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

Version 3 – 06/22/2021

AUGUST ELEMENTARY

Contents

School Plan for Student Achievement (SPSA) Template 3
Purpose and Description 3
Stakeholder Involvement 5
Resource Inequities 6
Goals, Strategies, Expenditures, & Annual Review 7
LCAP/SPSA Goal 1 – Student Achievement 7
Identified Need 8
Annual Measurable Outcomes 14
Strategy/Activity 1 15
Strategy/Activity 2 18
Strategy/Activity 3 20
Strategy/Activity 4 22
Strategy/Activity 5 24
Annual Review – Goal 2 25
Analysis 25
Goal 2 – School Climate 29
Identified Need 30
Annual Measurable Outcomes 33
Strategy/Activity 1 34
Annual Review – Goal 2 36
Analysis 36
Goal 3 – Meaningful Partnerships 38
Identified Need 39
Annual Measurable Outcomes 40
Strategy/Activity 1 41
Annual Review – Goal 3 43
Analysis 43
Budget Summary 45
Budget Summary 45
Other Federal, State, and Local Funds 45
Budget Spreadsheet Overview – Title I 47
Budget Spreadsheet Overview – LCFF 48
Amendments 49
Version 2 49

Version 3 (Final 2020-2021 Version) 53
2020-2021 Title I Allocation Revision Statement 53
2021-2022 SPSA Continuation Statement 53
Goal 1: 54
Strategy/Activity 1 54
Strategy/Activity 2 58
Strategy/Activity 3 60
Strategy/Activity 4 62
Strategy/Activity 5 65
Goal 2: 67
Strategy/Activity 1 67
Goal 3: 70
Strategy/Activity 1 70
Strategy/Activity 2 72
Strategy/Activity 3 74
2020-2021 Budget Spreadsheet 77
2021-2022 Budget Spreadsheet 78
2021-2022 Staffing Overview 79
2020-2021 SPSA Evaluation 80
Comprehensive School Profile Data: 81
Recommendations and Assurances: 82

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 2 – Ver 3 – 06/07/2021	Ver 1 – 05/22/2020 Ver 2 – 02/22/2021 Ver 3 – 06/07/2021	Ver 1 – 07/28/2020 Ver 2 – 03/09/2021 Ver 3 – 06/22/2021

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".

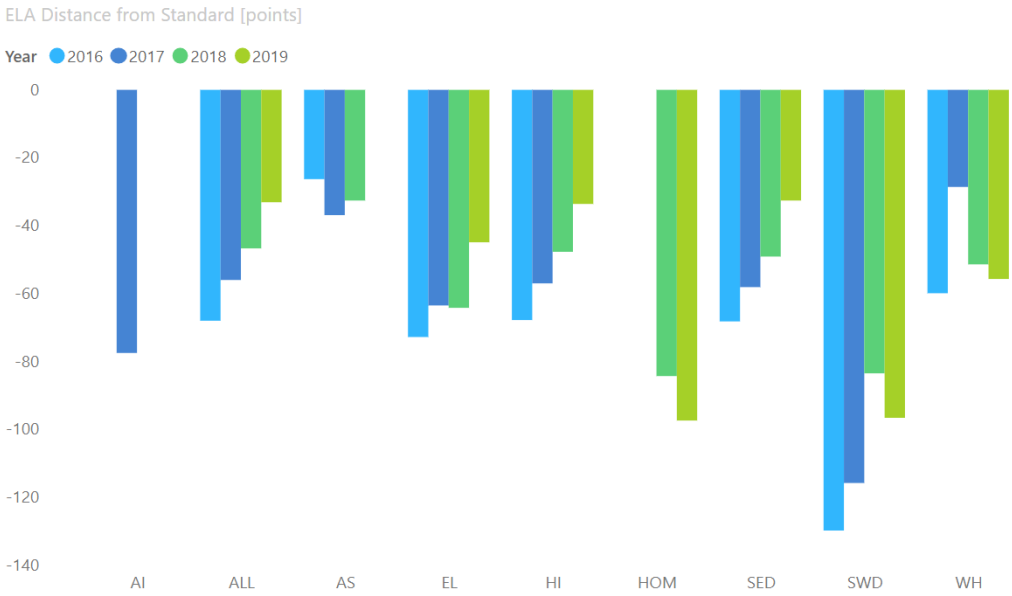
Data Source: CA Dashboard
Note: 2019 Dashboard updates include participation, district of residence, and CAA results; for comparison 2018 reports were recalculated..

August Elementary

ELA
Distance from Standard

All Students - [points]

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



page 3 SUSD RA 12122019 v3r1

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

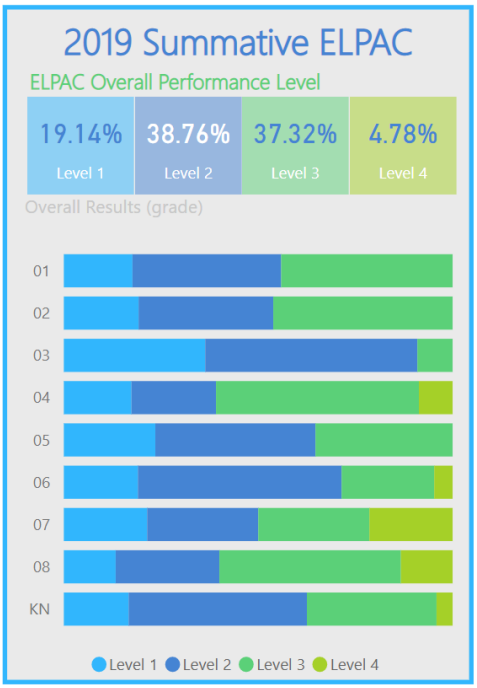
Reclassification: Percent of students redesignated from EL to RFEP status since the last census. The reporting timeline is October to October of each year (ex. students redesignated from October 2018 to October 2019 will be included in the 2019-20 report).

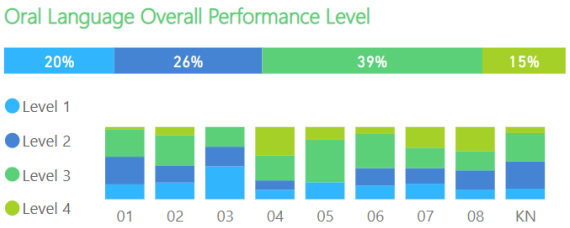
English Learner Progress Indicator (ELPI): The percentage of current English learners making progress towards English language proficiency or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC).

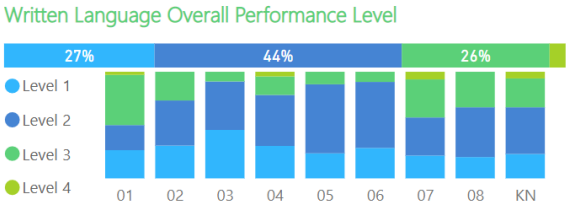
Data Source: 2016-2019 Reclassification - DataQuest; 2019 Summative ELPAC - ELPAC; ELPI - CA Dashboard

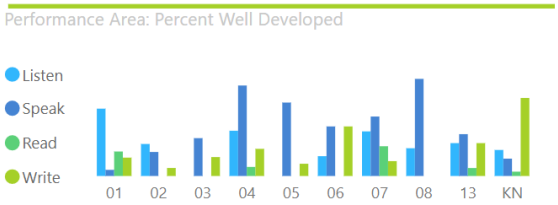
Note: ELPAC scale score threshold and performance levels were adjusted between the 2018 and 2019 administration scores are not comparable. ELPI recalculates progress with adjusted cut scores. Suppression rules applied to grade level reports.

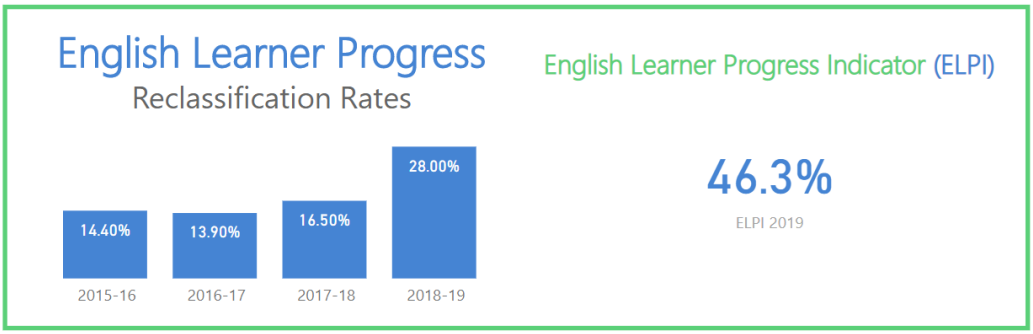
August Elementary











page 6 SUSD RA 12122019 v3r1

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.
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: 2016-2019 official CAASPP results,

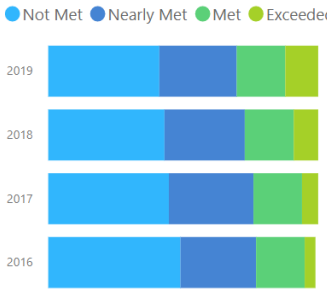
August Elementary

Math

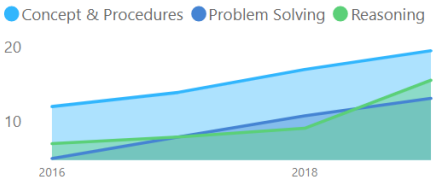
Percent Met/Exceed Standard: All Students

2016	2017	2018	2019
22%	23.98%	27.2%	30.18%

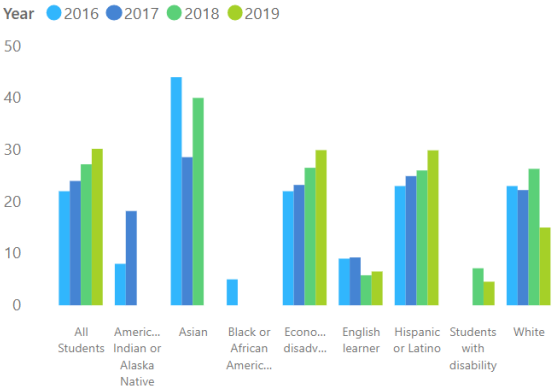
SBAC Math Overall PL



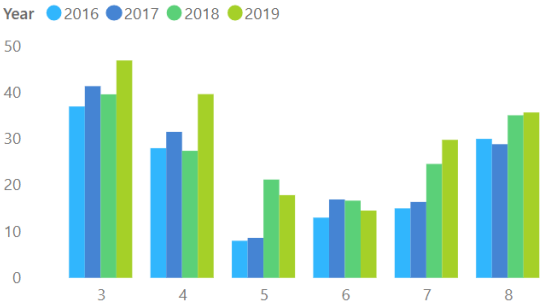
SBAC Math Area Performance



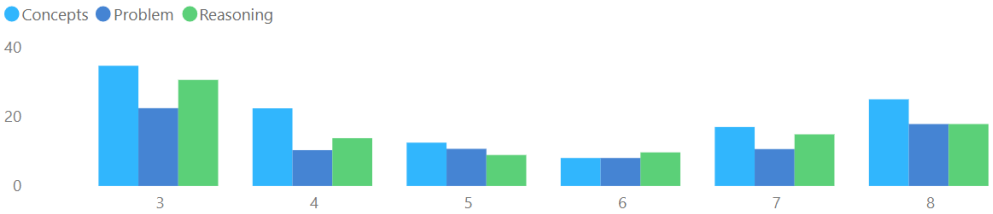
Math CAASPP: Percent Met/Exceed Standard



Math CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Math CAASPP: Percent Above Standard



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.
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

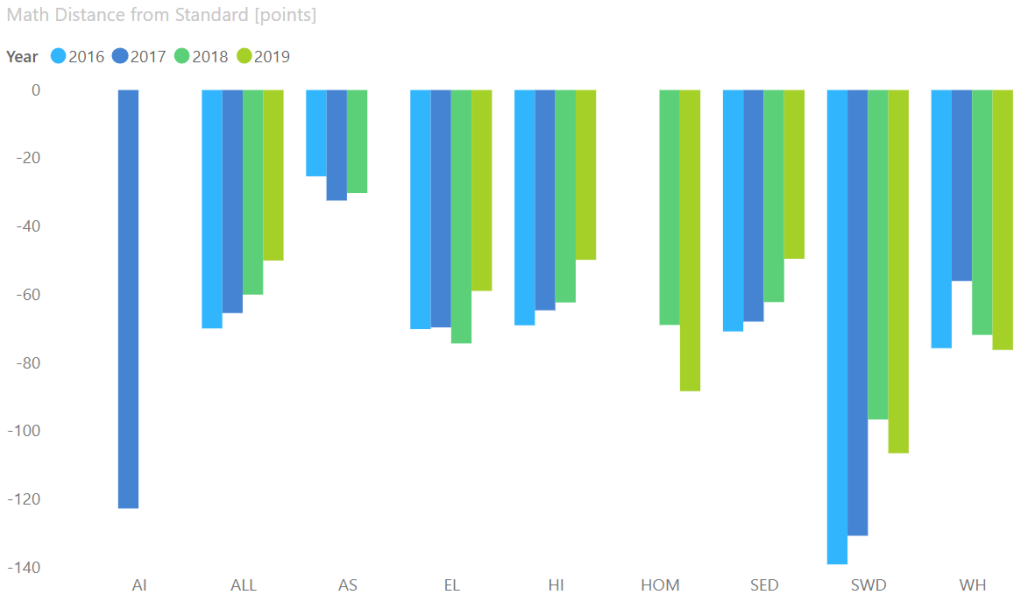
Note: 2019 Dashboard updates include participation, district of residence, and CAA results; for comparison 2018 reports were recalculated..

August Elementary

Math
Distance from Standard

All Students - [points]

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



page 5 SUSD RA 12122019 v3r1

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

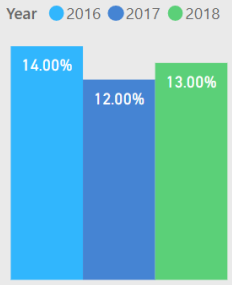
Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

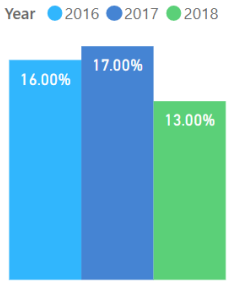
Percent Met ERW & Math Benchmark

PSAT 8/9 Grade 8

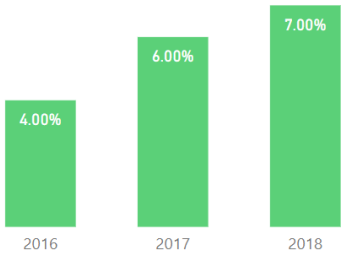
Percent Met Evidence-Based Reading & Writing Benchmark



Percent Met Mathematics Benchmark



Percent Met ERW & Math Benchmark



page 9 SUSD RA 12122019 v3r1

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

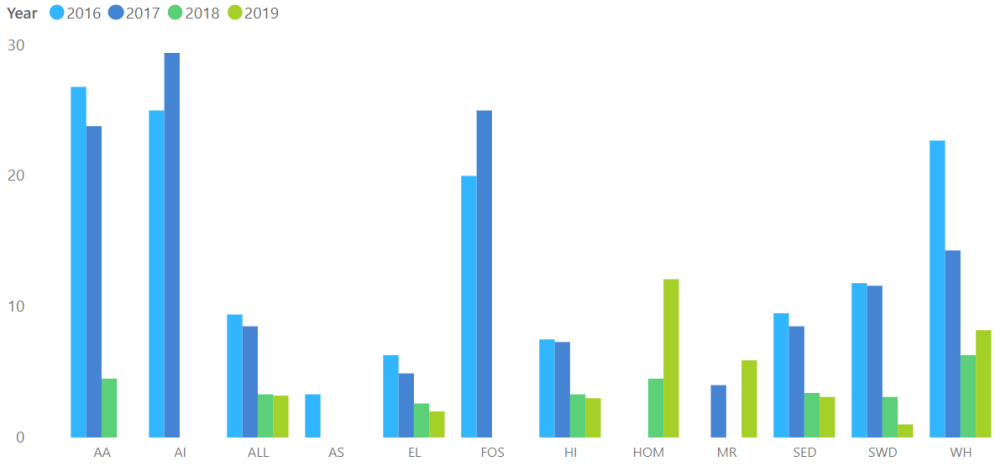
9.4%	8.5%	3.3%	3.2%
2016	2017	2018	2019

Explusion

All Students - Count *2019 Preliminary count

Expulsion Count by Year - if available

Suspension Rate: Student Group



August Elementary

page 8 SUSD RA 12122019 v3r1

August Elementary

Stockton Unified School District

Chronic Absenteeism

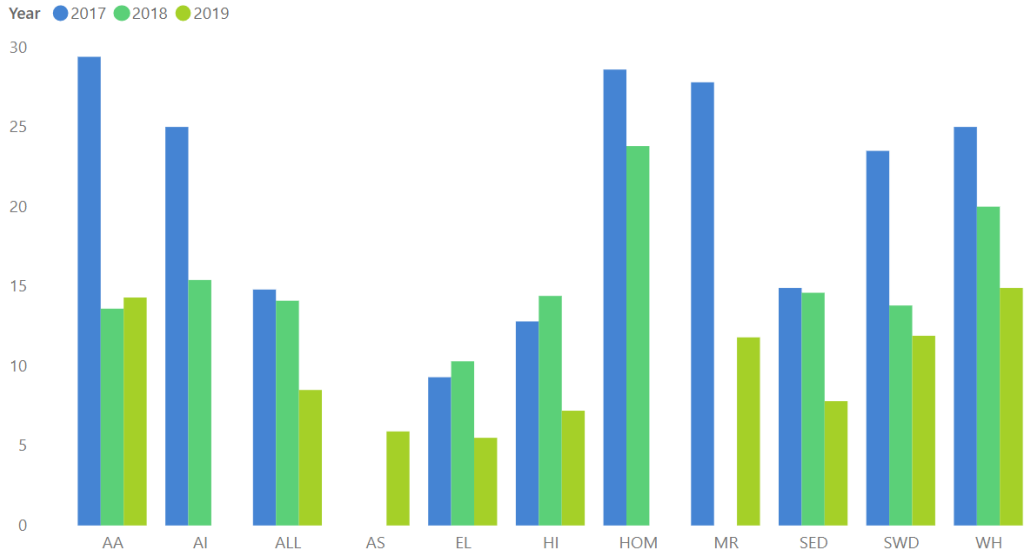
All Students

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

page 7 SUSD RA 12122019 v3r1

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							
		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	TOTAL FTE	TOTAL BUDGET
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**		

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

ELD/ELA Smart Goals:

ELA: By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 10%

EL: By EOY 2022, per ELPAC, increase the number of students who reclassify by 10 students.

Math Smart Goal:

Math: By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 10%

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Title I: $20,575:

AVID Digital XP and Elevate attendance with collaboration for AVID leadership team 7 staff attending: (6 teachers and 1 Program Specialist) X 6 hours X 3 days X $60 = $7,560

AVID Leadership Team: Collaboration of AVID Digital XP and AVID Elevate: 6 staff attending AVID Digital XP and 1 attending Elevate: (7 teachers and 1 Program Specialist) X 5 hours X 1 day x $60 = $2,400

8 staff not attending: (6 teachers) X 5 hours X 1day X $60 = $1,800

(2 administrators X 8 hours X 1 day X $85 = $1,360

Add to Strategy: Extra hours on weekends to support student achievement, return to school plan, and student i-Ready pathway monitoring 2 staff (2 administrators X 5 days X $500 = $5,000

Remaining $2,455 to teacher add comp to cover tutoring and leadership expenses.

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.

Change: Teacher additional time for attending Leadership (11500)

13 teachers X 21 hours X $60 p/hour = (Allocating $16,380)-LCFF

Substitute Teachers for Teacher release time and Academic Conferencing (11700)—

13 days X $200=$2,600--LCFF

Instructional Coaches (2 @ .5 FTE Instructional Coaches – Centralized Service) 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. (2 instructional coaches X 10hrs each X $60 = $1500- Title I (50643)

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.

Add Funds to: Instructional supplies to support district adopted curriculum for ELA and Math, 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, colored pencils, expo markers, permanent markers, crayons, composition books, highlighters, post it notes, binder dividers, etc.

43110- $11,117 -23030 LCFF

****General supplies are unallowable using State & Federal funds.****

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--$34,508 LCFF--$103,524 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.

22901-1 Community Assistant X 60 hours X $50 rate of pay = $3,000- LCFF (23020)

Program Specialist—additional time (19500)—10 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

19500- 1 Program Specialist X 10 hrs X $75=$750—Title I (50643)

The Program Specialist will attend leadership meetings and serve as the AVID coordinator at such meetings throughout the year.

19500 – 1 Program Specialist X 9 meetings @ $60p/hr X 1.5 hrs = $810--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. 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.

43110 $4,123-LCFF (23030)

****General supplies are unallowable using State & Federal funds.****

AVID Summer Institute in 2020 (Anaheim or San Diego 1) or District offered pathways due to COVID-19- 6 Teachers Flight and Hotel:

52150- 6 Teachers X $2,307= $14,000---Title I (50643)

iReady Spring Data (Diagnostic 3):

% of students at grade level in ELA 30% and Math: 26%

% of students below grade level in ELA 70% and Math 74%

% of students Making progress in ELA 64% Math: 50%

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
122,964	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
14,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
2,600	1000 Series	Certificated Personnel Costs (including benefits)
3,000	2000 Series	Classified Personnel Costs (including benefits)
15,240	4000 Series	Books & Supplies
14,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 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.

11500-Additional Comp 6 teachers X 9 weeks (18 sessions) X $60 = 6,480 (encumber $7,000) – (50643)

11700-Additional Subs (if needed) @$200p/day = For a total amount not to exceed $8,000 (50643)

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 Bilingual Assists @ 3.5 hr.- -$30,555—LCFF (23020)

21500 2 Bilingual Assists @ extra support (1 hour) --Not to exceed $2,500 each =$5,000—LCFF (23030)

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, manipulatives, notebooks, composition books, and paperback books, graph paper, index cards, chart paper, etc. We will also need to replace worn out technology overused for distance learning such as projectors, doc cams, laptops, student chromebooks, speakers, etc.

43110-Instructional Materials/Supplies - $4,300 Title I (50643)

44000- $4,000- LCFF (23030)

****General supplies are unallowable using State & Federal funds.****

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

56590-$5,000 Title I (50643)

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
15,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
4,300	4000 Series	Books & Supplies
5,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
35,555	2000 Series	Classified Personnel Costs (including benefits)
4,000	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

All August students will have access to the Accelerated Reader and/or Raz Kids Programs to build reading fluency and comprehension skills. Accelerated Reader Student License (58450) --$6,000—Title I RAZ Kids Student License 58450-$2,000- Title I (50643)

2 Administrators (1 Principal and 1 Assistant Principal) extended hours on weekends to support student achievement by monitoring data, collaboration, preparation for teacher professional development, etc.

13201- 2 Admin X 31 hours X $80 = $4,960 (not to exceed $5,000)-LCFF (23030)

iReady Spring Data (Diagnostic 3):

% of students at grade level in ELA 30% and Math: 26%

% of students below grade level in ELA 70% and Math 74%

% of students Making progress in ELA

64% Math: 50%

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
8,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
4,960	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

$ Amount(s)	Object Code	Description
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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, chart paper, post –it notes, pencil pouches, and highlighters, etc

Instructional Materials-43110 -- $4,000----LCFF (23030) $1,534 50643- Title I

****General supplies are unallowable using State & Federal funds.****

AVID Leadership Collaboration Administration Support of AVID Implementation-

(1 principal and 1 AP X $80p/hr X 12 hours = $1,920-not to exceed $2,000)

13201- $2,000-LCFF (23030)

Duplicating instructional materials, student resources, planners

(57150) --$1,500--Title I

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

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
3,600	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
1,534	4000 Series	Books & Supplies
5,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
1,600	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
4,000	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

August's suspension rate for all students will maintain under 3% as measured by suspensions on the dashboard in spring 2022.

August's Chronic Absenteeism rate for all students will decrease from 14% to under 10% as measured by Chronic Absenteeism on the Dashboard in Spring 2022.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

New Data due to COVID

Chronic Absenteeism Rate for 2020/2021: 15.89%

# of students enrolled: 642

# of students with 10% or more absences: 89

# of SART Meetings: 0

Chronic absenteeism requires ongoing monitoring to keep our percentage of students identified as chronic under 10%. Administrators, community assist and counselors along with assistance from Child, Welfare and attendance all work together to keep our numbers below 10% as monitored by a bimonthly report provided from the district. Strategies and interventions are ongoing.

Perfect Attendance Flags: Classrooms with perfect attendance for the day will hang a perfect attendance flag outside their classroom to be positively recognized for 100% attendance.

28 classrooms X 1 flag/ hardware = 43110-$1500- LCFF 23034

****General supplies are unallowable using State & Federal funds.****

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
1,500	4000 Series	Books & Supplies
	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

The percentage of August families participating in school sponsored virtual (parent teacher conferences, parent coffee hour, family events, etc) will increase 10% as measured by snippets of participation tab on Zoom.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Additional funds to support parent involvement activities.

Total Goal 3, Title I Parent Involvement funds is $3,307.

2021-2022 Strategy Adjustment

The Community Assist will bridge the communication barriers between the school and the August Community through the development of parent training programs, parent coffee hours, parent conferences, and assisting with mass communication calls. The community assist will work alongside the administrations and teachers to provide support in increasing student achievement, improving attendance and the overall wellness of the August community.

22901-1 FTE Community Assist $55,502 –LCFF (23035)

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

****General supplies are unallowable using State & Federal funds.****

# of virtual meetings conducted: 51

# of virtual trainings: 15

# of parents attending parent teacher conferences: 20

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

Consultant (Non-Instructional)58100- 1,700- LCFF (50672)

Non-instructional materials: paper, books, manipulatives, flashcards

43110-$1,000- LCFF(23035)

****General supplies are unallowable using State & Federal funds.****

Parent meetings/trainings to support student achievement in ELA and Math

43400-$1,000-LCFF (23035)

Parents will be trained to support student achievement with the use of a charging chromebook cart and 20 chromebooks to be utilized at parent trainings and meetings focused on increasing student achievement in ELA, Math, and English Learners.

44000- $6,375- LCFF (23035)

****General supplies are unallowable using State & Federal funds.****

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

$ Amount(s)	Object Code	Description
55,502	2000 Series	Classified Personnel Costs (including benefits)
8,375	4000 Series	Books & Supplies
1,700	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Continue- Data teams will continue but will be modified to include all grade levels.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Continue-due to COVID-19, prior years indicated that this program was increasing and parent participation in the program benefited students.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

AUGUST #209

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

TITLE I	TOTAL ALLOCATION	$ 177,498	
	TOTAL BUDGET DISTRIBUTED BELOW	$ 177,498	
	TO BE BUDGETED (Should be $0.)	0	
LCFF	TOTAL ALLOCATION	$ 184,000	
	TOTAL BUDGET DISTRIBUTED BELOW	$ 184,000	
	TO BE BUDGETED (Should be $0.)	0	
TITLE I - PARENT - 50647	TOTAL ALLOCATION	$ 3,307	
	TOTAL BUDGET DISTRIBUTED BELOW	$ 3,307	
	TO BE BUDGETED (Should be $0.)	0	

		ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS							
Object	Description	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	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)		$ 20,575		$ 13,980																$ 34,555
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		$ 179		$ 3,179
30000	Statutory Benefits																				
29500	Par Lia-Add Comp (incl benefits)																				$ -
	Sub Total - Personnel/Benefits		$ 91,091		$ 94,204		$ -		$ 23,316		$ -		$ -		$ 55,501		$ 3,000		$ 179		$ 260,794
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		$ 119,297		$ 157,684		$ -		$ 23,316		$ -		$ -		$ 58,201		$ 3,000		$ 3,307		

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
AUGUST - 209 - A5
PRELIMINARY - 04/16/2021

TITLE I		LCFF		TITLE I - PARENT - 50647	
TOTAL ALLOCATION	$ 177,498	TOTAL ALLOCATION	$ 170,880	TOTAL ALLOCATION	$ 3,294
TOTAL BUDGET DISTRIBUTED BELOW	$ 177,498	TOTAL BUDGET DISTRIBUTED BELOW	$ 170,880	TOTAL BUDGET DISTRIBUTED BELOW	$ 3,294
TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0

	Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT						PARTNERSHIPS							
			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	TOTAL FTE	TOTAL BUDGET
	Personnel Cost-Including Benefits																							
*	11500	Teacher - Add Comp (incl benefits)	0.000	$ 23,380	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 23,380
	11700	Teacher Substitute (incl benefits)	0.000	$ 8,000	0.000	$ 2,600	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 10,600
	12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	13201	Assistant Principal-add Comp (incl benefits)			0.000	$ 6,600			0.000				0.000				0.000				0.000	$ 6,600
	19101	Program Specialist (incl benefits)	0.000	$ 103,524	0.000	$ 34,508	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 138,032
	19500	Prog Spec-Add Comp (incl benefits)	0.000	$ 1,560	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 1,560
	19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	19500	Instr Coach-Add Comp (incl benefits)	0.000	$ 1,500	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 1,500
	21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	21101	Bilingual Assistant (incl benefits)			0.000				0.000	$ 30,555			0.000				0.000				0.000	$ 30,555
	21500	Bil Asst-Add Comp (incl benefits)			0.000				0.000	$ 5,000			0.000				0.000				0.000	$ 5,000
	22601	Library Media Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	22500	Lib Med Asst-Addl Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000	$ 3,000	0.000		0.000		0.000		0.000	$ 55,502	0.000		0.000	$ 58,502
	22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
		Sub Total - Personnel/Benefits		$ 137,964		$ 43,708		$ -		$ 38,555		$ -		$ -		$ -		$ 55,502		$ -		$ 275,729
	Books & Supplies																							
**	*43110*	Books/Supplies/Materials (less than $500 per item)		$ 5,834		$ 19,240								$ 1,500				$ 1,000				$ 23,380
	43400	Parent Meeting																$ 1,000		$ 3,294		$ -
	44000	Equipment ($500 - $4999.99 per item)				$ 4,000												$ 6,375				$ 6,600
		Sub Total - Books & Supplies		$ 5,834		$ 23,240		$ -		$ -		$ -		$ 1,500		$ -		$ 8,375		$ 3,294		$ 29,980
	Services																							
	57150	Duplicating		$ 1,500																		$ 23,380
***	*57250*	Field Trip-District/Non-District Trans		$ 3,500																		$ 10,600
	56590	Maintenance Agreement		$ 5,000																		$ -
****	*52150*	Conference		$ 14,000																		$ -
	58450	License Agreement		$ 8,000																		$ 6,600
	58920	Pupil Fees																				$ 1,560
*****	58100	Consultants-Instructional/Non-Instructional														$ 1,700						$ -
		Sub Total - Services		$ 32,000		$ -		$ -		$ -		$ -		$ -		$ 1,700		$ -		$ -		$ -
		GRAND TOTAL		$ 175,798		$ 66,948		$ -		$ 38,555		$ -		$ 1,500		$ 1,700		$ 63,877		$ 3,294		

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District
State & Federal Strategic Preliminary Action List

LOCATION: A5 **AUGUST K-8**

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
					27206577	PROGRAM SPEC	0090	12303021A5	19101	0.5000	0.5000
					27206577	PROGRAM SPEC	3010	15064321A5	19101	0.5000	0.5000
	X				64163334	LIBRARY MEDIA ASSISTANT	0090	12303024A5	22601	0.4375	1.0000
					70505567	COMMUNITY ASST	3010	15067226A5	22901	0.7500	1.0000
					71255747	BILINGUAL ASST/SPANISH	0091	12302010A5	21101	0.4375	1.0000
					71252405	BILINGUAL ASST/SPANISH	0091	12302010A5	21101	0.4375	1.0000
									TOTALS, THIS LOCATION:	209	3.0625

RETAIN = No changes / Personnel Authorization not needed.
ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.
FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ **New Fund** _____
Fund Change for PCN _____ **New Fund** _____
Fund Change for PCN _____ **New Fund** _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to asigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.			
2.			
3.			
4.			

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On _____ **School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the** _____ **school year.**

Site Administrator's Approval: _____ **DATE:** 1/22/2021

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca
Report Location: CDD \ Accounting\ State and Federal
User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020
Current Time: 04:05:14
Page #: 3

2020-2021 SPSA Evaluation

August 2020-2021 SPSA Evaluation				
Goal 1 Student Achievement	**Actions/Activities & Strategies**	**What is working and why? (Effective Indicators)**	**What is NOT working and why? (Ineffective indicators)**	**Modification(s) based on evaluation results**
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%-40% in Math as measured by the SBAC state test by May, 2021	**Strategy 1/Activity 1:** 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.	**Strategy 1/Activity 1:** The team meets once a month to discuss data trends, monitor AVID progress and goals. This team also looks at curriculum implementation, iReady progress, and diagnostic results. *Monthly AVID strategies have been monitored and posted in an evidence folder. *iReady usage on pathways is one of the highest in the district **iReady Fall to Winter Math Data:** **Fall iReady**: **Winter** Tier 3 (Red): 43% 36% Tier 2 (Yell): 41% 39% Tier 1 (Grn): 15% 25%	**Strategy 1/Activity 2:** There are no ineffective indicators.	**Strategy 1/Activity 1:** There are no modifications

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Goal 1 **Student Achievement**	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 **Strategy 4/ Activity 2**: 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	**Strategy 4/ Activity 2** AVID has been easily implemented during distance learning. We have adapted and are using the strategies school-wide	**Strategy 4/ Activity 2** There are no negative indicators	**Strategy 4/ Activity 2:** There are no modifications

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.	**Strategy 5/ Activity 1:** 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 **Strategy 5/ Activity 2:** Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.	**Strategy 5/ Activity 1:** Due to COVID and distance learning, there are no positive indicators **Strategy 5/ Activity 2:** Due to COVID and distance learning, there are no positive indicators	**Strategy 5/ Activity 1:** Due to COVID, none of these activities were able to take place this year **Strategy 5/ Activity 2:** Due to COVID, none of these activities were able to take place this year	**Strategy 5/ Activity 1:** There are no modifications **Strategy 5/ Activity 2:** There are no modifications

	Strategy 1/ Activity 1: 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.	**Strategy 1/ Activity 1:** There have been no suspensions during distance learning to date. The current Chronic Absenteeism rate during distance learning is 11.73% as reported on the mid February report. We use our SET form to monitor attendance.	**Strategy 1/ Activity 1:** Due to COVID, attendance has been sporadic and harder to monitor.	**Strategy 1/ Activity 1:** There are no modifications
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	**Strategy 1/ Activity 1:** 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	**Strategy 1/ Activity 1:** Parent coffee hour is held once a week as opposed to once a month to provide more support to parents during distance learning. Outside consultants come in to provide dangers of vaping and other pertinent PD to parents. Parents have received training on Google Classroom and Zoom as well	**Strategy 1/ Activity 1:** Due to COVID, it's harder to connect with parents through zoom. Not all the parents have the technical know how to navigate the online meetings and PD	**Strategy 1/ Activity 1:** There are no modifications

	Coffees, parent volunteering, parent engagement events, etc.), parent trainings/conferences, etc	In February, we held a raffle for a Michael Kors purse for attending Parent Coffee Hour. Parents received a ticket each week they attended the event. This was done in an effort to boost parent attendance at Parent Coffee Hour.		

Comprehensive School Profile Data:

August School Continuous Improvement: Decision Making Model 2021 --

--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	
Current Performance Level	**Gap Analysis Results**	**Cause Analysis Results**	**Design & Improvement**	**Success Assurances**	**Implementation & Evaluation**
Do I know where I am? *Raw data*	*Do I know the gap between where I am and where I want to be?* *Outcome data to increase by 3%*	*Do I know what's causing me to be where I am?* *What is causing our gap?*	*Do I know what I need to do to get where I want to be?* *Planned strategies*	*Do I know what I need to do to assure that what I do works?* *What do we need to be successful?*	*Do I know what I need to do to confirm what I do works?* *How do we know our implementation is successful? Annual review*
Demographics: Low Socio Economic : 93.13% Students with Disabilities: 12.27% English Learners: 40.92% **Chronic Absenteeism:** 2017: 14.80 2018: 14.10 2019: 8.02 2020: 15.89 **COVID-19 Impact**: +7.87 **Suspension Rate:** 2016: 9.40 2017: 8.50 2018: 3.30 2019: 3.18 2020: 0 (Distance Learning)	**CHRONIC ABSENTEEISM**: • Prior to COVID-19, Consistently making progress towards reducing our chronic absenteeism rate. During distance learning, we had an increase of students identified as chronic. **SUSPENSION RATE:** • Suspension rates have declined. There were no suspensions	**CHRONIC ABSENTEEISM**: • School-wide push for decreasing the chronic absenteeism rate • Incentive program using incentive money • Collaboration with counselors, administrators, teachers, community assist, and CWA liaison **SUSPENSION RATE:** • Full time counselor, .5	**CHRONIC ABSENTEEISM**: • Allocate PBIS funds to support attendance incentives for multiple years. • Continue systems for admin, counselor, and CWA to support students at risk for low attendance. Return to check ins with teams for chronic students. **SUSPENSION RATE:** • Continue in-class presentations, restorative practices and	**CHRONIC ABSENTEEISM**: • PBIS funds aligned with attendance goals and incentive programs to support counselors, community assist,admin, and CWA in reducing chronic absenteeism **SUSPENSION RATE:** • 1.5 FTE counselors, AP, and mental health clinician to support positive behavior culture.	**CHRONIC ABSENTEEISM**: • Monitor and evaluate monthly attendance rates. **SUSPENSION RATE:** • Monitor and evaluate monthly suspension rates, PLUS surveys, and office referrals. **ELD/ELA/MATH PROGRAM IMPROVEMENTS:** • Monitor schedule and implementation of in-class presentations. • Develop a schedule for substitutes and

4 Year Decline Prior to COVID-19: 6.22% **Reclassification Rate**: 2015/16: 14.40% 2016/17: 13.90% 2017/18:16.50% 2018/19: 28.00% 2019/20: 8.10% **4 Year Increase Prior to COVID**: 13.6 **COVID-19 Decrease**: 19.9% **SBAC ELA Trend** 2016/2017: 20.00 2017/18: 26.78 2018/19: 28.90 2019/20: 36.20 **4 Year ELA Growth**: 16.2 **SBAC Math Trend** 2016: 22.00 2017: 23.98 2018: 27.20 2019: 30.18 **4 Year Math Growth**: 8.18	during distance learning in 2020-2021. **RECLASSIFICATION RATE/ELLs:** • Prior to COVID-19, consistently making strong gains in our RFEP rate. In 19/20, we had a sharp decrease in reclassification rates. **SBAC ELA** • Consistently making gains in ELA as shown in the four year trend. **SBAC MATH** • Consistently making gains in Math as shown in the four year trend.	counselor, and full time AP supporting Tier 1 support for behavior • Mental Health Clinician supporting Tier 3 students **ELA/ELD GROWTH:** • Increase in the number of teachers using AVID strategies • Focus on the AVID WICOR elements • Focused professional development and increased collaboration **MATH GROWTH:** • Consultant provided teacher support (2018 &2019) in Math. This contributed to a slight gain in	targeted, on-line Tier 2 behavior support students. • Teachers need release time each month to collaborate more in-depth with instructional coaches, observe partner teachers and continue PLC work. • Students will have access to library books for in-class and at home reading. • Enhance new curriculum through updating technology and purchasing classroom supplies. • Conduct monthly classroom walkthroughs (Instructional Rounds), gather data, and develop teacher	**ELA/ELD GROWTH:** • Extended day tutoring to address the achievement gap created from distance learning. **ELA/ELD/MATH GROWTH:** • The AVID/PLC Leadership Team will meet monthly for 90 minutes to address academic and SEL needs of all students. • Purchase equipment; doc cams, printers, headphones. Purchase classroom supplies. • Pay Leadership Teams (teachers, program spec, coaches) additional comp. per month, along with release time for Instructional	coaches. • Monitor notes from collaboration and PLC. • Monitor book circulation and library schedule. • Monitor budget. • Review i-Ready data, PLC notes, and PD feedback. • Review RFEP rates and ELPAC scores. • Monitor targeted students' i-Ready data. • Monitor and evaluate identified students i-Ready and classroom assessments.

		mathematics. New math curriculum was implemented in 19/20.	PD. ● Bilingual assistants will provide targeted support to K-3 students in reading and math. ● Provide Tier 3 support in reading and math for K-2 students on a daily basis, throughout the year. ● Monitor ELD implementation and develop targeted PD.	Rounds. ● Bilingual assistants will provide targeted student support in grades K-3. ● Program Specialist will provide Tier 3 support in reading and math through identification of students' needs identified in Tier 3. ● Program Specialist will monitor and support the ELD program.	

Progress

school search

August Elementary

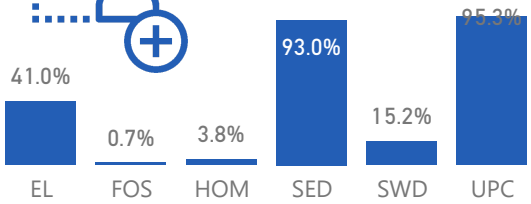
2020-2021

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January

558

Enrollment



December

CWA

8

Parent Outreach

Engagement

Chronic Absenteeism

Winter

Academics

Participation	Participation	Participation
97%	100%	(Blank)
ELA: K-11	Math: K-8	MDTP-Fall
On-Track	On-Track	Nearly + Ready
28%	25%	(Blank)
Percent	Percent	Percent-Fall

High School: No Credits Earned

English Learners

ELPAC IA	ELPAC IA
94%	15
Percent GL Tested	Total Tested

Reclassification

RFEP Eligible

Curriculum:

Tests Administered Through January

Benchmark	Ready Class
1172	1209
Total Test Count	Total Test Count

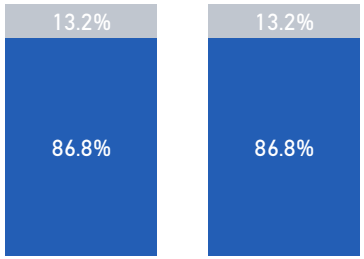
Saavas

(Blank)

Total Test Count

Plus Survey

School Climate



At my school, there is a teacher or other adult who really cares about me.

I feel like I am part of this school.

Enrollment

school search: August Elementary

Month: All

Student G...: All

2020-2021

Change: All Enrollment
(current-previous month)

-5

Dec-Jan change

01-Aug	06-Jan
559 Enrollment	553 Enrollment

02-Sep
567
Enrollment

03-Oct
571
Enrollment

04-Nov
560
Enrollment

05-Dec
558
Enrollment

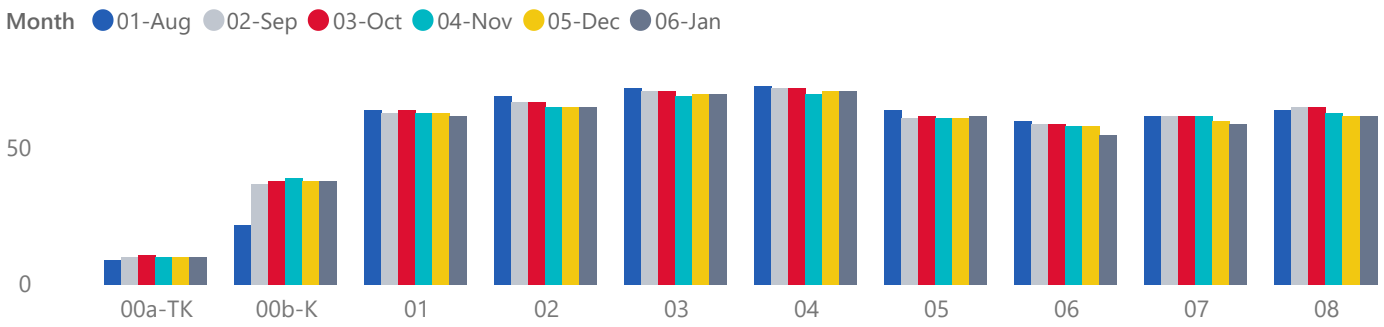
SUSD RA v1.1

Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

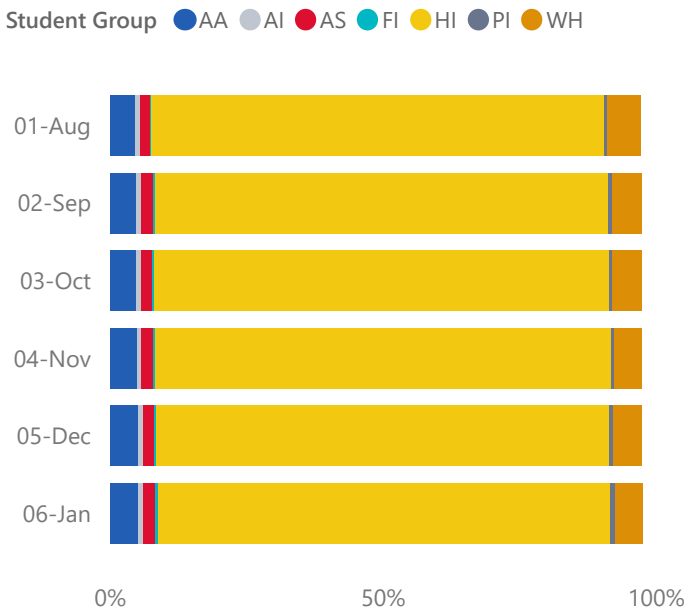
Navigation: All months and students groups are on displiay, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; Frequency: Reports are updated monthly; Updated: 01-06-2021

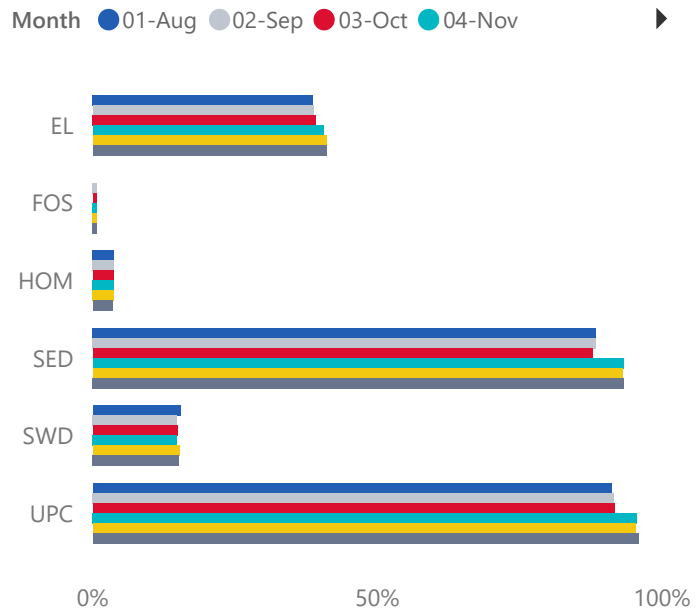
Grade Level: Student Count



Race/Ethnicity: Percent



Student Groups: Percent



Engagement

school search: August Elementary

Month: All

2020-2021

Connections

Rate Change: Chronic Abs

-0.01 ⬇

Nov - Dec change

01-Aug	34.80% Rate	01-Aug	198 Count
02-Sep	10.73% Rate	02-Sep	62 Count
03-Oct	11.03% Rate	03-Oct	64 Count
04-Nov	10.65% Rate	04-Nov	62 Count
05-Dec	10.12% Rate	05-Dec	59 Count

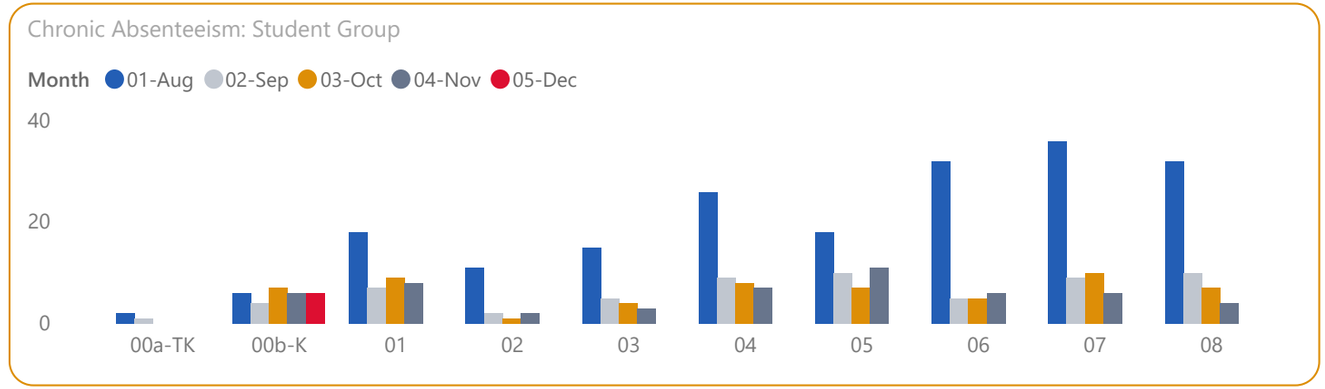
SUSD RA v1.1

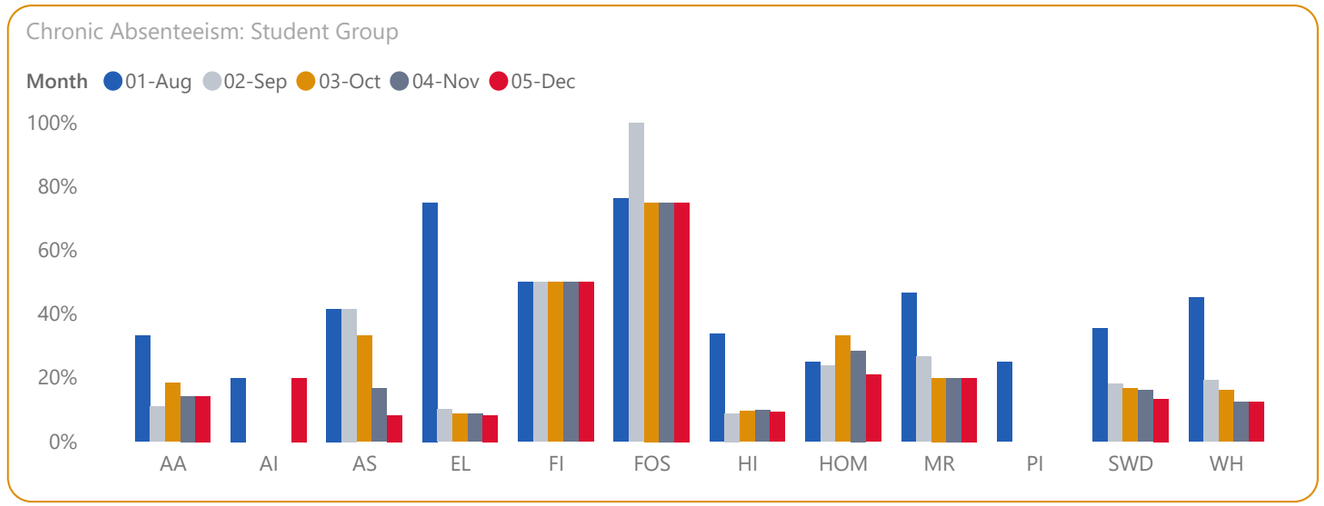
Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

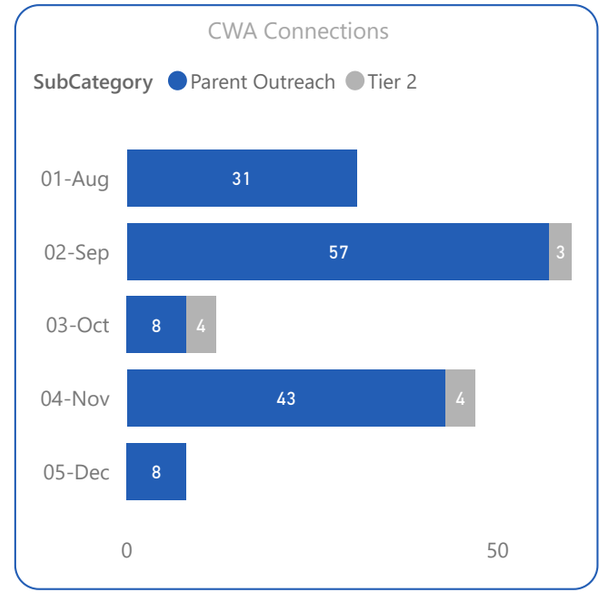
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2**: student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on displiay, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; Frequency: Reports are updated monthly; Updated: January 2021







counselors : coming soon!

iReady

school search: August Elementary

Subject: ELA

2020-2021

Term: All

Student Group: All

Participation

92%	97%	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:
* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:
1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.
2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.
3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow
Source: Research; Program Exports
Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.
High School Data Currently Not Reported

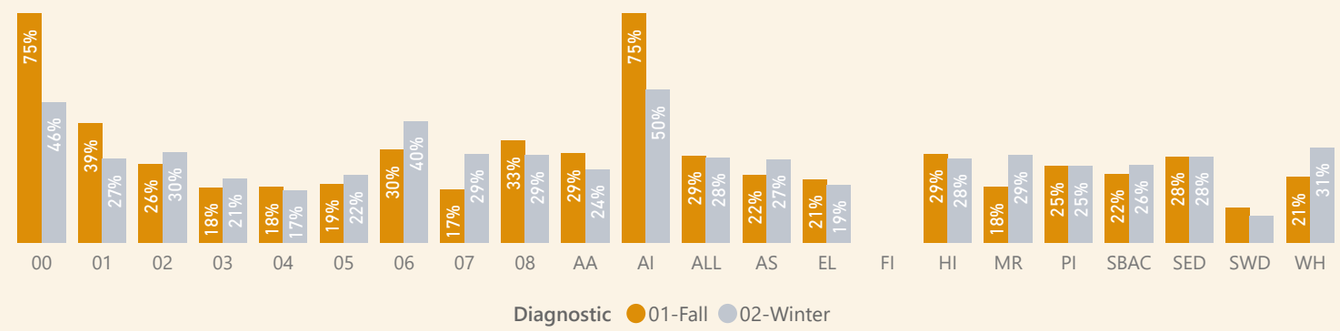
SUSD RA v1.1

On Track
29% Fall
28% Winter
Spring

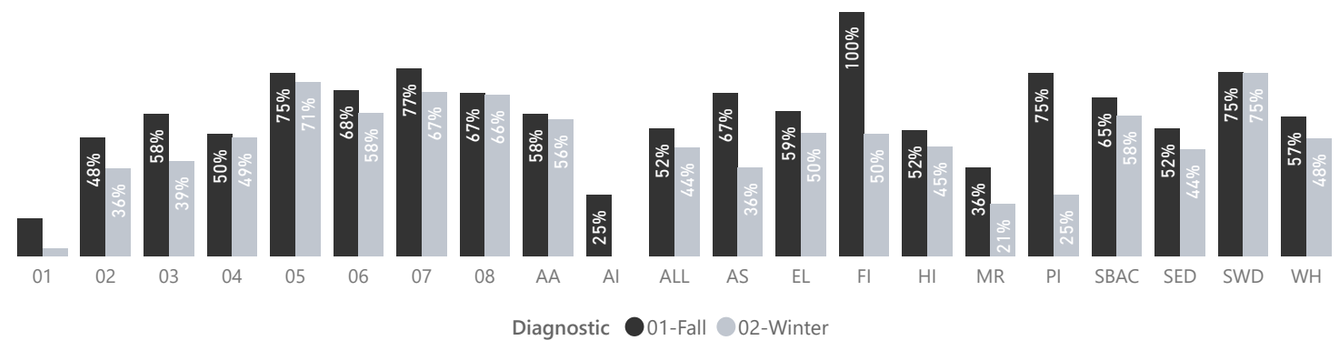
2+ Below
52% Fall
44% Winter
Spring

No Gro...
39% All
32% Winter
Spring

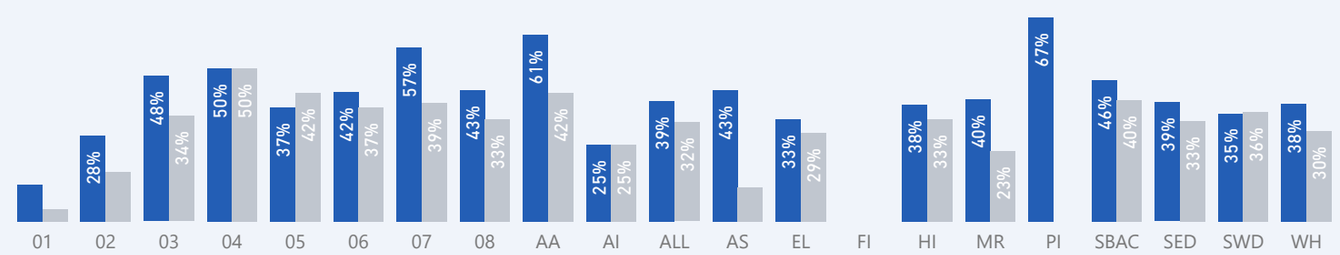
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level

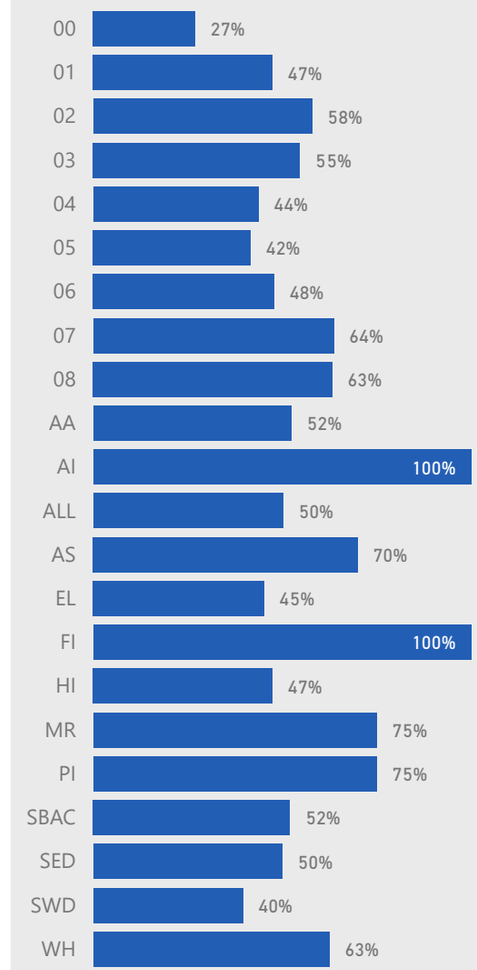


iReady Percent No Growth (since Winter 2019)



F-W Growth	F-S Growth
50% All	

iReady F-W Typical Growth



Curriculum

school search

August Elementary

2020-2021

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* Total Test Count: Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* Average Test Administered: Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

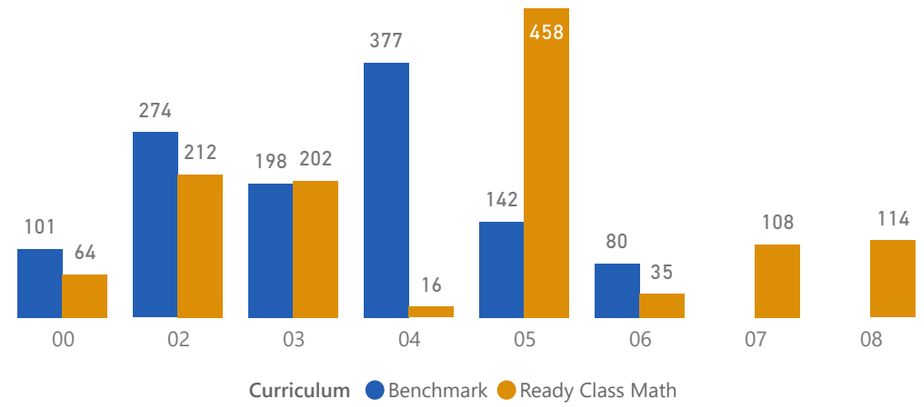
* Progress/Proficiency: achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.
* 30 minutes: percent of students averaging 30 minutes per subject per week
* Passed Lesson: percent of students passing online instruction (<70%)

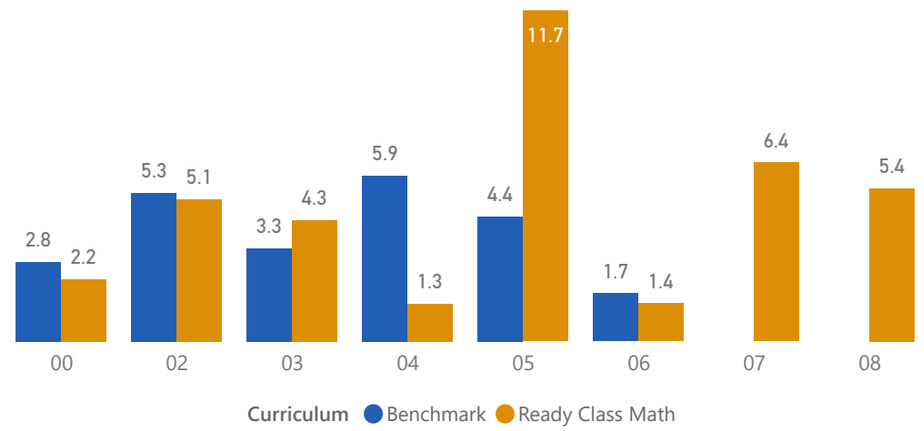
Navigation: N/A
Source: Research; Curriculum Exports, Illuminate
Frequency: Reports are updated periodically; Updated: November 2020

January 2021 Curriculum Assessments	Ready Class	Saavas	Benchmark
	1209	(Blank)	1172
	Total Test Count	Total Test Count	Total Test Count

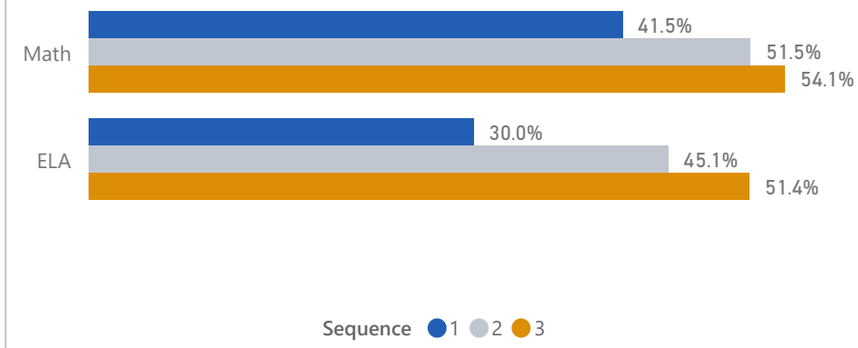
Curriculum: Test Count



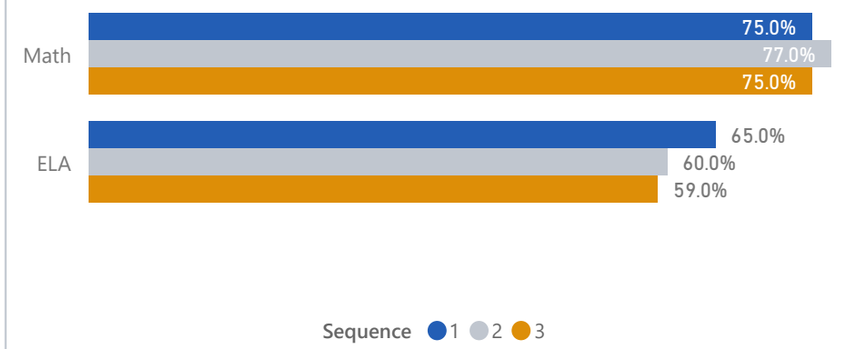
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

ELs & RFEPs

school search

August Elementary

2020-2021

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* IA ELPAC: THe Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and Novice English Learner.
Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* RFEP Eligibile: Count of all English Learners eligble for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:
1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.
Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021

Percent Initial ELPAC Completed

ELPAC IA

ELPAC IA

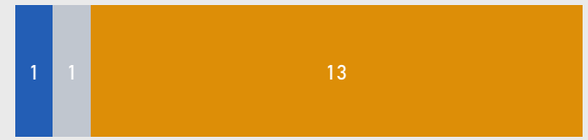
15

Total Tested

Grade Level	Tested	Enrolled	Percent Tested
00	13	14	92.86%
01	1	1	100.00%
06	1	1	100.00%

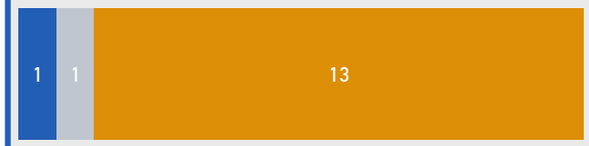
Overall Performance

IFEP Intermediate Novice



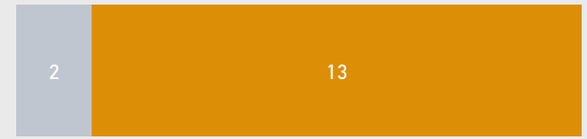
Oral Language Performance

Well Moderate Minimally

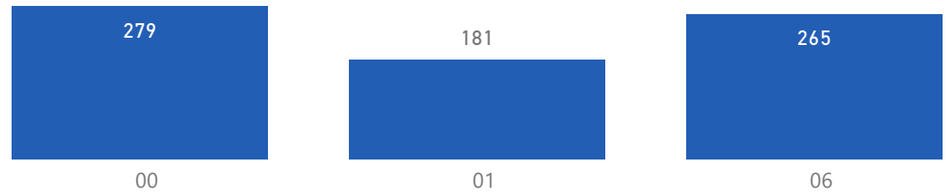


Written Language Performance

Well Moderate Minimally



Overall Mean Scale Score by Grade Level

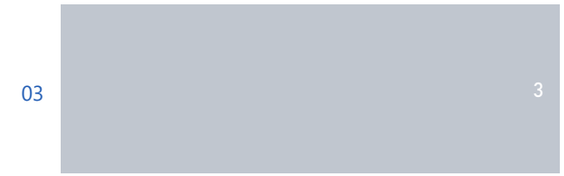


Reclassification

RFEP status Not Complete

Reclassification by Grade Level

RFEP status Not Complete



School Climate

school search: August Elementary

Grade Span: All

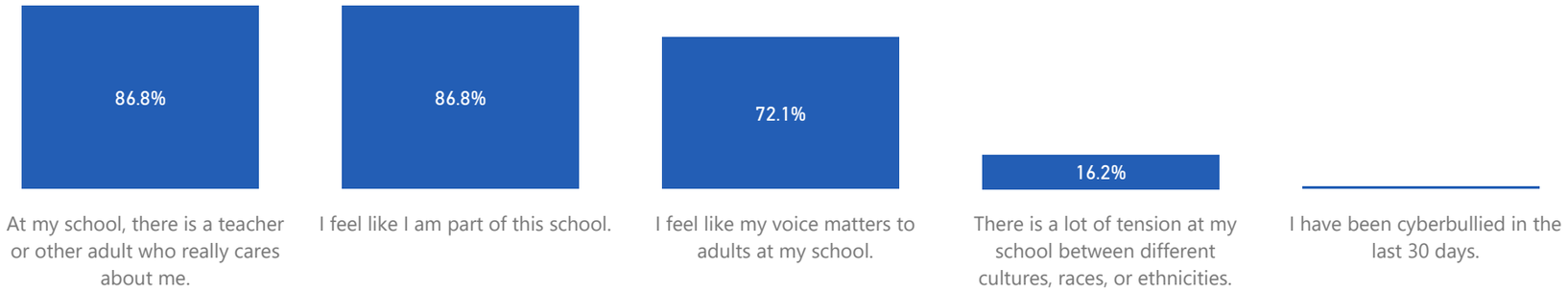
2020-2021

Question Priority: All

Term: 1-Fall

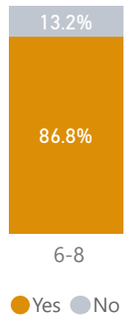
Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.
Navigation: NA
Source: Student Support Services - PLUS program
Frequency: Reportts are updated after survey administration (3x a year); Updated: Fall 2020

All Responses

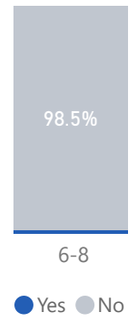


Count	Count	Count
(Bla...	68	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12

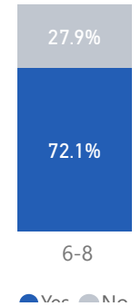
I feel like I am part of this school.



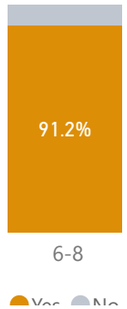
I have been cyberbullied in the last 30 days.



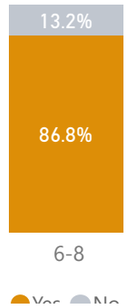
I feel like my voice matters to adults at my school.



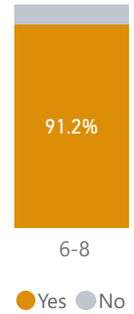
At my school, there is a teacher or other adult who believes that I will be a success.



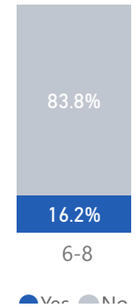
At my school, there is a teacher or other adult who really cares about me.



I feel safe in my school.



There is a lot of tension at my school between different cultures, races, or ethnicities.



High School

school search

August Elementary

GradePeriod

All

2020-2021

MDTP

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:
* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
* All: all credits attempted were earned
* Half: more than half of credits attemped were earned
* Less than half: less than half of credits atttempted were earned
* None: no attempted credits were earned

*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after at end of term, test; Updated: January 2021

Grade Distribution and Term

Participation Fall	Near/Ready
(Blank)	(Blank)
Percent	All

MDTP: Fall Diagnostic

Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)

10
8
6
4
2
0

Credits Earned (December)

10
8
6
4
2
0

SUSD RA v1.1

Reference and Updates

2020-2021

Report Log

* v1 01122021: preliminary review
* v1.1 01212021 administrators - published

Feedback Suggestions Comments Questions Ideas

Share your thoughts with our team!

Report Content

Student Level Reports

* iReady (portal), Student Level (Illuminate)
* RFEP eligibility (Illuminate)
* ELPAC IA testing list
* Benchmark Universe
* MDTP
* Saavas (portal)

Acronyms

Student Groups

ALL – all students

AA – Black/African American

AI-American Indian/Native Alaskan

AS-Asian

FI-Filipino

HI-Hispanic

MR-Two or More

PI-Pacific Islander/Native Hawaiian

WH-White

EL-English Learner

FOS-Foster Youth

HOM-Homeless Youth

SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

iReady

school search: August Elementary

Subject: Math

2020-2021

Term: All

Student Group: All

Participation

97%	100...	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.
2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.
3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.

High School Data Currently Not Reported

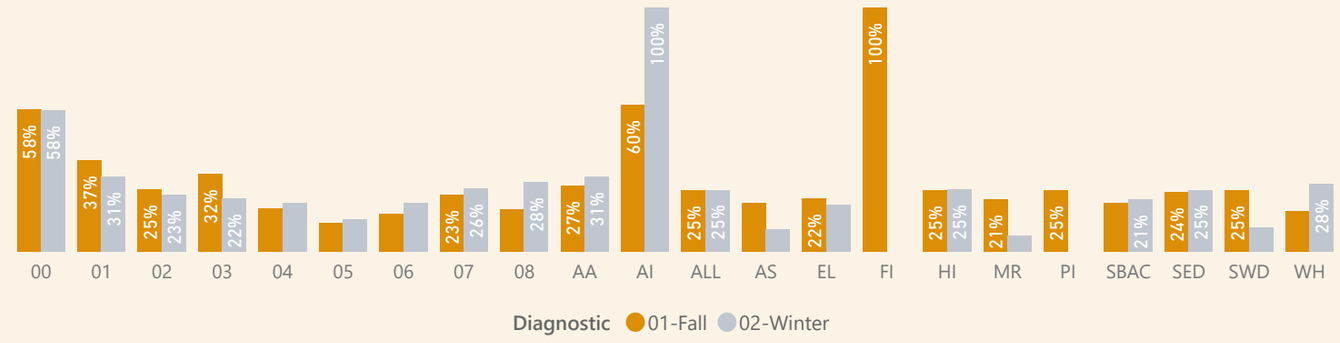
SUSD RA v1.1

On Track
25% Fall
25% Winter
Spring

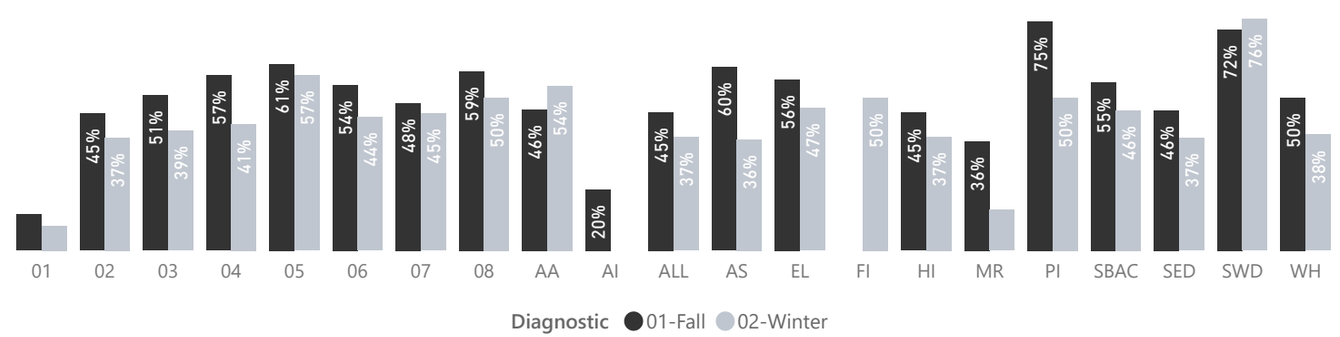
2+ Below
45% Fall
37% Winter
Spring

No Gro...
41% All
29% Winter
Spring

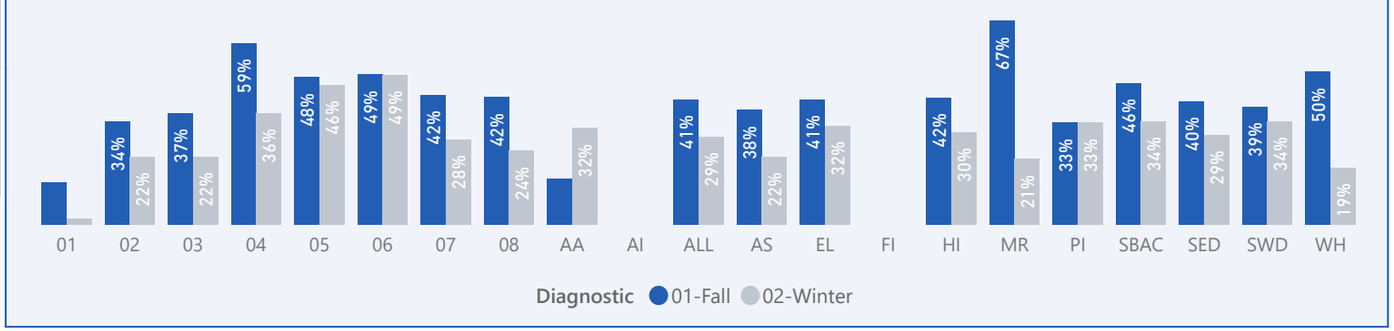
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level



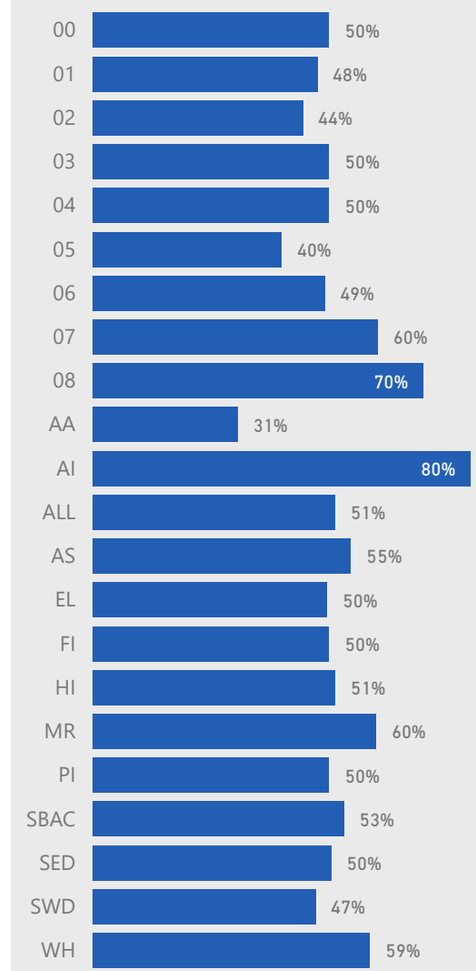
iReady Percent No Growth (since Winter 2019)



F-W Growth: 51% All

F-S Growth:

iReady F-W Typical Growth



Recommendations and Assurances:

Site Name: August School

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

   English Learner Parent Involvement Committee — June 7, 2021 (Date of Meeting)

   Other committees established by the school or district (list): _____ (Date of Meeting)

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

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

   This SPSA was adopted by the SSC at a public meeting on June 7, 2021 (Date of Meeting).

Attested:

Lori Risso		June 7, 2021
Typed Named of School Principal	Signature of School Principal	Date