School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

BUSH ELEMENTARY

Contents

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
Bush Elementary	39686760100206	Ver 1 – 06/02/2020	Ver 1 – 06/02/2020	Ver 1 – 08/25/2020

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 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 5-19-20.

Throughout the 2019-2020 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified, this included reviewing the use of the instructional assistants in conjunction with the new curriculum, the use and effectiveness of the mentor from the Raising Youth Resilience program that we partnered with Chavez High School, and any conference/professional development opportunities brought forward by staff, administration and parents. Additionally, when reviewing needs for the school SSC reviewed the DMM that was completed and shared in March 2020. Student achievement data, student attendance data, and student suspension data were all reviewed in the preparation of the DMM in the areas of continuous improvement-chronic absenteeism, continuous improvement-achievement in ELA, continuous improvement-achievement in mathematics, and continuous improvement-school climate. Additionally, team discussed use and effectiveness of the SAP program, frequency and type of school counselor response, use and referral numbers to mental health clinician, use and referral numbers to special education services. Team also reviewed attendance data of staff in regards to district and outside professional development and training opportunities.

The stakeholder engagement process in 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 in the areas of mathematics and language arts. In language arts we have seen consistent and steady growth in the overall number of students meeting or exceeding standards and significant gains in closing the gap in the distance from standard, however in the area of mathematics we have plateaued at roughly 25% of students meeting/exceeding standards. We are particularly interested in analyzing future data to see if district's newly adopted curriculum in mathematics will make a positive impact in our student achievement growth in mathematics. 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 of 2020. The findings of this needs assessment included the following needs:

.5 FTE Assistant Principal (for a total of 2) see all 4 DMMs for justification
.4375 FTE Community Assist to continue and increase efforts in increasing authentic parent involvement
1.0 FTE program specialist to oversee ELD program, state standardized testing, school-wide AVID program implementation, use of school library, and curriculum implementation support

Resource Inequities

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

Not applicable

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

School Goal for ELA/ELD: (Must be a SMART Goal)

By August 2021, Increase met/exceeded on SBAC (or district assessment measure) by 5%.

By August 2021, Decrease distance from standard by a minimum of 3 points in overall and for subgroups as measured by the 20-21 SBAC (or equivalent district assessment measure).

School Goal for Math: (Must be a SMART Goal)

By August 2021, Increase met/exceeded on SBAC (or district assessment measure) by 5%.

By August 2021, Decrease distance from standard by a minimum of 3 points in overall and for subgroups as measured by the 20-21 SBAC (or equivalent district assessment measure).

Identified Need

- Be sure English Learner data is reviewed and included.

ELA:

2016: 27% met/exceeded standards   -58.0 distance from standard

2017: 28.5% met/exceeded standards   -49.0 distance from standard

2018: 33.94% met/exceeded standards   -41.70 distance from standard

2019: 39.51% met/exceeded standards   -28.50 distance from standard

ELD Performance-Summative ELPAC

15.69% Level 1

38.56% Level 2

34.64% Level 3

11.11% Level 4

English Learner Progress-Reclassification Rates

15-16   13.80%

16-17   26.30%

17-18   20.50%

18-19   1.6% ***reclassification of students fell after the cut-off date to be included in 18-19 numbers

Math:

2016: 25% met/exceeded standards   -55.5 distance from standard

2017: 24.24% met/exceeded standards   -60.0 distance from standard

2018: 27.92% met/exceeded standards   -62.20 distance from standard

2019: 24.81% met/exceeded standards   -63.00 distance from standard

ELA
Distance from Standard
All Students - [points]

-58.00	-49.00	-41.70	-28.50
2016	2017	2018	2019
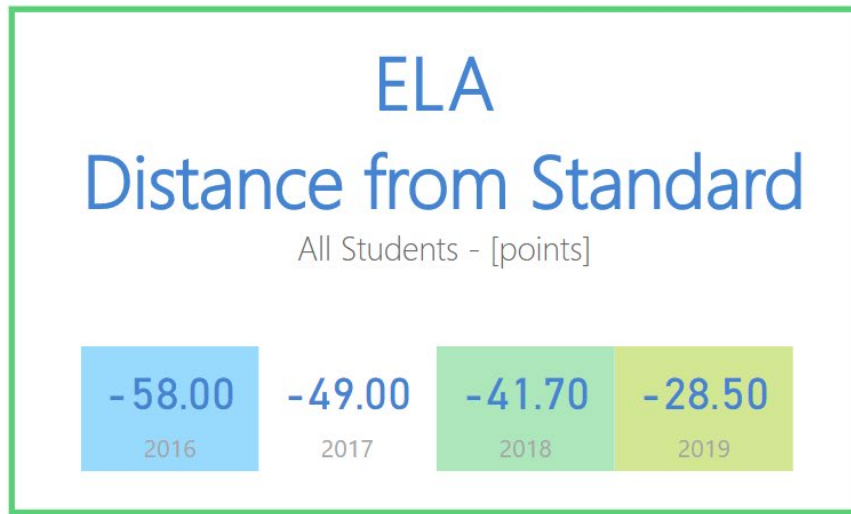
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019
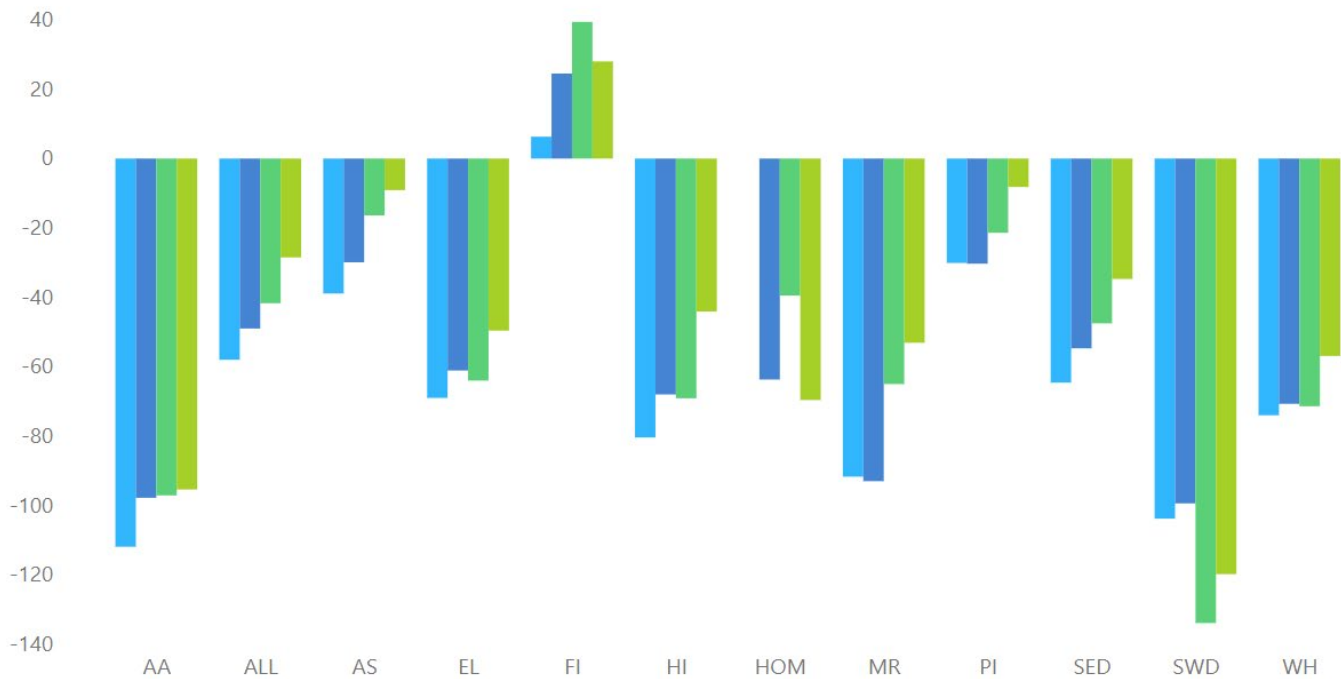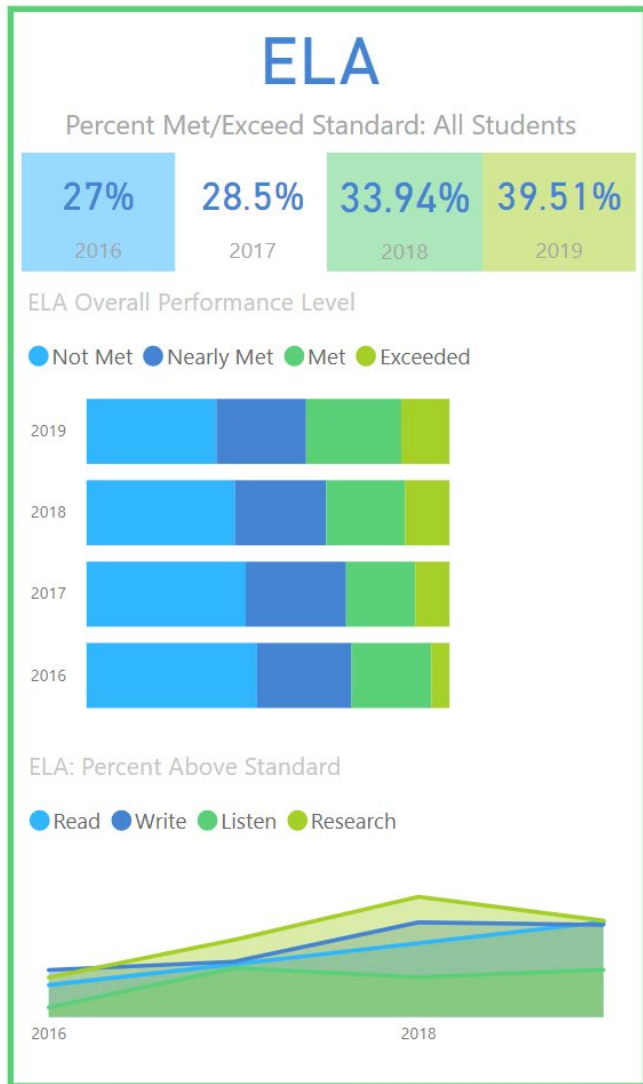
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ELA

Percent Met/Exceed Standard: All Students

27%	28.5%	33.94%	39.51%
2016	2017	2018	2019

ELA Overall Performance Level

● Not Met ● Nearly Met ● Met ● Exceeded

ELA: Percent Above Standard

● Read ● Write ● Listen ● Research

ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

ELA CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019
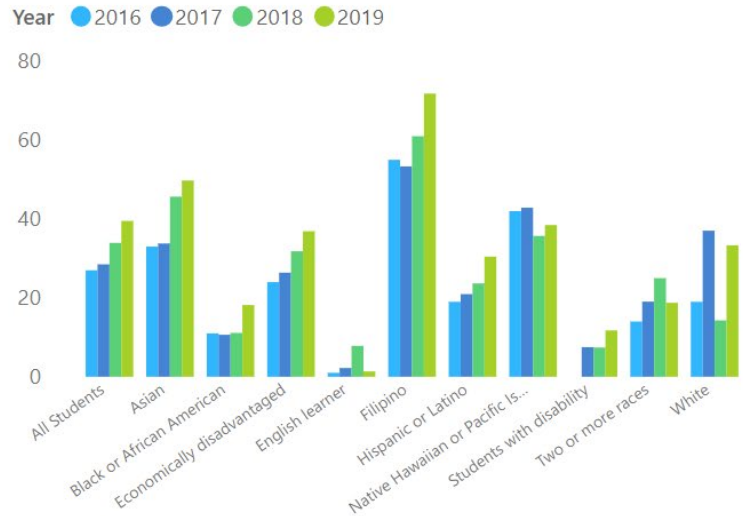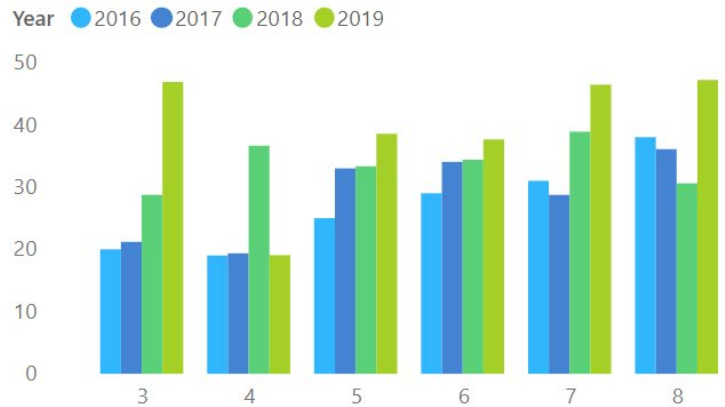
2019 Prelim ELA CAASPP: Area - Percent Above Standard

● Read ● Write ● Listen ● Research

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2019 Summative ELPAC

ELPAC Overall Performance Level

15.69%	38.56%	34.64%	11.11%
Level 1	Level 2	Level 3	Level 4

Overall Results (grade)

- Level 1
- Level 2
- Level 3
- Level 4

Oral Language Overall Performance Level

17%	24%	37%	22%
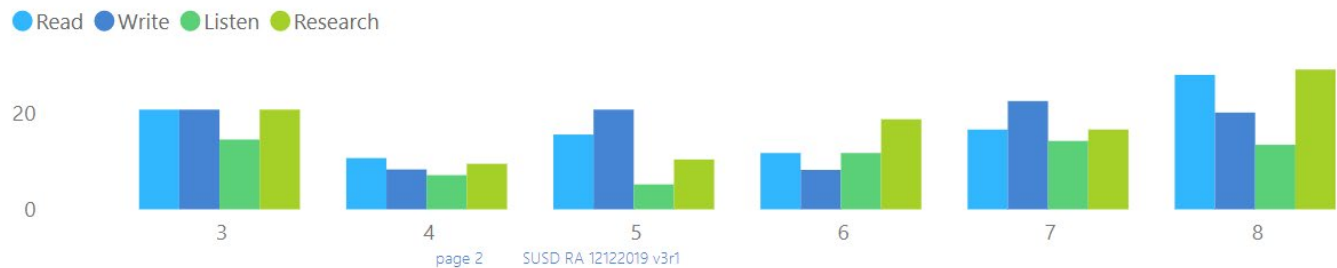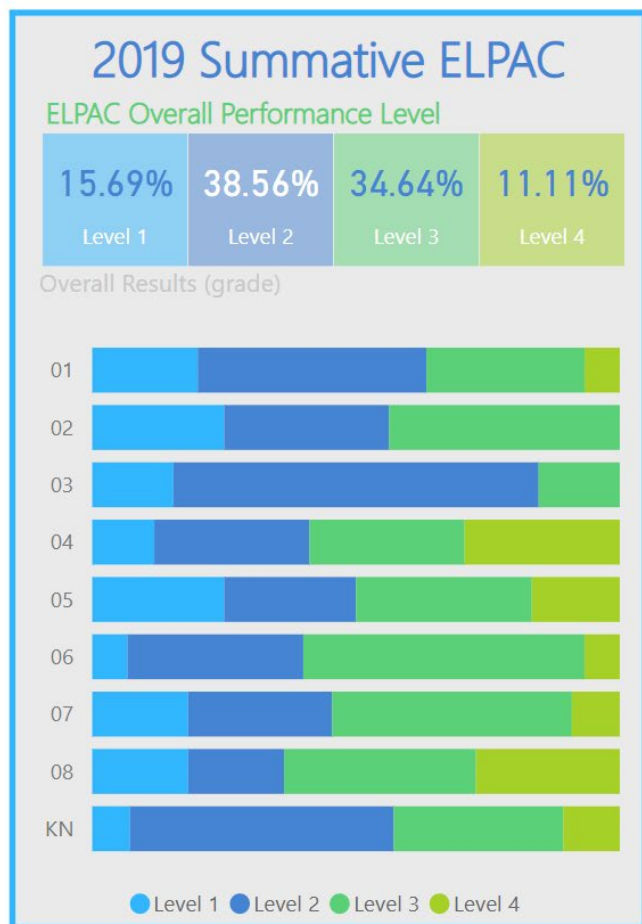
- Level 1
- Level 2
- Level 3
- Level 4
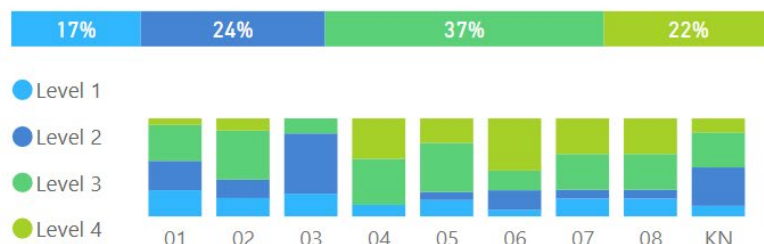
Written Language Overall Performance Level

24%	42%	27%	7%

- Level 1
- Level 2
- Level 3
- Level 4
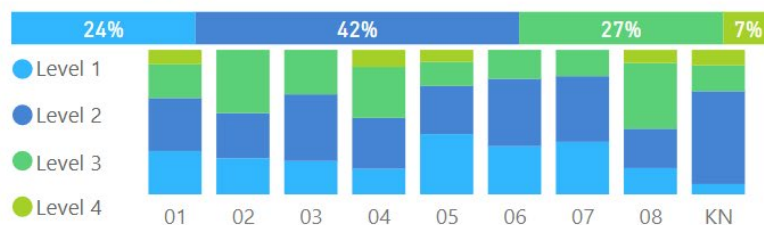
Performance Area: Percent Well Developed

- Listen
- Speak
- Read
- Write

English Learner Progress
Reclassification Rates

2015-16	2016-17	2017-18	2018-19
13.80%	26.30%	20.50%	
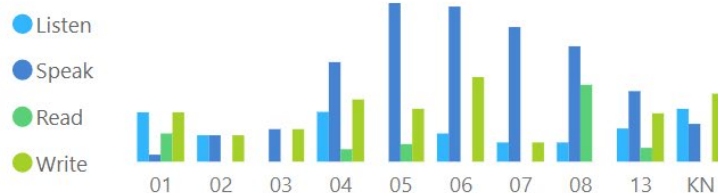
English Learner Progress Indicator (ELPI)

47.2%

ELPI 2019
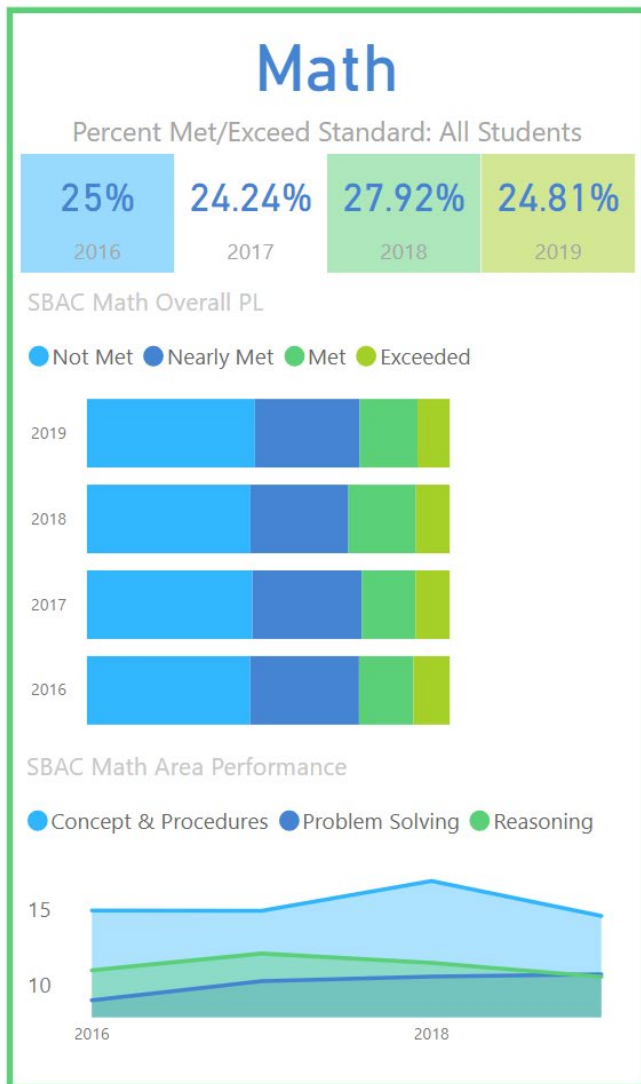
Math

Percent Met/Exceed Standard: All Students

25%	24.24%	27.92%	24.81%
2016	2017	2018	2019

SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded

SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning

Math CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

Math CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019
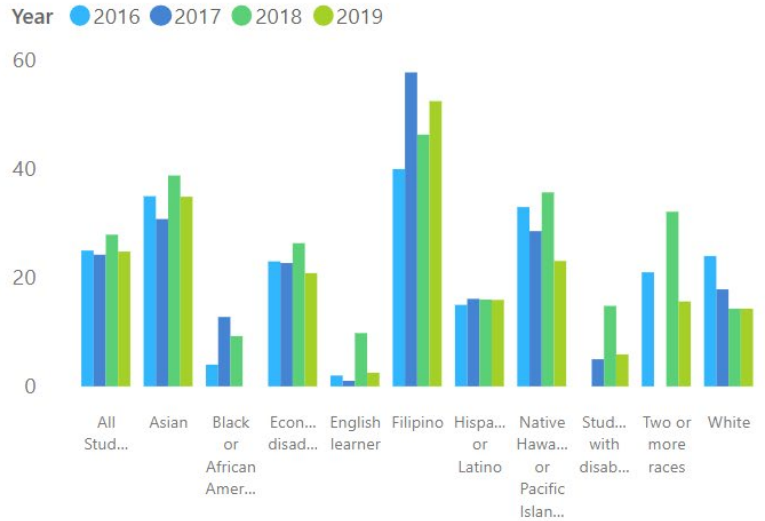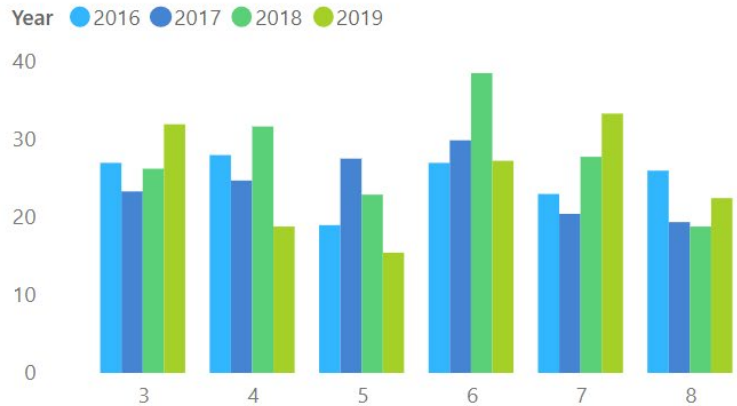
2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning
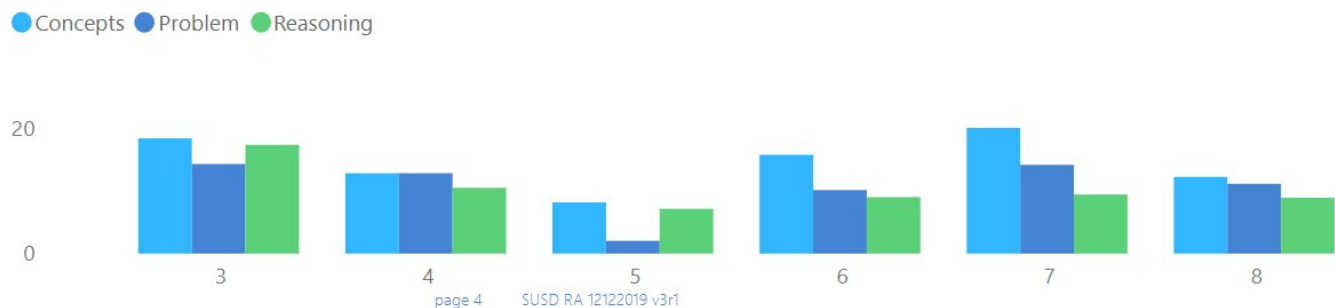
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PSAT NMSQT Grade 10

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

Year ● 2016 ● 2017 ● 2018

41.00%
30.00%
25.00%

Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018

25.00%
24.00%
21.00%

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Percent Met ERW & Math Benchmark

17.00%
16.00%
15.00%
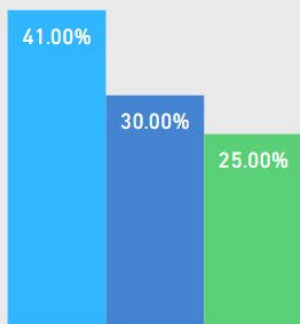
2016   2017   2018
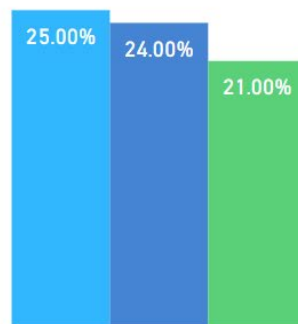
Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-28.5 points below standard	-25.5 points below standard

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-63 points below standard	-60 points below standard

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

Conferences/Training/Workshops (physical and/or virtual opportunities) - $20,000

* AVID Summer Institute Training: 15 participants Summer of 2020, approximately $2,500 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 2020, per-diem/hourly pay not to exceed $3,000

* Solution Tree Training (Leadership, RTI, PLCs) Summer/Fall 2020, up to 8 participants, not to exceed $11,900

Academic Conferences, 2 times a year, all staff, 3 days each time, 38 subs

90 days X $200 rate of sub pay = $18,000

Teachers to provide additional tutoring or attend after school training on technology, instructional strategies, or curriculum-not to exceed $9,000.

Teacher Additional Comp Pay Calculation (Object Code 11500):

133 hours X $60 rate of pay = $7,980 (Allocating $8,000)

Program Specialist Additional Comp Pay Calculation (Object Code 19500):

12 hours X $60 rate of pay = $720 (Allocating $800)

Instructional Coach Additional Comp Pay Calculation (Object Code 19500):

2 Instructional Coaches X 10 hours X $60 rate of pay = $1,200

40% - Title I – Identify students for reading and math intervention, assist with organization and scheduling of intervention. iReady Diagnostic scheduling, provide training to teachers to administer iReady diagnostics, interpret and analyze data from diagnostic, assist test administration with make-ups, special education and make-ups. Plan PSAT administration, including training, inventory, materials management, student preparation, test administration, collection and submission. CAASPP/SBAC administration including scheduling, training of proctors and administrators, assisting in administration to small groups, make-ups, and special ed students. AVID Coordinator, manage, prepare for site leadership meetings, collect AVID evidence, prepare and complete certification documents, manage and coordinate AVID recruitment process, provide ongoing site based training in AVID strategies.

60% - LCFF – English Learner Program tasks including, sorting, distributing and signing EL/RFEP monitoring forms, communicating monitoring forms to parents, attending ELAC meetings, planning, preparing and following up on ELAC meetings, updating EL cum folders with proper documents, coaching and supporting of instructional practices specific to EL learners, classroom instructional walks. ELPAC test organization, sorting, distributing, securing testing materials, parent notification of testing, identifying students to be tested, HLS confirmation and verification, administering tests, grading initial tests, verifying scores of transfer students, training staff on ELPAC administration, proctoring and administering test. Scheduling of ELD students, identifying and verifying ELPAC score data for each classroom, scheduling students into appropriate ELD course, monitoring designated ELD classes, supporting ELD instruction, ELD classroom walks. CORE materials management, locate and distribute teacher materials and textbooks for Core academic subjects, inventory and manage core and supplemental materials, Destiny order student and teacher materials, math and science inventory and distribution of resources. Participate in CARE/SAP process, attend CARE/SAP/SST/IEP meetings as needed, present data at meetings, advocate for students. Provide support to grade level teams through PLC meetings, academic conferences and ongoing site based professional development. Serve on operations team and leadership committee.

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
$52,837	19101	.40 FTE Program Specialist (salary and benefits)
$8,000	11500	Additional Compensation -Teachers
$1,200	19500	Additional Compensation-Instructional Coaches

$ Amount(s)	Object Code	Description
$800	19500	Additional Compensation-Program Specialist
$18,000	11700	Substitute Teacher Compensation
$20,000	52150	Conferences
		2 @ .5 FTE Instructional Coach – Centralized Service

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
$79,255	19101	.60 FTE Program Specialist (salary and benefits)

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 Assist will provide literacy support through read alouds, assisting students with choosing grade level appropriate fiction and nonfiction text.

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 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

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$20,089	24101	.4375 FTE Library Media Assistant (salary and benefits)

$ Amount(s)	Object Code	Description

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, to address skill/concept deficits as measured by teacher assessments

Instructional materials ($30,000 – Title I, $5,302 – LCFF) 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.

Equipment ($21,316) may include: laminator, copier, Duplo, laptops

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/ flipped classroom instruction. Maintenance agreements ensure the equipment (list the equipment) are available and usable to provide a print rich environment.

Resources: Maintenance Agreement for;

IR6575i Copier	$3,090
IR6275B Copier	$1,377
Duplo 330Le	$295
Duplo F510	$295
Laminator	$377
Laminator 2	$377

student growth data

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
$5,811	56590	Maintenance Agreements
$30,000	43110	Instructional Materials
$21,316	44000	Equipment

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$5,302	43110	Instructional Materials

Strategy/Activity 4

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 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
		Centralized Service

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description

Annual Review – Goal 1

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

2.1 Co-teaching, demo lessons, and coaching took place the first semester of the school year, thereafter our instructional coach was out on medical leave. Professional development was provided on ELA, mathematics, and new ELD curriculum throughout the summer. In addition over a dozen teachers attended AVID Summer Institute training. Students participated in MAPs assessments three times throughout the year to measure growth in math and ELA. Teachers conducted AVID assessments to measure implementation of program strategies.

2.2 Students who were identified as English Learners received Designated instruction daily. ELD teachers received specific professional development and support for ELD instruction.

2.3 Unable to hire an instructional assistant, job was posted multiple times no viable candidates

2.4 Classroom observation. Student projects. Student work.

2.5 Student trips, projects, student work

Effectiveness

2.1 SBAC data shows that student growth occurred, particularly in the area of ELA as students meeting or exceeding standards increased and the distance from standard decreased. Math growth was minimal, MAPs assessments showed growth from Fall to Spring however SBAC scores did not reflect that growth.

2.2 Over 50 students were redesignated as English proficient.

2.3 None.

2.4 Reflected in student growth

2.5 None.

2019-2020 (Year 3):

Implementation

2.1 Co-teaching, demo lessons, and coaching took place throughout the school year up to school closure due to COVID. Thereafter teacher support shifted to virtual support and focused on supporting instructional delivery online, teachers received countless hours of support from instructional coaches and program specialist in creating Google classrooms, using Zoom, Google Meets and other virtual platforms to deliver both synchronous and asynchronous instruction. Professional development was provided on ELA, mathematics, and new ELD curriculum throughout the school year. Additionally, instructional coaches and admin was supported in the implementation of the new curriculum throughout the year by Pivot and CORE partners. In addition over a dozen teachers attended AVID Summer Institute training prior to the 19-20 school year. The district transitioned from MAPs to iReady diagnostics, students were to participate 3 times (except for K) in order to measure growth on standards, again due to COVID closure students were only able to participate in 2 administrations of the assessment. Teachers conducted AVID assessments to measure implementation of program strategies.

2.2 Students who were identified as English Learners received Designated instruction daily. ELD teachers received specific professional development and support for ELD instruction. Teachers received specific professional development in implementation of newly adopted ELD curriculum.

2.3 Two instructional assists were hired part way through year. One instructional assistant was hired 9-9-19, second instructional assistant was hired 11/1/19 and resigned on 2/7/20.

2.4 Classroom observation. Student projects. Student work.

2.5 Student trips, projects, student work

Effectiveness

2.1 AVID implementation evidence allowed us to maintain our certification status. CORE walks showed that implementation of curriculum was advancing as expected throughout the year as teachers became more comfortable with the components and delivery methods.

2.2 Unable to measure growth in this area due to COVID closure, we were in the midst of ELPAC assessment when closure happened.

2.3 Impact of instructional assists was limited due to late hires as well as new time demands of the new ELA curriculum. Instructional minute demands of the new ELA curriculum in K-6 made it difficult for teachers to adhere to strategic intervention times-which is when the instructional assists would be used.

2.4 reflected in student growth

2.5 limited effectiveness-most trips cancelled due to pandemic

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

2.1 Instructional coach was not available for half the school year

2.2 None.

2.3 None.

2.4 None.

2.5 Adjust for lack of transportation

2019-2020 (Year 3):

Material Changes

2.1 None

2.2 None.

2.3 None.

2.4 None.

2.5 Adjusted due to district funding of some field trips. Final adjustment all field trips were cancelled after March due to COVID-19.

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

2.1 District changed the staffing ratios and structure of instructional coaches

2.2 None.

2.3 None.

2.4 None.

2.5 None.

2019-2020 (Year 3):

Future Changes

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

By Spring of 2021 we will decrease suspension rates by 1%.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By Spring of 2021 we will decrease chronic truancy by 1.5%.

Identified Need

Suspension –

2016 7.5% suspension rate

2017 4.4% suspension rate

2018 4.7% suspension rate

2019 3.4% suspension rate

Subgroups (above overall rate) 2019

AA   11.2%

Homeless   7.0%

SWD   5.5%

Attendance/Chronic Truancy –

2017 13% Chronic Absenteeism

2018 13.7% Chronic Absenteeism

2019 11.4% Chronic Absenteeism

Subgroups (above overall rate) 2019

AA   17.40%

HI   13.70%

Hom   25.40%

SED   12.70%

WH   18.40%

Suspension Rate

All Students
percent of unduplicated suspension

7.5%	4.4%	4.7%	3.4%
2016	2017	2018	2019

Explusion

All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available

Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019

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Chronic Absenteeism
All Students

13%	13.7%	11.4%
2017	2018	2019
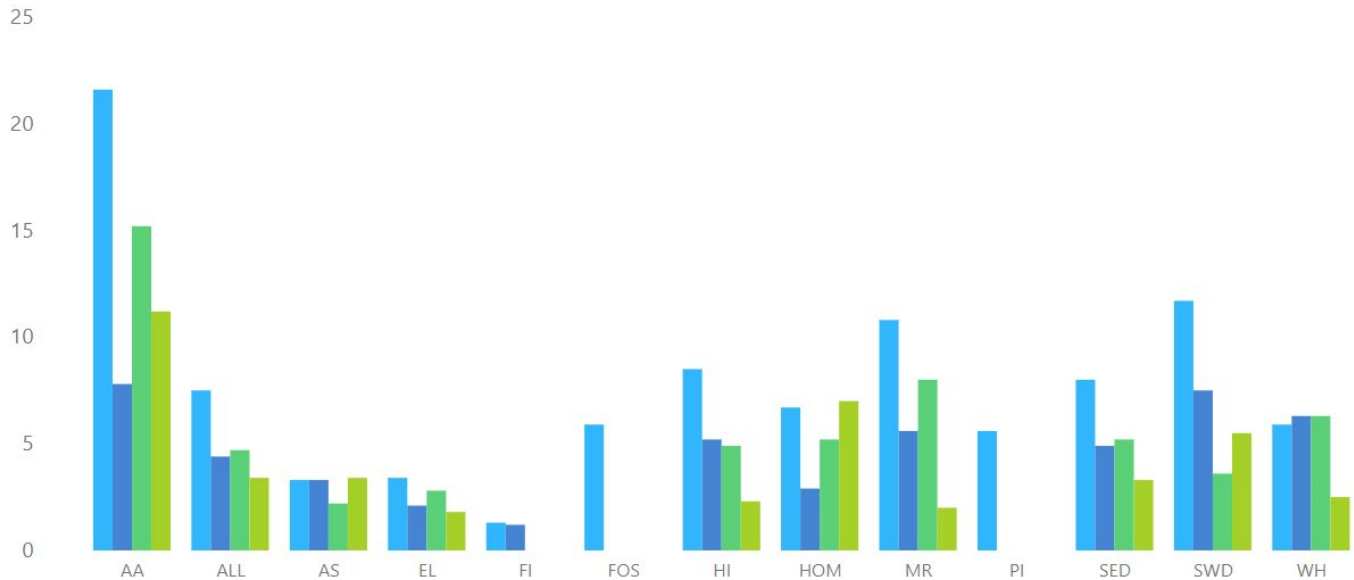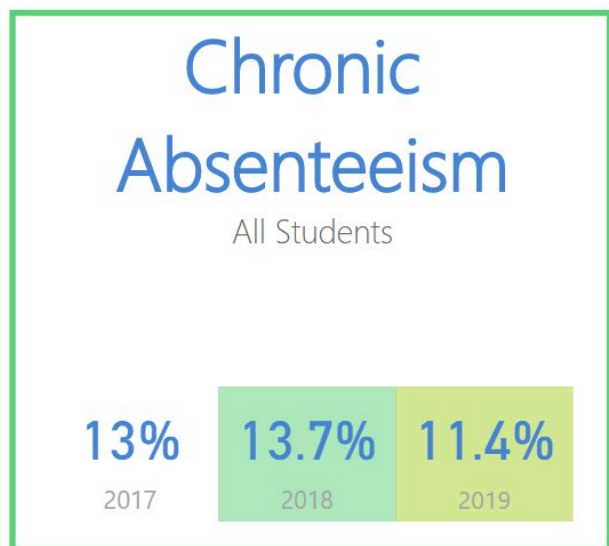
Chronic Absenteeism Rate by Student Group and Year

Year ● 2017 ● 2018 ● 2019

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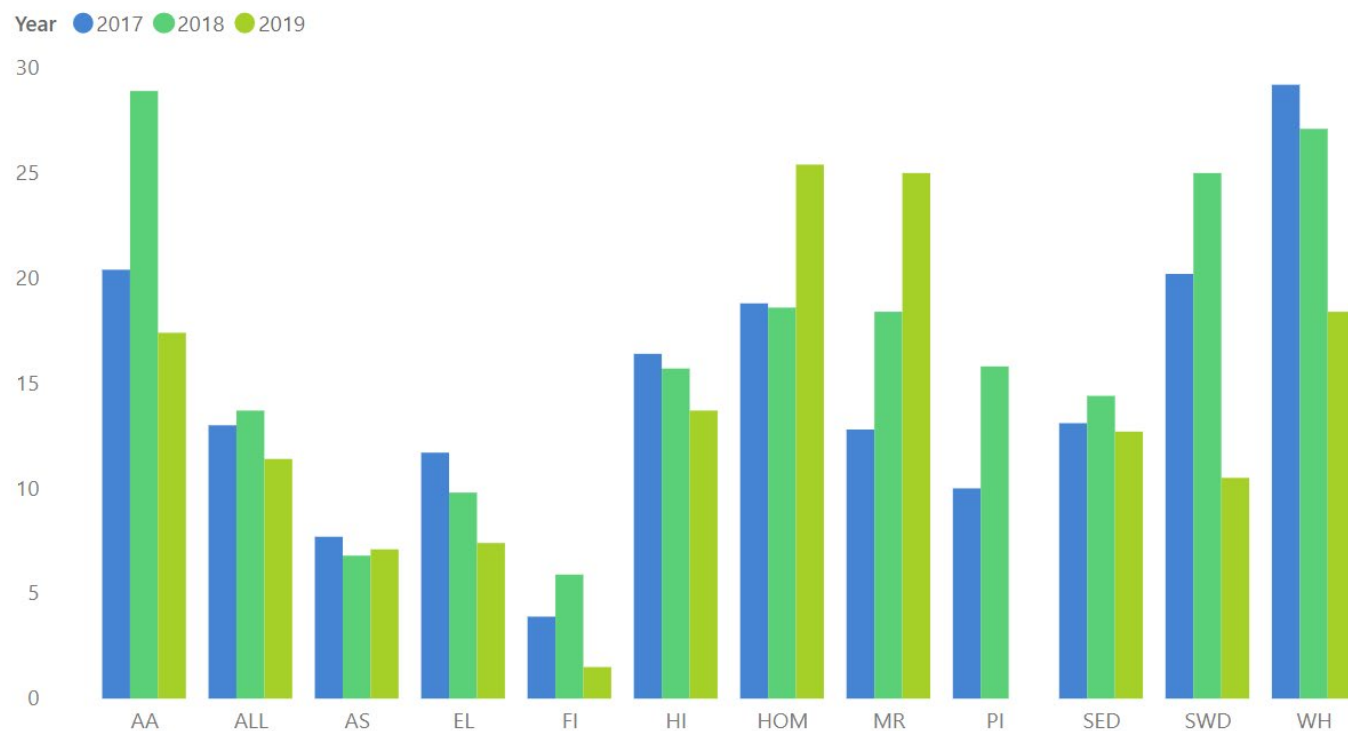
Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	Suspension rate 3.4%	2.4% suspension rate
Chronic Absenteeism (All Students)	Chronic Absenteeism 11.4%	9.9% chronic absenteeism

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.

Provide a consultant to provide students with mentoring and leadership support to serve needs at the school site. Supporting making connection with students by enhancing problem solving skills, conflict resolution, leadership skills. Also supports the path to enhance connections with parents.

Assistant Principal guiding implementation of PBIS and PLUS strategies and programs in order to increase student engagement/connectiveness with school and reduce disciplinary infractions (including suspendable offenses) and increase student attendance.

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

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
$10,000	58320	Consultant Non-Instructional - Mentoring

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
$86,034	13201	.50 FTE Assistant Principal (salary and benefits)

$ 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

Character trait assemblies were held monthly to celebrate students portraying positive character traits. Students were awarded PBIS tokens to exchange for prizes for portraying the four positive behavior expectations. Students were targeted for attendance initiative rewards and were awarded movie tickets for improving attendance. PLUS forums were held to improve school climate.

Effectiveness

Chronic Absenteeism was reduced for the year by 2.3% and suspension rates were reduced by 1.3%.

2019-2020 (Year 3):

Implementation

Character trait assemblies were held monthly to celebrate students portraying positive character traits. Students were awarded PBIS tokens to exchange for prizes for portraying the four positive behavior expectations. Students were targeted for attendance initiative rewards and were awarded movie tickets for improving attendance. PLUS forums were held to improve school climate. Daily attendance check-ins were started for top 10 truants per grade level each month, utilized noon duty, CSA, APs, Counselors, and Youth Resilience mentor to conduct checks. Youth Resilience mentor was hired to provide mentorship, conduct peer counseling, peer conflict resolution, lunch time activities, and implement restorative action plans for students with disciplinary infractions.

Effectiveness

Disciplinary infractions reduced. Number of suspensions and number of suspended students reduced from prior years. Attendance was on track to show improvement, unsure how it will be calculated due to closure.

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

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

None.

2019-2020 (Year 3):

Future Changes

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By Spring of 2021 will increase number of dedicated classroom volunteers by 10%

By Spring of 2021 will increase number of parents completing EPIC (or similar) parenting training by 10%

Identified Need

Meaningful Partnerships:

31 active volunteers in Be a Mentor system.

4 parents participated in EPIC parenting training offered in the 19-20 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Volunteers	31	34
Number of Training Participants	4	5

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 training events, 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

Parent Meeting - $205: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks.

Non-Instructional Materials - $2,500: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. Books will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home.

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

30 hours x $50.00 per hour=$1,500

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
$17,888	22901	.4375 FTE Community Assist (salary and benefits)
$1,500	22500	Additional Compensation for community assist
$205	43400	Parent meeting
$2,000	43200	Non-instructional materials

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

Back to School Night, Math & Science Night, Literacy Night, Open House Night were all held. In addition parent information night for AVID elective was held. Monthly parent coffee hours were held. SSC and ELAC meetings were also held. Parent volunteers were solicited for classroom help, field trip chaperones and book fair help. Teachers also held parent conferences.

Effectiveness

Attendance increased in all areas, including parent coffee hour although this is still an area of focus.

2019-2020 (Year 3):

Implementation

Back to School Night, Math & Science Night, Literacy Night, Open House Night were all held. In addition parent information night for AVID elective was held. Monthly parent coffee hours were held. SSC and ELAC meetings were also held. Parent volunteers were solicited for classroom help, field trip chaperones and book fair help. Teachers also held parent conferences. Mental Health Clinician hosted EPIC parent training course, community assist assisted in advertising and recruiting for event. College Fair was held in early fall.

Effectiveness

Parent engagement was increased as evidenced by number of parents attending coffee hours and number of parents participating in EPIC training.

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

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

None.

2019-2020 (Year 3):

Future Changes

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	$189,557
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	$373,557

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	$189,557

Subtotal of additional federal funds included for this school: $189,557

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	$190,680

Subtotal of state or local funds included for this school: $190,680

Total of federal, state, and/or local funds for this school: $380,237

Budget Spreadsheet Overview – Title I

BUSH
Preliminary Budget Allocation - TITLE I
FISCAL YEAR 2020-21

	TOTAL ALLOCATION	$	185,852
	TOTAL BUDGET DISTRIBUTED BELOW	$	185,852
	TO BE BUDGETED (Should be $0.)		0

50647	TOTAL ALLOCATION	$	3,705
	TOTAL BUDGET DISTRIBUTED BELOW	$	3,705
	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		$ 8,000					$ 8,000
11700	Teacher Substitute		$ 18,000					$ 18,000
12151	Counselor							$ -
13201	Assistant Principal							$ -
19101	Program Specialist	0.4000	$ 52,837					$ 52,837
19101	Instructional Coach							$ -
19500	Instr. Coach-Add Comp							$ -
	OTHER Certificated		$ 2,000					$ 2,000
21101	Instructional Assistant							$ -
21101	CAI Assistant							$ -
21101	Bilingual Assistant							$ -
24101	Library Media Clerk							$ -
29101	Community Assistant	0.4375				$ 17,888		$ 17,888
	OTHER Classified						$ 1,500	$ 1,500
30000	Statutory Benefits							$ -
	Sub Total - Personnel/Benefits		$ 80,837	$ -	$ -	$ 17,888	$ 1,500	$ 100,225
Books & Supplies								
42000	Books							$ -
43110	Instructional Materials		$ 30,000					$ 30,000
43200	Non-Instructional Materials						$ 2,000	$ 2,000
43400	Parent Meeting						$ 205	$ 205
44000	Equipment		$ 21,316					$ 21,316
43150	Software							$ -
	OTHER							$ -
	OTHER							$ -
	Sub Total-Supplies		$ 51,316	$ -	$ -	$ -	$ 2,205	$ 53,521
Services								
57150	Duplicating							$ -
57250	Field Trip-District Trans							$ -
57160	Nurses							$ -
56590	Maintenance Agreement		$ 5,811					$ 5,811
56530	Equipment Repair							$ -
52150	Conference		$ 20,000					$ 20,000
58450	License Agreement							$ -
58720	Field Trip-Non-District Trans							$ -
58920	Pupil Fees							$ -
58100	Consultants-instructional							$ -
58320	Consultants-Noninstructional				$ 10,000			$ 10,000
	OTHER							$ -
	OTHER							$ -
	Sub Total-Services		$ 25,811	$ -	$ 10,000	$ -	$ -	$ 35,811
	GRAND TOTAL		$ 157,964	$ -	$ 10,000	$ 17,888	$ 3,705	

Budget Spreadsheet Overview – LCFF

BUSH
Preliminary Budget Allocation - LCFF
FISCAL YEAR 2020-21

TOTAL ALLOCATION	$	190,680
TOTAL BUDGET DISTRIBUTED BELOW	$	190,680
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						$ -
11700	Teacher Substitute						$ -
12151	Counselor						$ -
13201	Assistant Principal	0.5000			$ 86,034		$ 86,034
19101	Program Specialist	0.6000	$ 79,255				$ 79,255
19101	Instructional Coach						$ -
19500	Instr. Coach-Add Comp						$ -
	OTHER Certificated						$ -
21101	Instructional Assistant						$ -
21101	CAI Assistant						$ -
21101	Bilingual Assistant						$ -
24101	Library Media Clerk	0.4375	$ 20,089				$ 20,089
29101	Community Assistant						$ -
	OTHER Classified						$ -
30000	Statutory Benefits						$ -
	Sub Total - Personnel/Benefits		$ 99,344	$ -	$ 86,034	$ -	$ 185,378
Books & Supplies							
42000	Books						$ -
43110	Instructional Materials		$ 5,302				$ 5,302
43200	Non-Instructional Materials						$ -
43400	Parent Meeting						$ -
44000	Equipment						$ -
43150	Software						$ -
	OTHER						$ -
	OTHER						$ -
	Sub Total-Supplies		$ 5,302	$ -	$ -	$ -	$ 5,302
Services							
57150	Duplicating						$ -
57250	Field Trip-District Trans						$ -
57160	Nurses						$ -
56590	Maintenance Agreement						$ -
56530	Equipment Repair						$ -
52150	Conference						$ -
58450	License Agreement						$ -
58720	Field Trip-Non-District Trans						$ -
58920	Pupil Fees						$ -
58100	Consultants-instructional						$ -
58320	Consultants-Noninstructional						$ -
	OTHER						$ -
	OTHER						$ -
	Sub Total-Services		$ -	$ -	$ -	$ -	$ -
	GRAND TOTAL		$ 104,646	$ -	$ 86,034	$ -	$ 190,680