



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

BUSH ELEMENTARY

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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 | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-----------------|-----------------------------------|--|--|
| Bush Elementary | 39686760100206 | Original – 03/01/2018 Revision – 05/29/2019 | Original – 04/10/2018 Revision – 06/25/2019 |

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)

Bush 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.

Bush 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

Bush Elementary developed a three-year (2017-2020) 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 December 17, 2017 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Bush Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 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 January 2019 School Site Council meeting.

In school year 2018-2019, also Year 2, Bush Elementary initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. This needs assessment was completed utilizing the Schoolwide Integrated Framework for Transformation (SWIFT) tool. We completed this tool in November of 2018. Again we found that our greatest areas of need were centered on curriculum content and delivery.

The stakeholder engagement process is an ongoing, annual process. Stakeholder input is continuously sought at leadership meetings, school site council meetings, English learner advisory meetings, and parent coffee hours. Additionally, input and review of the school program is conducted through the completion of the FIA process utilizing yet another group of school advisors. Overall, the findings are centered on the fact that we need to improve student achievement for all of our students, while paying close attention to specific subgroups, including students with disabilities, and African-American students. In addition to student achievement we also need to focus on decreasing chronic truancy and suspension rates.

As a result of the stakeholder involvement and data reviews, Bush Elementary has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019. The findings of this needs assessment included the following needs:

- 1.0 FTE Assistant Principal (for a total of 2) see all 4 DMMs for justification
- .4375 FTE Office Assist to maintain current levels -needed if you take PK into account
- .5 FTE RSP Teacher (for total of 1.5) to maintain best practices of push-in and quasi learning center
- .33 FTE Parent Liaison (shared for a total of 1.0 in Zone G) see DMMs for chronic absenteeism and school climate
- 1.0 FTE instructional coach (.6 funded by district) to provide support for all new teachers and veteran teachers with new curriculum adoption

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 Bush 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.

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

By August 2020, Increase met/exceeded on SBAC by 5% to 39% as measured by the 19-20 SBAC.

By August 2020, Decrease distance from L3 by a minimum of 3 points in overall and for subgroups as measured by the 19-20 SBAC.

Math SMART Goal:

By August 2020, Increase met/exceeded on SBAC by 5% to 33% as measured by the 19-20 SBAC.

By August 2020, Decrease distance from L3 by a minimum of 3 points in overall and for subgroups as measured by the 19-20 SBAC.

Identified Need

ELA/ELD:

Dashboard: yellow indicator

34% of students met/exceeded standards on SBAC increased from 29% in 2017

41.7 points from L3 decreased from 49 points in 2017

Students with Disabilities 109 points from L3

African-American students 97 points from L3

Winter MAP 38% decrease 1% from fall

English Learner Progress:

Level 4 - Well Developed - 19.6%

Level 3 - Moderately Developed - 47.6%

Level 2 - Somewhat Developed - 22.6%

Level 1 - Beginning Stage - 10.1%

Math:

Dashboard: orange indicator

28% of students met/exceeded standards on SBAC increased from 24% in 2017

62.2 points from L3 increased from 60 points in 2017

Students with Disabilities 125 points from L3

African-American students 132 points from L3

Winter MAP 31% no change from Fall

Annual Measurable Outcomes

| ELA/ELD - Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|-------------------------|-------------------|
| Distance from Standard - ELA (All Students) | 41.7 points below | 38.7 points below |

| Math - Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|-------------------------|-------------------|
| Distance from Standard - Math (All Students) | 62.2 points below | 59.2 points below |

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 will be provided professional learning and support in ELA, mathematics and ELD instruction through training, coaching cycles, and professional development in the areas of ELA, ELD, AVID and mathematics. Activities will include, but not be limited to, the following;

co-teaching events

demo lessons Observations of classroom instruction

teachers receiving coaching

targeted professional development (AVID, Solution Tree, Curriculum Training)

classroom observations

AVID Summer Institute Training: 15 participants Summer of 2019, approximately \$2500 per person for a total of 30,000 (6 participants paid for by district)

New Leaders Training for operations team, up to 5 participants, Summer of 2019, per-diem/hourly pay not to exceed \$3000

Solution Tree Training (Leadership, RTI, PLCs) Summer/Fall 2019, up to 8 participants, not to exceed \$11,900

Academic Conferences, 2 times a year, all staff, 3 days each time, 38 subs, 76 days of sub pay = \$15,200

Teachers to provide additional tutoring or attend after school training on technology, instructional strategies, or curriculum-not to exceed \$9000

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)

\$28,263 – 19101 (.28 FTE Program Specialist)
\$8,812 - 30000 (Statutory Benefits)

Title I - 50643
Title I - 50643

| Amount(s) | Source(s) |
|---|-----------------|
| \$4,000 – 11500 (Teacher Additional Hourly) | LCFF - 23030 |
| \$4,000 – 11700 (Substitutes) | LCFF - 23030 |
| \$30,000 – 52150 (Conferences) | Title I - 50643 |
| \$11,970 - 43110 (Instructional Materials/Supplies) | LCFF - 23030 |
| \$14,900 – 52150 (Conferences) | LCFF - 23030 |
| \$5,000 – 11500 (Teacher Additional Hourly) | Title I - 50643 |
| \$10,000 – 11700 (Substitutes) | Title I - 50643 |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, Subgroup: English Learners

Strategy/Activity

Library Media Clerk will provide literacy support through read alouds, assisting students with choosing grade level appropriate fiction and nonfiction text. Support Accelerated Reader implementation with review data and guiding students to select grade level appropriate books.

Grade level teams will provide EL students opportunities to improve through designated daily strategic support CFAs, DRA & MAP data

Observations of classrooms; grade level formative assessments; growth on CELDT/ELPAC assessment

of EL students

of EL students at each performance level

of EL students RFEP

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) |
|--|--------------|
| \$72,676 – 19101 (.72 FTE Program Specialist) | LCFF - 23030 |
| \$22,660 - 30000 (Statutory Benefits) | LCFF - 23030 |
| \$15,213 - 22601 (.4375 FTE Library Media Clerk) | LCFF - 23030 |
| \$4,845 - 30000 (Statutory Benefits) | LCFF - 23030 |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Intermediate and Primary students

Strategy/Activity

Provide students with targeted re-teaching of high priority mathematics and language arts standards, using an instructional assistant to address skill/concept deficits as measured by teacher assessments

Instructional materials include AVID specific project materials, PLTW specific project materials, science related experiment materials, math center specific materials, language center specific materials, chart paper, colored paper, binders, dividers, pencil pouches, colored pencils/markers/crayons, composition books, planners, highlighters, Step Up to Writing project materials, flash cards.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

student growth data

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) |
|--|-----------------|
| \$35,576 – 21101 (.88 FTE Instructional Assistant) | Title I - 50643 |
| \$5,100 - 56590 (Maintenance Agreements) | LCFF - 23030 |
| \$38,427 - 43110 (Instructional Materials) | Title I - 50643 |

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

Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.
pre/post assessment culminating project

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)

\$16,000 – 58720 (Field Trips Non-District Trans)

Title I - 50643

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

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)

Centralized Service.

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

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.

Implementation

- 1.1 Teachers were provided additional training on Step Up to Writing (SUTW) implementation. Teachers were provided opportunities to engage in district provided content training in ELA, ELD, Math, Social Studies and Science as available. Teachers were provided opportunities to engage in the coaching cycle with a site based instructional coach. Additional site based training was provided in AVID strategies, reading strategies and the use of technology in instruction.

Effectiveness

- 1.1 SBAC scores increased school-wide in both English Language Arts and mathematics: MATH increased from 24% meeting proficiency to 30% meeting proficiency, ELA increased from 29% meeting proficiency to 36% meeting proficiency.

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

Material Changes

- 1.1 Additional monies were allocated to professional development (SUTW, AVID and content training), additional monies were spent on instructional materials.

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.

Future Changes

- 1.1 Will focus on implementation of new curriculum. Will continue to support the implementation and attainment of skills associated with AVID and SUTW.

Goal 2 – School Climate

Suspension –

Target goal is to decrease suspension by 1%

Decrease suspension among African American students by 5%

We want to decrease suspension rates, especially in regards to disproportionate suspensions amongst particular subgroups of students

Attendance/Chronic Truancy –

Target goal is to increase attendance by 3%

Increase attendance among African American students by 5%

Increase attendance among white students by 2%

Increase attendance among Hispanic students by 3%

Increase attendance among homeless students by 1%

Increase attendance among English learners by 1%

Increase attendance among students with disabilities by 2%

Identified Need

Suspension –

Dashboard: orange indicator 4.7% of all students suspended at least once; increased .3%

15.2% of African American students suspended at least once; increased 7.4%

8% of two or more races students suspended; increased 2.4%

Attendance/Chronic Truancy –

Dashboard: orange indicator 13.7% of all students chronically; increased .7%

28.9% of African American students chronically absent; increased 8.5%

27.1% of white students chronically absent; declined -2.1%

15.7% Hispanic students chronically absent; declined -0.7%

18.6% homeless student chronically absent; maintained -0.2%

9.8% English Learners chronically absent; declined -1.9%

25% of students with disabilities; increased 4.8%

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------------------|-------------------------|------------------|
| Suspensions (All Students) | 4.7% | 4.4% |
| Chronic Absenteeism (All Students) | 13.7% | 13.2% |

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

Strategies that will be implemented in order to improve student safety and school climate in addition to maintaining student engagement, include PLUS, PBIS, Restorative Practices, and school-wide attendance initiatives.

School climate surveys, attendance data (perfect attendance, truancy data, tardy data), discipline data (# of office referrals, suspension rates)

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)

\$59,771 – 13201 (.5 FTE Assistant Principal)

LCFF - 23030

\$17,327 - 30000 (Statutory Benefits)

LCFF - 23030

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

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.

Implementation

1.1 PBIS lessons were taught school-wide. Monthly reward days for meeting PBIS criteria were held. Students were awarded tokens for displaying expected traits. PLUS, forums and activities were held. School-wide attendance initiatives included monthly goals and celebrations per class per lifespan.

Effectiveness

1.1 Chronic absenteeism increased by .7%, Suspension rate increased by .3%

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

Material Changes

1.1 No major changes.

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.

Future Changes

1.1 Deeper more consistent implementation of PLUS and PBIS initiatives, more practices of targeted intervention/incentive for absenteeism

Goal 3 – Meaningful Partnerships

Meaningful Partnerships: By Spring of 2020 will increase number of dedicated classroom volunteers by 10%

Identified Need

Baseline: currently have 3 dedicated classroom volunteers

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------|-------------------------|------------------|
| Volunteer Sign-In Sheets | Establish baseline | |

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

Increased parent involvement through parent engagement hours, parent conferences, family curriculum nights, committees and information nights.

of parents attending all events

of parents attending parent coffee hours

of parent coffee hours # of parents attending parent conferences

of parent conferences

of parents attending curriculum nights

of curriculum nights

Community Assistant will coordinate parent events and conduct outreach to parents and community to increase parent engagement.

Additional Hourly to support parent night and other after school related activities.

64 hours X \$50 = \$3,200 (Allocating \$3,213)

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) |
|--|------------------------------------|
| See Goal 2, Strategy 1 | See Goal 2, Strategy 1 |
| \$13,491 - 29101 (.4375 FTE Community Assist) \$4296 - 30000 (Statutory Benefits) | Title I - 50643 Title I - 50643 |
| \$3,213 - (Classified Additional Hourly) | Title I - 50643 |
| \$3,900 - 43400 (Parent Meeting) | Title I - 50643 |
| \$3,900 - 43200 (Non-Instructional Materials) | Title I - 50647 |

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

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.

Implementation

1.1 Parent/Teacher conferences were held. Family curriculum nights were held. Information nights on AVID were hosted. Parent coffee hours were hosted.

Effectiveness

1.1 Parent involvement increased as measured by sign-in sheets.

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

Material Changes

1.1 No changes.

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.

Future Changes

1.1 Continued discussion on additional ways to involve parents in school community.

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 | \$200,878 |
| 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 | \$433,341 |

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 | \$200, 878 |

Subtotal of additional federal funds included for this school: \$200,878

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 | \$232,463 |

Subtotal of state or local funds included for this school: \$232,463

Total of federal, state, and/or local funds for this school: \$433,341