

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: August (A5 - 209)

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 School 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:

English Learner Advisory Committee

_____ 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 _____ Date of Meeting

Attested:

Lori Risso
Typed Name of School Principal

Lori Risso
Signature of School Principal

_____ Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
August Elementary	39686766042519	05/27/2022	06/28/2022

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

August Elementary is implementing a Schoolwide Program.

Description

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.

Engaging Educational Partners

Refer to comprehensive needs assessment.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Student admin and support staff first met to make a plan on addressing the CNA for 2022-2023. Google surveys and a fishbowl activity were planned for the March leadership meeting. The CNA was then brought to SSC and Student Council for input.

The following committees had input on the CNA:

- August Leadership Team: Met (3/24/22) to review the SPSA goals and did a fishbowl type activity to develop some problem and root cause statements.
- Student Council (Student Leadership): Met (3/25/22) to review PLUS survey data and discuss culture climate of August. Students were quite vocal regarding bringing back school events as they were feeling disconnected since the pandemic.
- School Site Council (SSC): Met (3/30/22 at the Spring 1st Meeting) to review the CNA and to acquire input.

Staffing and Professional Development

Staffing and Professional Development Summary

- 18 out of 23 August Teachers are fully credentialed. 5 out of 23 are new to the profession and in probationary status.
- 22 out of 23 August teachers are AVID trained and have attended a AVID Summer Institute or weekend Pathways.
- Staff Development for 2022-2023 will focus on AVID, UDL, Educational Equity, and EL strategies.
- Teachers who are not fully credentialed will consistently work with the August coach focusing on ELA and Math.
- Teachers have full access to the August Program Specialist to assist with technology or curriculum concerns.
- August teachers collaborate using the PLC process on the second and fourth Tuesday of the month.
- August teachers have the ability to participate in vertical collaboration at least twice a year.
- August teachers and ADMIN have participated in AVID Summer Institute for the last 7 consecutive years.

Staffing and Professional Development Strengths

- 22 out of 23 August Teachers have had at least one AVID training offered through AVID Center.
- August teachers receive monthly AVID training offered by the AVID Leadership Team during bimonthly staff meetings.
- August School has participated in the last seven consecutive AVID Summer Institutes, including the last two virtually.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): August School does not have 100% of teachers trained in AVID as recommended for certification for AVID School-wide. **Root Cause/Why:** August School has acquired several new teachers in the past three years. All but one has been trained in AVID.

Needs Statement 2 (Prioritized): There was a decline in on site PD offered to Teachers in the 2021-2022 academic year. This effected PD on topics including Culturally Relevant Teaching, Designated/Integrated ELD strategies, and AVID WICOR strategies. The degree in how this will effect student achievement is still be determined. The Winter to Spring iReady will answer this question. **Root Cause/Why:** August School did not have coaches and we transitioned from in person meetings to virtual meetings, then back again in the spring.

Teaching and Learning

Teaching and Learning Summary

- All August teachers adhere to the 360 minutes of instruction daily.
- 18/23 August Teachers are fully credentialed. This number should change to 22 out of 23 at the start of the 2022-2023 academic year.
- All August EL students receive ELD (K-6 for 30 minutes, 7/8 for 50 minutes) daily.
- All August teachers use district adopted curriculum (Benchmark, Pearson Learning, and Ready Math) and follow the district's pacing guideline.
- 1 bilingual assistant pushes in to work with EL students (levels 1 & 2) for front-loading and review. The bilingual assistant also pulls a newcomer group daily to work with English skills.
- All August teachers use small group instruction and have time built into daily schedule for intervention.
- Program Specialist identifies students needing Tier 3 support. These students are offered first choice in the Step Up afterschool program.
- AVID strategies for Reading, Math, Science and Social Studies are implemented school-wide.
- Grades 3 and 4 platoon for Reading and Math.
- August School has a Google Site with meeting notes, links to agendas, resources, school calendar, and so much more.

Teaching and Learning Strengths

- August School implements AVID schoolwide in grades TK through 8th grade, including one of our SDC classrooms.
- August School is a National Showcase Site where teachers from all over the United States come watch our teachers implement AVID strategies.
- Several grade levels platoon to ensure ALL students are accessing core and having their academic needs met to ensure student achievement.
- August School implements the PLC process school-wide.
- 21 out of 22 August teachers are trained in AVID.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): The instructional program at August was interrupted by COVID-19 protocols and the high number of absences it created. **Root Cause/Why:** August School followed COVID -19 protocols that created a large number of student and staff absences. The rhythm and flow of our instructional program was consistently interrupted. Students who were on Independent Study did not receive the same rigor as live instruction.

Needs Statement 2 (Prioritized): Platooning to meet the needs of our students, including addressing the learning loss gap was inconsistent. **Root Cause/Why:** August School followed COVID-19 protocols that prevented platooning for 2 out 8 months following the winter break when COVID-19 cases increased.

Needs Statement 3 (Prioritized): The instructional program at August was interrupted by students enrolled in the Virtual Academy moving back and forth between VA and in person instruction. **Root Cause/Why:** Parents were allowed to move kids back and forth between VA and in person instruction. Original protocol was supposed to be movement occurred at one of two changes of grading periods (end of the trimester after report cards).

Parental Engagement

Parental Engagement Summary

- August School counselor and Parent Liaison holds monthly Parent Coffee Hours for parents either in person or via Zoom.
- The August School Parent Liaison provides tech support to parents with the following district apps: ParentVue, Class Dojo, Google Classroom, and Zoom.
- August School hosts several parent training a year. These are facilitated by the Parent Liaison alongside outside organizations.
- The August School Parent Liaison provides parents a resource library with books, learning materials, games, and videos that parents can check out.
- August School holds a Back to School Night, Literacy Night, and Science Night for families.
- Parents of AVID students are invited to an AVID Night/Social to celebrate the accomplishments and honor the promoting AVID 8th graders.
- All phone calls or school communication is offered in both English and Spanish.
- Parents are invited to participate in Friday morning announcements on the blacktop.
- August School purchased a parent Chromebook cart in 2022 to assist with parent training.
- August School has a parent PTO.

Parental Engagement Strengths

- August School has a strong Parent Liaison that has built a positive rapport with our Spanish Community which makes up approximately 84% of our population.
- August School partners with outside agencies to train or provide information to parents: El Concilio and the UC Davis nutrition classes are examples.
- August School purchased a parent Chromebook cart in 2022 to assist with parent training.
- August School in conjunction with the August PTO holds annual events like Halloween Trunk or Treat, Literacy & Science Nights, and AVID parent nights throughout the year.
- ALL communication is provided in both English and Spanish.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): The number of parent training offered has declined in the last two years. **Root Cause/Why:** COVID -19 school protocols have prevented some training to be calendared. Many parents would rather attend in person training.

School Culture and Climate

School Culture and Climate Summary

- August School promotes student safety first, academics second.
- August School promotes college culture where every classroom represents a college and college swag is present throughout the school.
- August students have two opportunities for leadership: a PLUS Program and Student Council
- August School uses PBIS strategies and has a PBIS team led by the Assistant Principal.
- Fast Pass Fridays: teachers select 2 students each week for a fast pass to front of lunch line and seating in VIP section.
- A middle School teacher holds monthly Club Live events for 6-8 grade students.
- August School has trained student mediators that help solve problems on the playground during recess.

School Culture and Climate Strengths

- August School has two leadership options for students (PLUS Program & Student Council).
- Our college culture is school-wide and evident around campus. Students love Friday morning announcements where they get to show off their college swag.
- The August PBIS program is effective and implemented school-wide.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): August School has slowly been reintroducing some of these activities trying to get back to the implementation in 2018-2019. Student morale is low. **Root Cause/Why:** COVID-19 district/state protocols have restricted full implementation since Spring 2019. Students are feeling disconnected due to lack of fun school-wide events.

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 Goal

Goal 1: Student Achievement

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELD/ELA Smart Goals:

ELA: By EOY 2023, per iReady Diagnostic 2 Results Report, the total number of students performing 2 or more grade levels below in Reading will decrease by 10%
EL: By EOY 2023, per ELPAC, increase the number of students who reclassify by 10 students.

Math Smart Goal:

Math: By EOY 2023, per iReady Diagnostic 2 Results Report, the total number of students performing 2 or more grade levels below will decrease by 10%

Identified Need

August School does not have 100% of teachers trained in AVID as recommended for certification for AVID School-wide.

The instructional program at August was interrupted by COVID-19 protocols and the high number of absences it created.

Platooning to meet the needs of our students, including addressing the learning loss gap was inconsistent.

The instructional program at August was interrupted by students enrolled in the Virtual Academy moving back and forth between VA and in person instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Winter iReady Benchmark	Reading: 2 or more grade levels below: Winter 2021 - 43% Math: 2 or more grade levels below: Winter 2021 - 40%	Reading: 2 or more grade levels below: Winter 2022 - 33% Math: 2 or more grade levels below: Winter 2022 - 30%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

AVID Leadership/PLC Team:

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 \$17,000)-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--Title I (50643)

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

13 days X \$200=\$2,600-Title I (50643)

Instructional Coaches (1 @ .5 FTE Instructional Coach - 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. (1 instructional coach X 10hrs each X

\$60 = \$750- Title I (50643)

August Program Specialist:

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--\$34,478 LCFF--\$103,434 Title I--FTE (19101)

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 p/hr=\$750--Title I (50643)

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- \$5000 -23030 LCFF

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

Parent Liaison Position: will support teachers and student engagement

The Parent Liaison 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 Parent Liaison will track extra time worked after 3:30 pm via a timesheet.

29101-1 Parent Liaison X 60 hours X \$50 rate of pay = \$3,000- LCFF (23020)

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 \$5,000-LCFF (23030)

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

AVID Summer Institute in 2023 (San Diego or Sacramento) or District offered pathways- 6 to 8 Teachers Flight and Hotel:

52150- 6 - 8 Teachers X \$2,000= \$16,000---Title I (50643)

AVID team will be paid at an hourly rate to attend AVID SI during the summer (most likely San Diego or Sacramento). This team will consist of teachers, Program Specialist, and Admin:

Teacher Add Comp-AVID Summer Institute: 6-8 teachers: 8 Teachers x \$50 p/hr X 6 hours X 3 days = \$7,200- LCFF (23030)

Program Specialist Add Comp-AVID Summer Institute: 1 PS X \$75 p/hr X 6 Hours X 3 days = 1,350- LCFF (23030)

Admin Add Comp-AVID Summer Institute: 2 X \$90 p/hr X 6 hrs. X 3 days = \$3,240 -LCFF (23030)

AVID Post SI Collaboration Day

AVID Leadership Collaboration Administration Support of AVID Implementation- Admin will meet with the AVID SI team in the summer after AVID SI to collaborate on strategies to present for following year AVID PD.

6-8 Teachers X \$50p/hr X 4 Hours = \$1600

1 Program Specialist X \$75p/hr X 4 hours = \$300

(1 principal and 1 AP X \$80p/hr X 4 hours = \$1,000)

13201- \$1,000-LCFF (23030)

iReady Winter Data (Diagnostic 2):

% of students at grade level in ELA 23% and Math: 15%

% of students below grade level in ELA 77% and Math 85%

% of students Making progress in ELA 56% Math: 52%

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$103434	50643 - Title I
\$34478	23030 - LCFF (Site)
\$17000	50643 - Title I
\$2600	50643 - Title I

\$10000	23030 - LCFF (Site)
\$16000	50643 - Title I
\$750	50643 - Title I
\$1560	50643 - Title I
\$3000	23030 - LCFF (Site)
\$8800	23030 - LCFF (Site)
\$1650	23030 - LCFF (Site)
\$4240	23030 - LCFF (Site)

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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 six teachers offer tutoring twice per week for 10 weeks to students after school. Teachers will use the winter report cards, Winter iReady data, and information from the California Teachers will focus on Tiers 2 and 3 students to receive additional support in Reading and Math. Dashboard to identify students and/or subgroups for enrollment in the tutoring after school.

11500-Additional Comp 6 teachers X 10 weeks (20 sessions) X \$60 = 7,200 (encumber \$7,500) - Title I (50643)

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

The bilingual assistant work with EL students to provide additional support through strategies such as preview/review, re-teaching, guided reading, and primary Spanish language support. The bilingual assistant also work an additional hour to pull small groups for extra support. Bilingual Assist (21101)-- Funded through district LCAP

Teachers will collaborate to develop a plan to address the achievement gap and plan lessons that frontload curriculum. We have determined the need for supplemental instructional materials that will be needed throughout the PLC collaboration process. Examples of materials includes, but is not limited to whiteboards, pencils, whiteboard expo pens, notebooks, composition books, and paperback books, graph paper, index cards, chart paper, etc. We will also need to replace worn out technology overused for distance learning such as projectors, doc cams, laptops, student chromebooks, speakers, etc.

44000- \$4,852- Title I (50643)

****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)

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$7500	50643 - Title I
\$8000	50643 - Title I
\$4852	50643 - Title I
\$5000	50643 - Title I

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

All August students will have access to the Accelerated Reader and/or Raz Kids Programs to build reading fluency and comprehension skills. Primary and Special Education students will have access to Starfall for additional fluency support.

Accelerated Reader Student License (58450) --\$4,000--Title I

RAZ Kids Student License 58450-\$3,000- Title I (58450)

Starfall Students License 58450- \$500- Title I (58450)

Total in Student Licenses: \$7,500

iReady Winter Data (Diagnostic 2):

% of students at grade level in ELA 23% and Math: 15%

% of students below grade level in ELA 77% and Math 85%

% of students Making progress in ELA 56% Math: 52%

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$7500	50643 - Title I

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

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, chart paper, post-it notes, binder dividers, binders, crayons & markers (for one pagers), pencil pouches, and highlighters, etc.

Instructional Materials-43110 - \$4,852-LCFF (23030) \$3,146 (50643)- Title I

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

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

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

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$4852	23030 - LCFF (Site)
\$3146	50643 - Title I
\$1500	50643 - Title I

\$3500	50643 - Title I
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Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

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

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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. The AVID/PLC team meets once a month to discuss data trends and monitor AVID implementation of goals. This team also looked at curriculum implementation, iReady progress, and diagnostic results. During the month of November, this team met multiple times to prepare for our National Virtual AVID Showcase that occurred on December 3, 2021. Monthly AVID strategies have been monitored and posted on an AVID Padlet for data monitoring purposes. Very few substitutes were available for the 2021-2022 school year so academic conferences were not held. Since August School did not have a coach for the 2021-2022 school year, there were no opportunities for extra hours. The Program Specialist worked hard at August and completed all her assigned tasks with the exception of academic conferences which were not held due to no substitutes. Our community assist worked extra hours as planned to assist with parent conferences, and parent meetings after his regular work day. A team of teachers, the program specialist and both Admin participated in AVID Summer Institute and AVID Expo in the month of June to support our school-wide certification requirements. Due to the uptick in COVID-19 cases from August through end of February, no August teachers chose to participate in tutoring after school as planned. The bilingual assistant worked extra hours and was given a timesheet. Maintenance agreements for the copy machines were used to keep them running and in working order. Students used either Accelerated Reader or Raz Kids Programs to help build fluency and comprehension skills. August School implements AVID school-wide and is a certified National Showcase Site. There are required materials such as binders, post-it notes, highlighters, crayons, Nikkey folders, etc. that are needed to effectively implement the program. We order planners through reprographics and the AVID elective classes take a college field trip each year.

iReady Fall to Winter Data:

Reading

Fall iReady:	to	Winter iReady
Tier 3 (Red): 55%		Tier 3 (Red): 42%
Tier 2 (Yellow): 32%		Tier 2 (Yellow): 34%
Tier 1 (Green): 13%		Tier 1 (Green): 24%

Math

Fall iReady:	to	Winter iReady
Tier 3 (Red): 53%		Tier 3 (Red): 40%
Tier 2 (Yellow): 40%		Tier 2 (Yellow): 45%
Tier 1 (Green): 7%		Tier 1 (Green): 15%

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

Implementation in most areas of Goal 1 was interrupted because of the COVID-19 pandemic and the loss of our coaches in the 2021-2022 year. This affected the budget in some areas in three of the five strategies in Goal 1.

In Strategy/Activity 1, the activities affected were:

Academic Conferencing: There was not enough subs to release teachers by grade level to perform academic conferences, thus they were cancelled (\$2,600-LCFF)
 Extra Comp Inst. Coaches: August School's coach was pulled in August to teach in the VA program. There was no extra comp paid out (\$1500- Title I)

In Strategy/Activity 2, the activities affected were:

Extended Day Tutoring: Due to the rise in COVID-19 cases, no August teachers wanted to tutor after school (\$7,000- Title 1).
Additional Subs: It was hard to find subs for teacher release in the 2021-2022 school year. (balance of \$7,000- Title 1).
2 bilingual Assistant (3.5 hr): We only had 1 Bilingual Paraprofessional Assistant for the 2021-2022 year as no one applied for our vacancy (\$15,077-LCFF).
Extra Comp for Bilingual Paraprofessional Assistant: Since the vacancy did not fill, the extra comp was unused (\$2,500-LCFF).

In Strategy/Activity 3, the activities affected were:
2 Administrators extended hours: This was not approved by the district (\$5,000-LCFF).

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

In the hopes that the 2022-2023 academic year will be less affected by the COVID-19 pandemic, the majority of the strategies will remain the same. The exception will be:

Omit Extra comp for administrators for extended hours and the district will be funding a full time Bilingual Paraprofessional Assistant out of LCAP funds for the site. Depending on available funds in the 2022-2023 budget, we may bring in a consultant to work with a group of intermediate and middle school students, in which case the strategy will be added to the school plan.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

August's suspension rate for all students will maintain under 3% as measured by suspensions on the dashboard in spring 2023.

August's Chronic Absenteeism rate for all students will decrease from 53% to under 15% as measured by Chronic Absenteeism on the Dashboard in Spring 2023.

Identified Need

The instructional program at August was interrupted by COVID-19 protocols and the high number of absences it created.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

New Data due to COVID

Chronic Absenteeism Rate for 2021/2022: 55.05%

of students enrolled: 643

of students with 10% or more absences: 332

of SART Meetings: 6

Chronic absenteeism requires ongoing monitoring to keep our percentage of students identified as chronic under 10%. Administrators, Parent Liaison and Counselors along with assistance from Child, Welfare and attendance all work together to keep our numbers below 15% as monitored by a bimonthly report provided from the district. Strategies and interventions are ongoing.

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.

25 classrooms X 1 flag/ hardware = 43110-\$3,500- LCFF 23034

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

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$3500	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022

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.

August School's chronic absenteeism in the 2021-2022 school year was greatly affected by the COVID-19 pandemic as we transitioned to live instruction. As of mid March, August School's chronic absenteeism was at 56.17% in comparison to previous years prior to COVID and distance learning where we remained under 10% for chronic absenteeism. 117 students tested positive for COVID-19 in the 2021-2022 academic year and had to follow state/district quarantine protocols. Add the number of students who had a member of the household positive with COVID which also caused a 5-20 day quarantine based on what the current state/district protocols were in place at the time of the sickness, and the students who were in quarantine due to classroom exposures. In October, we had a fifth grade classroom shut down for three days due to the high number of positive cases. The number of students with 10 or more days of absences grew to 345 out of 648 students in the

2021-2022 school year.

On a positive note, August School's suspension rate dropped significantly in the 2021-2022 school year to .005%. Our goal was to have our suspension rate remain under 2% for the 21-22 school year, which means we met this goal.

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

The perfect attendance flags were not bought during the 21-22 school year. This is due to not finding a product that met our needs. We are still searching for a vendor to purchase the perfect attendance flags. All other chronic absenteeism expenditures are covered through the incentive money provided by the district.

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

There will be no modifications to this goal as we still intend to purchase the perfect attendance flags. We will be trying a local custom printer instead of an Internet search for a vendor.

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

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.

Identified Need

The number of parent training offered has declined in the last two years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign In sheets	Parent Meetings in 2021-2022: 31	Parents Meetings in 2022-2023: 40

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

The Parent Liaison will bridge the communication barriers between the school and the August Community through the development of parent training programs, parent coffee hours, parent conferences, and assisting with mass communication calls. The Parent Liaison will work alongside the administrators and teachers to provide support in increasing student achievement, improving attendance and the overall wellness of the August community. The Parent Liaison will assist August parents with access to: Parent Vue, Google Classroom Daily Summary, Zoom (when needed), and provide training in iReady so the parents can monitor student pathway progression.

22101-1 FTE Parent Liaison \$102,000 (80% site) State & Federal \$25,525 (district) (20%) -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 \$3,397-Title I

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

of virtual meetings conducted: 31

of virtual trainings: 15

of parents attending parent teacher conferences: 56

Non-instructional materials: paper, books, manipulatives, flashcards for parent resource check out resource center.

43110-\$1,000- LCFF(23030)

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

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

43400-\$1,000-LCFF (23030)

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- 1,800- LCFF (23030)

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

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$102000	23030 - LCFF (Site)
\$3397	50647 - Title I - Parent

\$1000	23030 - LCFF (Site)
\$1000	23030 - LCFF (Site)
\$1800	23030 - LCFF (Site)

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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.

For the 21-22 school year, our Community Assist continues to be an integral part of our support staff team to help engage our Hispanic families that make up roughly 84% of our population. He participated in ELAC, SSC, IEP, and SST meetings throughout the year. The Community Assist helped get our parents connected through assistance with ParentVue, Zoom, Google Classroom, and Class Dojo. He became one of our resident tech experts on campus helping families, including those on VA troubleshoot issues with Chromebooks. He hosts parent coffee hours and has already lined up outside agencies to present for the 22-23 year when parents will hopefully be allowed back on campus for learning opportunities. The money encumbered to buy the parents a Chromebooks is in process, the requisition has been submitted.

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

There are many changes to the expected expenditures for Goal 3, Strategy/Activity 1.

Parent Meetings: There were no in person parent meetings held this year due to COVID-19 protocols. The money encumbered for these meetings will go into non instructional supplies to buy more parents resources for checking out. (\$3,128-Title I).

Family STEAM Night: Due to COVID -19 protocols, we could not once again hold our annual family STEAM Night with the Mad Scientist consultant (\$1,700-LCFF).

Parent Meetings: Same as above (\$1,000-LCFF).

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

For the 2022-2023 school year, we are reorganizing our Community Assist position to a Parent Liaison position. It will be going to the March 30th SSC meeting.

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	\$185739
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$362059

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 (\$)
50643 - Title I	\$182342
50647 - Title I - Parent	\$3397
50608 - Title I/ELA/Math Coach,InstSprtSu	\$[Enter Amount here]

Subtotal of additional federal funds included for this school: \$185739

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 (\$)
23030 - LCFF (Site)	\$176320
50334 - CSI	\$[Enter Amount here]
50039 - ELSB	\$[Enter Amount here]

Subtotal of state or local funds included for this school: \$176320

Total of federal, state, and/or local funds for this school: \$362059