chronically absent

Declined 16.2% ▼

Number of Students: 243

Hispanic



Yellow

31.4% chronically absent

Declined 14.7% ▼

Number of Students: 507

Socioeconomically Disadvantaged



Yellow

32.4% chronically absent

Declined 15.4% ▼

Number of Students: 555

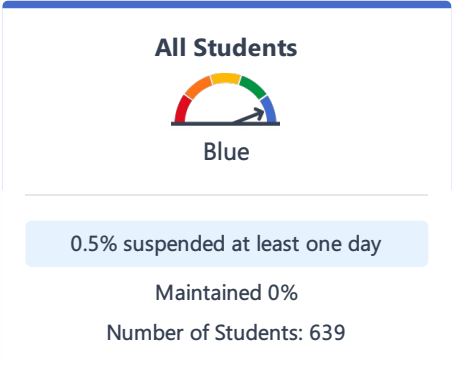
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

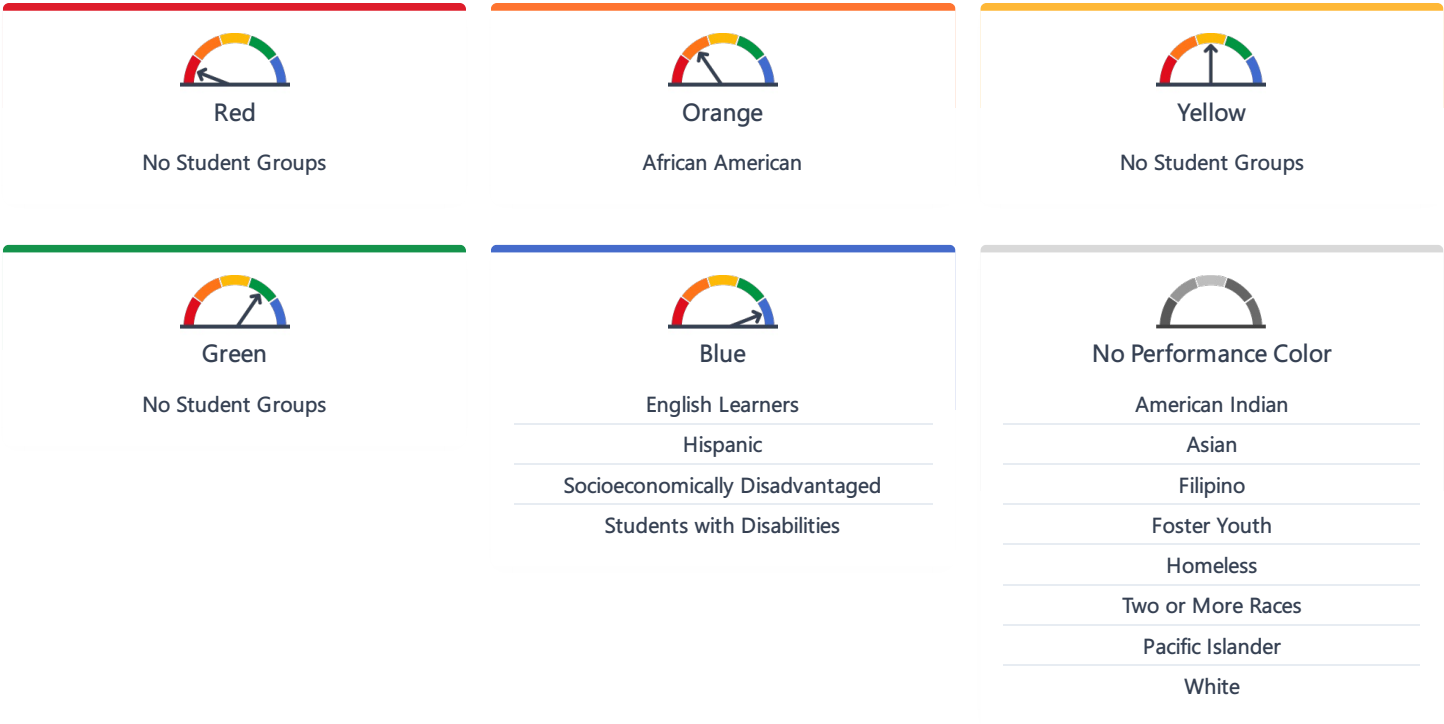
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



American Indian

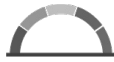


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 14

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 14

Homeless



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 29

Two or More Races



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 18

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

4.2% suspended at least one day

Increased 1.3% ▲

Number of Students: 24

African American



Orange

2.9% suspended at least one day

Increased 2.9% ▲

Number of Students: 35

English Learners



Blue

0% suspended at least one day

Declined 0.4% ▼

Number of Students: 257

Hispanic



Blue

0.2% suspended at least one day

Maintained -0.2%

Number of Students: 540

Socioeconomically Disadvantaged



Blue

0.5% suspended at least one day

Maintained 0%

Number of Students: 585

Students with Disabilities



Blue

0% suspended at least one day

Declined 0.9% ▼

Number of Students: 118

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	0.5%	0.5%

August Mid-Year Data Review

March 2024

Summary

Accountability

- August has no status, exiting ATSI ([slide 10](#))
- State Indicators for academics (ELA and Math) were higher than the district as was Suspension Rate ([slide 11](#))
- State Indicators Chronic Absenteeism and ELPI were the same as the district ([slide 11](#))
- Chronic Absenteeism decreased from 2021-2022 to 2022-2023. Days absent this year indicate a decrease ([slides 12 and 13](#))

Demographics

- Student population for August is heavily Hispanic at 84.5% ([Slide 3](#))
- August has averaged 39.5% English Learners for the last 5 years, higher than the district at an average 23% ([slide 6](#))

State Assessments

- Percent of students meeting or exceeding standards on CAASPP for ELA increased ([slide 14](#)) and increased on Math ([slide 16](#)) versus prior year
- Number of students tested with ELPAC increased from 2022 to 2022 by 30 students to a total of 199 ([slide 18](#))
- Percent of students scoring at Level 4 increased by 2% ([slide 18](#))

Local Assessments

- i-Ready ([slides 2-25](#)): On grade level for Reading and Math increased from 2021-2022 to 2022-2023
- Engagement in curriculum (Benchmark, Ready Math) is mixed across the grade levels ([slides 26- 32](#))

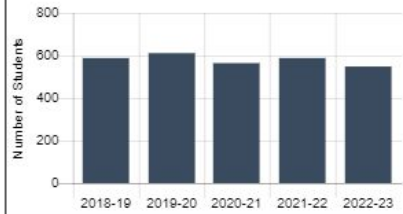
Grade Level Analysis

- Available for ELA and Math starting on [slide 39](#)

Demographics

Enrollment

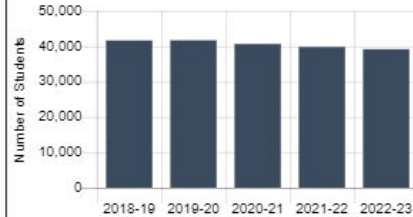
August



View Table Data

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	588	611	564	588	548

SUSD



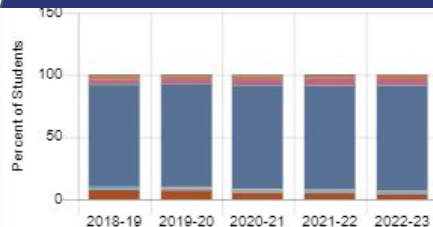
View Table Data

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	41,634	41,679	40,627	39,803	39,169

- **August's** enrollment has averaged 580 students in the last 5 years, decreasing 40 students from 2021-22 to 2022-23
- Current enrollment (based on Synergy data as of 3/14/24 for TK - 8) was 531 students
- This decrease in enrollment is similar to the district's enrollment trend, declining annually for the last 3 years
- August's **stability rate** (percent of students who start and end the school year at the school) is **81.2%**, 6% lower than the district (87%)

Demographics

August

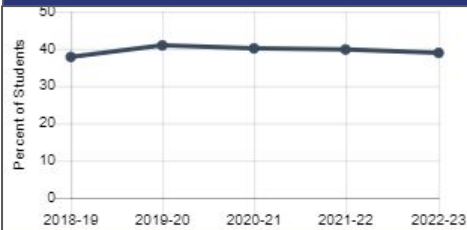


Census Day Enrollment by Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23	SUSD 2022-23
American Indian or Alaska Native	1 %	1 %	0.9 %	0.9 %	0.7 %	0.7 %
Asian	2.6 %	2.3 %	2.3 %	2.2 %	2.6 %	8.8 %
Black or African American	3.7 %	3.9 %	4.8 %	5.8 %	5.3 %	9.2 %
Filipino	1 %	0.5 %	0.5 %	0.5 %	0.4 %	3.3 %
Hispanic or Latino	81.8 %	82.5 %	83.3 %	83 %	84.5 %	69.6 %
Native Hawaiian or Pacific Islander	0 %	0.7 %	0.7 %	0.5 %	0.4 %	0.5 %
None Reported	0 %	0 %	0 %	0 %	0 %	0.3 %
Two or More Races	2.6 %	2.1 %	2.3 %	2.4 %	2.2 %	3.5 %
White	7.3 %	7 %	5.1 %	4.8 %	4 %	4.1 %

- August's student population has a higher population of **Hispanic (84.5%)** than the district (69.6%)
- **Hispanic student population** has remained the highest for the last 5 years and has been increasing

English Learners

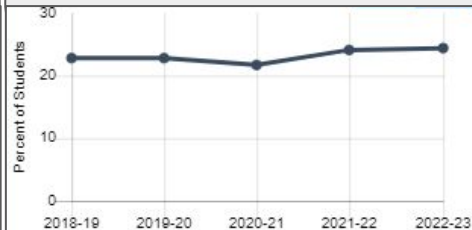
August



View Table Data ▼

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	37.8 %	40.9 %	40.1 %	39.8 %	38.9 %

SUSD



View Table Data ▼

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	22.8 %	22.8 %	21.7 %	24.1 %	24.4 %

- August has averaged **39.5%** English Learners over the last 5 years, and has **trended down** slightly
- This is **higher** than the district's average of 23% for the last 5 years

English Learners' Language

August

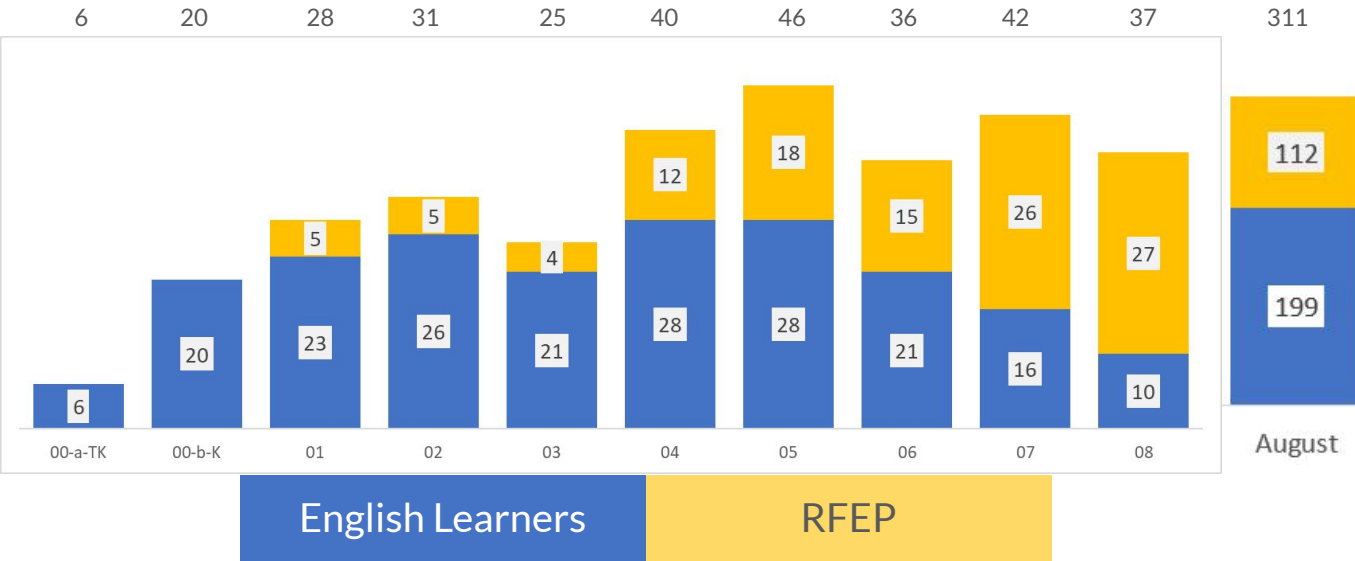
Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	0.2 %		0 %		0 %
Assyrian	0.2 %				
Dutch			0.2 %		
Hmong	0.5 %	0.5 %	0.5 %	0.3 %	0.4 %
Khmer (Cambodian)		0.2 %	0.2 %	0.3 %	0.4 %
Punjabi	0.2 %				0.2 %
Samoan	0.2 %	0.2 %	0.2 %		
Spanish	36.6 %	40.1 %	39 %	39.1 %	37.8 %
Urdu					0.2 %

SUSD

Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	1.2 %	1.3 %	1.2 %	1.4 %	1.4 %
Arabic	0.3 %	0.2 %	0.2 %	0.3 %	0.3 %
Filipino (Pilipino or Tagalog)	0.3 %	0.3 %	0.3 %	0.3 %	
Hmong	0.6 %	0.5 %	0.5 %	0.5 %	0.5 %
Khmer (Cambodian)	0.5 %	0.5 %	0.4 %	0.4 %	0.4 %
Punjabi					0.2 %
Spanish	19.9 %	20.1 %	19.1 %	21.2 %	21.7 %

- Other than English (60%), Spanish is the majority language at 37.8%
- This is in line with the district as the top language for ELs

ELs and RFEPs by Grade Level



- August has 166 **English Learners** and 105 **RFEP** students*
- **69 RFEP** students are currently eligible for monitoring (RFEP within the last 4 years, on the [2023-24 English Learner Dashboard](#))
- **58.6% of August's student population** is currently or were at one time English Learners (Ever-EL's)
- **4th grade** has the highest number of English Learners

**Source: Synergy, local data as of 3/12/24*

State Assistance & Indicators

2023 ESSA Support

- August's current status is "no status", exiting ATSI this year
- **Areas increased**
 - ◆ ELA
 - ◆ Math
 - ◆ Absenteeism
- **Areas Maintained**
 - ◆ Suspension
- **Areas decreased**
 - ◆ ELPI

Year	Status	Area	Current Indicator	Previous Indicator
Current (2023)	No Status	ELA	Yellow - 3	Orange - 2
2022	ATSI	Math	Yellow - 3	Red - 1
2021	No Status	Absenteeism	Yellow - 3	Red - 1
2020	No Status	Suspension	Blue - 5	Blue - 5
2019	No Status	ELPI	Orange - 2	Green - 4
2018	No Status			

↑
Note: These are the color indicators on the
California School Dashboard (see next slide)

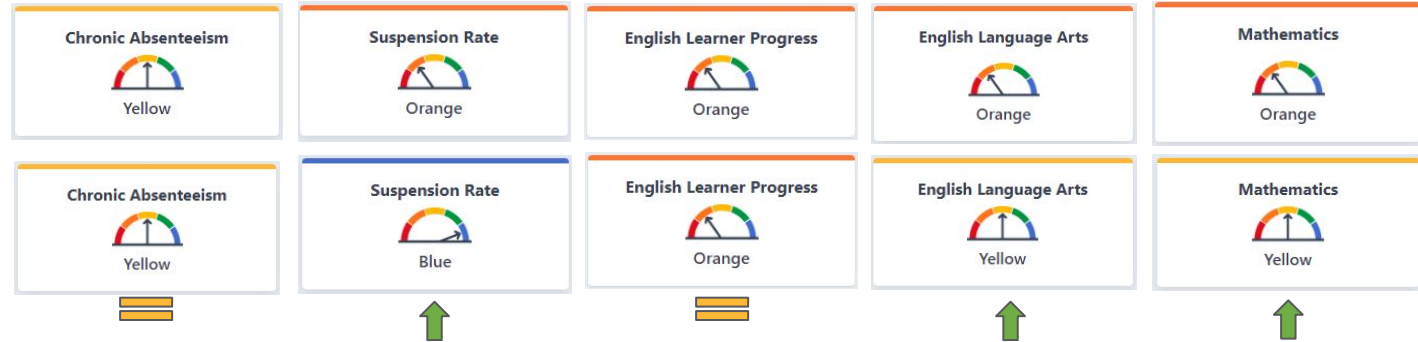
Source: [ESSA 2023](#), visually on [2023 Indicator Dashboard](#)

California School Dashboard



Research and Accountability Department
Empowering with data.

Stockton Unified



- **Suspension** was the highest indicator at Blue (5), which was higher than the district at Orange (2)
- Academic indicators ELA and Math (Yellow 3) were higher than the district (Orange 2)
- Chronic Absenteeism (Yellow 3) and English Learner Progress (Orange 2) were the same as the district

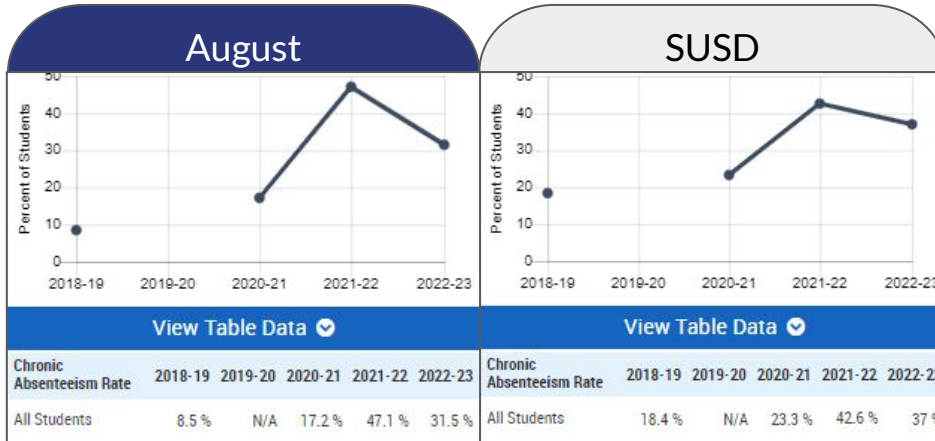
Source: [California School Dashboard](#)

Higher than the district

Lower than the district

Same as the district

Chronic Absenteeism Historical



- Last year, August decreased absenteeism from 47.1% to 31.5%
- This was **lower** than the district's absenteeism rate at 37%

Enrollment: [EdData, August](#)

Chronic Absenteeism

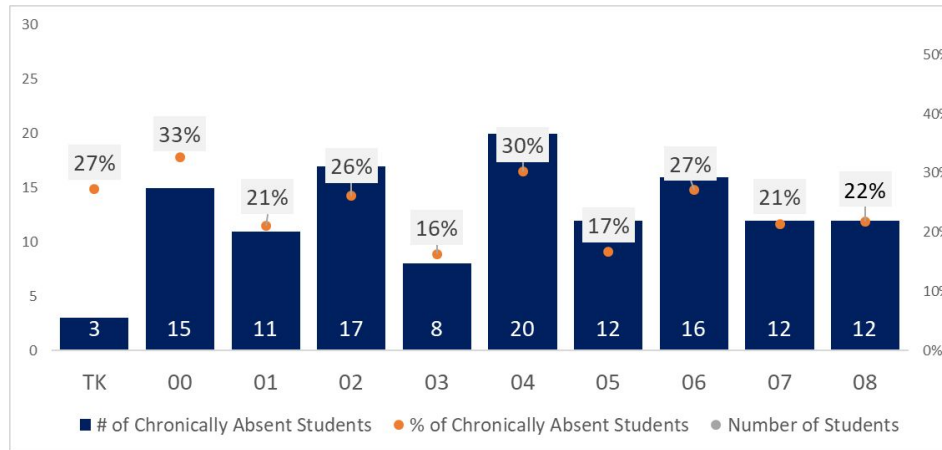


Yellow

Chronic Absenteeism Current Year

August Chronic Absenteeism through February

2023-24 Percent of Chronically Absent Students by Grade Level
(# of students Chronically Abs / Total Students)



Days Absent



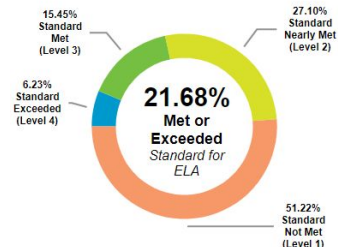
- **1st grade** has the highest percent Chronically Absent at 33%
- **4th grade** had the highest number of students absent at 20
- Days absent has decreased versus prior year from 185 to 140 this year, showing a trend of decline for current year

Source: Synergy, local data provided by Student Support services, February

CAASPP ELA 2 years

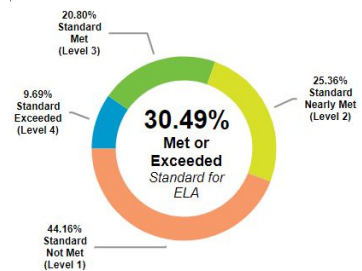
2021-2022

Percent of students within each achievement level

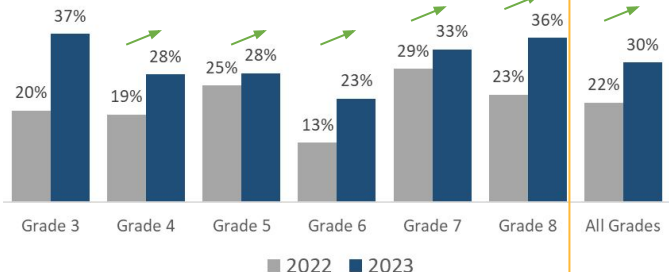


2022-2023

Percent of students within each achievement level



CAASPP Percent of Student Met or Exceeded Standards
2023 and 2022



2022-2023

Percent Met or Exceeded Standards by Grade Level



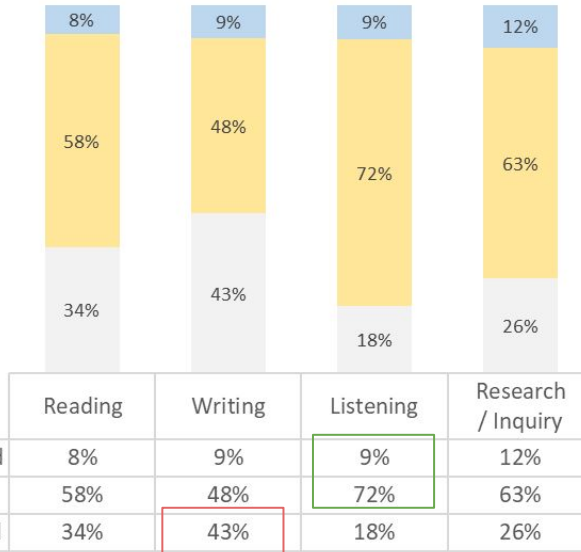
Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	48%	49%	44%	40%	39%	43%	44.2%
Standard Nearly Met (Level 2)	15%	23%	28%	37%	27%	21%	25.4%
Standard Met (Level 3)	20%	16%	17%	19%	25%	28%	20.8%
Standard Exceeded (Level 4)	17%	11%	11%	3%	8%	8%	9.7%
Number of Students With Scores	60	61	64	62	51	53	351

- 30.49% of students met or exceeded standards on CAASPP
- This was an increase from prior year +8%
- 3rd grade had the largest increase from 20% to 37%
- 6th grade was the lowest met or exceeded at 23%

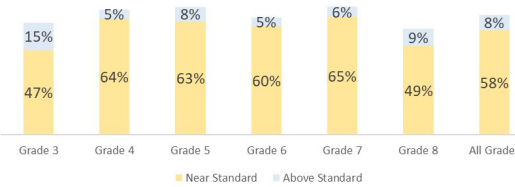
CAASPP ELA 2022-2023

By Area

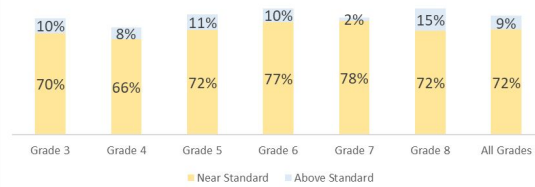
CAASPP ELA Areas



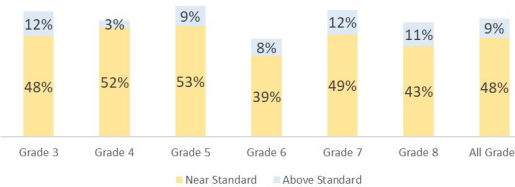
Reading Area
Near and Above Standard



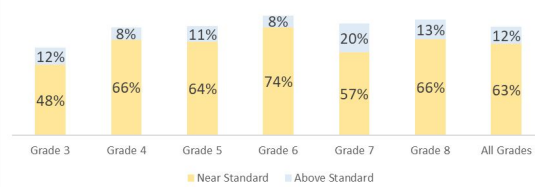
Listening Area
Near and Above Standard



Writing Area
Near and Above Standard



Research/Inquiry Area
Near and Above Standard

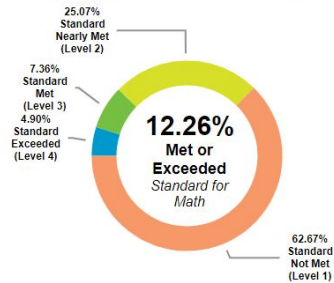


- **Listening** had the highest near and above standard at 81%
- **Writing** had the highest below standard at 43%, lowest in 6th grade with 8% above standard and 39% near standard

CAASPP Math 2 years

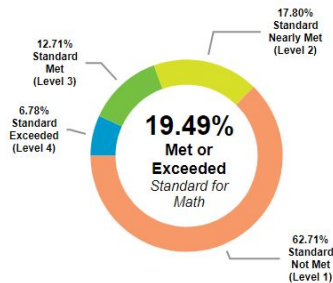
2021-2022

Percent of students within each achievement level



2022-2023

Percent of students within each achievement level



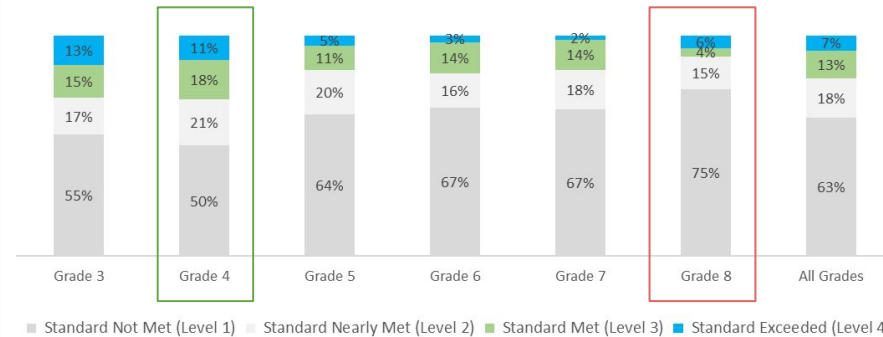
CAASPP Percent of Student Met or Exceeded Standards
2023 and 2022



Source: [Smarter Balanced Results, August](#)

2022-2023

Percent Met or Exceeded Standards by Grade Level



Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	70%	62%	74%	66%	79%	81%	71%
Standard Nearly Met (Level 2)	18%	25%	26%	15%	13%	15%	19%
Standard Met (Level 3)	11%	8%	0%	8%	8%	0%	6%
Standard Exceeded (Level 4)	2%	5%	0%	11%	0%	4%	4%
Number of Students With Scores	56	60	61	61	53	52	343

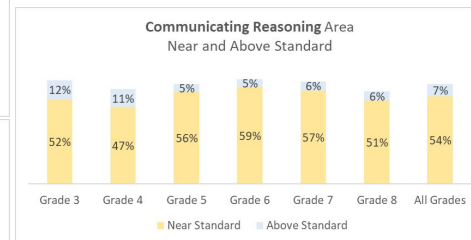
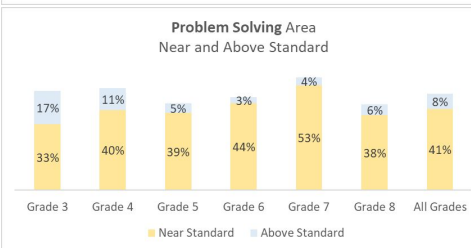
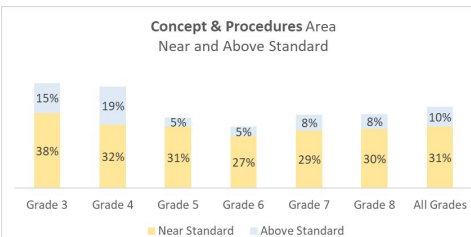
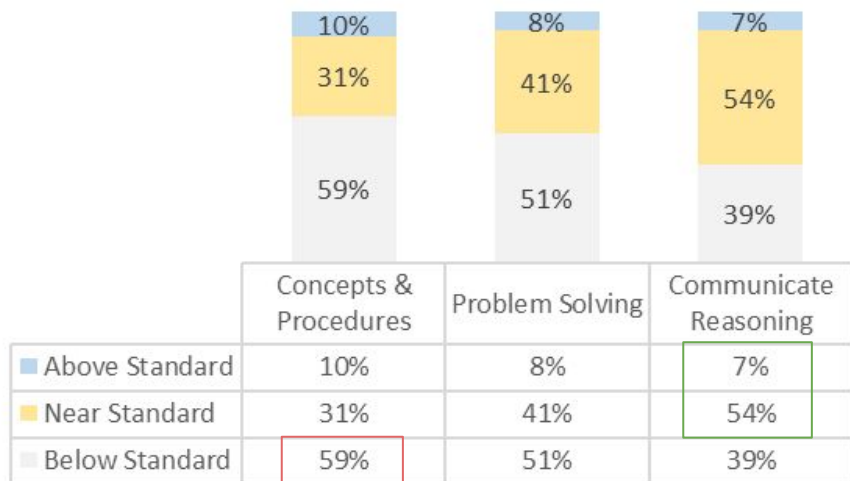
- 19.49% of students met or exceeded Math standards
- This was a 7.23% increase versus previous year
- 4th grade was the highest at 29% met or exceeded standards
- 8th grade was the lowest with 9% met or exceeded standards

Mathematics



CAASPP Math 2022-2023

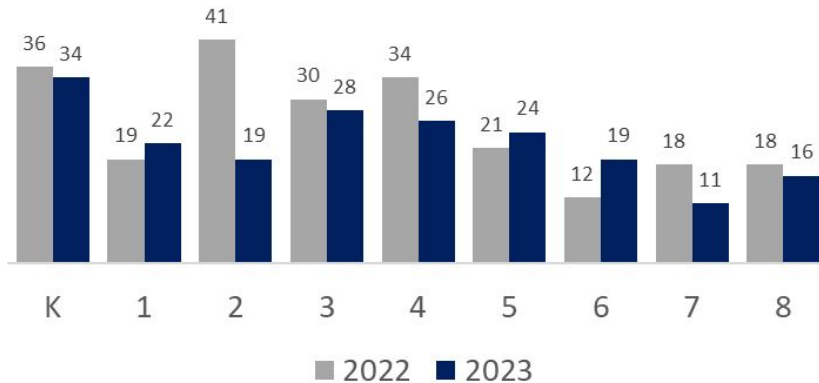
By Area



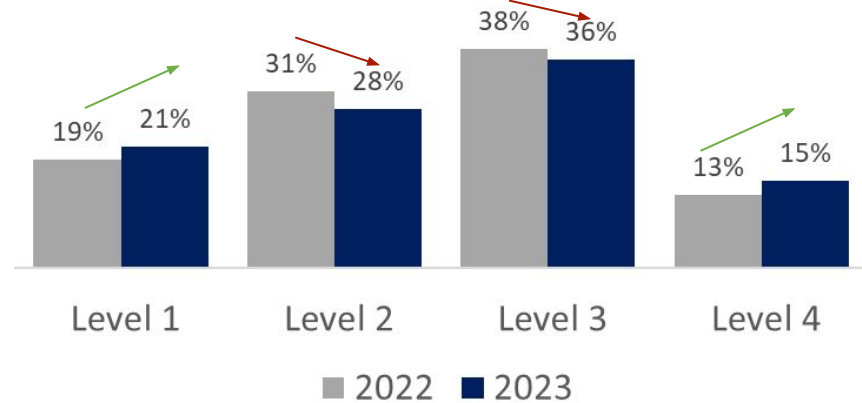
- Near/Above grade level, **Communicating Reasoning** was the strongest at 61%
- **Concepts & Procedures** had the highest percent below standard at 59%

ELPAC 2 Years Overview

Number of Students Tested With ELPAC
2022 and 2023

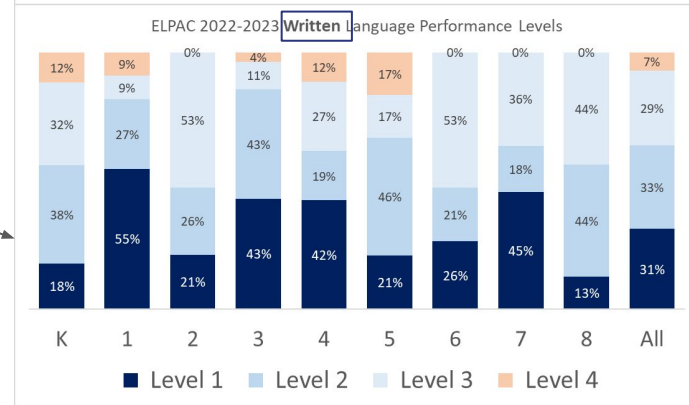
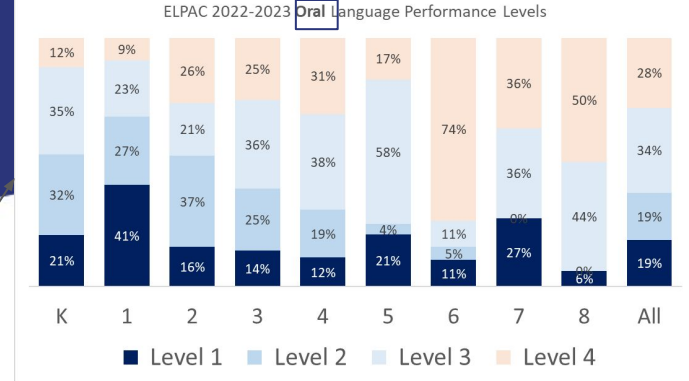
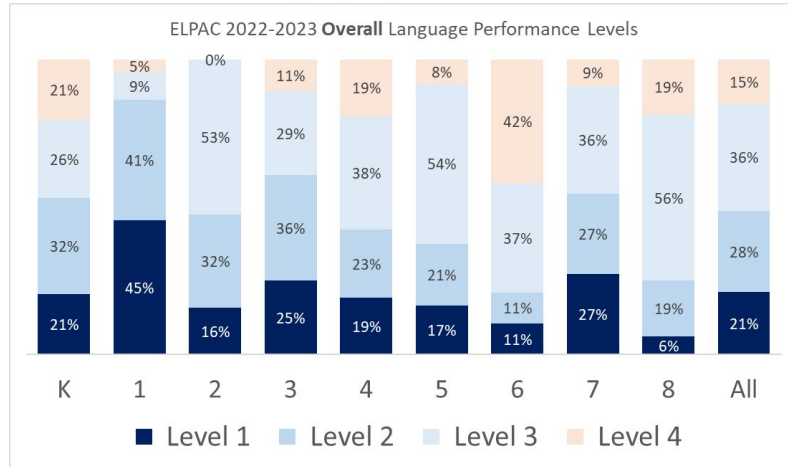


Percent of ELPAC Levels
2022 and 2023



- Number of students taking the ELPAC **decreased by 30** from 229 to 199
- Number of students **decreased** the most in **2nd grade** from prior year (41 to 19)
- Percent of students at level 4 increased from 13% to 15%, a 2% increase

ELPAC 2022-2023 Overall Results

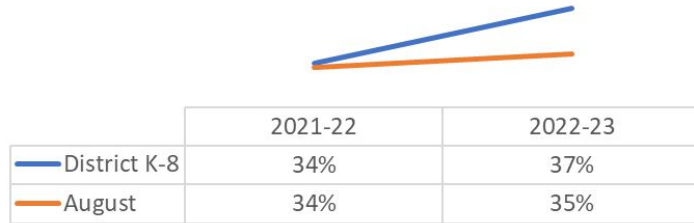


- 199 students took the ELPAC in 2022-2023
- **Kinder** had the highest number of students at 34
- **7th Grade** had the lowest number of students at 11
- 31% of students received a 1 in **Written** Language versus 19% received a 1 in **Oral** Language

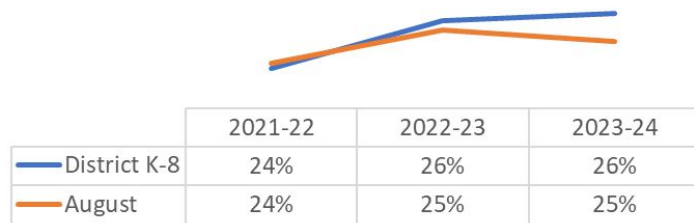
i-Ready

i-Ready Reading

% on Grade Level Diagnostic 3



% on Grade Level Diagnostic 2



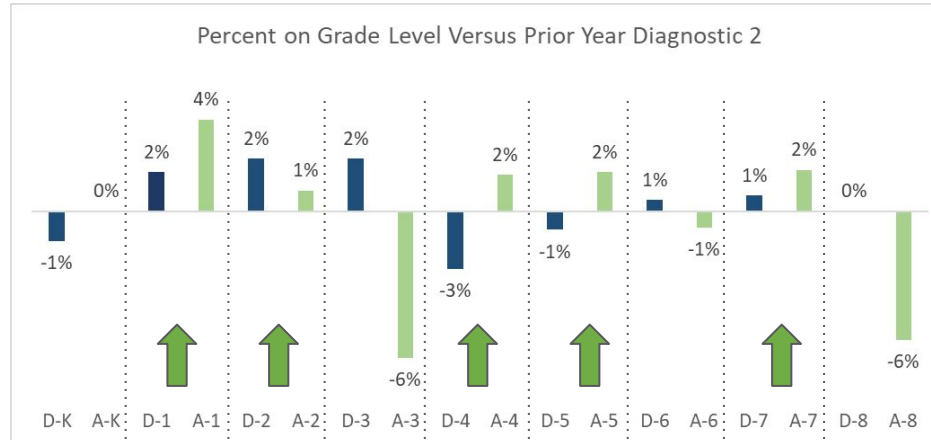
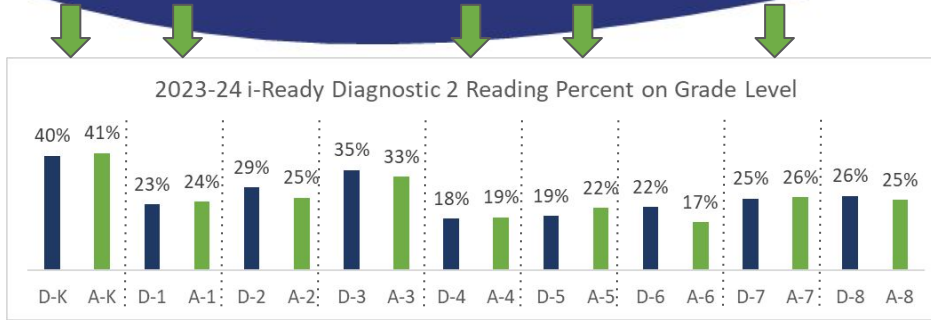
Diagnostic 3 - End of Year

- August increased percent on grade level at the end of last year by 1% to 35%

Diagnostic 2 - Most Current

- Based on the most recent diagnostic (Winter, Diagnostic 2), August's percent on grade level was even with last year at 25%

i-Ready Diagnostic 2 Reading On Grade Level



Strengths

- 1st, 2nd, 4th, 5th, and 7th showed increases for percent on grade level versus prior year, all outpacing the district's growth
- K, 1st, 4th, 5th, and 7th had a higher percent on grade level than the district

Opportunities

- 3rd and 8th grades showed an 6% decline for percent of students on grade level
- 6th grade showed a slight decline of 1% where the district showed a 1% increase

D = District

A = August

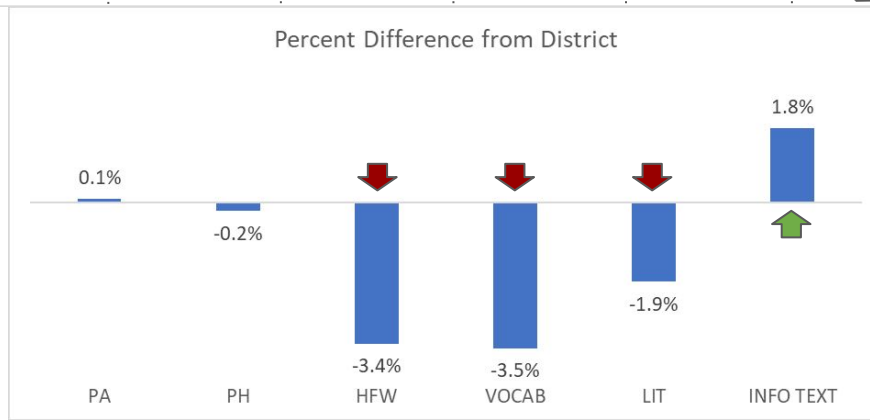
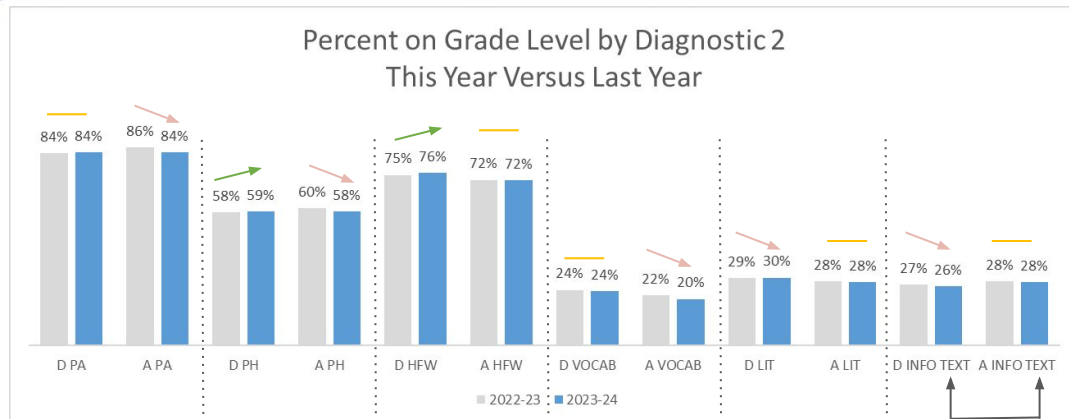
i-Ready Reading Domains Percent on Grade Level

Strengths

- **Percent on grade level** for all domains has remained relatively constant
- **Informational text** has a higher percent on grade level than the district (28% versus 26%)

Opportunities

- **High Frequency Words** percent on grade level had a gap to the district at 3.4%
- **Vocabulary** also had a similar gap to the district of 3.5% on grade level



D = District
A = August
PA = Phonological Awareness
PH = Phonics
HFW = High-Frequency Words
VOCAB = Vocabulary
LIT = Literature
INFO TEXT = Informational Text

% on Grade Level Diagnostic 3



Diagnostic 3 - End of Year

- Last year, August ended the year with 32% of students on grade level, an increase of 4% from prior year
- This closed the gap with the district, both equal to 32% on grade level

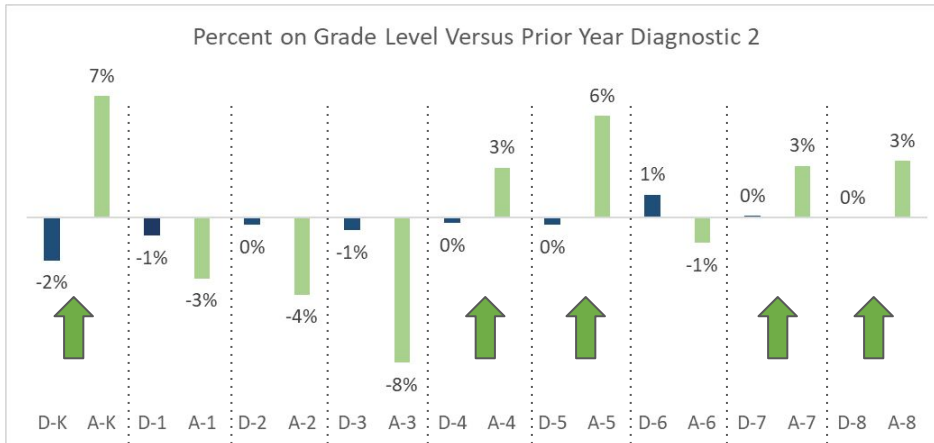
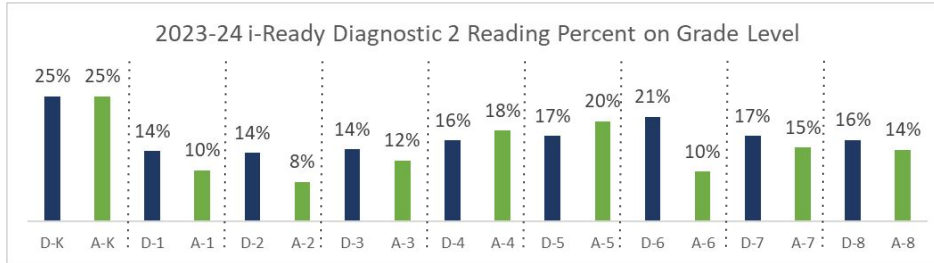
% on Grade Level Diagnostic 2



Diagnostic 2 - Most Current

- For the most current diagnostic, 15% of August's students were on grade level
- This was an increase of 1% on grade level versus prior year

i-Ready Diagnostic 2 Math On Grade Level



Strengths

- **Kinder, 4th, and 5th grade** had a higher percent on grade level than the district
- **Kinder, 4th, 5th, 7th, and 8th grades** have increased the percent of students on grade level versus prior year

Opportunities

- **3rd grade** had an 8% decline in percent of students on grade level versus prior year
- **1st, 2nd, and 6th grades** also had declines for percent of students on grade level versus prior year

D = District

A = August

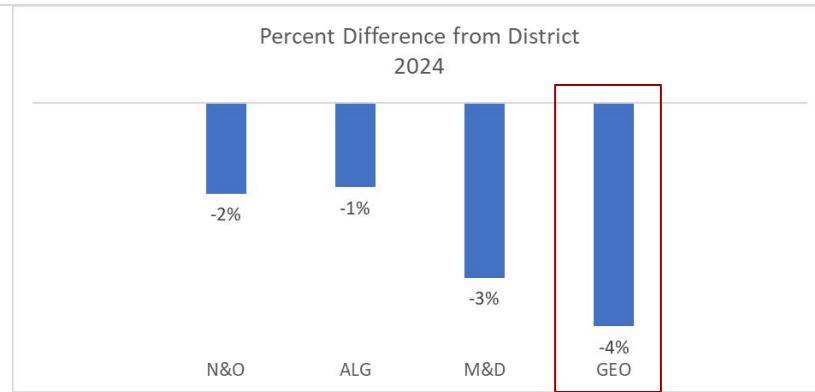
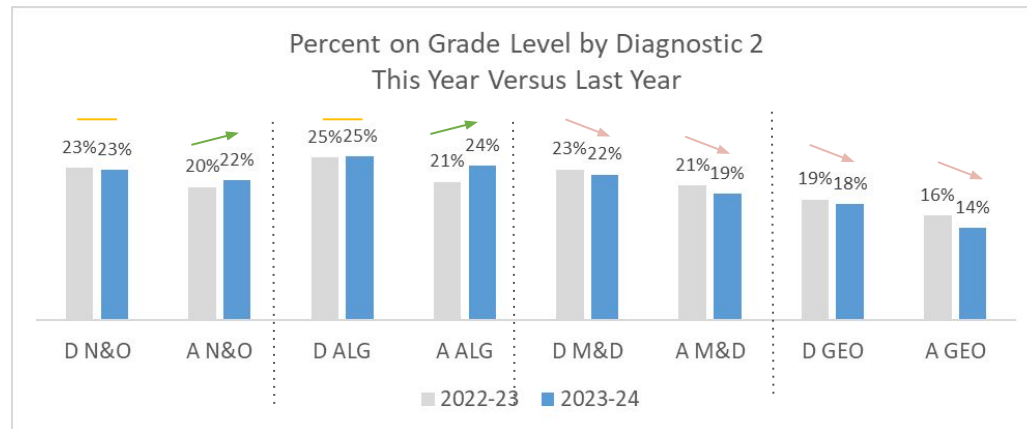
i-Ready Math Domains Percent on Grade Level

Strengths

- Percent on grade level increased for both Numbers & Operations and Algebra

Opportunities

- Geometry** is the lowest percent on grade level at 14% and has the largest gap to the district (14% versus 18%)



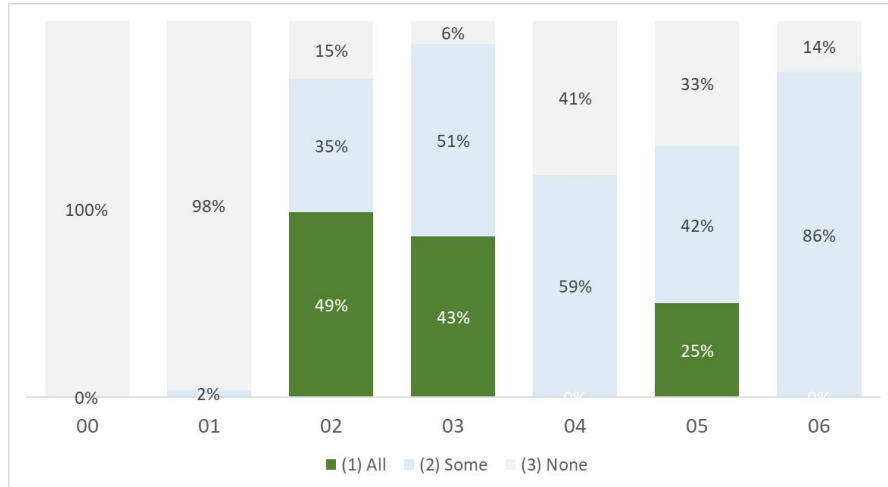
D = District
A = August
N&O = Numbers and Operations
ALG = Algebra and Algebraic Thinking
M&D = Measurement & Data
GEO = Geometry

Curriculum Engagement and Results

Benchmark

Benchmark Engagement K-6 ELA Curriculum

August
Percent of Benchmark Unit Assessments Administered
2023-2024



**Data included is for online administered assessments*

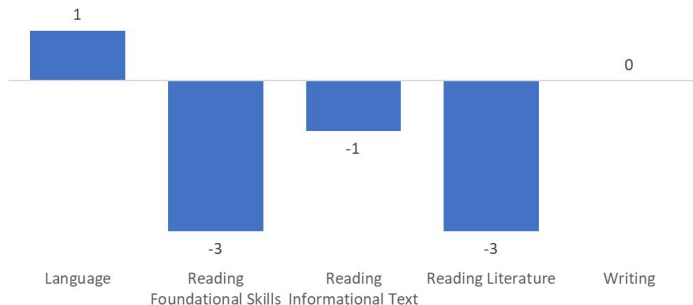
- At this point in the year, 5 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **mixed**:
 - **High Engagement (at least some students have all assessments)**
 - 2nd and 3rd grade have close to half of the students with all scores and most students with at least one score
 - **Some Engagement (most students have at least one assessment)**
 - 4th, 5th, and 6th grade have at least one unit score
 - **No Engagement (no unit assessment data available)**
 - **Kinder and 1st** have no engagement (may possibly have paper/pencil tests not available with online data)

Benchmark Standards Performance Overall

August**

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
School	53	61	42	47	46
Grade 1	29	60	47	-	00
Grade 2	68	74	73	65	58
Grade 3	44	46	33	40	51
Grade 4	47	58	35	43	39
Grade 5	55	62	48	52	47
Grade 6	52	62	38	48	43

Percent Difference From District



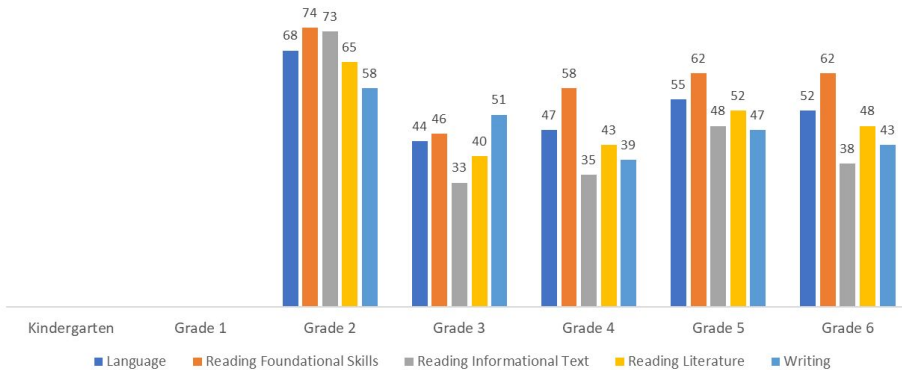
SUSD

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
District	52	64	43	50	46
Grade k	74	83	55	66	-
Grade 1	57	72	56	67	50
Grade 2	53	61	52	51	43
Grade 3	47	59	41	45	50
Grade 4	51	60	40	47	40
Grade 5	48	58	43	45	45
Grade 6	55	61	42	53	48

- ***Note: this is all scores available in Benchmark*
- **Reading Foundational Skills** was the highest percent correct at 61%, near the district at 64%
- **Informational Text** was the lowest percent correct at 42%, also near the district at 43%
- **Language** was the only standard higher than the district (53% versus 52%)

Benchmark Standards Performance By Grade Level

Average Percent Correct by Strand and Grade Level



Strengths

- 2nd and 5th grades had a higher percent correct in all standards than the district
-

Opportunities

- 3rd, 4th, and 6th grade had gaps in most standards to the district
 - 3rd grade gap to the district was highest in **Reading Foundational Skills**
 - 4th grade gap to the district was highest in **Informational Text**
 - 6th grade gap to the district was highest in **Literature and Writing**

Gap to District



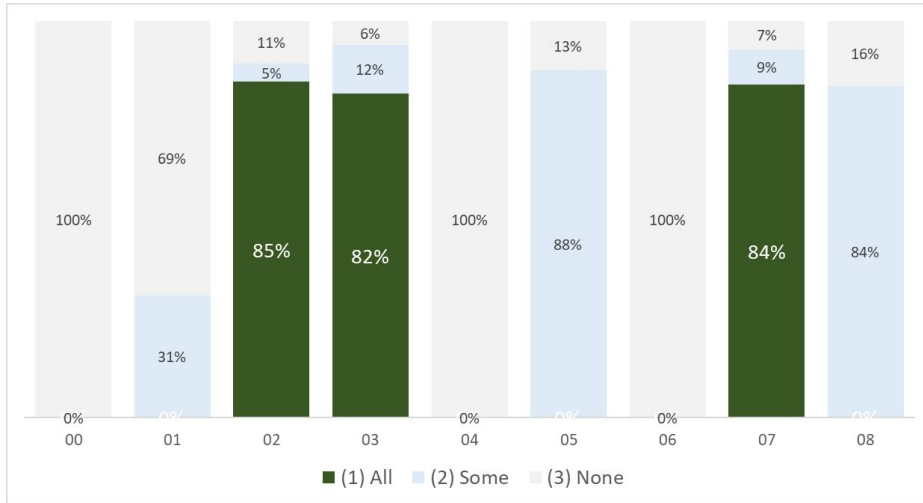
***Note: this data is based on only students who met either medium or high engagement on slide 28 with unit assessment scores*

Curriculum Engagement and Results

Ready Math

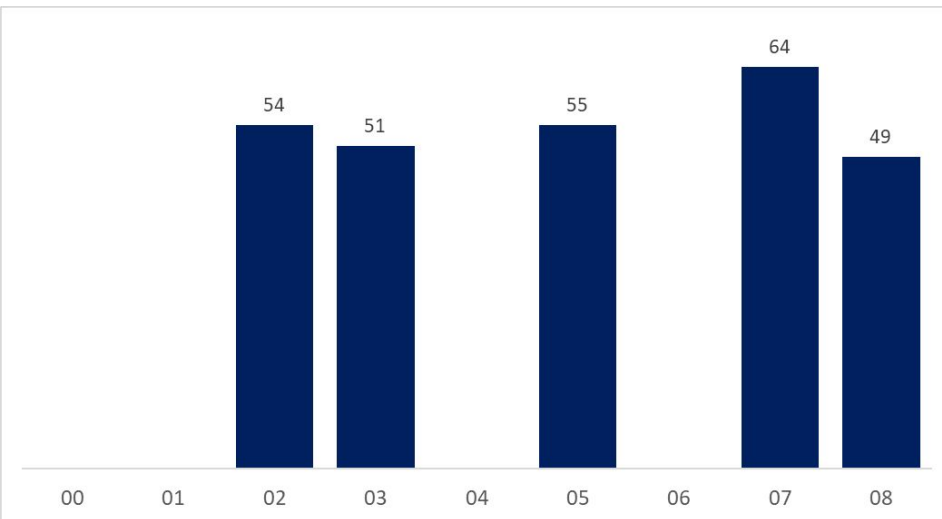
Ready Math Engagement

August
Percent of Ready Math Unit Assessments Administered
2023-2024



- Engagement in the Ready Math Unit Assessments is **mixed**:
 - ➔ **High Engagement (have all assessments)**
 - 2nd, 3rd, and 7th are highly engaged with Unit assessments, having over 80% of the students having most scores
 - ➔ **Some Engagement (most students have at least one assessment)**
 - 5th and 8th grade had some engagement with unit assessments
 - ➔ **No Engagement (no or minimal unit assessment data available)**
 - Kinder, 1st, 4th, and 6th have no or less than 50% of students with unit scores

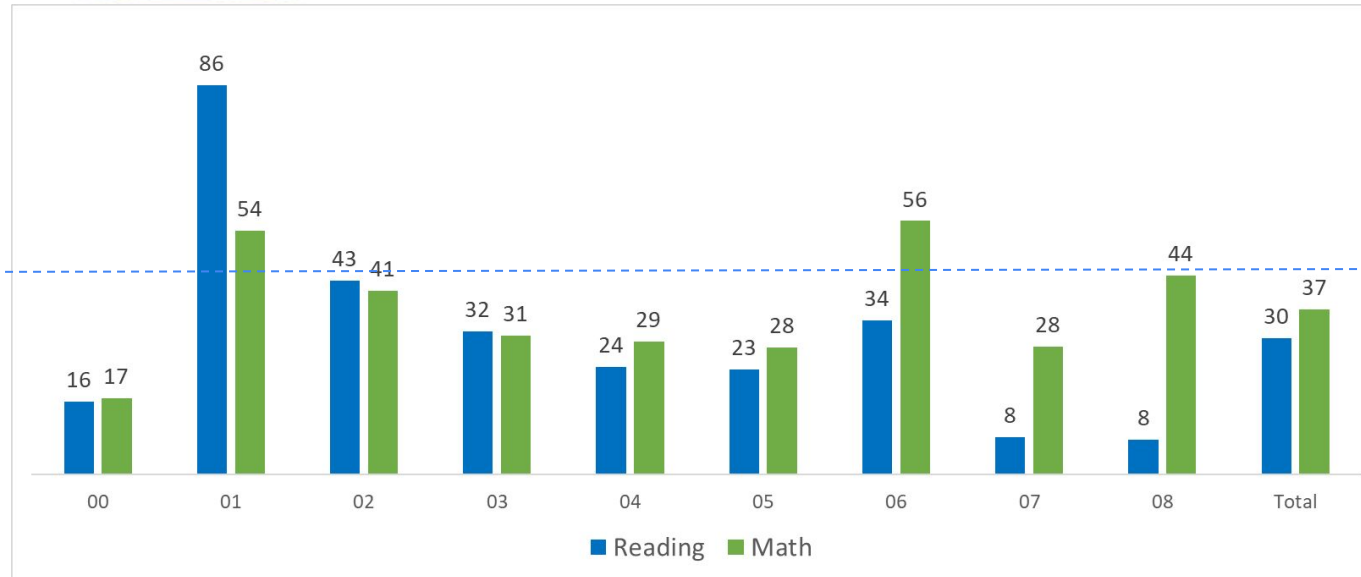
Ready Math Average Scores



- Average score for August in Ready Math was 55%
- Highest percent correct is 64% in 7th grade
- Lowest percent correct is 49% in 8th grade

i-Ready Lessons

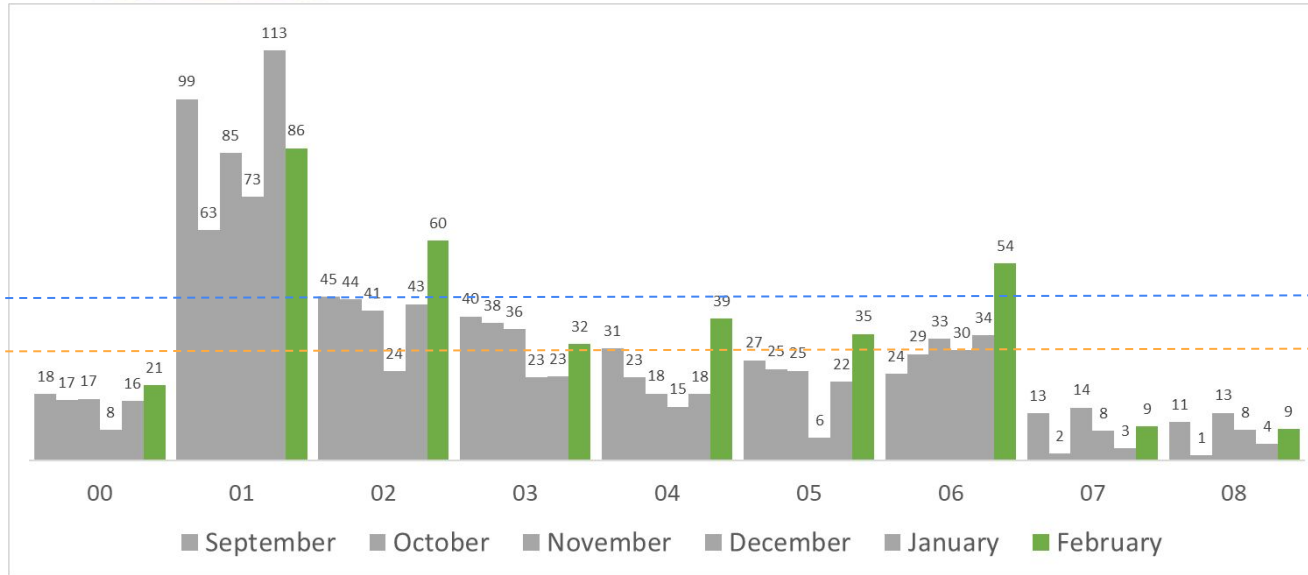
Average Minutes - i-Ready Lessons



*i-Ready recommends a minimum 45 minutes per week per subject (blue dashed line)

- **Overall**, the average year-to-date minutes 30 for reading and 37 for math
- 1st has the highest average at a combined 141 minutes (86 for reading and 54 for math)
- 7th has the lowest minutes on average at 8 minutes for Reading and 28 minutes for math

i-Ready Pathway Data- Avg Minutes Reading



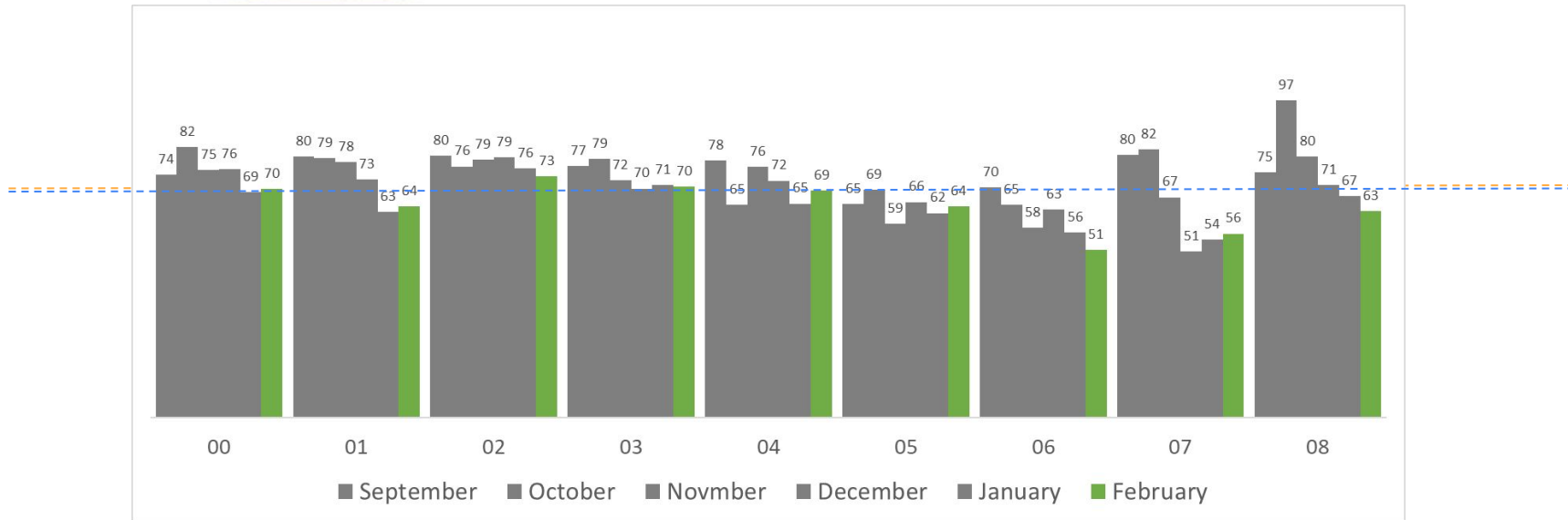
**i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For August, **30 minutes** were spent on average in i-Ready **Reading** (orange line)
- 1st grade met the recommended 45 minutes on average for the year

i-Ready Pathway Data- % Correct Reading



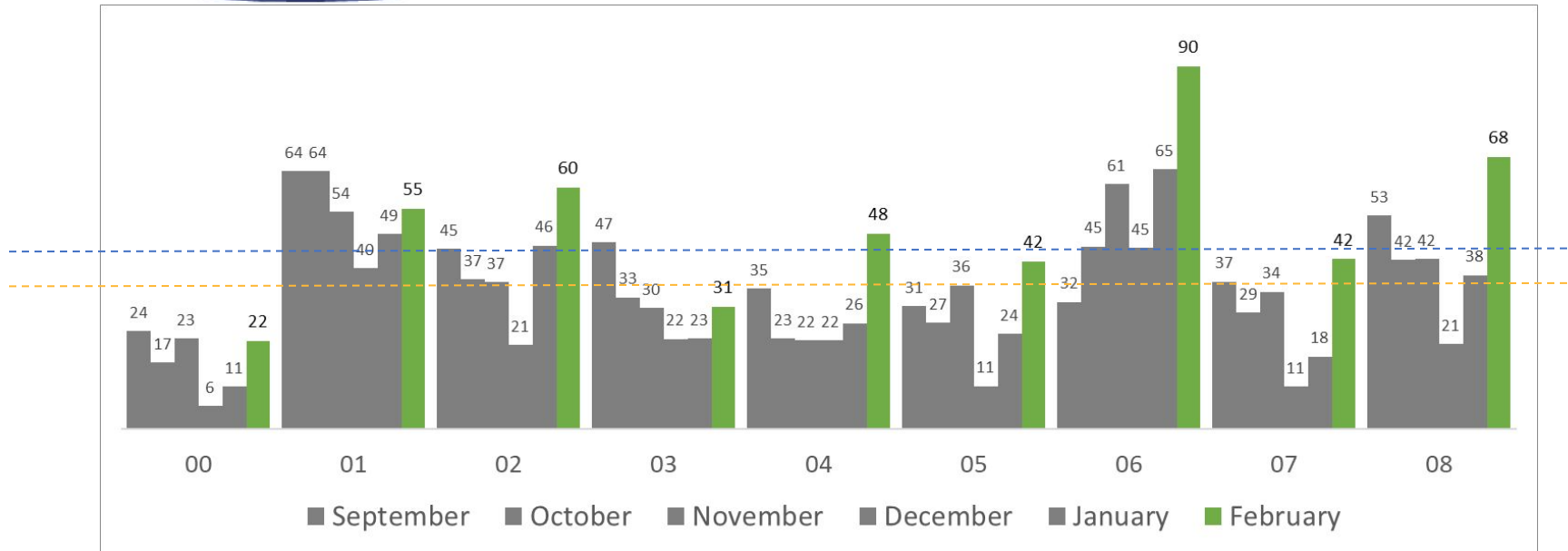
Research and Accountability Department
Empowering with data.



**i-Ready recommends 70% for passing lessons (blue line)*

- For August, **average was 70%, at target**
- Kinder, 1st, 2nd, 3rd, 4th, and 8th grade met the 70% target on average for the year

i-Ready Pathway Data- Avg Minutes Math



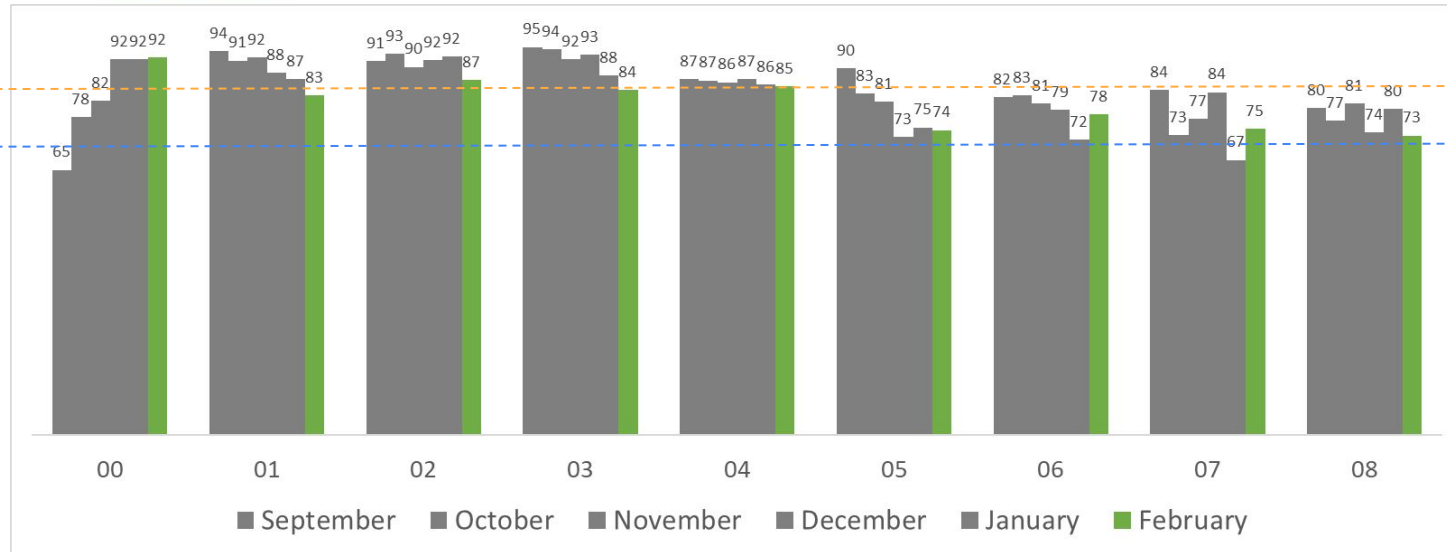
**i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For August, **37 minutes** were spent on average in i-Ready Math (orange line)
- 1st, 6th, and 8th grades met the 45 minute average target for the year

i-Ready Pathway Data- % Correct Math



Research and Accountability Department
Empowering with data.



**i-Ready recommends 70% for passing lessons (blue line)*

- For August, average was 84% (orange line)
- All grades are meeting this target on average for the year

By Grade Level Data Review

Kindergarten ELA

Key Metrics

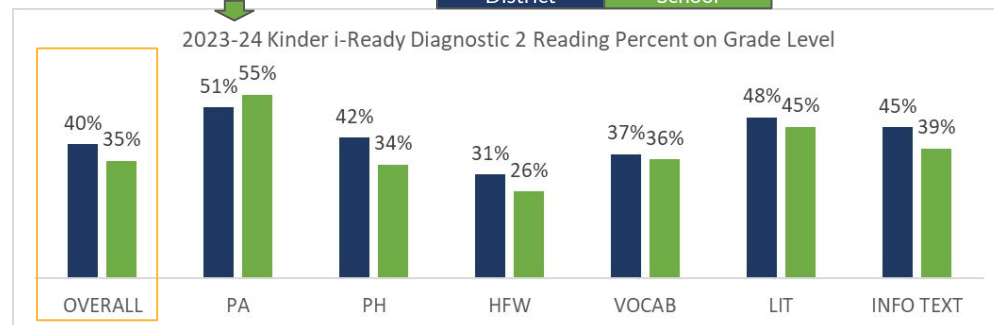
- **i-Ready 35%** on grade level reading (5% gap to the district)
- **Curriculum Engagement:**
 - Benchmark: None ([slide 28](#))
 - i-Ready Reading **Minutes** Year-to-date average: Below target ([slide 35](#))
 - i-Ready Reading **Lessons** Year-to-date average: Met Target ([slide 36](#))
- **20 English Learners**, 14 new this year

Strengths

- Percent of students meeting **typical growth** is 22% higher this year than last year
- Percent of students **on grade level** was consistent
- **Phonological Awareness** has a higher percent on grade level than district

Opportunities

- **High Frequency Words** is the lowest domain and is lower than the district's percent on grade level



Reading On Grade Level			
	2021-22	2022-23	2023-24
D1	12.2%	11.6%	6.5%
D2	27.8%	40.9%	40.9%
D3	63.0%	71.4%	

Reading % 1 GL Below			
	2021-22	2022-23	2023-24
D1	85.7%	88.4%	93.5%
D2	72.2%	59.1%	59.1%
D3	37.0%	28.6%	

Reading Met Typical Growth			
	2021-22	2022-23	2023-24
D2	40.7%	55.8%	77.3%
D3	48.1%	57.1%	

Benchmark Standards % Correct Gap to District

Language
 Reading Foundational
 Reading Informational Text
 Reading Literature

No Data Available

Kindergarten Math

Key Metrics

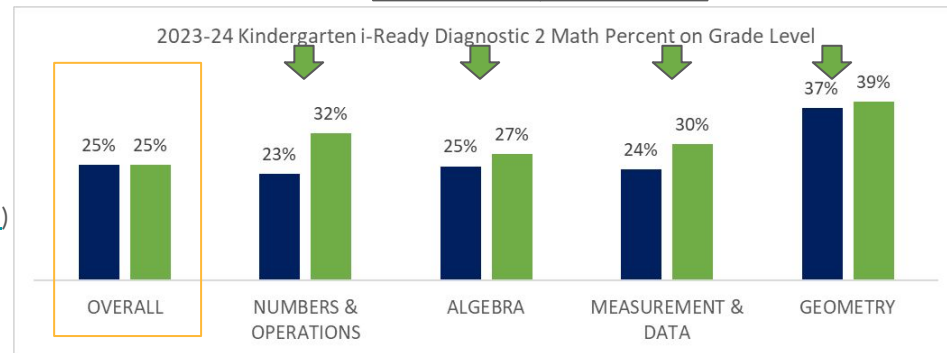
- i-Ready 25% on grade level reading (+9 % gap to district)
- Curriculum Engagement:
 - Ready Math: None ([slide 32](#))
 - i-Ready Math Minutes Year-to-date average: Below target ([slide 35](#))
 - i-Ready Math Lessons Year-to-date average: Met Target ([slide 39](#))
- 71% correct on average Ready Math Unit Assessments

Strengths

- Percent of students on grade level increased versus last year and is higher than the district
- Percent of students meeting their **typical growth** increased versus last year
- **All domains** had a higher percent on grade level than prior year

Opportunities

- Numbers & Operations had the lowest percent on grade level



Math On Grade Level			
	2021-22	2022-23	2023-24
D1	6.0%	9.3%	4.3%
D2	18.2%	18.2%	25.0%
D3	48.1%	57.1%	
Math % 1 GL Below			
	2021-22	2022-23	2023-24
D1	92.0%	90.7%	95.7%
D2	81.8%	81.8%	75.0%
D3	51.9%	42.9%	
Math Met Typical Growth			
	2021-22	2022-23	2023-24
D2	45.5%	44.2%	72.7%
D3	57.4%	53.1%	

Ready Math
Average Percent Correct by Unit

No Data
Available

1st Grade ELA

Key Metrics

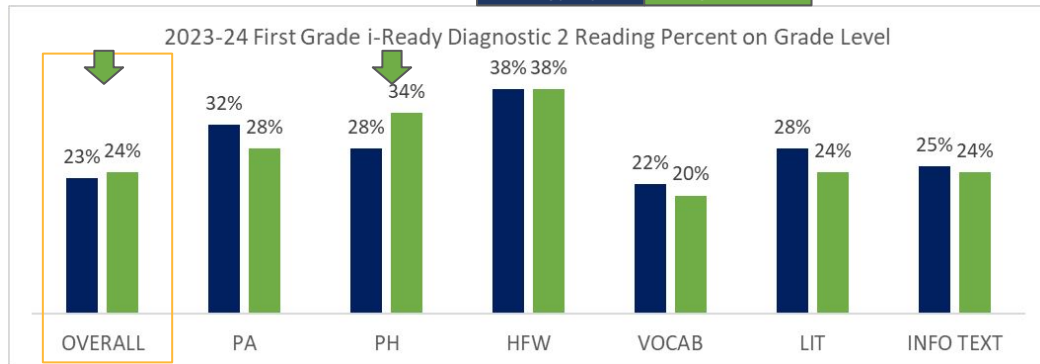
- i-Ready 24% on grade level reading (+1% gap to district)
- Curriculum Engagement:
 - Benchmark: None ([slide 28](#))
 - i-Ready Reading Minutes Year-to-date average: Met target ([slide 35](#))
 - i-Ready Reading Lessons Year-to-date average: Met Target ([slide 36](#))
- 26 English Learners, 2 new this year

Strengths

- Percent of students **on grade level** increased from prior year and is higher than the district
- Percent of students meeting **typical growth** has increased 15%
- Percent of students **2+ below** has decreased 19% from the beginning of the year
- **Phonics** has a higher percent on grade level than the district (34% versus 28%)
- **High Frequency Words** has the highest percent on grade level, equal to the district at 38%

Opportunities

- **Vocabulary** is the lowest percent on grade level at 20%



Reading On Grade Level				Reading % 2 or More Below			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	4.8%	5.4%	6.3%	D1	23.8%	25.0%	31.3%
D2	23.3%	20.0%	24.0%	D2	11.6%	25.0%	12.0%
D3	42.2%	35.5%		D3	11.1%	11.3%	
Reading % 1 GL Below				Reading Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	71.4%	69.6%	62.5%	D1	46.5%	50.0%	65.3%
D2	65.1%	55.0%	64.0%	D2	46.5%	50.0%	65.3%
D3	46.7%	53.2%		D3	60.0%	53.3%	

Benchmark Standards

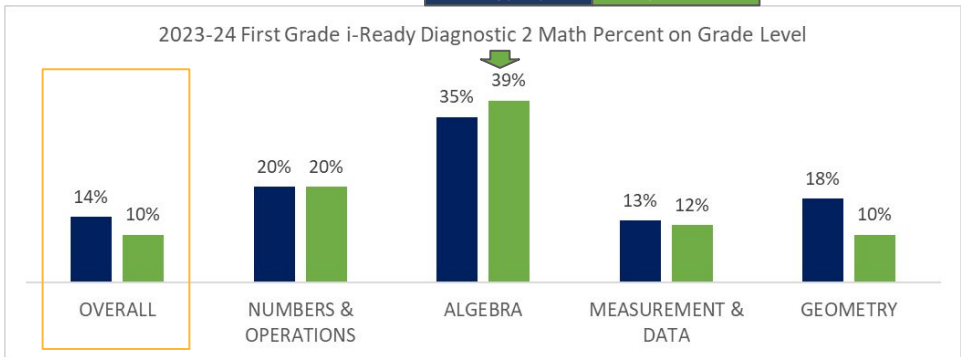
% Correct Gap to District

Language
 Reading Foundational
 Reading Informational Text
 Reading Literature
 Writing

No Data
Available

1st Grade Math

2023-24 First Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level				Math % 2 or More Below			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	(Blank)	7.0%	2.1%	D1	31.8%	40.4%	41.7%
D2	14.0%	13.6%	10.2%	D2	11.6%	20.3%	18.4%
D3	31.1%	34.4%		D3	11.1%	14.8%	
Math % 1 GL Below				Math Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	68.2%	52.6%	56.3%	D2	53.5%	55.2%	66.7%
D2	74.4%	66.1%	71.4%	D3	51.1%	69.5%	
D3	57.8%	50.8%					

Key Metrics

- i-Ready **10%** on grade level reading (4% gap to district)
- **Curriculum Engagement:**
 - Ready Math: None/Minimal([slide 32](#))
 - i-Ready Math **Minutes** Year-to-date average: Met target ([slide 35](#))
 - i-Ready Math **Lessons** Year-to-date average: Met Target ([slide 39](#))

Strengths

- Percent of students meeting **typical growth** increased 11% from prior year
- Percent of students **on grade level** has increased 8% from the beginning of the year
- **Algebra** has a higher percent on grade level than the district

Opportunities

- Percent of students meeting grade level for **Geometry** is the lowest, with the largest gap to the district

2nd Grade ELA

Key Metrics

- i-Ready 24% on grade level reading (5% gap to district)
- Curriculum Engagement:
 - Benchmark: High ([slide 28](#))
 - i-Ready Reading Minutes Year-to-date average: Near target ([slide 35](#))
 - i-Ready Reading Lessons Year-to-date average: Met Target ([slide 36](#))
- 21 English Learners, 1 new this year

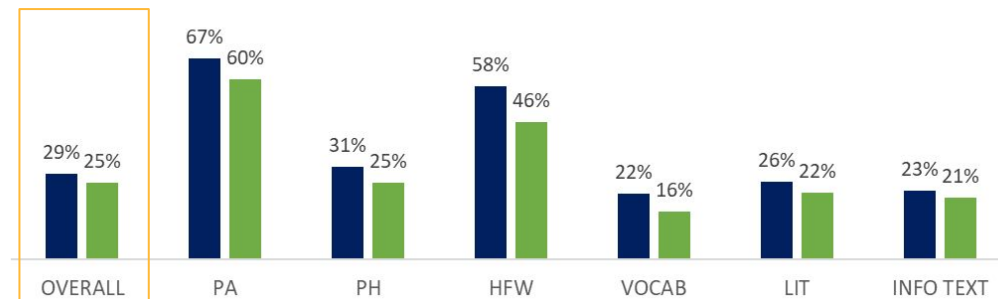
Strengths

- Percent of students **on grade level** increased versus prior year
- Percent of students meeting **typical growth** increased 4%

Opportunities

- Percent of students **2+ below** is higher than prior year at 44% versus 28.6%

2023-24 Second Grade i-Ready Diagnostic 2 Reading Percent on Grade Level



Reading On Grade Level				Reading Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	14.0%	18.8%	9.5%	D2	43.8%	57.1%	61.9%
D2	20.0%	24.5%	25.4%	D3	44.6%	64.6%	
D3	31.8%	45.8%					

Reading % 1 GL Below			
	2021-22	2022-23	2023-24
D1	22.8%	31.3%	34.9%
D2	23.1%	46.9%	30.2%
D3	28.8%	31.3%	

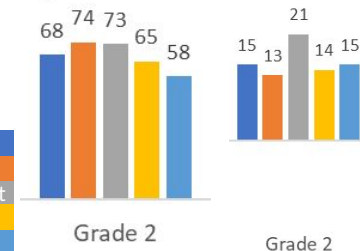
Reading % 2 or More Below			
	2021-22	2022-23	2023-24
D1	63.2%	50.0%	55.6%
D2	56.9%	28.6%	44.4%
D3	39.4%	22.9%	

Language
 Reading Foundational
 Reading Informational Text
 Reading Literature
 Writing

Benchmark Standards

% Correct

Gap to District



2nd Grade Math

Key Metrics

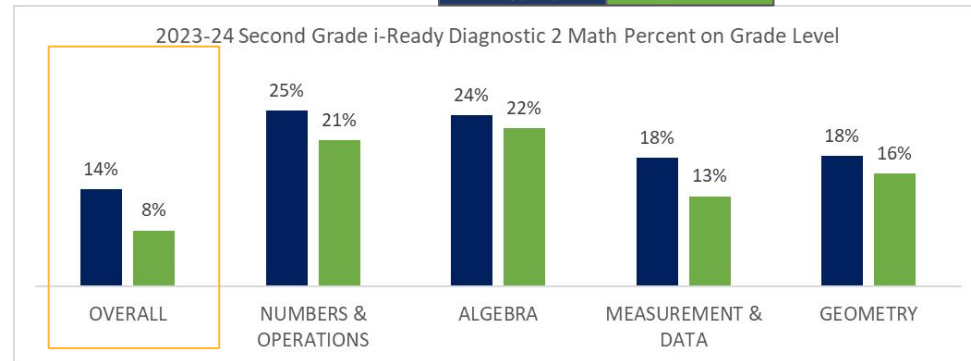
- i-Ready 8% on grade level reading (6% gap to the district)
- Curriculum Engagement:
 - Ready Math: High ([slide 32](#))
 - i-Ready Math Minutes Year-to-date average: Near target ([slide 35](#))
 - i-Ready Math Lessons Year-to-date average: Met Target ([slide 39](#))
- 52% on average correct for Ready Math Unit Assessments

Strengths

- Percent of students meeting their **typical growth goal** increased 13% to 68.3%
- Percent of students decreased 23% from the beginning of the year

Opportunities

- Percent of students **on grade level** decreased by 8%
- All domains show a gap to the district for **percent of students on grade level**

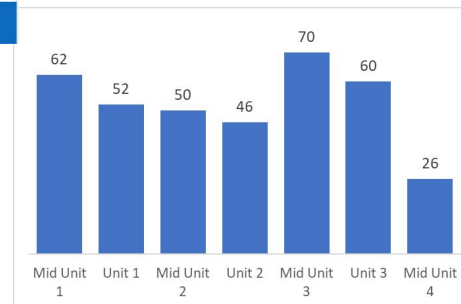


Math On Grade Level				Math Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	6.6%	6.3%	4.7%	D2	50.8%	55.1%	68.3%
D2	16.9%	12.2%	7.9%	D3	60.0%	70.8%	
D3	40.9%	56.3%					

Math % 1 GL Below			
	2021-22	2022-23	2023-24
D1	44.3%	43.8%	32.8%
D2	50.8%	61.2%	52.4%
D3	39.4%	25.0%	

Math % 2 or More Below			
	2021-22	2022-23	2023-24
D1	49.2%	50.0%	62.5%
D2	32.3%	26.5%	39.7%
D3	19.7%	18.8%	

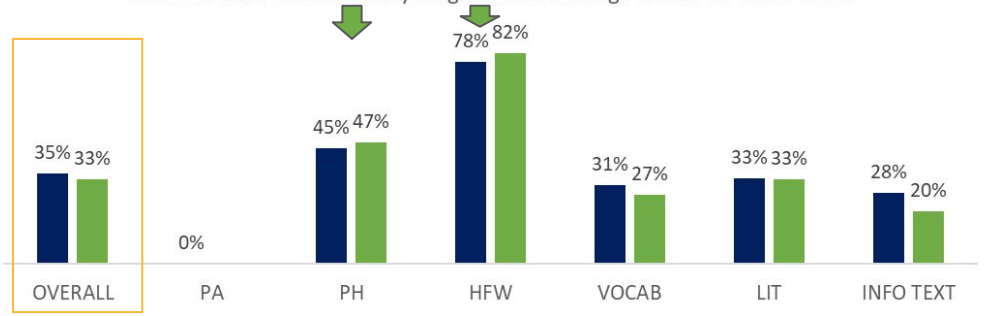
Ready Math
Average Percent Correct by Unit



3rd Grade ELA

District School

2023-24 Third Grade i-Ready Diagnostic 2 Reading Percent on Grade Level



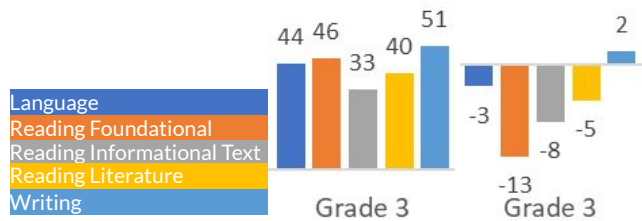
Reading On Grade Level				Reading Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	15.2%	28.8%	30.6%	D2	69.6%	58.2%	44.9%
D2	34.8%	39.1%	32.7%	D3	63.2%	49.3%	
D3	42.6%	35.8%					

Reading % 1 GL Below			
	2021-22	2022-23	2023-24
D1	22.7%	10.6%	20.4%
D2	30.4%	17.4%	22.4%
D3	17.6%	17.9%	

Reading % 2 or More Below			
	2021-22	2022-23	2023-24
D1	62.1%	60.6%	49.0%
D2	34.8%	43.5%	44.9%
D3	39.7%	46.3%	

Benchmark Standards

% Correct Gap to District



Key Metrics

- i-Ready 33% on grade level reading (2% gap to district)
- Curriculum Engagement:
 - Benchmark: High ([slide 28](#))
 - i-Ready Reading Minutes Year-to-date average: Below target ([slide 35](#))
 - i-Ready Reading Lessons Year-to-date average: Met Target ([slide 36](#))
- 28 English Learners, 0 new this year

Strengths

- Percent of students on grade level for **Phonics and High Frequency Words** is higher than the district
- **Writing** in Benchmark has a higher percent correct than the district

Opportunities

- Percent of students **on grade level** has decreased from prior year
- Percent of students **2+ below** is higher than prior year
- Percent of students **meeting typical goal** decreased 14% versus prior year

3rd Grade Math

District School

Key Metrics

- i-Ready 12% on grade level reading (2% gap to district)
- Curriculum Engagement:
 - Ready Math: High ([slide 32](#))
 - i-Ready Math Minutes Year-to-date average: Below target ([slide 35](#))
 - i-Ready Math Lessons Year-to-date average: Met Target ([slide 39](#))
- 49% correct on Ready Math Unit Assessments

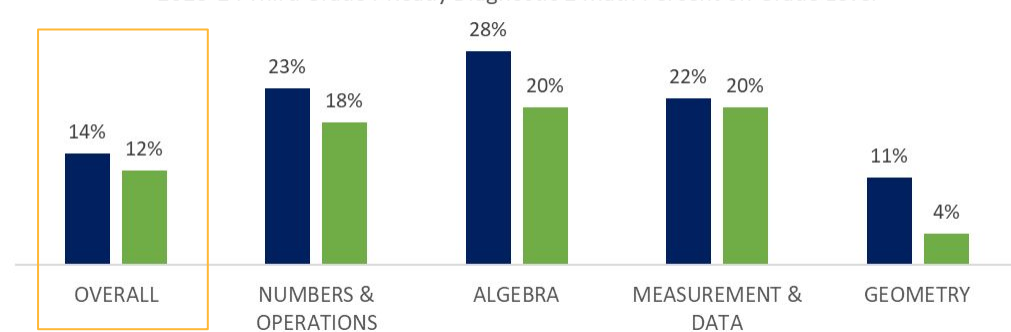
Strengths

- Percent of students 2+ below has decreased from prior year at 34.7%

Opportunities

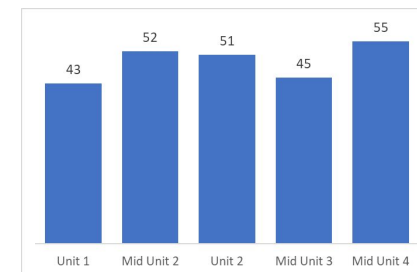
- Geometry has the lowest percent on grade level and has a 7% gap to the district
- Percent of students meeting typical growth slightly decreased versus prior year

2023-24 Third Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level				Math	Met Typical Growth		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	3.0%	6.1%	2.0%	D2	55.2%	59.7%	57.1%
D2	14.3%	20.3%	12.2%	D3	50.7%	44.8%	
D3	27.5%	35.8%					
Math % 1 GL Below							
	2021-22	2022-23	2023-24				
D1	31.8%	42.4%	46.9%				
D2	41.4%	37.7%	53.1%				
D3	33.3%	34.3%					
Math % 2 or More Below							
	2021-22	2022-23	2023-24				
D1	65.2%	51.5%	51.0%				
D2	44.3%	42.0%	34.7%				
D3	39.1%	29.9%					

Ready Math
Average Percent Correct by Unit



4th Grade ELA

District School

Key Metrics

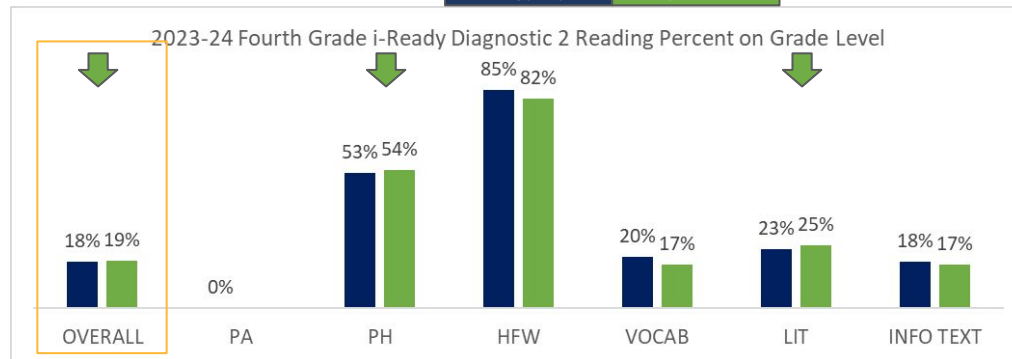
- **i-Ready 19%** on grade level reading (+1% gap to district)
- **Curriculum Engagement:**
 - Benchmark: Low ([slide 28](#))
 - i-Ready Reading **Minutes** Year-to-date average: Below target ([slide 35](#))
 - i-Ready Reading **Lessons** Year-to-date average: Met Target ([slide 36](#))
- **28 English Learners**, 0 new this year

Strengths

- **Percent of students on grade level** increased slightly versus prior year
- **Phonics and Literature** had a higher percent on grade level than the district
- **Reading Foundational Skills** had the highest percent correct on Benchmark than any other standard

Opportunities

- Percent of students **meeting typical growth** declined from prior year by 8%
- **Informational Text** has the highest gap to standard on Benchmark and also had a slightly lower percent on grade level on i-Ready
- **Writing** was the lowest area on CAASPP with 40% below standard



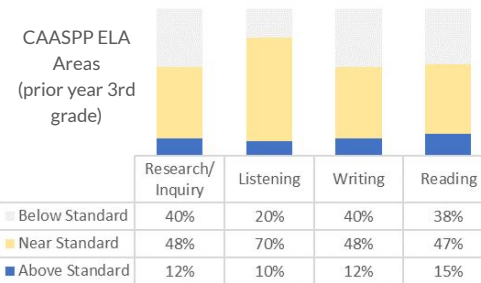
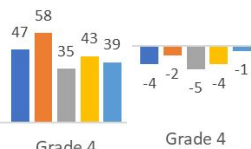
Reading On Grade Level				Reading % 1 GL Below				Reading % 2 or More Below				Reading Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	4.8%	17.5%	16.2%	D1	38.7%	30.2%	29.4%	D1	56.5%	52.4%	54.4%	D2	61.3%	61.5%	53.8%
D2	20.6%	16.9%	18.5%	D2	41.3%	44.6%	40.0%	D2	38.1%	38.5%	41.5%	D3	72.5%	66.2%	
D3	33.3%	38.8%		D3	37.7%	26.9%		D3	29.0%	34.3%					

Benchmark Standards

% Correct

Gap to District

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing



4th Grade Math

Key Metrics

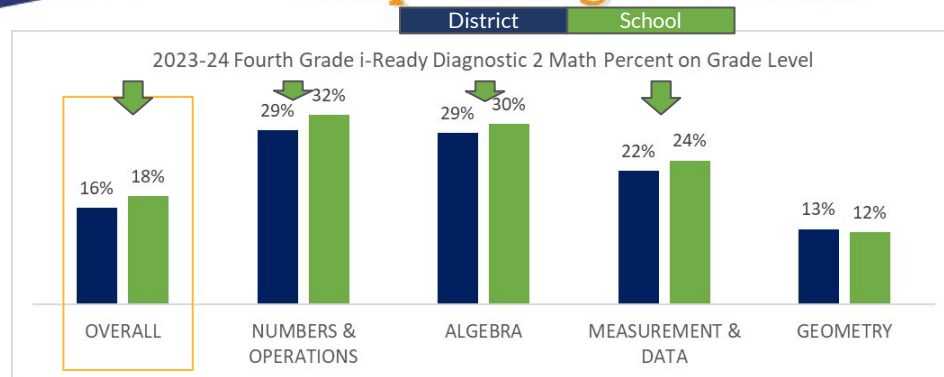
- i-Ready 18% on grade level reading (+2% gap to district)
- Curriculum Engagement:
 - Ready Math: None ([slide 32](#))
 - i-Ready Math Minutes Year-to-date average: Below target ([slide 35](#))
 - i-Ready Math Lessons Year-to-date average: Met Target ([slide 39](#))

Strengths

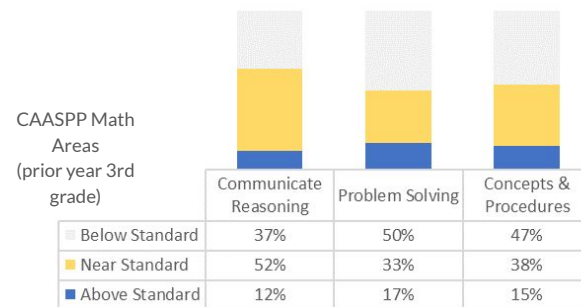
- Percent on grade level increased versus prior year by 3%
- Percent 2+ below is 12% less than prior year
- Percent of students meeting their typical growth goal is 18% higher this year than prior year
- Most domains have a higher percent on grade level than the district

Opportunities

- Geometry has a lower percent on grade level and is the lowest domain
- Problem solving was the lowest area on CAASPP at 50% below standard



Math On Grade Level				Math % 1 GL Below				Math % 2 or More Below				Math Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	4.8%	4.8%	8.8%	D1	25.4%	31.7%	32.4%	D1	69.8%	63.5%	58.8%	D2	48.4%	35.4%	53.0%
D2	10.9%	15.4%	18.2%	D2	43.8%	32.3%	40.9%	D2	45.3%	52.3%	40.9%	D3	55.1%	56.9%	
D3	23.2%	32.8%		D3	50.7%	31.3%		D3	26.1%	35.8%					



Ready Math
Average Percent Correct by Unit

No Data
Available

5th Grade ELA

District School

Key Metrics

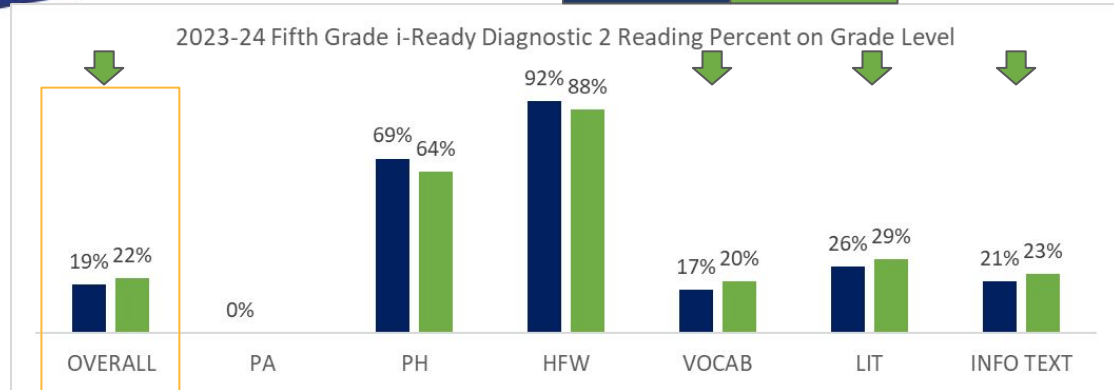
- i-Ready 22% on grade level reading (+3% gap to district)
- Curriculum Engagement:
 - Benchmark: Some ([slide 28](#))
 - i-Ready Reading **Minutes** Year-to-date average: Below target ([slide 35](#))
 - i-Ready Reading **Lessons** Year-to-date average: Below Target ([slide 36](#))
- 28 English Learners, 2 new this year

Strengths

- Percent of students **on grade level** increased from prior year and was higher than the district
- Percent of students on grade level in **Vocabulary, Literature, and Informational Text** was higher than the district
- Percent correct **on Benchmark** was higher than the district in all standards

Opportunities

- Percent of students meeting their typical growth goal was 15% lower than prior year
- **Writing** was the lowest area on CAASPP with 44% below standard

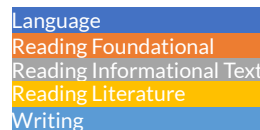


Reading On Grade Level				Reading % 1 GL Below				Reading % 2 or More Below				Reading Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	9.8%	13.0%	18.6%	D1	23.0%	27.5%	15.7%	D1	67.2%	59.4%	65.7%	D2	69.8%	55.7%	40.6%
D2	15.9%	20.0%	21.7%	D2	39.7%	22.9%	18.8%	D2	44.4%	57.1%	59.4%	D3	60.0%	55.7%	
D3	21.2%	28.2%		D3	33.3%	22.5%		D3	45.5%	49.3%					

Benchmark Standards

% Correct

Gap to District



CAASPP ELA Areas
(prior year 4th grade)

	Research/Inquiry	Listening	Writing	Reading
Below Standard	26%	26%	44%	31%
Near Standard	66%	66%	52%	64%
Above Standard	8%	8%	3%	5%

5th Grade Math

District School

Key Metrics

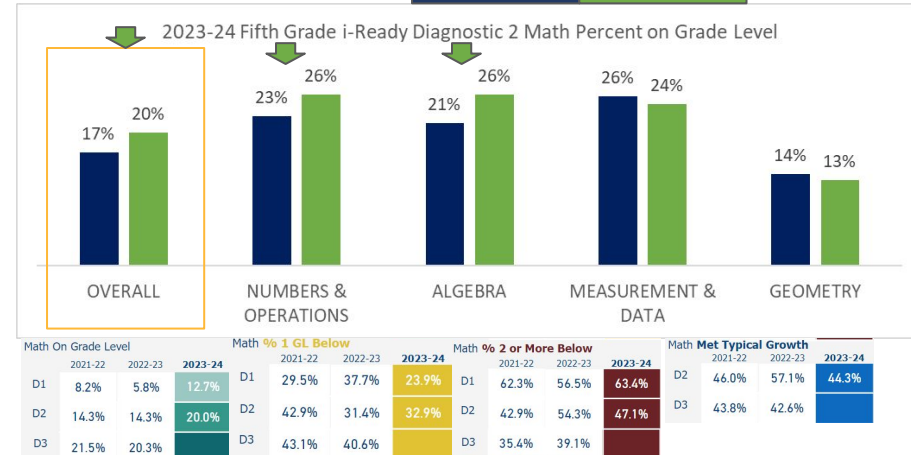
- i-Ready 20% on grade level reading (+3% gap to district)
- Curriculum Engagement:
 - Ready Math: Some ([slide 32](#))
 - i-Ready Math Minutes Year-to-date average: Below target ([slide 35](#))
 - i-Ready Math Lessons Year-to-date average: Met Target ([slide 39](#))

Strengths

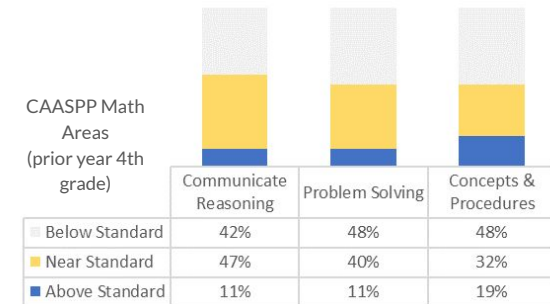
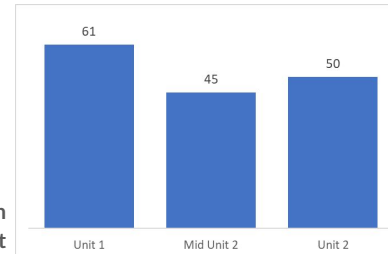
- Percent of students on grade level increased versus prior year by 6%
- Percent on grade level was higher in **Numbers & Operations** and **Algebra**

Opportunities

- Percent of students meeting their **typical growth goals** decreased from prior year by 13%
- **Problem Solving** was the lowest area on CAASPP with 48% below grade level and only 11% above standard



Ready Math
Average Percent Correct by Unit



6th Grade ELA

Key Metrics

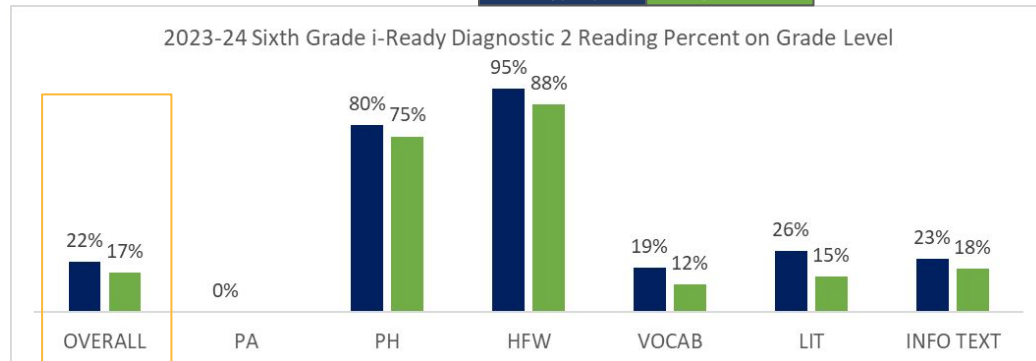
- **i-Ready 17%** on grade level reading (5% gap to district)
- **Curriculum Engagement:**
 - Benchmark: Some ([slide 28](#))
 - i-Ready Reading **Minutes** Year-to-date average: Below target ([slide 35](#))
 - i-Ready Reading **Lessons** Year-to-date average: Below Target ([slide 36](#))
- **21 English Learners**, 0 new this year

Strengths

- Percent of students on grade level increased slightly since the beginning of the year

Opportunities

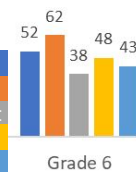
- Students **2+ below** increased since the beginning of the year
- **Writing** was the lowest area in CAASPP at 38% below standard



Reading On Grade Level				Reading % 1 GL Below				Reading % 2 or More Below				Reading Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	7.5%	7.2%	15.3%	D1	11.3%	27.5%	22.0%	D1	81.1%	65.2%	62.7%	D2	33.9%	55.1%	35.6%
D2	15.0%	17.4%	16.7%	D2	11.7%	18.8%	20.0%	D2	73.3%	63.8%	63.3%	D3	51.6%	70.0%	
D3	17.5%	16.9%		D3	19.0%	43.7%		D3	63.5%	39.4%					

Benchmark Standards % Correct Gap to District

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing



Grade 6

CAASPP ELA Areas (prior year 5th grade)

	Research/Inquiry	Listening	Writing	Reading
Below Standard	25%	17%	38%	30%
Near Standard	64%	72%	53%	63%
Above Standard	11%	11%	9%	8%

6th Grade Math

Key Metrics

- **i-Ready 10%** on grade level reading (11% gap to district)
- **Curriculum Engagement:**
 - Ready Math: None ([slide 32](#))
 - i-Ready Math **Minutes** Year-to-date average: Met target ([slide 35](#))
 - i-Ready Math **Lessons** Year-to-date average: Met Target ([slide 39](#))

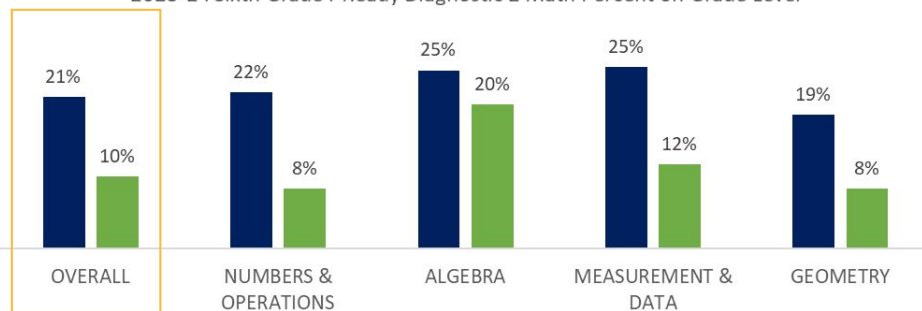
Strengths

- Percent of students **meeting typical growth** increased slightly versus prior year

Opportunities

- Percent of students **on grade level** decreased versus prior year and is an 11% gap to the district
- **Numbers & Operations** has the largest gap to the district in i-Ready
- **Concepts & Procedures** was the lowest area on CAASPP at 64% below standard

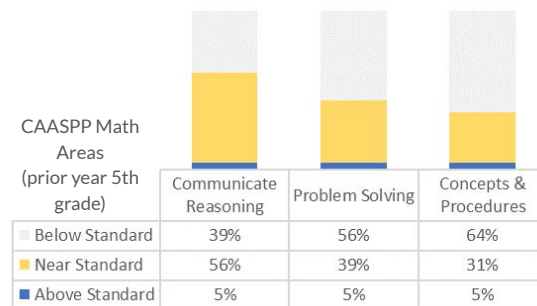
2023-24 Sixth Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level				Math % 1 GL Below				Math % 2 or More Below				Math Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	10.3%	10.1%	3.4%	D1	19.0%	27.5%	28.8%	D1	70.7%	62.3%	67.8%	D2	54.2%	47.1%	48.3%
D2	15.0%	11.4%	10.0%	D2	23.3%	34.3%	35.0%	D2	61.7%	54.3%	55.0%	D3	57.1%	59.2%	
D3	23.8%	25.4%		D3	19.0%	32.4%		D3	57.1%	42.3%					

Ready Math
Average Percent Correct by Unit

No Data Available



7th Grade ELA



Research and Accountability Department

Empowering with data.

District School

Key Metrics

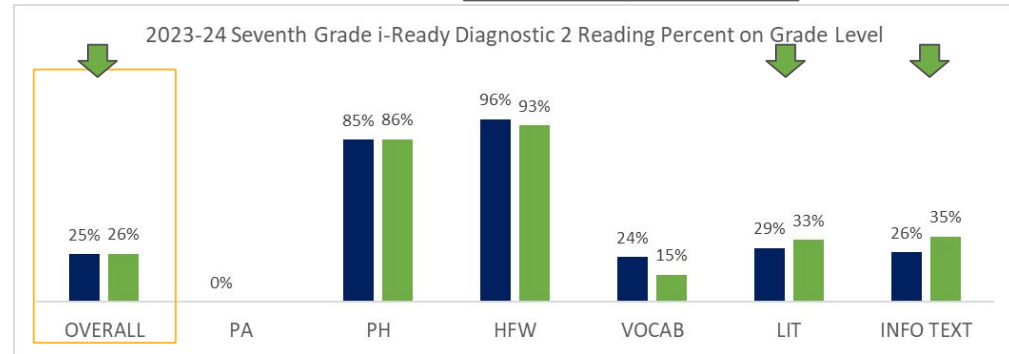
- i-Ready 26% on grade level reading (+1% gap to district)
- **Curriculum Engagement:**
 - i-Ready Reading **Minutes** Year-to-date average: Below target ([slide 35](#))
 - i-Ready Reading **Lessons** Year-to-date average: Below Target ([slide 36](#))
- **16 English Learners**, 2 new this year

Strengths

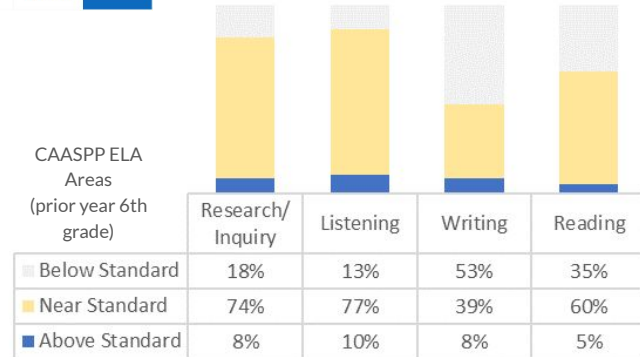
- Percent of students **on grade level** increased versus prior year by almost 2%
- Percent of students meeting their typical growth goals increased by 10% from prior year
- **Literature and Informational Text** had a higher percent on grade level than the district

Opportunities

- **Writing and Reading** were the lowest areas on CAASPP at 53% below standard



Reading	On Grade Level			Reading	Met Typical Growth		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	26.0%	18.2%	16.7%	D2	51.0%	57.9%	67.3%
D2	34.0%	23.7%	25.5%	D3	56.9%	37.7%	
D3	34.6%	19.7%					
Reading	% 1 GL Below			Reading	% 2 or More Below		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	10.0%	10.9%	13.0%	D1	64.0%	70.9%	70.4%
D2	10.0%	13.6%	20.0%	D2	56.0%	62.7%	54.5%
D3	11.5%	19.7%		D3	53.8%	60.7%	



7th Grade Math

District

School

Key Metrics

- **i-Ready 15%** on grade level reading (2% gap to district)
- **Curriculum Engagement:**
 - Ready Math: High ([slide 32](#))
 - i-Ready Math **Minutes** Year-to-date average: Below target ([slide 35](#))
 - i-Ready Math **Lessons** Year-to-date average: Met Target ([slide 39](#))
- 65% average correct on Ready Math Unit Assessments

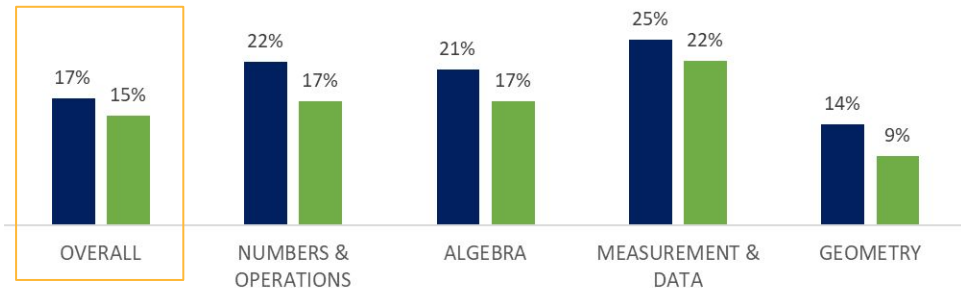
Strengths

- Percent of students **2+ below decreased** by 20% from the beginning of the year
- Percent of students **on grade level** is higher than prior year
- Percent of students meeting their **typical growth** increased 33% versus prior year

Opportunities

- **Geometry** is the lowest area on i-Ready, with a 5% gap to the district
- **Concepts & Procedures** was the lowest area on CAASPP at 69% below standard

2023-24 Seventh Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level				Math Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	6.0%	14.3%	3.6%	D2	63.3%	26.3%	59.3%
D2	13.7%	11.9%	14.8%	D3	37.3%	33.9%	
D3	19.2%	17.5%					
Math % 1 GL Below							
	2021-22	2022-23	2023-24				
D1	34.0%	21.4%	28.6%				
D2	37.3%	22.0%	37.0%				
D3	21.2%	21.1%					
Math % 2 or More Below							
	2021-22	2022-23	2023-24				
D1	60.0%	64.3%	67.9%				
D2	49.0%	66.1%	48.1%				
D3	59.6%	61.4%					

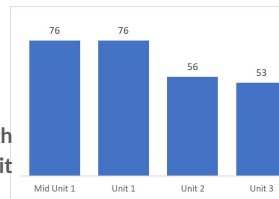
CAASPP Math
Areas
(prior year 6th
grade)

Below Standard

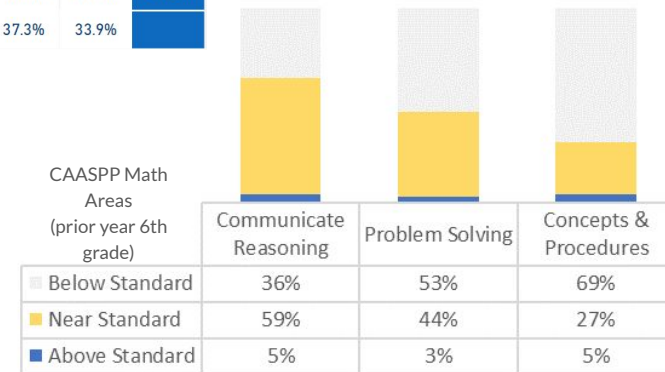
Near Standard

Above Standard

Ready Math
Average Percent Correct by Unit



CAASPP Math
Areas
(prior year 6th grade)



8th Grade ELA



Research and Accountability Department Empowering with data.

District School

Key Metrics

- i-Ready 25% on grade level reading (1% gap to district)
- Curriculum Engagement:
 - i-Ready Reading **Minutes** Year-to-date average: Below target ([slide 35](#))
 - i-Ready Reading **Lessons** Year-to-date average: Met Target ([slide 36](#))
- 10 English Learners, 0 new this year

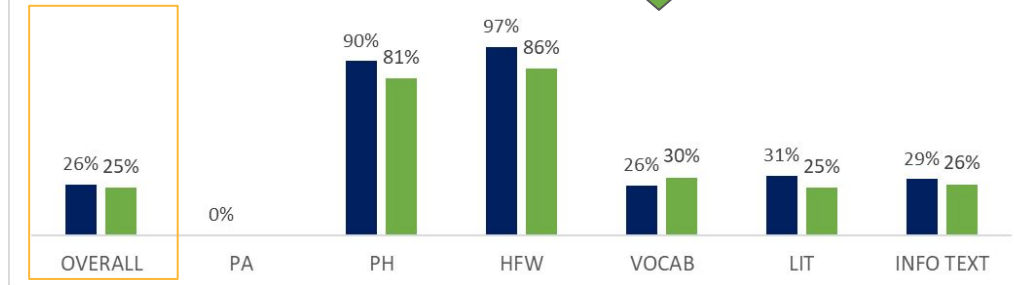
Strengths

- Percent of students meeting their **typical growth goals** increased 7% versus prior year
- Percent of students **2+ below** decreased 22% from the beginning of the year
- **Vocabulary** percent on grade level was higher than the district

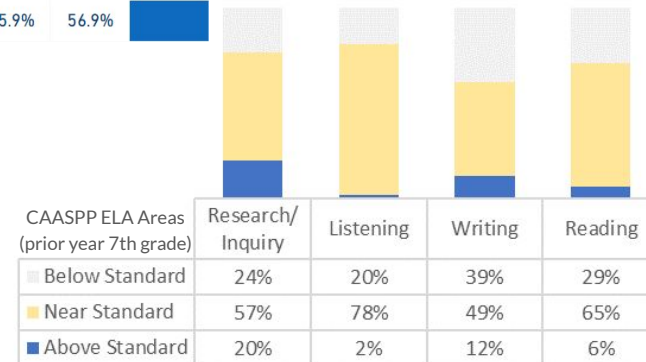
Opportunities

- Percent **on grade level** decreased versus last year
- **Writing** was the lowest area in CAASPP with 39% below standard (7th grade last year)

2023-24 Eighth Grade i-Ready Diagnostic 2 Reading Percent on Grade Level



Reading On Grade Level				Reading Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	18.9%	21.4%	20.0%	D2	56.9%	54.9%	61.8%
D2	25.0%	30.2%	24.6%	D3	45.9%	56.9%	
D3	26.2%	33.3%					
Reading % 1 GL Below							
	2021-22	2022-23	2023-24				
D1	13.2%	21.4%	5.5%				
D2	18.8%	13.2%	22.8%				
D3	13.1%	15.7%					
Reading % 2 or More Below							
	2021-22	2022-23	2023-24				
D1	67.9%	57.1%	74.5%				
D2	56.3%	56.6%	52.6%				
D3	60.7%	51.0%					



8th Grade Math

Key Metrics

- i-Ready **12%** on grade level reading (4% gap to district)
- Curriculum Engagement:
 - Ready Math: Some ([slide 32](#))
 - i-Ready Math **Minutes** Year-to-date average: Near target ([slide 35](#))
 - i-Ready Math **Lessons** Year-to-date average: Met Target ([slide 39](#))
- 48% correct on average for Ready Math Unit Assessments

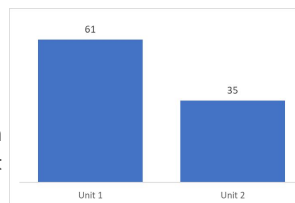
Strengths

- Percent of students meeting their **typical growth** increased from prior year to 49%
- Percent of students **on grade level** increased from beginning of the year

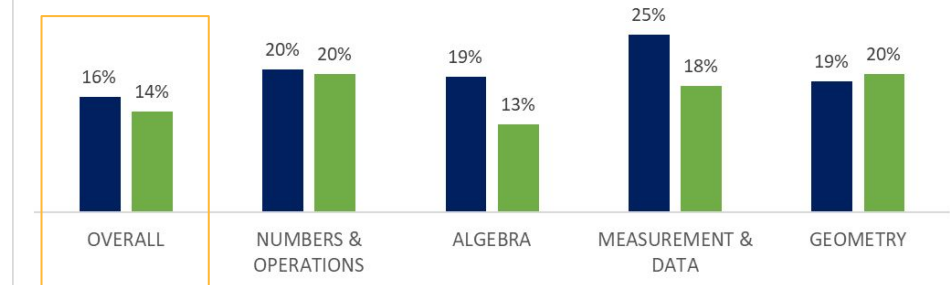
Opportunities

- **Concept & Procedures** had the highest below standard on CAASPP at 63% (7th grade last year)

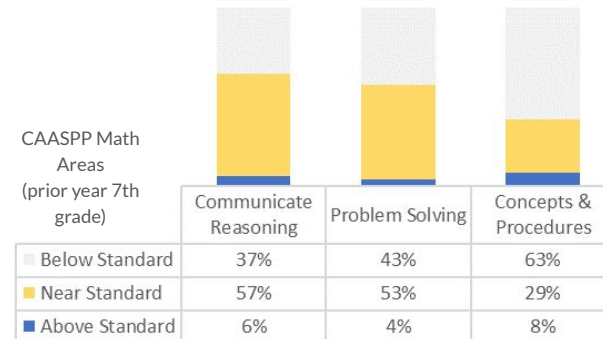
Ready Math
Average Percent Correct by Unit



2023-24 Eighth Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level	Math Met Typical Growth		
	2021-22	2022-23	2023-24
D1	15.5%	8.9%	8.8%
D2	19.0%	11.1%	14.3%
D3	17.7%	19.2%	
Math % 1 GL Below			
D1	27.6%	17.9%	14.0%
D2	20.6%	27.8%	23.2%
D3	21.0%	25.0%	
Math % 2 or More Below			
D1	56.9%	73.2%	77.2%
D2	60.3%	61.1%	62.5%
D3	61.3%	55.8%	



Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov