School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 03/09/2021

AUGUST ELEMENTARY

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School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
August School	39686766042519	Ver 1 – 05/19/2020	Ver 1 – 05/22/2020 Ver 2 – 02/22/2021	Ver 1 – 07/28/2020 Ver 2 – 03/09/2021

Purpose and Description

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

August Elementary is implementing a Schoolwide Program.

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

August Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

August stakeholders were involved in the development of the Single Plan for Student Achievement (SPSA). The stakeholders that provided input included the School Site Council, English Learner Advisory Committee, and the leadership team. The stakeholder engagement process included the input of the leadership team, then it is shared with the parent groups listed above where input is requested. This process is done annually with all stakeholders.

August Elementary developed a one-year (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on May 15, 2020 and obtained SSC approval on May 22, 2020.

Throughout the 2019-2020 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

August Elementary and its School Site Council reviewed the progress of the 2018-2019 (Year 2) culminating the document 2018-2019 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the May 15, 2020 School Site Council meeting. The focus of the discussion was on implementation and effectiveness of the strategies aligned to the goals. Also discussed was possible areas where the COVID-19 closure could have student outcomes. Parents did not have questions regarding the evaluation after review.

Resource Inequities

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

This section is not applicable for August Elementary.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

ELA/ELD SMART Goal:

All August students in grades 3-8 will increase from 36% to 46% in ELA as measured by the SBAC state test by May, 2021.

Math SMART Goal:

All August students in grades 3-8 will increase from 30% to 40% in Math as measured by the SBAC state test by May, 2021.

Identified Need

- Be sure English Learner data is reviewed and included.

Demographics: August Elementary

93% Low Socio Economic

14.12% Students with Disabilities

37.76% English Learners

SBAC ELA: 4 Year Trend (Met Standards): 4 Year Growth is 16.2%

2016: 20%

2017: 26.78%

2018: 28.9%

2019: 36.20%

SBAC Math Trend: 4 Year Trend (Met Standards): 4 Year Growth is 8.18%

2016: 22%

2017:23.98%

2018:27.20%

2019:30.18%

California Dashboard:

ELA/ELD: 36% met or exceeded standards

33.76 distance from standards points.

School-wide ELA- Yellow

California Dashboard:

Math: 25% met or exceeded standards

56.9 distance from standards points

School-wide Math- Yellow

English Learner Progress Level 4 - Well Developed - 19.8% Level 3 - Moderately Developed - 39.1% Level 2 - Somewhat Developed - 22.1% Level 1 - Beginning Stage - 19%

Reclassification Rate: 4 Year Trend

2016: 14.4%

2017: 13.9%
2018:16.5%
2019:28%

The reclassification rate in 2019 was 28% as compared to 16.5% in 2017/18.

August Elementary

Stockton Unified School District

Overview: ELA/literacy achievement is measured by the CAASPP system through the Smarter Balanced Asssessment. SBAC is aligned to the common core state standards and was developed to measure students' progress toward college and career readiness.

SBAC results are reported on: the CA Dashboard as Distance from Standards and CAASPP as percent met/exceeded standard. Overall ELA/literacy achievement includes performance areas: Reading, Writing, Listening, and Research/Inquiry.

CAASPP: California Assessment of Student Performance and Progress
SBAC: Smarter Balanced Summative Assessments
Percent Met/Exceed Standard: percent of students on track for college and career readiness.
Distance from Standard (DFS): the needed improvement to bring the average student score to "standard met" or extent to which the average student scores exceeds "standard met".

Data Source: CA Dashboard

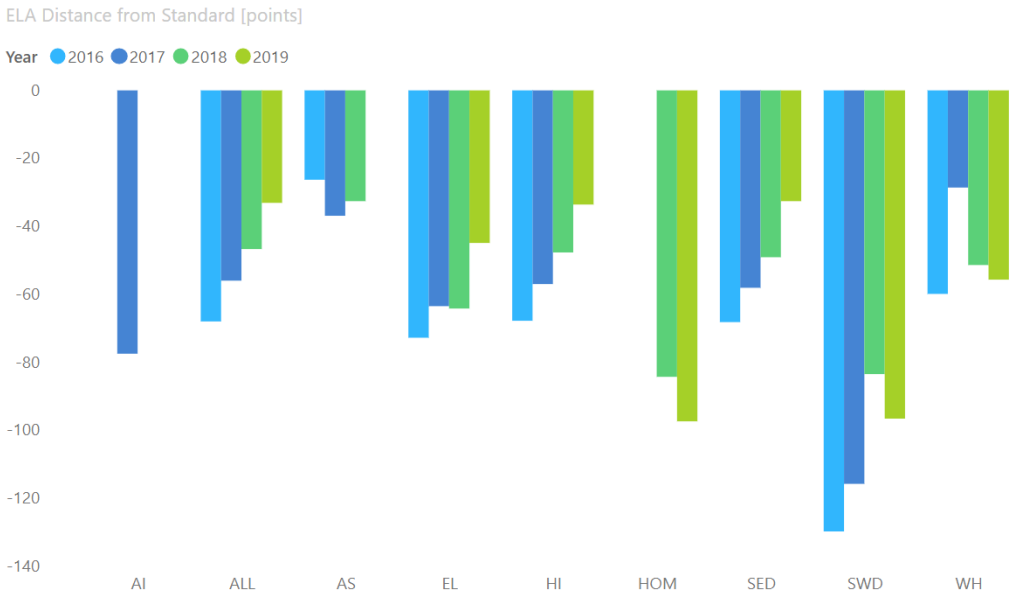
Note: 2019 Dashboard updates include participation, district of residence, and CAA results; for comparison 2018 reports were recalculated..

August Elementary

ELA
Distance from Standard

All Students - [points]

2016	2017	2018	2019
-68.00	-56.00	-46.70	-33.10



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August Elementary

Stockton Unified School District

Overview: The Summative ELPAC (replaced CELDT in 2018) measures progress in learning English and identifies English language proficiency levels. The summative ELPAC is administered every spring and overall results are a combination of performance in two areas: oral and written language.

Summative ELPAC results is one component of the reclassification process.

ELPAC: English Language Proficiency Assessment for California

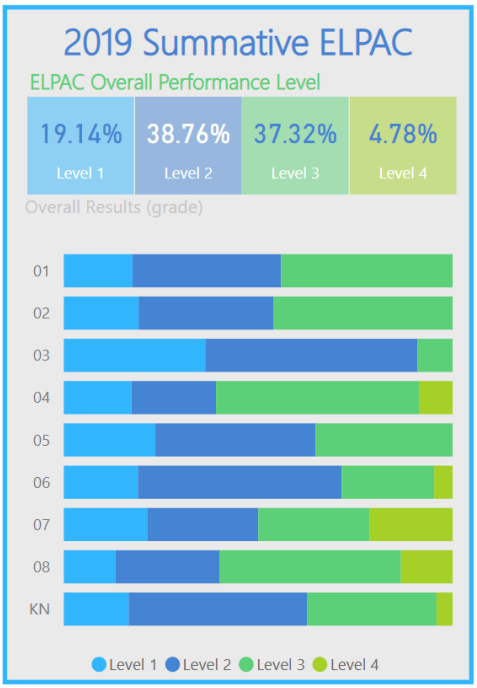
Reclassification: Percent of students redesignated from EL to RFEP status since the last census. The reporting timeline is October to October of each year (ex. students redesignated from October 2018 to October 2019 will be included in the 2019-20 report).

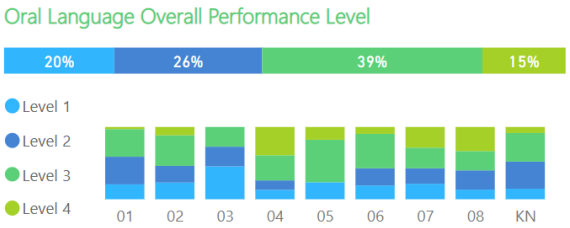
English Learner Progress Indicator (ELPI): The percentage of current English learners making progress towards English language proficiency or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC).

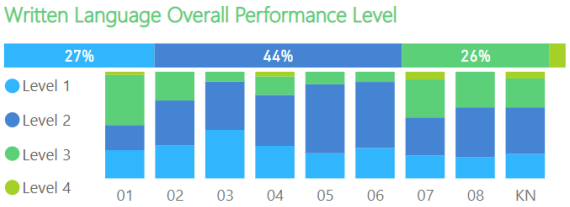
Data Source: 2016-2019 Reclassification - DataQuest; 2019 Summative ELPAC - ELPAC; ELPI - CA Dashboard

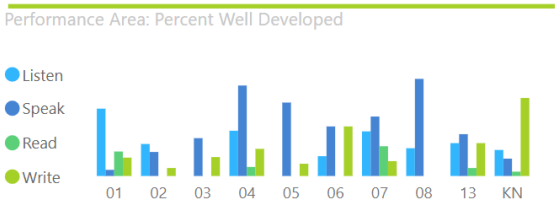
Note: ELPAC scale score threshold and performance levels were adjusted between the 2018 and 2019 administration scores are not comparable. ELPI recalculates progress with adjusted cut scores. Suppression rules applied to grade level reports.

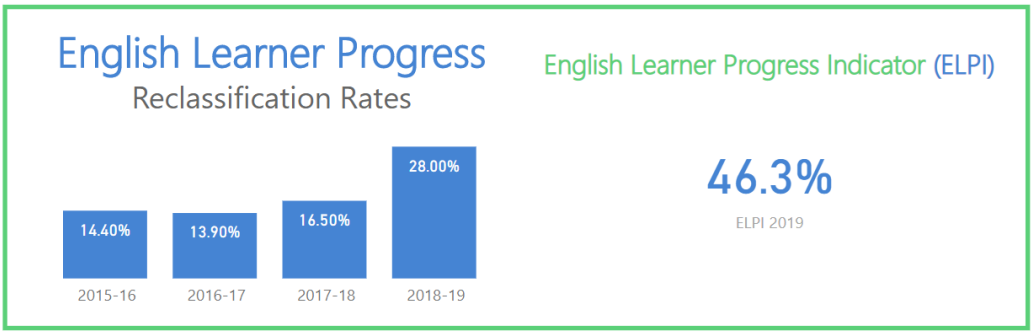
August Elementary











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August Elementary

Stockton Unified School District

Overview: Mathematics achievement is measured by the CAASPP system through the Smarter Balanced Asssessment. SBAC is aligned to the common core state standards and was developed to measure students' progress toward college and career readiness.

SBAC results are reported on: the CA Dashboard as Distance from Standards and CAASPP as percent met/exceeded standard. Overall math achievement includes performance areas: Concepts and Procedures, Problem Solving/Modeling and Data Analysis, and Communicating Reasoning.

CAASPP: California Assessment of Student Performance and Progress
SBAC: Smarter Balanced Summative Assessments
Percent Met/Exceed Standard: percent of students on track for college and career readiness.
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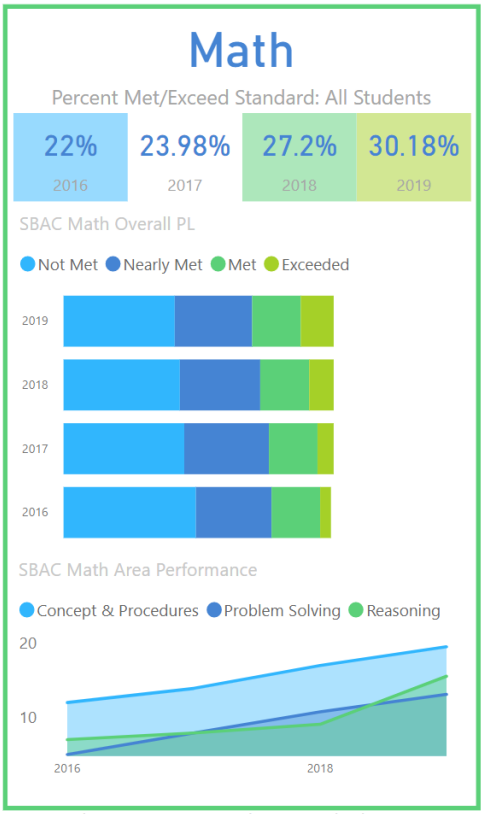
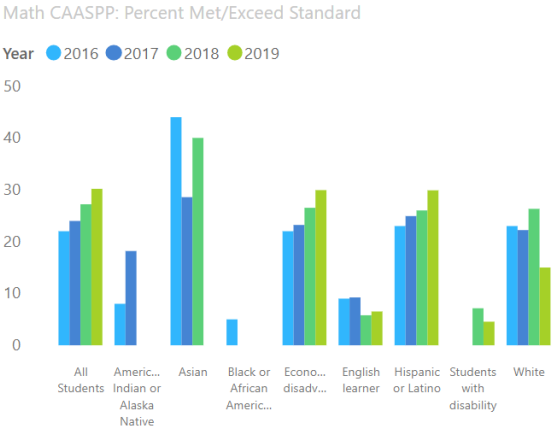
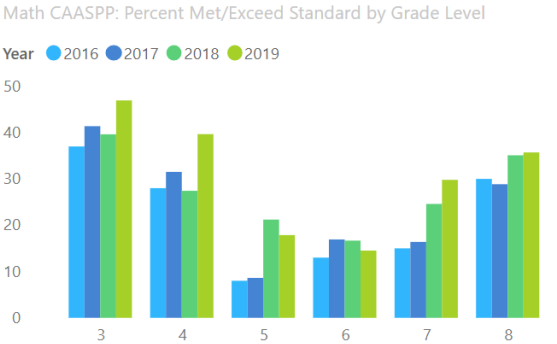
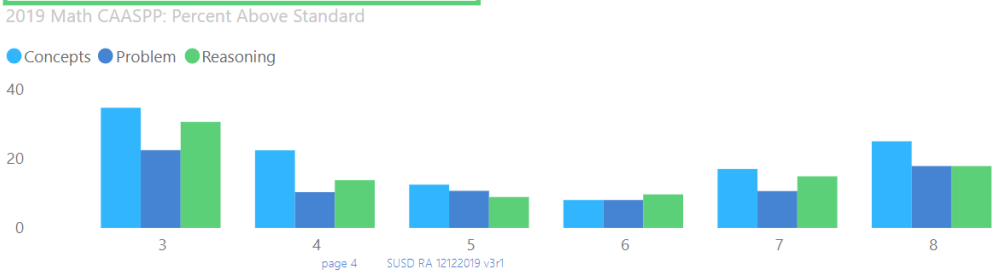
Data Source: 2016-2019 official CAASPP results,

August Elementary









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August Elementary

Stockton Unified School District

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Percent Met/Exceed Standard: percent of students on track for college and career readiness.
Distance from Standard (DFS): the needed improvement to bring the average student score to "standard met" or extent to which the average student scores exceeds "standard met".

Data Source: CA Dashboard

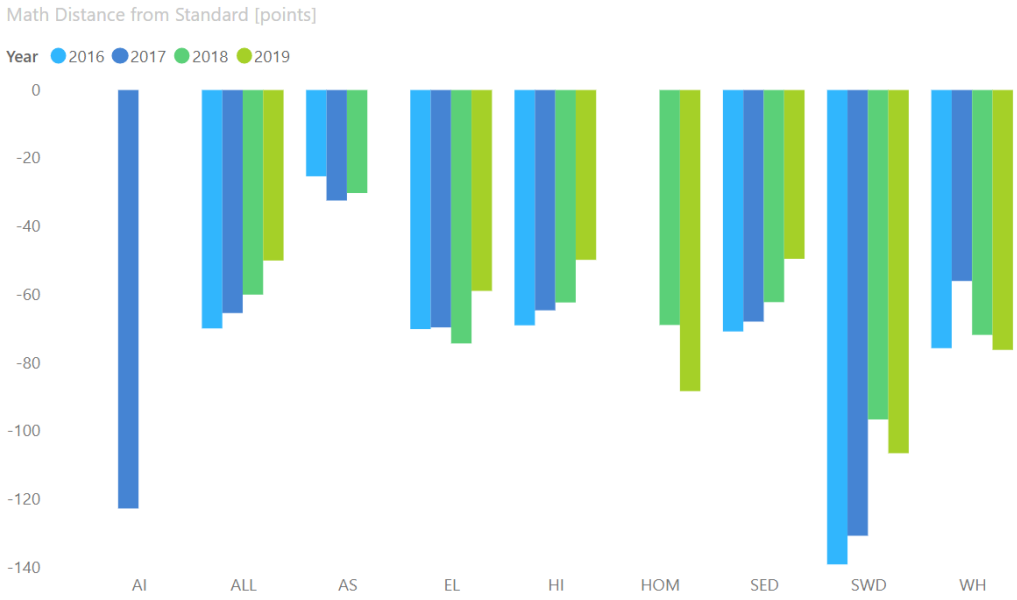
Note: 2019 Dashboard updates include participation, district of residence, and CAA results; for comparison 2018 reports were recalculated..

August Elementary

Math
Distance from Standard

All Students - [points]

-69.90	-65.40	-60.00	-50.00
2016	2017	2018	2019



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August Elementary

Stockton Unified School District

Overview:
The PSAT assessments measure the skill and knowledge that research shows are important for success in college and career through in reading, writing and math.

The PSAT NMSQT (grade 10) and PSAT 8/9 (grade 8) are administered in Fall. Results are converted to Grade-level benchmarks to indicate students on track towards college readiness. Grade-level benchmark scores are:

* Grade 10: ERW (430), Math (480)
* Grade 8: ERW (390), Math (450)

Data Source: CollegeBoard

August Elementary

PSAT NMSQT Grade 10

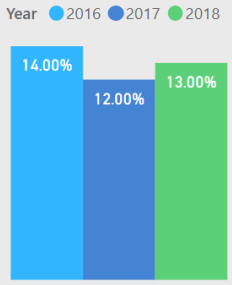
Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

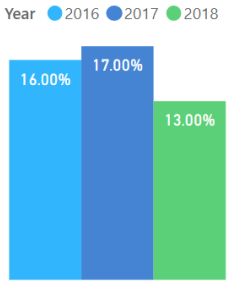
Percent Met ERW & Math Benchmark

PSAT 8/9 Grade 8

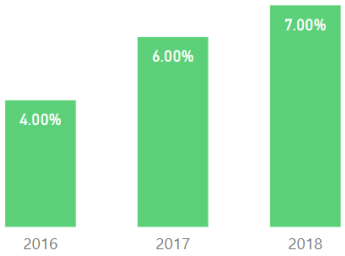
Percent Met Evidence-Based Reading & Writing Benchmark



Percent Met Mathematics Benchmark



Percent Met ERW & Math Benchmark



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Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard – ELA (All Students)	-33.75 points below	-23.75 points below
iReady – At Grade Level – ELA (Winter)	26%	36%
Met/Exceed Proficiency – ELA SBAC (All Students)	36%	46%

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard – Math (All Students)	-51.10 points below	-41.51 points below
iReady – At Grade Level – Math (Winter)	30%	30%
Met/Exceed Proficiency – Math SBAC (All Students)	30.18%	40.18%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers, administrators, program specialist and coaches will meet monthly to discuss data and strategies/activities that enhance student achievement, including AVID implementation. This team will review curriculum implementation and effectiveness of current programs, and make suggestions or appropriate changes to increase student achievement.

Teacher Additional Time for attending Leadership (11500)—14 Teachers X 21 hours X $55 per hour= $16,170—LCFF (Allocating $16,240)

Substitute Teachers for Teacher release time and Academic Conferencing (11700)—13 days X $200=$2,600--LCFF

Instructional Coaches will provide professional development by providing demonstration lessons and co-teaching opportunities to individual and grade level teachers. The Instructional Coach will also support all teachers with full implementation of the new curriculum. Instructional Coach will provide professional development at Faculty Learning and as needed for individual teachers and/or grade levels within the professional learning community. Instructional Coach also works with individual teachers or grade levels of teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. Instructional Coach assists with facilitation of Academic Conferences twice per year with every grade level. Instructional Coach accompanies new teachers to demo lessons or visits to model classrooms.

Instructional Coach—additional time (19500)—10 hours for supporting teachers with planning and collaboration after school. 10 X $75=$750-LCFF

Instructional Coach—additional time (19500)—10 hours for supporting teachers with planning and collaboration after school. 10 X $75=$750-Title I

The program specialist will assist with implementing the SPSA goals including working with teachers around the data cycle for analyzing student assessment results. The program specialist assists and organizes with facilitation of Academic Conferences once per year with every grade level. This includes goal setting and identification of students for tier 3 intervention. For all local assessments (iReady), the PS will create the testing master schedule, including identifying students who require special factors and/or makeups. The PS will create the bilingual assistant's schedules while overseeing their monitoring logs and coordinate training reminders with LDO trainings. The PS will assist with monitoring our progress in AVID and providing students and site with GOOGLE log on issues while maintaining a system for chromebook carts and a system for chromebook checkouts.

The program specialist will coordinate all state and district assessments such as ELPAC, CAASPP, and PSAT. The program specialist serves as the Bilingual Program Coordinator as well as the AVID Coordinator. Bilingual Paraprofessional Assistant will also provide additional support to EL students Program Specialist--$69,016 LCFF--$69,016 Title I—FTE (19101)

The community assist will translate after hour parent teacher conferences, after school parent meetings, and impromptu parent requests to speak to admin regarding events that happened during the school day. The community assist will track extra time worked after 2:05 pm via a timesheet.

1 Community Assistant X # hours X $50 rate of pay = $3,000- LCFF (29101)

Program Specialist—additional time (19500)—20 hours for supporting teachers with planning and collaboration after school. PS will participate on the writing cadre to address a school-wide writing process and meet with Tier 3 intervention teacher to assist with placement, ongoing assessments and movement of Tier 1, 2, 3, students as deemed necessary 10 X $75=$750—Title I

The Program Specialist will attend leadership meetings and serve as the AVID coordinator at such meetings throughout the year. 9 meetings X 1.5 hr = $750--LCFF

Teachers will meet in grade level PLC's to plan lessons and determine what supplemental materials will be required for the lessons. Examples of materials includes, but is not limited to whiteboards, manipulatives, notebooks, composition books, and paperback books.

Instructional supplies to support district adopted curriculum for ELA and Math, state/district testing, etc.). $7,285-LCFF

AVID showcase days, Literacy Nights and Steam nights include activities that sometimes require non instructional materials that may include, but are not limited to items like staplers, tape, glue, portable PA systems and mega phones. Non Instructional supplies to support district adopted curriculum in ELA and Math and state/district testing. $4,123-LCFF

AVID Summer Institute in 2020 (Anaheim or San Diego 1) or District offered pathways due to COVID-19- 6 Teachers Flight and Hotel: 6 Teachers X $2,307= $14,000---Title I (52150)

% of students at grade level in ELA 37% and Math: 30%

% of students below grade level in ELA 40% and Math 40%

% of students Making progress in ELA 23% Math: 30%

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$750	19500	Program Specialist Additional Time
$750	19500	2 @ .5 FTE Instructional Coach Additional Time
$69,016	19101	.5 FTE Program Specialist (Salary & Statutory Benefits)
$11,006	52150	AVID Summer Institute
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
$2,600	11700	Substitutes - Academic Conferencing
$750	19500	2 @ .5 FTE Instructional Coaches Additional Comp
$69,016	19101	.5 Program Specialist (Salary & Benefits)
$7,285	43110	Instructional Supplies
$4,123	43200	Non instructional Supplies
$16,240	11500	Teacher Additional Comp (Leadership)
$750	19500	Program Specialist Add Comp
$3,000	29101	Community Assist Extra Comp
$3,000	52150	AVID Summer Institute

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroup: K-3 students

Subgroup: All students working below grade level in ELA and Math

Strategy/Activity

Students in grades K-3 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

RTI teacher (a retired August teacher) will support students by focusing on foundational reading skills such as letter identification, phonemic awareness, building reading fluency and comprehension skills. Intervention teacher will work with students in flexible groups to provide additional support in flexible groups two days a week. Our focus will be students in grades K-3. Classroom diagnostic assessments from the Benchmark Program, DRA assessment, STAR pre-test as well as summative assessment data will be used to identify student needs and monitor student progress. 1 Substitute Teacher X $50 per .5 day X 22 weeks=$4,400

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 9 weeks to students after school. Teachers will use the winter report cards, assessment results, and information from the California Dashboard to identify students and/or subgroups for enrollment in the tutoring after school. 5 Teachers X 9 weeks (18 sessions) X $55 per hour=$5,000

The bilingual assistants work with EL students to provide additional support through strategies such as preview/review, re-teaching, guided reading, and primary Spanish language support. The bilingual assistants also work an additional hour to pull small groups for extra support.

Bilingual Assist (21101)— 2 @ 3.5 hr.--$30,555—LCFF

Bilingual Assist (21500) 2 @ extra support (1 hour) --Not to exceed $2,500 each =$5,000--LCFF

Teacher Additional Comp (if needed) @ $55 p/hr = For total amount not to exceed $5,000-Title I

Additional Subs (if needed) @ $200 p/day = For total amount not to exceed $6,000-Title I

Teachers will meet with intervention teacher to plan lessons that frontload and determine supplemental instructional materials needed through the PLC collaboration process. Examples of materials includes, but is not limited to whiteboards, manipulatives, notebooks, composition books, and paperback books.

Instructional Materials/Supplies - $4,300

Maintenance Agreements - $5,000:

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

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$5,000	56590	Maintenance Agreements

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$16,170	21101	.4375 FTE Bilingual Assist (Salary & Statutory Benefits)
$19,300	21101	.4375 FTE Bilingual Assist (Salary & Statutory Benefits)
$5,000	21101	Bilingual Additional Comp
$10,400	11700	Substitutes
$4,300	43110	Instructional Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All August students will have access to the Accelerated Reader and/or Raz Kids Programs to build reading fluency and comprehension skills.

Library Media Clerk will assist students in selecting books appropriate for their reading level, will provide students with knowledge in locating and using library services, and modeling reading through the read aloud strategy. Library Media Clerk will also assist with Accelerated Reader implementation and foster a love of reading to all students.

Accelerated Reader Student License (58450) --$6,000—Title I

RAZ Kids Student License (58450)-$1,200- Title I

The library media clerk will assist students with appropriate book selection based on Lexile levels. She will also support the implementation of the Accelerated Reader Program to all students. Weekly word counts and student's goals will be posted to motivate students to read and improve reading comprehension skills. The library media clerk will also work to foster a love of reading for all students and staff at August. To be able to foster a positive academic environment to promote the love of reading and improve students reading fluency and comprehension skills through books, staff, furniture and decor improvement, and reading intervention resources. # of students/staff using library facilities/ scheduling Accelerated reader progress monitoring: 600 Library Media Assist position to help guide students to their correct reading level books and model reading strategies

Library Media Clerk (24101)—3.5 hr.--$16,401--LCFF

% of students at grade level in ELA 36% and Math: 30%

% of students below grade level in ELA 64% and Math 70%

% of students Making progress in ELA 44% Math: 40%

Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$7,200	58450	License Agreement

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$16,401	22601	.4375 FTE Library Media Assistant (Salary & Statutory Benefits)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL Students

Strategy/Activity

August School implements AVID school-wide strategies to all students. In 2019 it was named an AVID Showcase School. Students in grades 6th-8th have the opportunity to select AVID as an elective course. Students in grades K-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 thirteen teachers attending the AVID Summer Institute in San Diego this summer. Next year we may be funding the AVID Summer Institute in southern California due to the Sacramento location not being an option. The goal is for all August teachers to attend an AVID Summer Institute training 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, planners, post –it notes, and highlighters to name a few. Instructional Materials-(43110) -- $4,000----LCFF

Duplicating instructional materials, student resources, planners (57150) --$1,500--Title I

AVID Fieldtrips to Colleges-(57250)-$3,500—Title I

AVID Leadership Meetings-(11500)-$5740-LCFF (13 teachers X $55 p/hour X 8 months)

Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$1,500	57150	Duplicating: AVID Planners
$3,500	57250	Fieldtrips District Transportation

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$5,740	11500	Teacher Additional Comp

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to: *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.

Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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 deleted.

Analysis

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

2018-2019 Year 2 Implementation

1. Professional development was provided to teachers monthly during our designated staff development meetings. PD was provided to increase academic instruction. Professional development focused on integrated EL strategies, AVID, Math shifts, and the PLC process. Our Coaches provided follow-up support in the classrooms on a weekly basis. 11 classrooms were equipped with short throw projectors to enhance interactive learning in the classrooms. Academic conferences were held with all grade levels after the winter MAP benchmark.

2. Provided students with opportunities to increase reading proficiency through literacy and intervention programs (Library Media Assist, I FTE TOSA as Intervention Teacher) and leveled books in classrooms and at home. A retired teacher provided academic support to identified at risk K-3 students from January thru May.

3. Our Bilingual Assistants provided targeted support to our students in K-3 on a daily basis. The assistants worked collaboratively for 30 minutes in each K-3 classroom, to directly supplement the instruction in the classroom. They work an additional hour with at risk newcomer students to frontload and tutor. Accelerated Reader was used to build reading fluency in 1-8th grades.

4. The instructional materials purchased, directly supported classroom instruction and our supplemental programs. AVID journey continued with school-wide goals of focus notetaking, organization, and college culture.

2019-2020 Year 3 Implementation

1. Professional development and collaboration was provided during the instructional day, utilizing substitute teachers. PD was provided to increase academic instruction. Professional development focused on integrated EL strategies AVID, culturally relevant teaching, new curriculum (Benchmark, Ready Math, and Pearson) and the PLC process. 11 more rooms were equipped with short throw projectors to enhance interactive learning in the classrooms. Academic conferences were held with all grade levels after the winter iReady benchmark.

2. Our Bilingual Assistants provided targeted support to our students in K-3 on a daily basis. The assistants worked collaboratively for 30 minutes in each K-3 classroom, to directly supplement the instruction in the classroom. They work an additional hour with at risk newcomer students to frontload and tutor. One FTE (TOSA) pulled 1st-3rd grade students who were identified Tier 3 for intensive intervention. One retired teacher subbed three times a week working with identified Tier 3 1st-3rd

grade students on reading fluency. Due to COVID-19, extended tutoring services for English Learners was cancelled.

3. Professional development continued focusing on AVID WICOR strategies with a school-wide focus on writing for 2019-2020. Monthly writing goals were calendared and student samples were collected three times a year to monitor student progress. Accelerated Reader and Raz kids were used to help build student fluency in Reading. Students attended the library every week, with unlimited access to check-out books, and listen to a read-aloud by the library media assist.

4.) AVID WICOR strategies were implemented school-wide in grades K-8 with an annual goal for writing. Other goals included organization and college culture. Monthly school-wide writing goals were calendared and student sample were collected three times a year to monitor student progress. Student planners were implemented and both elective classes were scheduled for a field trip to SAC State. In October, eight teachers participated in a 3 day AVID Pathway professional development.

2018-2019 Year 2 Effectiveness

1. Professional Development was provided in a timely manner and attended by all teachers, as evidenced by agendas. Taught strategies were observed being utilized in the classroom. The Coach and Program Specialist effectively provided follow-up support to ensure implementation of taught strategies, as evidenced by logs. Short throw projectors were purchased, but not installed until Fall, 2019. 12 Teachers attended the San Diego AVID Summer Institute.

2. K-3 Tier 3 students were pulled out for intensive intervention sessions to increase fluency. All student showed significant gains. The Bilingual Assistants effectively provided in-class support for our K-3 students as evidenced by classroom observations, schedules, and logs as well as an extra hour of support as evidenced with timesheets.

3. Teachers, Library Media Assist and staff provided incentives for Accelerated Reading. The library media assist assisted students in the library and provided read alouds once a week.

4. Instructional materials purchased were directly aligned and supported classroom instruction and supplemental programs, as evidenced by purchase orders. These included school-wide AVID planners for organization and resources.

2019-2020 Year 2 Effectiveness

1. PD was partially effective. Due to the implementation of two new curriculums, many teachers did not want to be out their classrooms so PD was offered after school. The district provided extensive PD, thus there was not such a need at the site.

2. The Instructional Assistant and Bilingual Assistant effectively provided in-class support for our K-3 students as evidenced by classroom observations, schedules, and logs. One full time FTE provided Tier 3 support to students in grades 1-3rd. A retired teacher provided support to tier 3 students in 1-2 grades from September until Thanksgiving break when she suddenly passed away.

3.Along with Accelerated Reader, we added a RAZ Kids license for students to assist with building literacy. The library media assist read to classes once a week during their scheduled library time.

4. Instructional materials purchased were directly aligned and supported classroom instruction and supplemental programs, as evidenced by purchase orders. These included school-wide AVID planners for organization and resources In December, 2019 August was named an AVID National Showcase School by the AVID Center for its extensive implementation of AVID strategies

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

2018-2019 Year 2 Material Changes

1. none
2. none
3. none
4. none

2019-2020 Year 3 Material Changes

1. none
2. none
3. none
4. none

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.

2018-2019 Year 2 Future Changes

1. New diagnostic monitoring system will be implemented; i-Ready. PD will be focused on new curriculum utilizing teacher release time for lesson studies and collaboration
2. none
3. none
4. none

2019-2020 Year 3 Future Changes

1. We will reduce the number of PD days per month.
2. Reduce retired teacher for Tier 3 intervention to 1.

3. none
4. none

Goal 2 – School Climate

August's suspension rate for all students will decrease from 3% to 2%, as measured by Suspensions on the Dashboard in Spring 2021.

August's Chronic Absenteeism rate for all students will decrease from 8% to 6%, as measured by Chronic Absenteeism on the Dashboard in Spring 2021.

Identified Need

Suspension –

Suspension rate from Dashboard – 3.18% (Maintained 0.1%)

*School wide- orange (21 total students)

Suspension Rate: 4 Year Trend: 4 Year Decline of 6.22%

2016: 9.4%

2017: 8.5%

2018: 3.3%

2019: 3.18%

2020: 2.38% (projected rate)

Subgroups:

Students with disabilities – Green

English Learners- Green

Hispanics- Green

Homeless- Red

White-Red

Socioeconomically Disadvantaged- Orange

Expulsion – Two

Attendance/Chronic Truancy –

Chronic Absenteeism rate from Dashboard – 8.02% (Declined 5.06%)

All students – Green

Subgroups:

Students with disabilities – Yellow

White-Yellow

English Learners- Green

Hispanic- Green

Socioeconomically Disadvantaged- Green

August Elementary

Stockton Unified School District

Overview: The suspension rate measures the percent of unduplicated students suspended during the school year by school site (2018/2019 update aggregate total of 1).

Expulsion: count of all expulsions.

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Data Source: Suspension - CA Dashboard; Expulsion - DataQuest, Preliminary 2019 Student Support Services

Suspension Rate

All Students

percent of unduplicated suspension

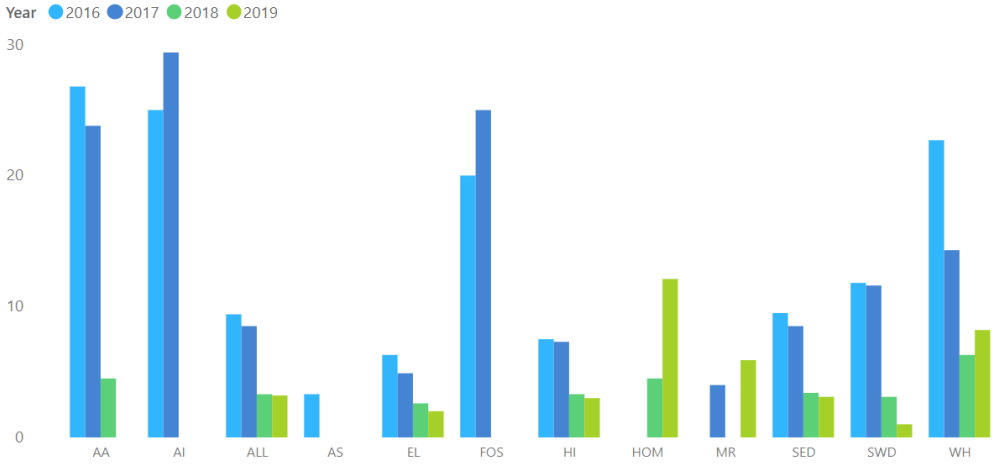
9.4%	8.5%	3.3%	3.2%
2016	2017	2018	2019

Explusion

All Students - Count *2019 Preliminary count

Expulsion Count by Year - if available

Suspension Rate: Student Group



August Elementary

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August Elementary

Stockton Unified School District

Chronic Absenteeism

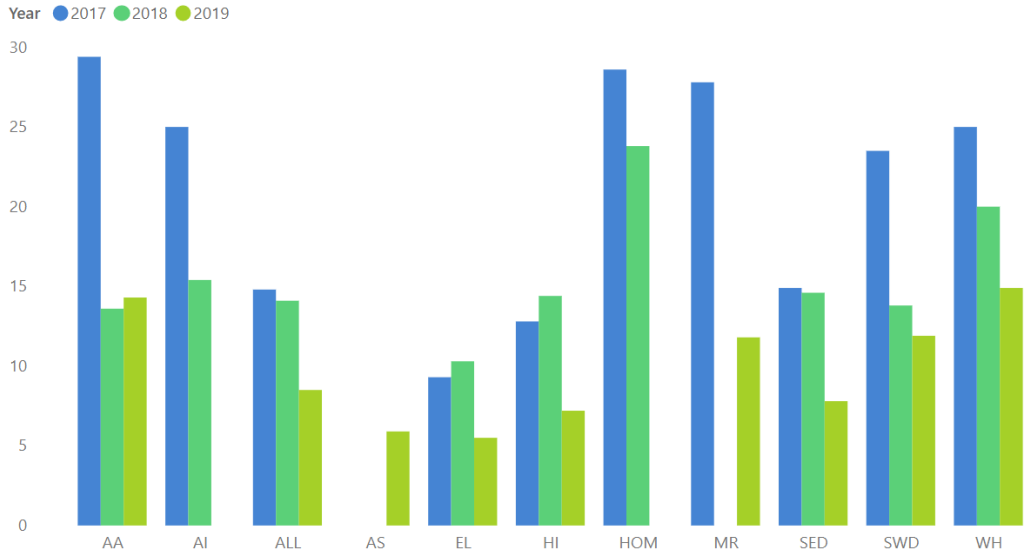
All Students

2017	2018	2019
14.8%	14.1%	8.5%

Overview: Chronic Absenteeism measures the percent of students who were absent for 10% or more of the the total instruction days enrolled. This measure is reported on the CA Dashboard (K-8) and DataQuest (high schoo).

Data Source: CA Dashboard K-8; DataQuest - HS
Note: SUSD overall is reported in alignment with CA Dashboard (K-8).

Chronic Absenteeism Rate by Student Group and Year



August Elementary

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Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	3.18%	2.25%
Chronic Absenteeism (All Students)	8.02%	11.09%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase student attendance through parent meetings, communication, and an incentive system (The intended outcome is by increasing student attendance with extrinsic motivators, we will build a love of learning and increased student achievement) by providing positive incentives and rewards. Students who are absent or tardy will have interventions based on their tier level.

Weekly average of classes with perfect attendance: 75%

# of students enrolled: 659

# of students with 10% or more absences: 64

# of students making progress/growth: 51

SART meetings: 8

No LCFF or Title I funding will be used for incentives

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
		Funds NOT Allocated

Fund Source – LCFF:

$ Amount(s)	Object Code	Description

$ Amount(s)	Object Code	Description

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 – Year 2 and 2019-2020 (Year 3)

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 deleted.

Analysis

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

2018-2019 Year 2 Implementation

1. Our school counselor provided students with social and emotional supportive resources that positively impacted student learning through the following; classroom presentations, monthly PLUS team, and quarterly PBIS assemblies and incentives. CARE and SST meetings were held monthly to support our students, teachers, and parents. Worked closely with CWA in identifying and resolving chronic absenteeism cases.

2019-2020 Year 3 Implementation

1. Both school counselors provided students with social and emotional supportive resources that positively impacted student learning through the following; classroom presentations, monthly PLUS team, and quarterly PBIS assemblies and incentives. CARE and SST meetings were held monthly to support our students, teachers, and parents. Worked closely with CWA in identifying and resolving chronic absenteeism cases. Brought Community Assist onboard to assist with Spanish speaking families.

2018-2019 Year 2 Effectiveness

1. The school counselor was on site 5 days per week, which resulted in more direct services to students. Counseling sessions were provided periodically throughout the year, but not systematically. The PLUS team met monthly and effectively collaborated with the PBIS Team to implement positive incentives for our students. CARE/SST meetings were held every month and were well attended by parents, as evidenced by our schedules and meeting notes. Our suspension rate did decrease and our attendance rate is still one of the highest in the District.

2019-2020 Year 3 Effectiveness

1. Counselors' caseloads were broken up to target specific caseloads (K-4 caseload and 5-8 caseload) Counselors were trained through targeted professional development to present classroom lessons on socioemotional wellbeing. CARE team meeting were scheduled bimonthly and SST's were scheduled monthly. CWA continued to assist us with Tier 3 attendance and chronic absenteeism cases. We had 23 recoveries of Tier 3 students.

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

2018-2019 Year 2 Material Changes

1. none

2019-2020 Year 3 Material Changes

1. None

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.

2018-2019 Year 2 Future Changes

1. Small group counseling and in-class presentations will be more consistent and the counselor will work closely with CWA to support our Chronic Absentees.
2. PLUS team will meet weekly to support PBIS.

2019-2020 Year 3 Future Changes

1. none

Goal 3 – Meaningful Partnerships

The percentage of August's families participating in school sponsored activities (parent teacher conferences, family events, etc.) will increase from 35% to 45%, as measured by sign-in sheets

Identified Need

Meaningful Partnerships:

Sign-in sheets:

Parent Conferences – 30%

Family Events – 45%

Parent Coffee- 15%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign In Sheets	30%	40%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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. Parent Meetings $3,128-Title I

# of meetings conducted: 99

# of trainings: 41

# of parents attending parent/teacher conferences: 87

1 FTE Community Assist $55,502

For STEAM Family Night: Invite instructional consultant, MAD Scientist to our event to present interactive science experiments to the August families.

Consultant (Non-Instructional)- 1,700- Title I

>Non-instructional materials: paper, books, manipulatives, flashcards $1,000- Title I

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$3,128	43400	Parent Meeting
$1,700	58320	Consultants-Non-Instructional
$1,000	43200	Non Instructional Materials
$55,501	29101	Community Assist (Salary & Benefits)

Fund Source – LCFF:

$ Amount(s)	Object Code	Description

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 – Year 2 and 2019-2020 (Year 3)

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 deleted.

Analysis

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

2018-2019 Year 2 Implementation

Parents were provided with support and resources that empowered them be engaged in their student's learning through the following; parent/teacher conferences, Academic Meetings with Parent and Teachers, monthly parent coffees, and after school events. Parent communication is provided in English and Spanish via newsletters, fliers, and School Messenger.

2019-2020 Year 3 Implementation

Parents were provided with support and resources that empowered them be engaged in their student's learning through the following; parent/teacher conferences, monthly parent coffees, and the UC Davis Nutrition Program. Families were supported through Love boxes (food) through First Baptist Church, Thanksgiving meal through Central United Methodist Church and Christmas gifts and clothes through The Word Church. Parent communication is provided in English and Spanish via newsletters, fliers, and Blackboard.

2018-2019 Year 2 Effectiveness

The parent trainings are well attended as evidenced by our sign-in sheets.

Parent feedback regarding the trainings are positive overall.

Parents would like more classes and English classes provided on-site.

2019-2020 Year 3 Effectiveness

The parent trainings are well attended as evidenced by our sign-in sheets.

ELAC Recommendation: Parent feedback regarding the trainings are positive overall. However, parents would like to request English classes for them to participate. August School parents would like more trainings on Google classroom and other digital platforms so they can better help their students at home.

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

2018-2019 Year 2 Material Changes

none

2019-2020 Year 3 Material Changes

none

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.

2018-2019 Year 2 Future Changes

More churches are asking to become community partners.

2019-2020 Year 3 Future Changes

None

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$160,051
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$344,051

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$160,051

Subtotal of additional federal funds included for this school: $160,051

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 ($)
LCFF	$184,000

Subtotal of state or local funds included for this school: $184,000

Total of federal, state, and/or local funds for this school: $344,051

Budget Spreadsheet Overview – Title I

AUGUST

Preliminary Budget Allocation - TITLE I

FISCAL YEAR 2020-21

TOTAL ALLOCATION	$ 156,923
TOTAL BUDGET DISTRIBUTED BELOW	$ 156,923
TO BE BUDGETED (Should be $0.)	0

50647	TOTAL ALLOCATION	$ 3,128
	TOTAL BUDGET DISTRIBUTED BELOW	$ 3,128
	TO BE BUDGETED (Should be $0.)	0

Object	Description	FTE	TITLE I 50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	TOTAL BUDGET
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp							$ -
11700	Teacher Substitute							$ -
12151	Counselor							$ -
13201	Assistant Principal							$ -
19101	Program Specialist	0.5000	$ 69,016					$ 69,016
19101	Instructional Coach							$ -
19500	Instr. Coach-Add Comp							$ -
	OTHER Certificated		$ 1,500					$ 1,500
21101	Instructional Assistant							$ -
21101	CAI Assistant							$ -
21101	Bilingual Assistant							$ -
24101	Library Media Clerk							$ -
29101	Community Assistant					$ 55,501		$ 55,501
	OTHER Classified							$ -
30000	Statutory Benefits							$ -
	Sub Total - Personnel/Benefits		**$ 70,516**	**$ -**	**$ -**	**$ 55,501**	**$ -**	**$ 126,017**
Books & Supplies								
42000	Books							$ -
43110	Instructional Materials							$ -
43200	Non-Instructional Materials					$ 1,000		$ 1,000
43400	Parent Meeting						$ 3,128	$ 3,128
44000	Equipment							$ -
43150	Software							$ -
	OTHER							$ -
	OTHER							$ -
	Sub Total-Supplies		**$ -**	**$ -**	**$ -**	**$ 1,000**	**$ 3,128**	**$ 4,128**
Services								
57150	Duplicating		$ 1,500					$ 1,500
57250	Field Trip-District Trans		$ 3,500					$ 3,500
57160	Nurses							$ -
56590	Maintenance Agreement		$ 5,000					$ 5,000
56530	Equipment Repair							$ -
52150	Conference		$ 11,006					$ 11,006
58450	License Agreement		$ 7,200					$ 7,200
58720	Field Trip-Non-District Trans							$ -
58920	Pupil Fees							$ -
58100	Consultants-instructional					$ 1,700		$ 1,700
58320	Consultants-Noninstructional							$ -
	OTHER							$ -
	OTHER							$ -
	Sub Total-Services		**$ 28,206**	**$ -**	**$ -**	**$ 1,700**	**$ -**	**$ 29,906**
	GRAND TOTAL		**$ 98,722**	**$ -**	**$ -**	**$ 58,201**	**$ 3,128**	

Budget Spreadsheet Overview – LCFF

AUGUST

Preliminary Budget Allocation - LCFF
FISCAL YEAR 2020-21

TOTAL ALLOCATION	$ 184,000
TOTAL BUDGET DISTRIBUTED BELOW	$ 184,000
TO BE BUDGETED (Should be $0.)	0

Object	Description	FTE	LCFF 23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	LCFF 23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	LCFF 23034 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	LCFF 23035 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	TOTAL BUDGET
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		$ 21,980				$ 21,980
11700	Teacher Substitute		$ 13,000				$ 13,000
12151	Counselor						$ -
13201	Assistant Principal						$ -
19101	Program Specialist		$ 69,016				$ 69,016
19101	Instructional Coach						$ -
19500	Instr. Coach-Add Comp		$ 750				$ 750
	OTHER Certificated		$ 750				$ 750
21101	Instructional Assistant						$ -
21101	CAI Assistant						$ -
21101	Bilingual Assistant			$ 35,395			$ 35,395
24101	Library Media Clerk				$ 16,401		$ 16,401
29101	Community Assistant						$ -
	OTHER Classified		$ 3,000	$ 5,000			$ 8,000
30000	Statutory Benefits						$ -
	Sub Total - Personnel/Benefits		**$ 108,496**	**$ 40,395**	**$ 16,401**	**$ -**	**$ 165,292**
Books & Supplies							
42000	Books						$ -
43110	Instructional Materials		$ 11,585				$ 11,585
43200	Non-Instructional Materials		$ 4,123				$ 4,123
43400	Parent Meeting						$ -
44000	Equipment						$ -
43150	Software						$ -
	OTHER						$ -
	OTHER						$ -
	Sub Total-Supplies		**$ 15,708**	**$ -**	**$ -**	**$ -**	**$ 15,708**
Services							
57150	Duplicating						$ -
57250	Field Trip-District Trans						$ -
57160	Nurses						$ -
56590	Maintenance Agreement						$ -
56530	Equipment Repair						$ -
52150	Conference		$ 3,000				$ 3,000
58450	License Agreement						$ -
58720	Field Trip-Non-District Trans						$ -
58920	Pupil Fees						$ -
58100	Consultants-instructional						$ -
58320	Consultants-Noninstructional						$ -
	OTHER						$ -
	OTHER						$ -
	Sub Total-Services		**$ 3,000**	**$ -**	**$ -**	**$ -**	**$ 3,000**
	GRAND TOTAL		**$ 127,204**	**$ 40,395**	**$ 16,401**	**$ -**	**$ 184,000**

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. August's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, August's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1:

Title I –

$11,006 – 52150 – Conference: Reduce funds due to COVID-19 restrictions pertaining to social distancing and travel policies, in-person conferences were not attended.

$3,500 – 57250 – Field Trips District Transportation: Reduce funds due to COVID-19 restrictions pertaining to social distancing and travel policies, in-person conferences were not attended.

$39 – 58450 – License Agreement: Reduce funds remaining from completed expenditure.

LCFF –

$8,000 – 11500 – Teacher Additional Comp: Reduce funds due to COVID-19 restrictions pertaining to social distancing and travel policies, in-person professional learning and site team opportunities were not able to be attended.

$11,693 – 19101 – .5 FTE Program Specialist: Reduce funds due to overage based on actual salary and benefits.

$3,000 – 52150 – Conference: Reduce funds due to correction to the object code from in-person attendance to virtual attendance.

$3,000 – 52170 – Webinar Training: Reallocate funds due to correction to the object code from in-person attendance to virtual attendance.

SPSA: Goal 1, Strategy 2:

LCFF –

$8,000 – 11700 – Teacher Substitute: Reduce funds due to COVID-19 restrictions pertaining to distance learning, in-person student learning was not able to be held; therefore, substitutes were no longer necessary.

SPSA: Goal 1, Strategy 3:

LCFF –

$17,079 – 21101 – .4375 FTE Bilingual Assistant: Reduce funds resulting from a vacancy of the position. Recruitment efforts were made and unsuccessful. Since that process, the district implemented a hiring freeze; therefore, recruitment efforts have ceased.

SPSA: Goal 1, Strategy 4:

Title I –

$14,545 – 43110 – Instructional Materials/Supplies: Reallocate funds to increase the purchase of AVID instructional materials required for the program, AVID posters and materials, such as composition books, spiral notebooks, binder paper, pencils, expo pens, Nicky folders. Also, classroom printers and toner, short throw projector replacement bulbs to ensure students are able to access instructional content through visual learning strategy.

LCFF –

$17,693 – 43110 – Instructional Materials/Supplies: Reallocate funds to increase the purchase of AVID instructional materials required for the program and other supplemental materials such as mini white board, erasers, and pens to support visual recognition of instruction by students, toner. color poster maker materials (ink, special paper), cricut and supplies, laminator supplies (both cold and hot and sticky laminate).

$4,500 – 44000 – Equipment: Reallocate funds to purchase 4 color printers, 6 blk/white printers for life levels and teacher classrooms. Purchase document cameras to replace outdated or broken equipment to enhance student learning through the extension of visual aids.

SPSA: Goal 1, Strategy 6: Adding new science related strategy: Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials. Science labs would provide space for students to explore and interact with PLTW, NGSS and STEM curriculum and projects for which our teachers have been trained and continue to receive training. With science labs completely equipped, teachers will enhance NGSS curriculum, PLTW curriculum, and STEM curriculum through hands-on science experiments to integrate PLTW and

STEM with NGSS while also promoting literacy and writing skills. Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.

LCFF –

$17,079 – 44000 – Equipment: Reallocate funds for the purchase of science lab tables, stools, and science demo table for two science labs.

$2,000 – 44000 – Equipment: Reallocate funds to purchase 3-D Printer and color wireless printer for classroom and student demonstration of science/STEM/PLTW activities.

$3,500 – 43110 – Instructional Materials/Supplies: Reallocate funds to purchase science materials/supplies for students to use for hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials. 3-D printers and supplies for visual and spatial representation of science and PLTW activities.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, August is receiving additional monies in Parent Involvement (Cost Center: 50647). August's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials/Supplies for the purchases of hands-on materials supporting math, English and science skills taught to parents to support their student.

School	Enrollment (CalPADS 12/1619)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
AUGUST	611	575	94.1%	$ 156,923	$ 3,493	$ 160,416	$ 3,128.00	$ 365.00

$1,700 – 58100 – Consultant Instructional (50672): Reduce funds due to COVID-19 restrictions pertaining to social distancing, in-person parent meetings were not able to be held.

$3,128 – 43400 – Parent Meeting (50647): Reduce funds due to COVID-19 restrictions pertaining to social distancing, in-person parent meetings were not able to be held.

$1,412 – 44000 – Equipment (50672): Reallocate funds to purchase a Chromebook cart to secure and charge Chromebooks for parents to use during workshops.

$288 – 43200 – Non-Instructional Materials/Supplies (50672): Reallocate funds to purchase Chromebooks (total 19 units) for parents to use during workshops and for the purchases of hands-on materials supporting math, English and science skills taught to parents to support their student.

$3,128 – 43200 – Non-Instructional Materials/Supplies (50647): Reallocate funds to purchase Chromebooks (total 19 units) for parents to use during workshops and for the purchases of hands-on materials supporting math, English and science skills taught to parents to support their student.

AUGUST #209

7/28/2020	INITIAL BUDGET/DATE	3/9/2021	REVISED BUDGET/DATE	50647 - inc by $365	

TITLE I		LCFF		TITLE I - PARENT - 50647	
TOTAL ALLOCATION	$ 156,923	TOTAL ALLOCATION	$ 184,000	TOTAL ALLOCATION	$ 3,493
TOTAL BUDGET DISTRIBUTED BELOW	$ 156,923	TOTAL BUDGET DISTRIBUTED BELOW	$ 184,000	TOTAL BUDGET DISTRIBUTED BELOW	$ 3,128
TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	365

Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS						TOTAL FTE	TOTAL BUDGET
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS		
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)				$ 13,980																$ 13,980
11700	Teacher Substitute (incl benefits)				$ 5,000																$ 5,000
12151	Counselor		`																		$ -
30000	Statutory Benefits																				
12500	Counselor-add Comp (incl benefits)																				
13201	Assistant Principal																				$ -
30000	Statutory Benefits																				
19101	Program Specialist	0.500	$ 47,318	0.500	$ 35,625															1.000	$ 82,944
30000	Statutory Benefits		$ 21,698		$ 21,698																$ 43,396
19500	Prog Spec-Add Comp (incl benefits)		$ 750		$ 750																
19101	Instructional Coach																				$ -
30000	Statutory Benefits																				
19500	Instr Coach-Add Comp (incl benefits)		$ 750		$ 750																$ 1,500
21101	Instructional Asst/CAI																				$ -
30000	Statutory Benefits																				
21500	Inst Asst/CAI -Add Comp(incl benefits)																				
21101	Bilingual Assistant (2 @ 0.4375)							0.875	$ 14,697											0.875	$ 14,698
30000	Statutory Benefits								$ 3,619												$ 3,619
21500	Bil Asst-Add Comp (incl benefits)								$ 5,000												
22601	Library Media Assistant			0.438	$ 15,071															0.438	$ 15,071
30000	Statutory Benefits				$ 1,330																$ 1,330
22500	Lib Med Asst-Addl Comp (incl benefits)																				
22901	Community Assistant													0.750	$ 25,872					0.750	$ 25,873
30000	Statutory Benefits														$ 29,629						$ 29,629
22500	Comm Asst-Add Comp (incl benefits)																				
29101	Parent Liaison	0.000															$ 3,000				$ 3,000
30000	Statutory Benefits																				
29500	Par Lia-Add Comp (incl benefits)																				$ -
	Sub Total - Personnel/Benefits		**$ 70,516**		**$ 94,204**		**$ -**		**$ 23,316**		**$ -**		**$ -**		**$ 55,501**		**$ 3,000**		**$ -**		**$ 240,040**
Books & Supplies																					
42000	Books																				$ -
43110	Instructional Materials		$ 14,545		$ 32,778																$ 47,323
43200	Non-Instructional Materials				$ 4,123										$ 1,288				$ 3,128		$ 8,539
43400	Parent Meeting																				$ -
44000	Equipment				$ 23,579										$ 1,412						$ 24,991
	Sub Total - Books & Supplies		**$ 14,545**		**$ 60,480**		**$ -**		**$ -**		**$ -**		**$ -**		**$ 2,700**		**$ -**		**$ 3,128**		**$ 80,853**
Services																					
57150	Duplicating		$ 1,500																		$ 1,500
57250	Field Trip-District Trans		$ -																		$ -
56590	Maintenance Agreement		$ 5,000																		$ 5,000
52150	Conference		$ -																		$ -
52170	Webinar Training		$ -		$ 3,000																$ 3,000
58450	License Agreement		$ 7,161																		$ 7,161
58720	Field Trip-Non-District Trans																				$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional														$ -						$ -
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		**$ 13,661**		**$ 3,000**		**$ -**		**$ -**		**$ -**		**$ -**		**$ -**		**$ -**		**$ -**		**$ 16,661**
	GRAND TOTAL		**$ 98,722**		**$ 157,684**		**$ -**		**$ 23,316**		**$ -**		**$ -**		**$ 58,201**		**$ 3,000**		**$ 3,128**		