



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 08/25/2020

Version 2 – 03/09/2021

Version 3 – 06/22/2021

Version 4 – 09/14/2021

BUSH ELEMENTARY

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School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bush Elementary	39686760100206	Ver 1 – 06/02/2020 Ver 2 – Ver 3 – 05/21/2021 Ver 4 – N/A	Ver 1 – 06/02/2020 Ver 2 – 01/21/2021 Ver 3 – 05/21/2021 Ver 4 – 08/26/2021	Ver 1 – 08/25/2020 Ver 2 – 03/09/2021 Ver 3 – 06/22/2021 Ver 4 – 09/14/2021

Purpose and Description

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

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%

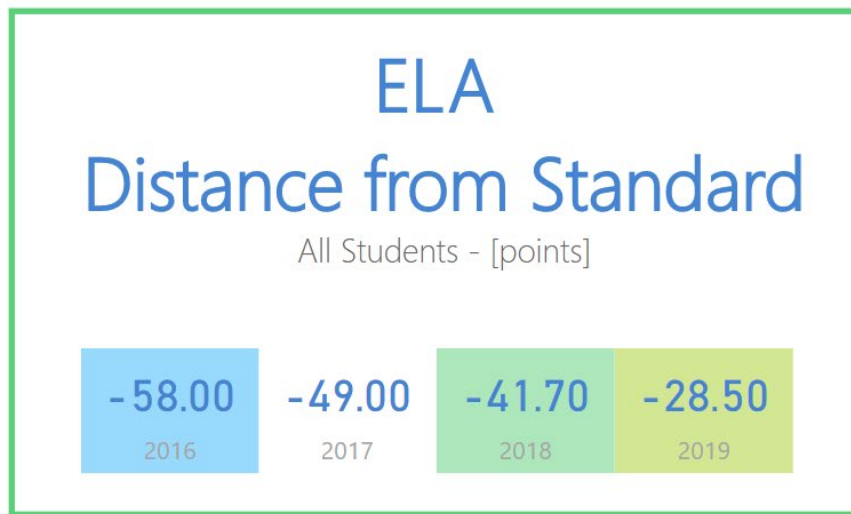
16-17 26.30%

17-18 20.50%

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

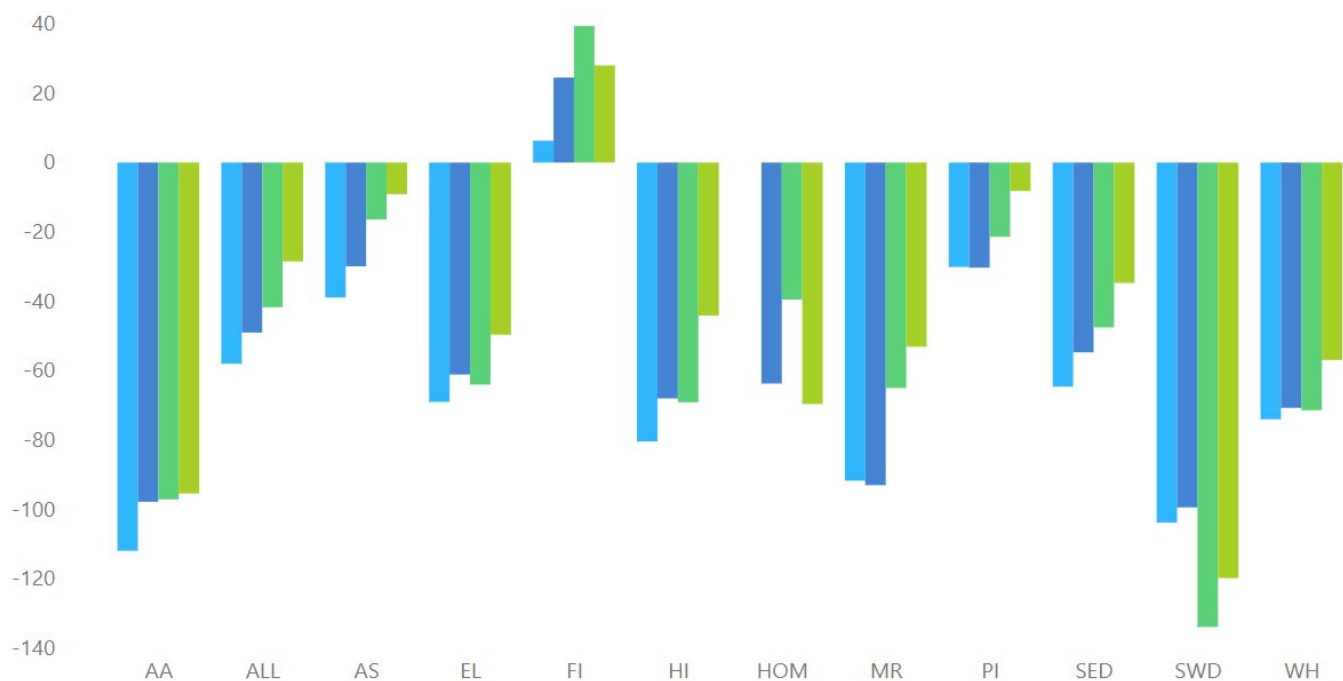
Math:

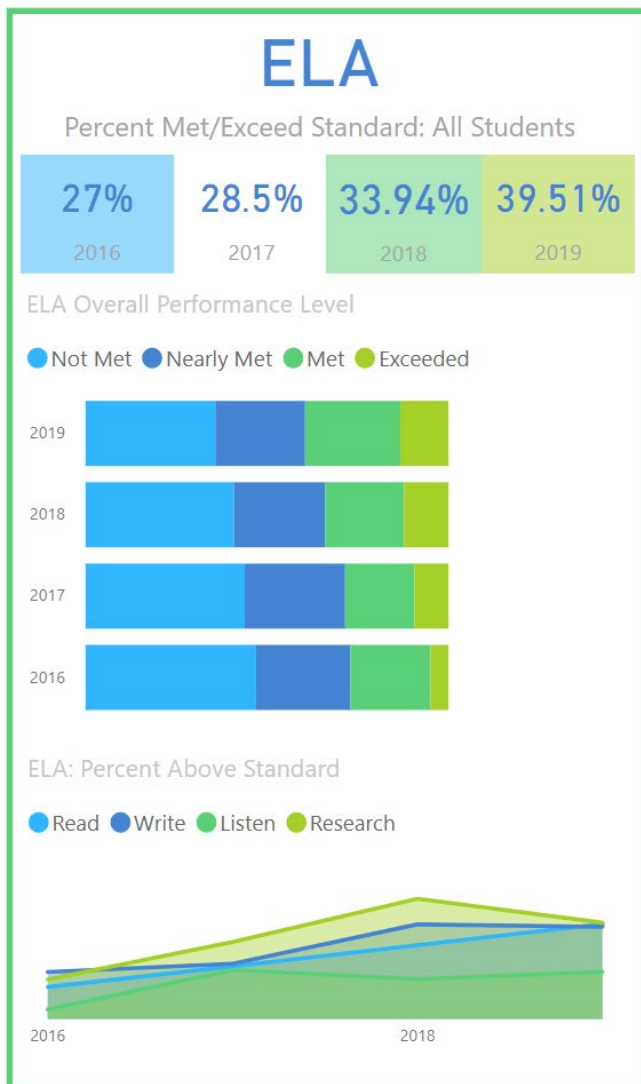
2016: 25% met/exceeded standards	-55.5 distance from standard
2017: 24.24% met/exceeded standards	-60.0 distance from standard
2018: 27.92% met/exceeded standards	-62.20 distance from standard
2019: 24.81% met/exceeded standards	-63.00 distance from standard



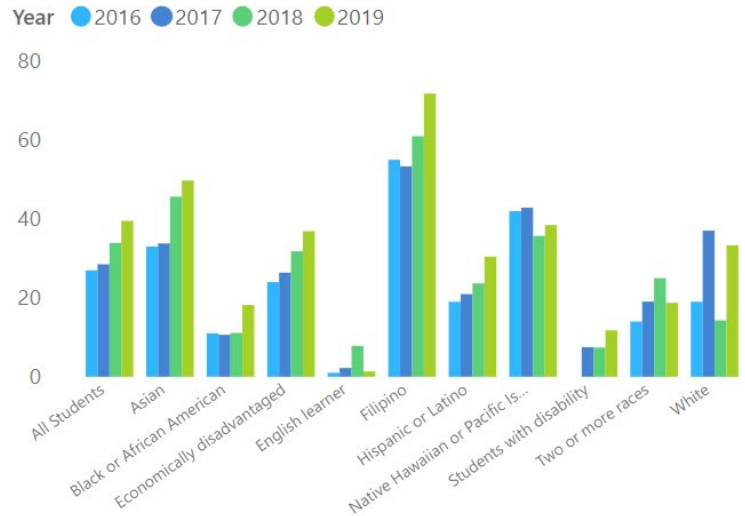
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

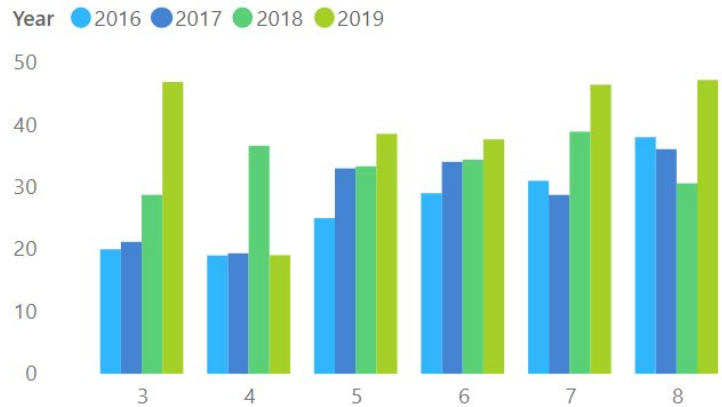




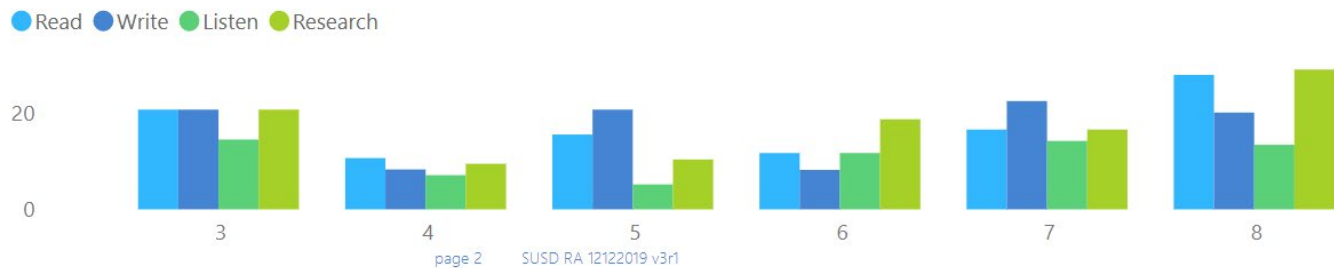
ELA CAASPP: Percent Met/Exceed Standard

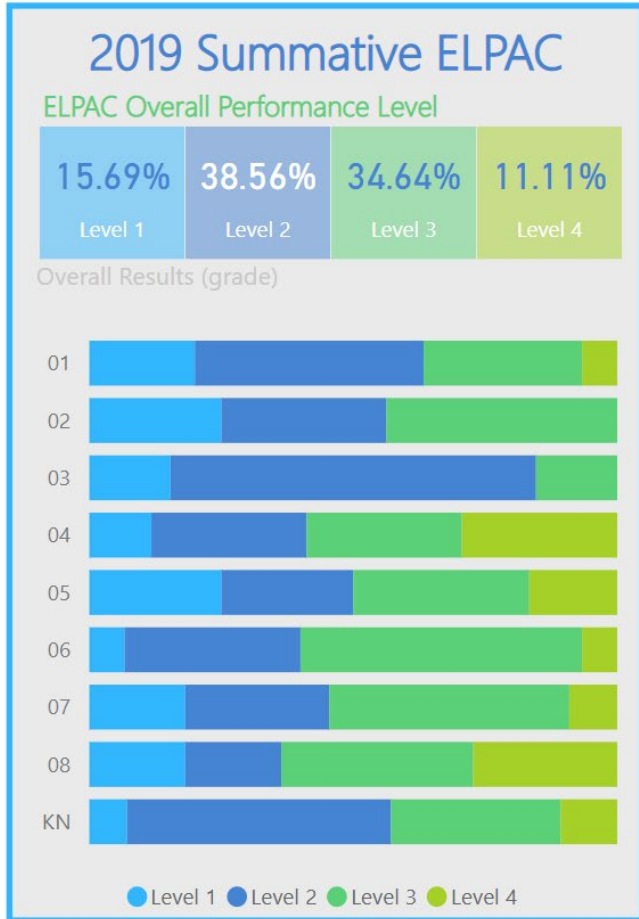


ELA CAASPP: Percent Met/Exceed Standard by Grade Level

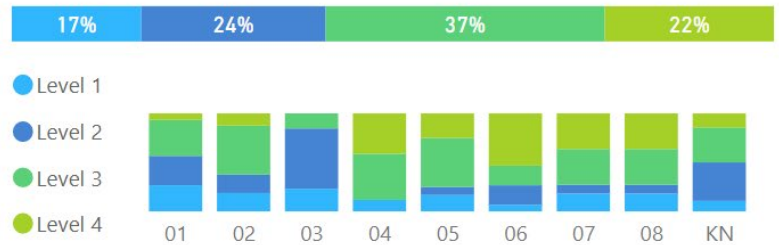


2019 Prelim ELA CAASPP: Area - Percent Above Standard

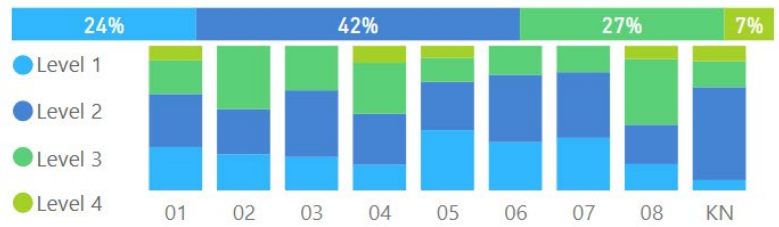




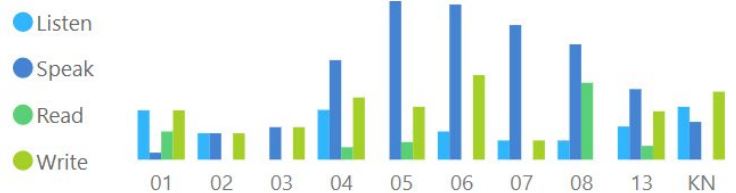
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



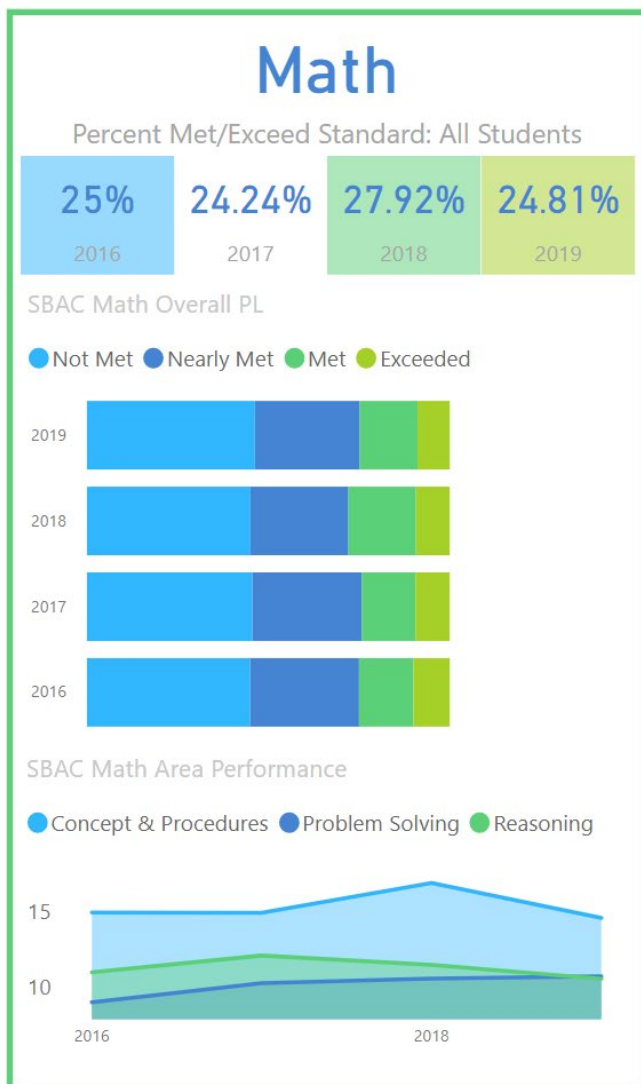
English Learner Progress Reclassification Rates



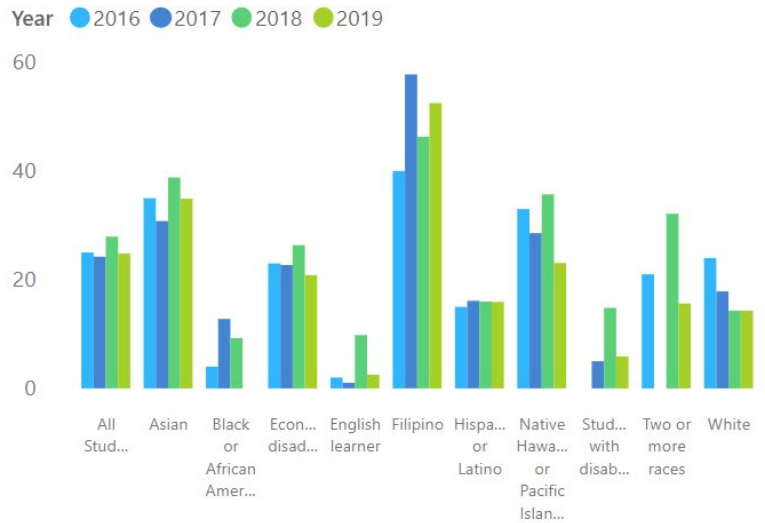
English Learner Progress Indicator (ELPI)

47.2%

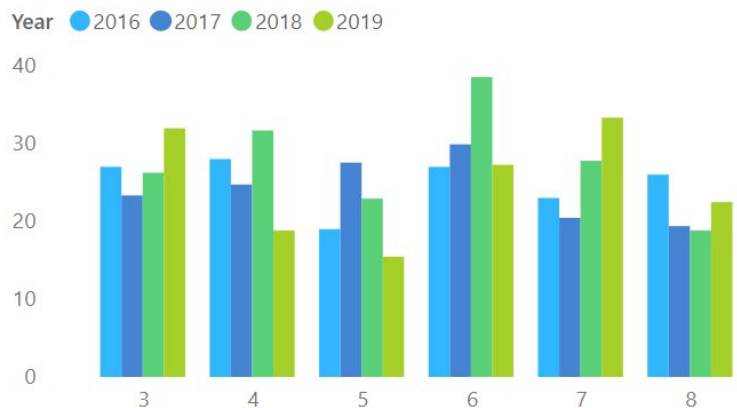
ELPI 2019



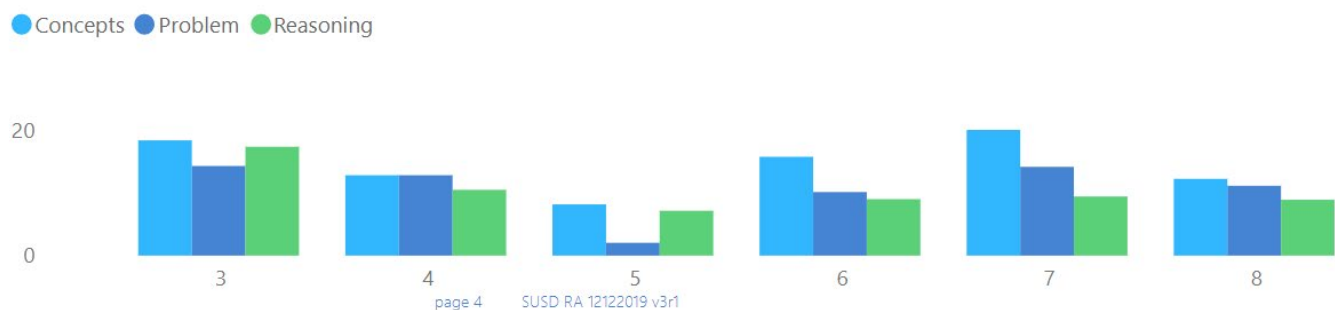
Math CAASPP: Percent Met/Exceed Standard

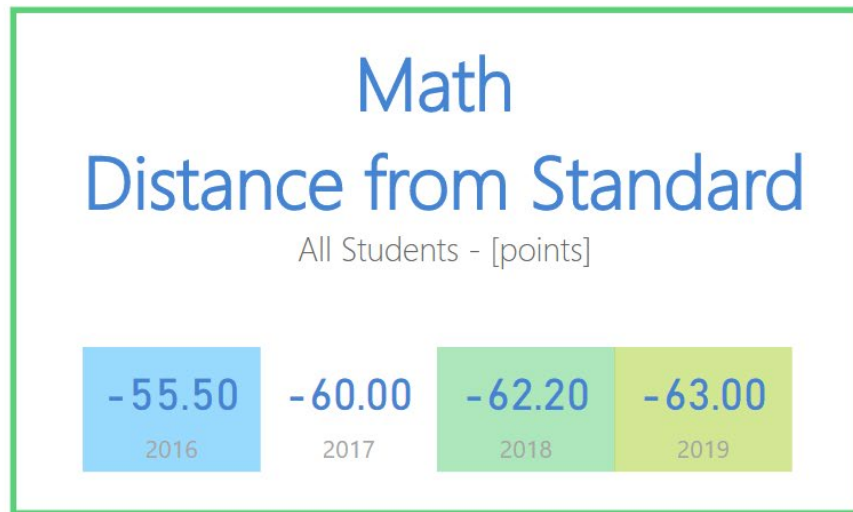


Math CAASPP: Percent Met/Exceed Standard by Grade Level

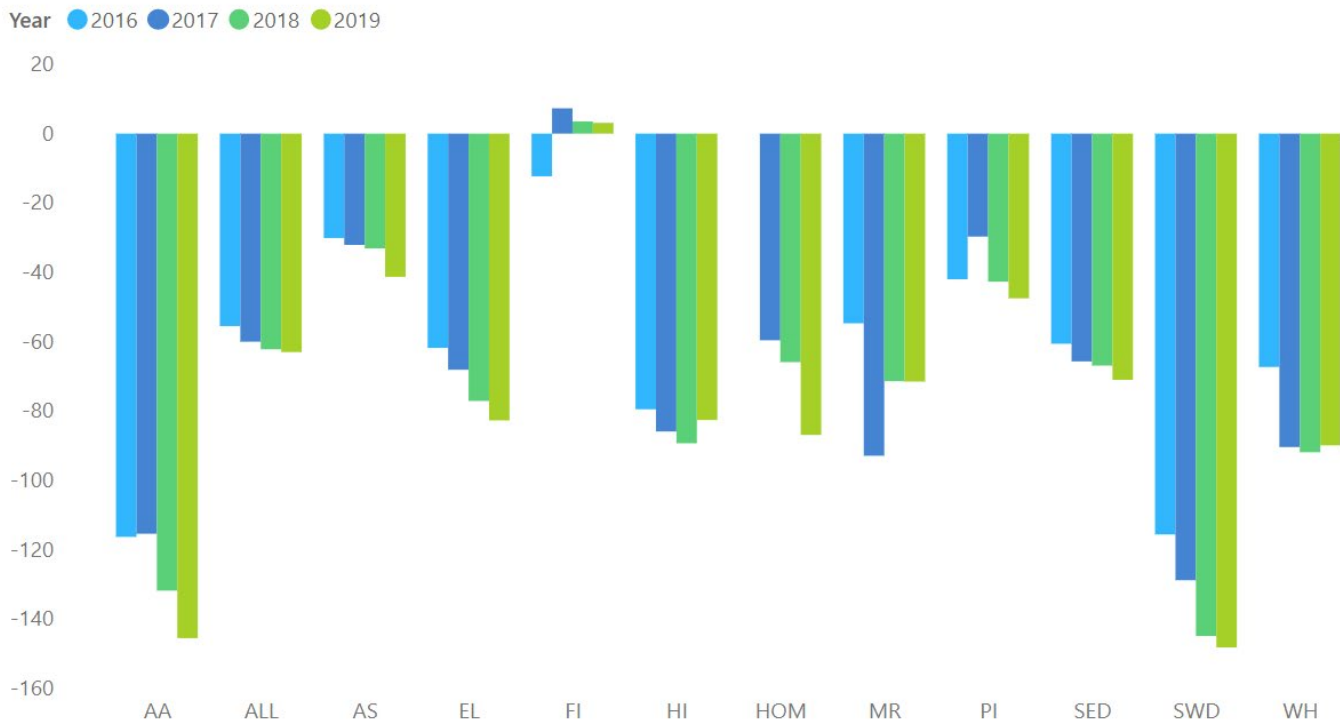


2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]



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PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

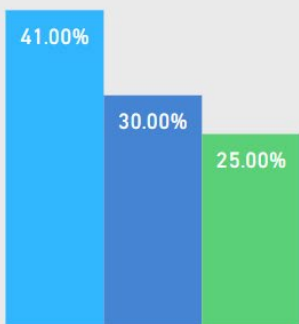
PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

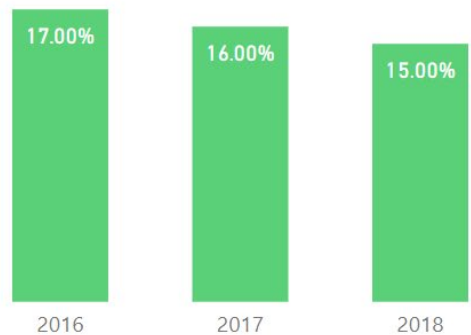
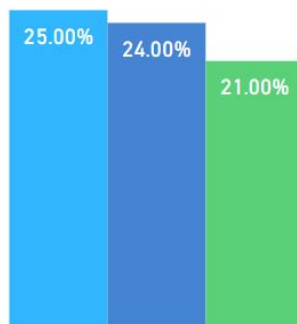
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



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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

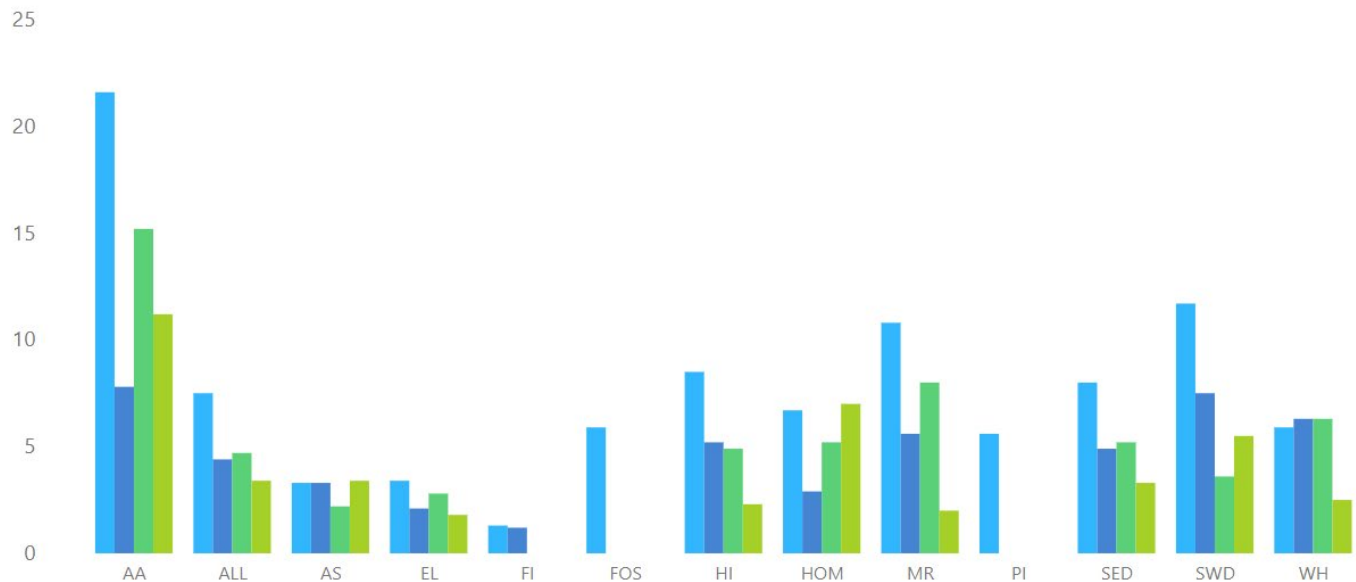


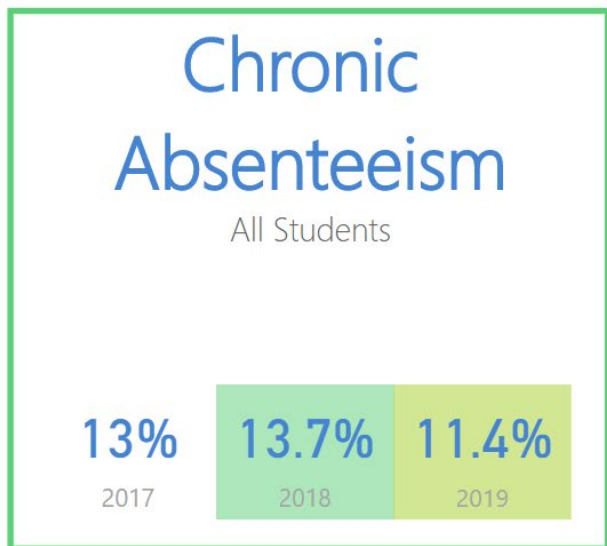
Expulsion

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

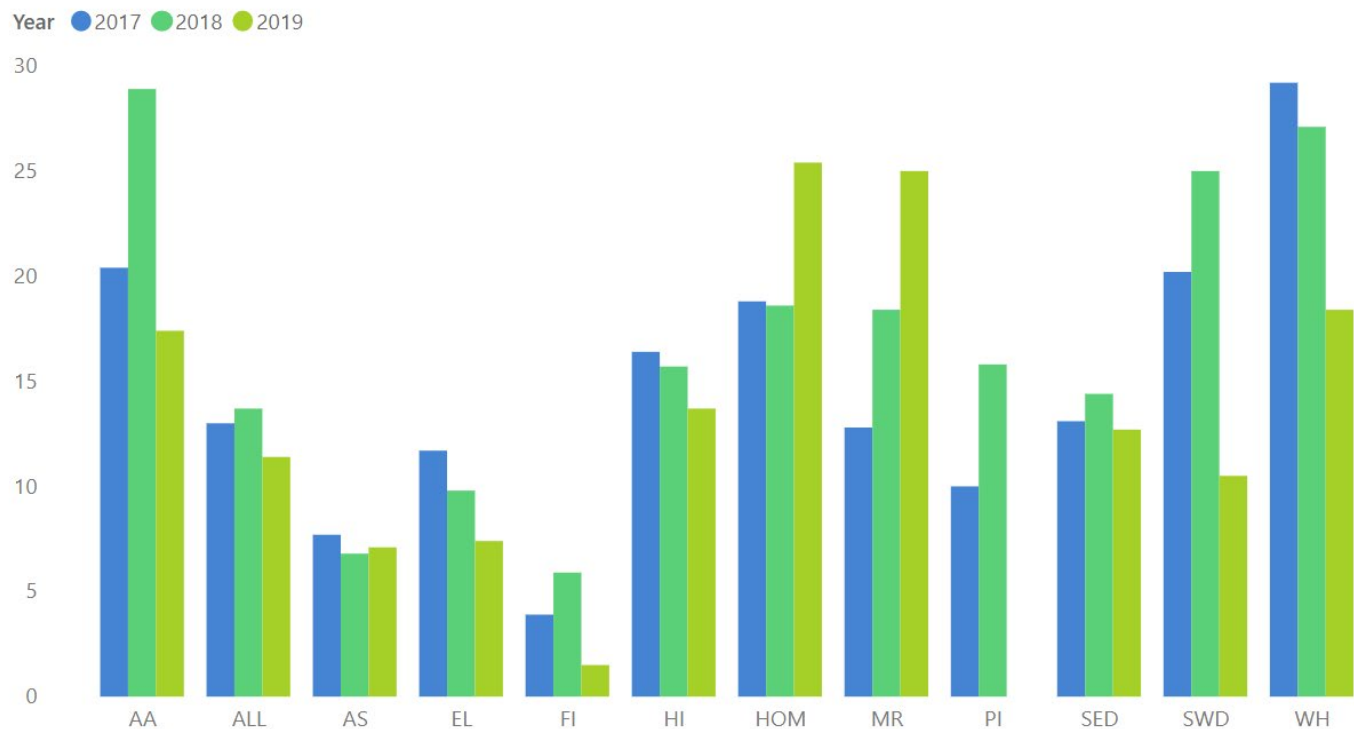
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



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					TOTAL BUDGET
			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	
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				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
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

Amendments

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

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

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

Version 2

SPSA: Goal 1, Strategy 1:

Title I –

\$14,023 – 11700 – Teacher Substitutes: Reduce fund due to COVID-19 restrictions pertaining to social distancing and distance learning, teacher substitutes were not needed.

\$1,977 – 19500 – Program Specialist Additional Comp: Reduce funds due to COVID-19 restrictions pertaining to social distancing and distance learning, additional compensation for tutoring and trainings was not able to be implemented.

\$20,000 – 52150 – Conferences: Reduce funds due to COVID-19 restrictions pertaining to social distancing and travel policies, in-person attendance was not able to be supported.

SPSA: Goal 1, Strategy 2:

LCFF –

\$10,311 – 24101 – .4375 FTE Library Media Assistant: Reduced funds resulting from a vacancy of the position. Recruitment efforts were made and unsuccessful. Since that process, the district implemented a hiring freeze; therefore, recruitment efforts have ceased. Due to COVID-19 restrictions resulting in distance learning the position is no longer needed.

\$7,217 – 42000 – Books: Reallocated funds to provide students with opportunities to increase reading proficiency through literacy programs, leveled books (in classroom and at home), class set of novels for 6-8, small group and individualized instruction including supporting practices to promote literacy skills.

SPSA: Goal 1, Strategy 3:

Title I –

\$36,000 – 44000 – Equipment: Reallocated funds to purchase equipment. In addition to provide clarification and expansion to for equipment to support students through visual learning and blended learning strategies as chromebooks/laptops are unable to be purchased because of supply/component shortages. Instead, interactive projectors will be purchased to enhance online instruction in class and increase student engagement through their ability to interact with projected materials.

LCFF –

\$3,094 – 43110 – Instructional Materials/Supplies: Reallocated funds increase instructional materials for instruction geared toward physical distancing supporting AVID, PLTW, and/or STEM.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Bush is receiving additional monies in Parent Involvement (Cost Center: 50647). Bush's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 42000 – Books will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home.

School	Enrollment (CalPADS 12/1619)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
BUSH	857	681	79.5%	\$ 185,852	\$ 4,137	\$ 189,989	\$ 3,705.00	\$ 432.00

Bush Elementary – Amendments

BUSH #211

As of 01/21/2021 jls

06/16/2020 jls

INITIAL BUDGET/DATE

3/9/2021

REVISED BUDGET/DATE

50647 - inc. by \$432

TITLE I		TOTAL ALLOCATION		\$	185,852	LCFF	TOTAL ALLOCATION		\$	190,680	TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$	4,137						
TOTAL BUDGET DISTRIBUTED BELOW				\$	185,852		TOTAL BUDGET DISTRIBUTED BELOW				\$	190,680	TOTAL BUDGET DISTRIBUTED BELOW				\$	4,137				
TO BE BUDGETED (Should be \$0.)					0		TO BE BUDGETED (Should be \$0.)					0	TO BE BUDGETED (Should be \$0.)					0				
Object	Description	ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET					
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS			FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	
Personnel Cost-Including Benefits																						
11500	Teacher - Add Comp (incl benefits)		\$		8,000														\$	8,000		
11700	Teacher Substitute (incl benefits)		\$		3,977														\$	3,977		
12151	Counselor																		\$	-		
30000	Statutory Benefits																					
12500	Counselor-add Comp (incl benefits)																					
13201	Assistant Principal									0.500	\$	65,440						0.500	\$	65,441		
30000	Statutory Benefits										\$	18,299							\$	18,299		
19101	Program Specialist	0.400	\$		40,987			0.600	\$	62,135								1.000	\$	103,123		
30000	Statutory Benefits		\$		11,707				\$	19,409									\$	31,116		
19500	Prog Spec-Add Comp (incl benefits)		\$		-																	
19101	Instructional Coach																		\$	-		
30000	Statutory Benefits																					
19500	Instr Coach-Add Comp (incl benefits)		\$		1,200														\$	1,200		
21101	Instructional Asst/CAI		\$		872														\$	872		
30000	Statutory Benefits		\$		79																	
21500	Inst Asst/CAI -Add Comp (incl benefits)																					
21101	Bilingual Assistant																		\$	-		
30000	Statutory Benefits																					
21500	BiL Asst-Add Comp (incl benefits)																					
22601	Library Media Assistant			0.438	\$	8,547												0.438	\$	8,547		
30000	Statutory Benefits				\$	1,231													\$	1,231		
22500	Lib Med Asst-Add Comp (incl benefits)																					
22901	Community Assistant												0.438	\$	13,347			0.438	\$	13,347		
30000	Statutory Benefits												\$	4,541					\$	4,541		
22500	Comm Asst-Add Comp (incl benefits)																\$	1,500				
29101	Parent Liaison																		\$	-		
30000	Statutory Benefits																					
29500	Par Lia-Add Comp (incl benefits)																		\$	-		
Sub Total - Personnel/Benefits			\$	66,822	\$	9,778	\$	-	\$	81,544	\$	-	\$	83,739	\$	17,888	\$	-	\$	1,500	\$	259,694
Books & Supplies																						
42000	Books		\$	1,400	\$	7,217												\$	432	\$	9,049	
43110	Instructional Materials		\$	26,203	\$	8,402														\$	34,605	
43200	Non-Instructional Materials																	\$	2,000	\$	2,000	
43400	Parent Meeting																	\$	205	\$	205	
44000	Equipment		\$	57,316																\$	57,316	
Sub Total - Books & Supplies			\$	84,919	\$	15,619	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	2,637	\$	103,175
Services																						
57150	Duplicating																			\$	-	
57250	Field Trip-District Trans																			\$	-	
56590	Maintenance Agreement		\$	6,223																\$	6,223	
52150	Conference		\$	-																\$	-	
58450	License Agreement																			\$	-	
58720	Field Trip-Non-District Trans																			\$	-	
58920	Pupil Fees																			\$	-	
58100	Consultants-Instructional																			\$	-	
58320	Consultants-Noninstructional										\$	10,000									\$	10,000
Sub Total - Services			\$	6,223	\$	-	\$	-	\$	-	\$	10,000	\$	-	\$	-	\$	-	\$	-	\$	16,223
GRAND TOTAL			\$	157,964	\$	25,397	\$	-	\$	81,544	\$	10,000	\$	83,739	\$	17,888	\$	-	\$	4,137		

Version 3 (Final 2020-2021 Version)

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

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

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

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

2021-2022 SPSA Continuation Statement

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

2021-2022 School/SMART Goals

Goal 1:

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

By August 2022, Increase met/exceeded on iReady assessment by 5%.

By August 2022, Decrease percentage of students in Tier 3 as measured by the iReady assessment by 2% (or equivalent district assessment measure).

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

By August 2022, Increase met/exceeded on iReady assessment by 5%.

By August 2022, Decrease percentage of students in Tier 3 as measured by the iReady assessment by 2% (or equivalent district assessment measure).

Strategy/Activity 1

2020-2021 Strategy Adjustment

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

UnBoundEd Training: 4 participants Summer of 2021, approximately \$1200 per person for a total of \$4800 (20 hours X \$60 per hour=\$1200)

AVID Leadership Training 2 participants Summer of 2021, approximately \$1200 per person for a total of \$2400 (20 hours X \$60 per hour=\$1200).

Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning.

30 teachers X 17.5 hours X \$60 = \$31,500 (Allocating \$31,848)

2021-2022 Strategy Update

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 Academic Conferences, 2 times a year, all staff, 3 days each time, 38 subs 90 days X \$200 rate of sub pay = \$10,000

Conference registration: \$9,189

Teachers to provide additional tutoring or attend after school training on technology, instructional strategies, or curriculum-not to exceed \$7,000.

(If additional funds are available:

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)

Program Specialist: 1 FTE @ \$145,623

100% - 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 (i-ready), collection and submission. CAASPP/SBAC/ELPAC/i-ready and other data analysis, 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. Assists with school plan and SSC. Implement SPSA goals/strategies/activities. Coordinates academic hour - recruits teachers and identifies students for program supports.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
162,623	1000 Series	Certificated Personnel Costs (including benefits)

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

Fund Source – LCFF:

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

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

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

Fund Source - Title I:

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

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

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

None.

2021-2022 Strategy Adjustment

(Strategy eliminated.)

2021-2022 Proposed Expenditures for this Strategy/Activity 2

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

Fund Source - Title I:

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

Fund Source – LCFF:

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

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

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

Fund Source - Title I:

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

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

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

None.

2021-2022 Strategy Adjustment

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 (\$19,824 – Title I, \$6,608 – 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.

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

Equipment may include: laminator, copier, Duplo, laptops and will be allocated as necessary when funding is available.

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

2021-2022 Proposed Expenditures for this Strategy/Activity 3

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
19,824	4000 Series	Books & Supplies
5,811	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
6,608	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

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

Fund Source - Title I:

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

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

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

None.

2021-2022 Strategy Adjustment

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and

*attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

2021-2022 Proposed Expenditures for this Strategy/Activity 4

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

Fund Source - Title I:

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

Fund Source – LCFF:

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

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

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

Fund Source - Title I:

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

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

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

By Spring of 2022 we will decrease suspension rates by 1%.

School Goal for Attendance/Chronic

Truancy: (Must be a SMART Goal) By Spring of 2022 we will decrease chronic truancy by 1.5%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

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

None.

2021-2022 Strategy Adjustment

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. (If funding allow the estimate cost is \$10,000.)

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)

2021-2022 Proposed Expenditures for this Strategy/Activity 1

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

Fund Source - Title I:

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

Fund Source – LCFF:

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

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

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

Fund Source - Title I:

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

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

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

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

By Spring of 2022 will increase number of dedicated classroom volunteers by 10%

By Spring of 2022 will increase number of parents completing EPIC (or similar) parenting training by 10%

Strategy/Activity 1

2020-2021 Strategy Adjustment

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

Additional funds allocated to enhance non-instructional material supports.

Total for Goal 3, Strategy 1 Title I Parent Involvement funds is \$4,190.

2021-2022 Strategy Adjustment

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 (50647): 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 - \$2,485 (50647): 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. .4375 FTE @ \$27,453 (50672)

Additional hourly for Community Assistant for support of after school meetings. 30 hours X \$50 = 1,500 (50647)

2021-2022 Proposed Expenditures for this Strategy/Activity 1

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
27,453	2000 Series	Classified Personnel Costs (including benefits)
2,690	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

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

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

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

Fund Source - Title I:

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

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

BUSH #211

BUSH #211

06/16/2020 jls

INITIAL BUDGET/DATE

3/9/2021

REVISED BUDGET/DATE

50647 - inc. by \$432

TITLE I		TOTAL ALLOCATION		\$	224,900	LCFF	TOTAL ALLOCATION		\$	190,680	TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$	4,190										
TOTAL BUDGET DISTRIBUTED BELOW		\$		224,900	TOTAL BUDGET DISTRIBUTED BELOW		\$		190,680	TOTAL BUDGET DISTRIBUTED BELOW		\$		4,190												
TO BE BUDGETED (Should be \$0.)		0		TO BE BUDGETED (Should be \$0.)			0		TO BE BUDGETED (Should be \$0.)		0															
Object	Description	ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS			TOTAL FTE	TOTAL BUDGET										
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE			50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS					
Personnel Cost-Including Benefits																										
11500	Teacher - Add Comp (incl benefits)		\$	47,048													\$	47,048								
11700	Teacher Substitute (incl benefits)		\$	3,977													\$	3,977								
12151	Counselor																	\$	-							
30000	Statutory Benefits																									
12500	Counselor-add Comp (incl benefits)																									
13201	Assistant Principal									0.500	\$	65,440				0.500	\$	65,441								
30000	Statutory Benefits										\$	18,299														
19101	Program Specialist	0.400	\$	40,987				0.600	\$	62,135						1.000	\$	103,123								
30000	Statutory Benefits		\$	11,707					\$	19,409							\$	31,116								
19500	Prog Spec-Add Comp (incl benefits)		\$	-																						
19101	Instructional Coach																	\$	-							
30000	Statutory Benefits																									
19500	Instr Coach-Add Comp (incl benefits)		\$	1,200														\$	1,200							
21101	Instructional Asst/CAI		\$	872														\$	872							
30000	Statutory Benefits		\$	79																						
21500	Inst Asst/CAI -Add Comp(incl benefits)																									
21101	Bilingual Assistant																	\$	-							
30000	Statutory Benefits																									
21500	Bit Asst-Add Comp (incl benefits)																									
22601	Library Media Assistant				0.438	\$	8,547										0.438	\$	8,547							
30000	Statutory Benefits					\$	1,231											\$	1,231							
22500	Lib Med Asst-Add Comp (incl benefits)																									
22901	Community Assistant												0.438	\$	13,347		0.438	\$	13,347							
30000	Statutory Benefits													\$	4,541			\$	4,541							
22500	Comm Asst-Add Comp (incl benefits)																\$	1,500								
29101	Parent Liaison																		\$	-						
30000	Statutory Benefits																									
29500	Par Lia-Add Comp (incl benefits)																		\$	-						
Sub Total - Personnel/Benefits		\$	105,870		\$	9,778		\$	-	\$	81,544		\$	-	\$	83,739		\$	17,888	\$	-	\$	1,500	\$	298,742	
Books & Supplies																										
42000	Books		\$	1,400		\$	7,217											\$	432			\$	9,049			
43110	Instructional Materials		\$	26,203		\$	8,402															\$	34,605			
43200	Non-Instructional Materials																	\$	2,053			\$	2,053			
43400	Parent Meeting																	\$	205			\$	205			
44000	Equipment		\$	57,316																		\$	57,316			
Sub Total - Books & Supplies		\$	84,919		\$	15,619		\$	-	\$	-		\$	-	\$	-		\$	-	\$	-	\$	2,690	\$	103,228	
Services																										
57150	Duplicating																						\$	-		
57250	Field Trip-District Trans																						\$	-		
56590	Maintenance Agreement		\$	6,223																			\$	6,223		
52150	Conference		\$	-																			\$	-		
58450	License Agreement																						\$	-		
58720	Field Trip-Non-District Trans																						\$	-		
58920	Pupil Fees																						\$	-		
58100	Consultants-Instructional																						\$	-		
58320	Consultants-Noninstructional										\$	10,000											\$	10,000		
Sub Total - Services		\$	6,223		\$	-		\$	-	\$	-		\$	10,000		\$	-		\$	-	\$	-	\$	-	\$	16,223
GRAND TOTAL		\$	197,012		\$	25,397		\$	-	\$	81,544		\$	10,000		\$	83,739		\$	17,888	\$	-	\$	4,190		

2021-2022 Budget Spreadsheet

2021-2022 BUDGET																					
BUSH - 211 - B1																					
PRELIMINARY - 04/16/2021																					
TITLE I		TOTAL ALLOCATION		\$ 224,900		LCFF		TOTAL ALLOCATION		\$ 189,840		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 4,190					
TOTAL BUDGET DISTRIBUTED BELOW		\$ 224,900				TOTAL BUDGET DISTRIBUTED BELOW		\$ 189,840				TOTAL BUDGET DISTRIBUTED BELOW		\$ 4,190							
TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0							
Object	Description	ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET				
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS			FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS
Personnel Cost-Including Benefits																					
*	11500 Teacher - Add Comp (incl benefits)	0.000	\$ 7,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 7,000
	11700 Teacher Substitute (incl benefits)	0.000	\$ 10,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 10,000
	12151 Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	12500 Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	13201 Assistant Principal (incl benefits)			0.000				0.000				1.000	\$ 183,232			0.000				1.000	\$ 183,232
	13201 Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
	19101 Program Specialist (incl benefits)	1.000	\$ 145,623	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	\$ 145,623
	19500 Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	19101 Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	19500 Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	21101 Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	21500 Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	21101 Bilingual Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
	21500 Bil Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
	22601 Library Media Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
	22500 Lib Med Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
	22901 Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.438	\$ 27,453	0.000		0.000		0.000		0.438	\$ 27,453
	22500 Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 1,500	0.000	\$ 1,500
	29101 Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	29500 Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits			\$ 162,623		\$ -		\$ -		\$ -		\$ -		\$ 183,232		\$ 27,453		\$ -		\$ 1,500		\$ 374,808
Books & Supplies																					
**	43110 Books/Supplies/Materials (less than \$500 per item)		\$ 19,824		\$ 6,608																\$ 26,432
	43400 Parent Meeting																	\$ 2,690			\$ 2,690
	44000 Equipment (\$500 - \$4999.99 per item)																				\$ -
Sub Total - Books & Supplies			\$ 19,824		\$ 6,608		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 2,690		\$ 29,122
Services																					
	57150 Duplicating																				\$ -
***	57250 Field Trip-District/Non-District Trans																				\$ -
	56590 Maintenance Agreement		\$ 5,811																		\$ 5,811
****	52150 Conference		\$ 9,189																		\$ 9,189
	58450 License Agreement																				\$ -
	58920 Pupil Fees																				\$ -
*****	58100 Consultants-Instructional/Non-Instructional																				\$ -
Sub Total - Services			\$ 15,000		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 15,000
GRAND TOTAL			\$ 197,447		\$ 6,608		\$ -		\$ -		\$ -		\$ 183,232		\$ 27,453		\$ -		\$ 4,190		418,930
Assumptions:																	\$ 418,930				
* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.																					
** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.																					
***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.																					
****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.																					
***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.																					

Version 4 (2021-2022 SPSA Adjustments)

The purpose of this amendment version is to adjust allocations due to unfilled vacancy and to enhance resources to support students as a result of COVID-19 impacts. Funds not allocated in this amendment version will be reserved for a later revision.

Reserve to be Allocated:

Title I - \$21,563

LCFF – 60,513

SPSA: Goal 1, Strategy 1:

Title I –

- **\$55,040 – 19101 – .40 FTE Program Specialist:** Site Program Specialist was originally funded at 100% Title I; however, the position needs to be split to support actual job duties. Due to actual salary/benefits the .60 FTE Program Specialist costs is estimated at \$82,560.
- **\$8,000 – 11500 – Teacher Additional Comp:** Additional compensation to support professional learning and collaboration activities. 133 hours X \$60 rate of pay = 7,980 (Allocating \$8,000)
- **\$15,000 – 52150 – Conferences:** Increased allocation to provide teachers with 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. Conferences/training may include AVID, Solution Tree, UnboundED, site based training, and other trainings the support and enhance instructional strategies.

LCFF –

- **\$55,040 – 19101 – .40 FTE Program Specialist:** Added the split .40 FTE Program Specialist funding to support non-Title I activities.
- **\$1,200 – 19500 – Program Specialist Additional Comp:** Additional compensation to support professional learning and collaboration activities. 20 hours X \$60 = \$1,200

SPSA: Goal 1, Strategy 2:

Reinstate strategy to support Library Media Assistant and student literacy needs.

Students to be Served by this Strategy/Activity: 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

Data Measures: # of EL students, # of EL students at each performance level, # of EL students RFEP

LCFF –

- **\$30,479 – 22601 – .4375 FTE Library Media Assistant:** Library Media Assistant will provide literacy support through read alouds, assisting students with choosing grade level appropriate fiction and nonfiction text.
- **\$8,000 – 42000 – Books:** Reallocated funds to provide students with opportunities to increase reading proficiency through literacy programs, leveled books (in classroom and at home), class set of novels for 6-8, small group and individualized instruction including supporting practices to promote literacy skills.

SPSA: Goal 1, Strategy 3:

Title I –

- **\$18,500 – 43110 – Instructional Materials/Supplies:** Increase the allocation to cover the cost of supplemental materials/supplies to support AVID strategy implementation and projects. Supplies may 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. Also to purchase replacement document cameras, estimated quantity is 20. Primary carpets (17 classrooms) to support phonemic awareness through instruction. ****General supplies are unallowable using State & Federal funds.****

LCFF –

- **\$10,000 – 43110 – Instructional Materials/Supplies:** Increase the allocation to cover the cost of supplemental materials/supplies to support AVID strategy implementation and projects. Supplies may 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. Also to purchase replacement document cameras, estimated quantity is 20. Primary carpets (17 classrooms) to support phonemic awareness through instruction. ****General supplies are unallowable using State & Federal funds.****
- **\$2,000 – 56590 - Maintenance Agreement:** To cover the cost of maintenance agreement for the laminator.

SPSA: Goal 2, Strategy 1:

LCFF –

- **\$183,232 – 13101 – 1 FTE Assistant Principal:** Site funded Assistant Principal vacancy occurred. Unable to move forward with hiring; therefore, modifying to support other needs.
- **\$10,000 – 58100 – Consultant Services:** Funding has come available to 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.

- **\$6,000 – 12500 – Counselor Additional Comp:** Allocate funds for Counselors to provide support for SST process, professional development opportunities and to participate in site collaboration.

School Plan for Student Achievement| SY 2020-2021
Version 4 – Board Approval 09/14/2021

2021-2022 Staffing Overview

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

Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: B1

BUSH K-8

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	20319195	ASSISTANT PRINCIPAL II	0090	12303421B1	13201	0.5000	0.5000
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27206901	PROGRAM SPEC	0091	12302021B1	19101	0.6000	0.6000
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	27206901	PROGRAM SPEC	3010	15064321B1	19101	0.4000	0.4000
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64160324	LIBRARY MEDIA ASSISTANT	0090	12303024B1	22601	0.4375	1.0000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70507148	COMMUNITY ASST	3010	15067226B1	22901	0.4375	1.0000
TOTALS, THIS LOCATION: 211										2.3750	

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

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

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

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

NEW POSITIONS:

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

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

On January 14, 2021 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 2021-2022 school year.

Site Administrator's Approval:

Joni Reed

DATE: 1-21-2021

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

Current Date: 12/14/2020
 Current Time: 04:05:14
 Page #: 4

2020-2021 SPSA Evaluation

Bush Elementary 2020-2021 SPSA Evaluation

Goal 1 Student Achievement	Actions/Activities & Strategies	What is working and why? (Effective Indicators)	What is NOT working and why? (Ineffective indicators)	Modification(s) based on evaluation results
<p>ELA/ELD:</p> <p>All students at Bush Elementary will change their distance from standard to the positive by 3 points</p> <p>Math:</p> <p>All students at Bush Elementary will change their distance from standard to the positive by 6 points</p>	<p>Provide teachers with professional learning opportunities to supplement core instruction such as co-teach, demo lessons in the classroom, PLC conference, AVID conference, data analysis, that is focusing on scaffolding of learning for students with the most unfinished learning.</p> <p>Administrators will do weekly walk-throughs along with low inference walkthroughs</p> <p>Teacher additional hours for Professional Development attendance.</p> <p>Instructional coaches will provide professional development through co-teaching opportunities</p>	<p>Strategy 1/Activity 1:</p> <p>The past year with the pandemic has made it difficult to attend conferences. We do have 8 teachers and administrators attending Unbound Ed and AVID this summer.</p> <p>The AVID Leadership Team has been trained on low inference note taking and has practiced this with videos of each other teaching a lesson.</p> <p>Our teachers did attend (voluntarily AVID trainings after hours)</p> <p>Teachers were given training in Math for Ready Math by our coach 3 times throughout the year and training on Benchmark 3 times throughout the year.</p>	<p>Strategy 1/Activity 1:</p> <p>There are no ineffective indicators.</p>	<p>Strategy 1/Activity 1:</p> <p>There are no modifications</p> <p>We will continue with staff meetings being training opportunities for the most part for the next school year as it has been effective.</p>

	<p>to individual and grade levels. They will support teachers with full implementation of the new adoptions of curriculum for Math and ELA</p>	<p>We also trained on pulling apart standards and practiced this through PD. They have been trained on dealing with students who have suffered trauma in the classroom and are having trainings on equity at this time.</p> <p>iReady Fall to Winter Math Data:</p> <table><tr><th>Fall iReady:</th><th>Winter</th></tr><tr><td>Tier 3 (Red): 26%</td><td>22%</td></tr><tr><td>Tier 2 (Yell): 47%</td><td>43%</td></tr><tr><td>Tier 1 (Gm): 27%</td><td>35%</td></tr></table> <p>iReady Fall to Winter Reading Data:</p> <table><tr><th>Fall iReady</th><th>Winter</th></tr><tr><td>Tier 3 (Red): 29%</td><td>25%</td></tr><tr><td>Tier 2 (Yell): 36%</td><td>29%</td></tr><tr><td>Tier 1 (Gm): 35%</td><td>46%</td></tr></table> <p>Coaches are readily available as needed for the new and veteran teachers to assist with distance learning, virtual curriculum implementation, and other support. They work closely with the PS on Iready pathway progress and academic conferences.</p>	Fall iReady:	Winter	Tier 3 (Red): 26%	22%	Tier 2 (Yell): 47%	43%	Tier 1 (Gm): 27%	35%	Fall iReady	Winter	Tier 3 (Red): 29%	25%	Tier 2 (Yell): 36%	29%	Tier 1 (Gm): 35%	46%		
Fall iReady:	Winter																			
Tier 3 (Red): 26%	22%																			
Tier 2 (Yell): 47%	43%																			
Tier 1 (Gm): 27%	35%																			
Fall iReady	Winter																			
Tier 3 (Red): 29%	25%																			
Tier 2 (Yell): 36%	29%																			
Tier 1 (Gm): 35%	46%																			

<p>Goal 1/Strategy 2</p> <p>All students at Bush Elementary will change their distance from standard to the positive by 3 points</p> <p>Math:</p> <p>All students at Bush Elementary will change their distance from standard to the positive by 6 points</p>	<p>Strategy 1/Activity 2:</p> <p>Struggling students will receive additional support before and after school to focus on foundational reading skills and math fluency</p> <p>Students in grades K-2 reading below grade level will receive additional support focusing on foundational skills, in grades 3-8 will focus on comprehension and literacy intervention and math fluency.</p> <p>Extended day tutoring for students in the identified subgroups for additional time and support in ELA/Math</p>	<p>Strategy 1/Activity 2:</p> <p>Students were able to receive tutoring by our staff before and after school in reading fluency and foundations skills and Math foundations skills throughout the pandemic and distance learning</p>	<p>Strategy 1/Activity 2:</p> <p>There are no ineffective indicators</p>	<p>Strategy 1/Activity 2:</p> <p>There are no modifications Tutoring was still offered during Distance Learning</p>
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<p>Strategy 1/Activity 2</p> <p>Goal 1</p> <p>All students at Bush Elementary will change their distance from standard to the positive by 3 points</p> <p>Math:</p> <p>All students at Bush Elementary will change their distance from standard to the positive by 6 points</p>	<p>Strategy 1/Activity 2:</p> <p>The Library Media Clerk will assist students in selecting books appropriate for their reading level, will provide students with knowledge in locating and using library services and modeling reading through the read aloud strategy. The Library Media clerk will assist students with appropriate book selection based on their Lexile Levels.</p>	<p>Strategy 1/Activity 2:</p> <p>The Library Media Clerk was not available during the latter half of the 2020-2021 school year</p> <p>Students were given access to SORA and encouraged to use the program for the completion of Accelerated Reader</p>	<p>Strategy 1/Activity 2:</p> <p>There were no negative indicators</p>	<p>Strategy 1/Activity 2:</p> <p>The Library Media position was eliminated until we can find out if students can use the library in 2021-2022 school year.</p>
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<p>Goal 2: School Climate</p> <p>By May of 2021 we will reduce our suspensions for all students by 1%</p> <p>By May or 2021 we will reduce chronic absenteeism for all students by 1.5%</p>	<p>Goal 2/Strategy 1</p> <p>Implement restorative practices for students in lieu of suspension for non-aggressive or low aggressive offenses</p> <p>The counselor and teachers work with students after school for 2 hours of restorative practices. The first hour will be on reflection and the second hour will transition to completing community service.</p> <p>A .5 FTE Assistant Principal will be hired to facilitate the restorative practice circles in alternative settings.</p>	<p>Goal 2/Strategy 1</p> <p>During DL it was not possible to have students come on campus and complete RP or CS, however, we did counsel students misbehaving on Zoom and continued with phone calls home and SST's</p>	<p>Goal 2/Strategy 1</p> <p>There are no negative indicators</p>	<p>Goal 2/Strategy 1:</p>
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<p>Goal 3</p> <p>By Spring of 2021 will increase number of dedicated classroom volunteers by 10%</p> <p>By Spring of 2021 will increase number of parents completing EPIC (or similar) parenting training by 10%</p>	<p>Goal 3/Strategy 1</p> <p>Community Assist will coordinate parent events and conduct outreach to parents and community to increase parent engagement.</p>	<p>Goal 3/Strategy 1</p> <p>We provided parent coffee hours virtually with a number of guest speakers on varied topics.</p> <p>We continued to hold SSTs and parent meetings.</p> <p>Due to COVID we could not hold parent nights on campus and did not hold Literacy or Technology or Science Nights.</p>	<p>Goal 3/Strategy 1</p> <p>We could not have parent volunteers on campus.</p>	<p>Goal 3/ Strategy 1:</p> <p>We modified to online parent coffees, Angela Beyer's with parents on Trauma and with the Parent Cafe put on by District</p> <p>We will continue to plan for these nights as we return to campus</p>
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Comprehensive School Profile Data:

Continuous Improvement-DMM 20-21

Decision Make Model-Essential Questions

Bush Elementary-Student Academic Achievement ELA

1. Current Performance	<ul style="list-style-type: none">• No SBAC data from end of 19-20 school year, additionally SBAC was not administered during 20-21 school year due to pandemic conditions• iReady Fall to Winter Reading Data<ul style="list-style-type: none">○ Tier 3 38% (fall) 33% (winter)○ Tier 2 36% (fall) 30% (winter)○ Tier 1 25% (fall) 37% (winter)• 19-20 Data<ul style="list-style-type: none">○ Dashboard: yellow indicator○ 39.51% of students met/exceeded standards on SBAC increased from 33.94% in 2018○ 30.25 points from Standard decreased from 41.70 points in 2018○ Students with Disabilities 119 points from Standard○ African-American students 95.4 points from Standard
2. Gap Analysis	<ul style="list-style-type: none">• iReady data must be analyzed with caution as students took assessments virtually without the security of being in a classroom with teacher supervision
3. Cause Analysis Results	<ul style="list-style-type: none">• All academic achievement must be viewed through the lens of the pandemic and distance learning• Inconsistent implementation of curriculum• Teachers struggling with effective implementation of curriculum• Insufficient research based instructional strategies implementation• Lack of content specific quality teacher professional development• Lack of effective instructional practices for RSP students• Number of new teachers (3 years or less of experience)• Lack of effective RTI for T2 and T3 students
4. Design & Development	<ul style="list-style-type: none">• Adoption of effective, research based curriculum• Effective teacher PD on curriculum and research based instructional strategies

	<ul style="list-style-type: none"> ● Effective use of strategic time during the school day to address T2 and T3 students-Effective implementation of additional RTI strategies for students in need ● Deepen AVID strategies implementation school-wide ● Utilize full-time instructional coach to support all teachers with implementation of new curriculum-instructional coach is not full time and pulled off campus for numerous days of training ● Operations team to continue to consistently attend grade level PLCs to support grade level in the strengthening of their PLC process ● Adjust and monitor the manner in which RSP support is delivered
5. Success Assurances	<ul style="list-style-type: none"> ● Provide ongoing training in AVID SI for new and returning teachers ● Provide PD to operations team specifically on how to better support PLC teams ● Provide teachers PD opportunities for content and curriculum PD ● Provide necessary support to all grade level PLCs through just in time coaching by the principal, assistant principals (2.0), program specialist and instructional coach(1.0) ● Provide the necessary FTE (1.5 FTE) so that RSP services can be delivered through the most effective practices-district not provide additional RSP support despite the RSP caseload being consistently over the max, as of March 1, 2020 RSP caseload is at 37 and we still do not have additional support
6. Implementation & Evaluation	<ul style="list-style-type: none"> ● Monitoring student performance and progress consistently and make adjustments based on results from SBAC, ELPAC, i-ready and other assessments ● Number of students going through form B process

Continuous Improvement DMM 2020-21

Decision Make Model-Essential Questions

Bush Elementary-Student Academic Achievement Math

1. Current Performance	<ul style="list-style-type: none">• No SBAC data from end of 19-20 school year, additionally SBAC was not administered during 20-21 school year due to pandemic conditions• iReady Fall to Winter Math Data<ul style="list-style-type: none">○ Tier 3 38% (fall) 32% (winter)○ Tier 2 44% (fall) 42% (winter)○ Tier 1 18% (fall) 26% (winter)• 19-20 Data<ul style="list-style-type: none">○ <i>Dashboard: orange indicator</i>○ <i>24.81% of students met/exceeded standards on SBAC decreased from 27.92% in 2018</i>○ <i>63 points from Standard maintained</i>○ <i>Students with Disabilities 148 points from L3</i>○ <i>African-American students 145 points from L3</i>
2. Gap Analysis	<ul style="list-style-type: none">• iReady data must be analyzed with caution as students took assessments virtually without the security of being in a classroom with teacher supervision
3. Cause Analysis Results	<ul style="list-style-type: none">• All academic achievement must be viewed through the lens of the pandemic and distance learning• Inconsistent implementation of curriculum• Teachers struggling with effective implementation of curriculum• Insufficient research based instructional strategies implementation• Lack of content specific quality teacher professional development• Lack of effective instructional practices for RSP students• Number of new teachers (3 years or less of experience)• Lack of effective RTI for T2 and T3 students
4. Design & Development	<ul style="list-style-type: none">• Implementation of effective, research based curriculum (math no research available)• Effective teacher PD on curriculum and research based instructional strategies-in beginning stages

	<ul style="list-style-type: none"> • Effective use of strategic time during the school day to address T2 and T3 students--Effective implementation of additional RTI strategies for students in need • Deepen AVID strategies implementation school-wide • Utilize full-time instructional coach to support all teachers with implementation of new curriculum--instructional coach is not full time and pulled off campus for numerous days of training • Operations team to continue to consistently attend grade level PLCs to support grade level in the strengthening of their PLC process • Adjust and monitor the manner in which RSP support is delivered
5. Success Assurances	<ul style="list-style-type: none"> • Provide ongoing training in AVID SI for new and returning teachers • Provide PD to operations team specifically on how to better support PLC teams--training opportunity was cancelled by district and new opportunity was not available this school year • Provide teachers PD opportunities for content and curriculum PD • Provide necessary support to all grade level PLCs through just in time coaching by the principal, assistant principals (2.0 FTE), program specialist and instructional coach(1.0 FTE) • Provide the necessary FTE (1.5 FTE of RSP) so that RSP services can be delivered through the most effective practices--district not provide additional RSP support despite the RSP caseload being consistently over the max, as of March 1, 2020 RSP caseload is at 37 and we still do not have additional support
6. Implementation & Evaluation	<ul style="list-style-type: none"> • Monitoring student performance and progress consistently and make adjustments based on results from SBAC, ELPAC, i-ready and other assessments • Number of students going through form B process

Continuous Improvement 20-21

Decision Make Model-Essential Questions

Bush Elementary-School Climate

1. Current Performance	<ul style="list-style-type: none">● 20-21 Data 0% suspension rate● 19-20 Data<ul style="list-style-type: none">○ Dashboard: yellow indicator 3.4% of all students suspended at least once; declined 1.3%○ 7% of Homeless subgroup suspended at least once, an increase of 1.8%○ 11.2% of African American students suspended at least once; decreased 3.9%
2. Gap Analysis	<ul style="list-style-type: none">● Target goal is to decrease suspension by 1%● We want to decrease suspension rates, especially in regards to disproportionate suspensions amongst particular subgroups of students● 20-21 pandemic conditions, students participated in distance learning there was no cause to suspend any students
3. Cause Analysis Results	<ul style="list-style-type: none">● 19-20 conditions● Lack of effective supervision during unstructured times-Lack of training opportunities for other staff members such as noon-duty, campus security assistants● Lack of training opportunities for CHAMPS, PBIS, Restorative Practices for both new and returning teachers● Need for School Climate Conferences and Leadership Conferences attendance for assistant principals and principals● Inconsistent implementation of PBIS, CHAMPS, and Restorative Practices● Teachers struggling with Tier I, Tier II interventions● Insufficient parent response and support
4. Design & Development	<ul style="list-style-type: none">● Hire assistant principals proportionate to student needs to coordinate PBIS -20-21 assistant principal continued to implement PBIS strategies and rewards even during distance learning● Continuous professional development for supervisory personnel (assistant principals) for PBIS, CHAMPS, Restorative Practices, Equity training, Cultural Bias training and awareness

	<ul style="list-style-type: none"> ● Continuous training and coaching on PBIS and CHAMPS procedures, Restorative Practices, Equity training for teachers, counselors, assistant principals, and principals ● Effective teacher PD on brain trauma and mental health, equity, PBIS, CHAMPS and Restorative Practices--<i>all training has been focused on implementation of new curriculum</i> ● Implement CHAMPS strategies and Restorative Practices school wide including common areas like cafeteria, media center, library, playground
5. Success Assurances	<ul style="list-style-type: none"> ● Provide ongoing training in PBIS, CHAMPS, Restorative Practices for new and returning teachers two times a year (2.0 FTE assistant principals) ● School wide expectations in common areas defined and taught monthly ● Expectations reinforced by all staff through regularly scheduled (monthly) committee meeting ● Effective supervision monitored daily; “see something, say something”
6. Implementation & Evaluation	<ul style="list-style-type: none"> ● Identify staff in need of individual coaching and training ● Provide resources and support professional development on CHAMPS and Restorative Practices ● Monthly school wide PBIS lessons based on school wide expectations and volume of incidents ● Quarterly survey on PBIS data to mine peak times and locations for incidents

Continuous Improvement 20-21

Decision Make Model-Essential Questions

Bush Elementary-Chronic Absenteeism

1. Current Performance	<ul style="list-style-type: none">• As of Mid-May Chronic absenteeism is 14.22%• 37.21% Homeless student chronically absent; increased 11.81%• 18% Two or more races chronically absent, decreased 7%%
2. Gap Analysis	<ul style="list-style-type: none">• Target goal was to decrease chronic absenteeism to under 10%, however the 20-21 school year was during the pandemic and students participated in distance learning
3. Cause Analysis Results	<ul style="list-style-type: none">• Pandemic, distance learning, virtual learning• Lack of support from parents and caretaker• Inefficient home routines and practices• Lack of trust in public education including school staff• Unreliable transportation• Inconsistent health• Students used for translating or childcare services• Falling behind in school; learning gap• Anxiety about well-being of family members• Education is not prioritized in family
4. Design & Development	<ul style="list-style-type: none">• Hire CWA officers per zone to liaise between families and school -<i>20-21 have not had a consistent CW liaison -assigned liaison was on maternity leave most of the year</i>• Hire school counselors to foster bond between families and school-<i>20-21 when pandemic conditions allowed, counselors made home visits to students who were not logging in to distance learning however much of the school year pandemic conditions did not allow for visits</i>• Implement Parent Cafe workshops--<i>have had several this year with community speakers-hosted virtually</i>• schedule parent coffee hours to coincide with parent nights like Back-to-School Night, AVID night, Math and Science Night, Literacy Night, Open House-<i>these events were not held during the pandemic</i>

	<ul style="list-style-type: none"> • District provided part-time Mental Health Clinician in order to meet social/emotional/mental health needs to increase or maintain student attendance • Counselors provide referrals to services for families including Operation School Bell
5. Success Assurances	<ul style="list-style-type: none"> • CWA officer attends and participates in CARE Team meetings, Student Study Team meetings-<i>did not have a CWA liaison assigned consistently to the site</i> • School counselors will implement celebrations for increased attendance among individual students • Classes compete for monthly prizes based on class attendance; no one is singled out • Partner with outside agencies to celebrate attendance and provide parent workshops
6. Implementation & Evaluation	<ul style="list-style-type: none"> • Follow up with data including use of student grades; daily, weekly, monthly attendance • Counselors check in with students • Increased parent participation in school events

Progress

school search

Bush Elementary

2020-2021

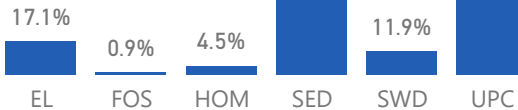
Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report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

January



843

Enrollment



December

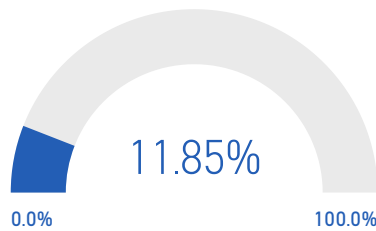


CWA

39

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics



Participation

98%

ELA: K-11

On-Track

41%

Percent



Participation

98%

Math: K-8

On-Track

27%

Percent



Participation

(Blank)

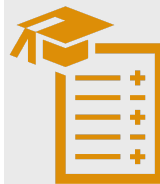
MDTP-Fall

Nearly + Ready

(Blank)

Percent-Fall

High School: No Credits Earned



English Learners

ELPAC IA

96%

Percent GL Tested

ELPAC IA

25

Total Tested

Reclassification



RFEP ● Eligible

Curriculum:

Tests Administered Through January

Benchmark

2228

Total Test Count

Ready Class

4251

Total Test Count

Saavas

288

Total Test Count



Plus Survey

School Climate

89.7%

17.1%

82.9%



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

I feel like I am part of this school.

Enrollment

school search

Bush Elementary

Month

All

Student G...

All

2020-2021

Change: All Enrollment

(current-previous month)

-2↓

Dec-Jan change

01-Aug

836

Enrollment

06-Jan

841

Enrollment

02-Sep

843

Enrollment

03-Oct

845

Enrollment

04-Nov

846

Enrollment

05-Dec

843

Enrollment

SUSD RA v1.1

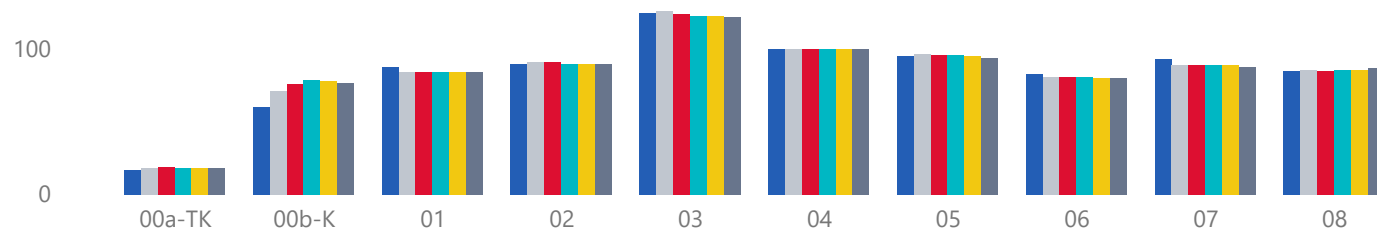
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

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

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

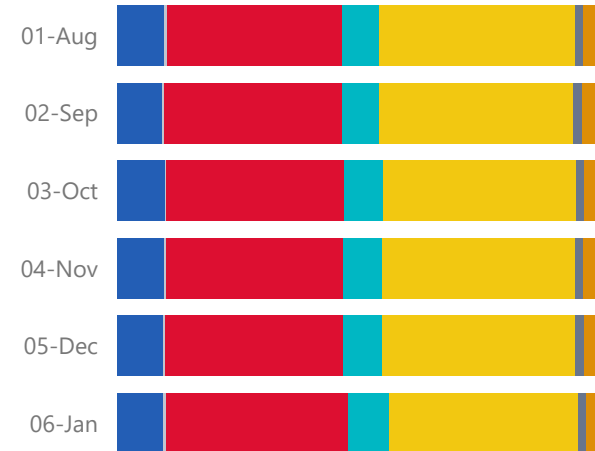
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



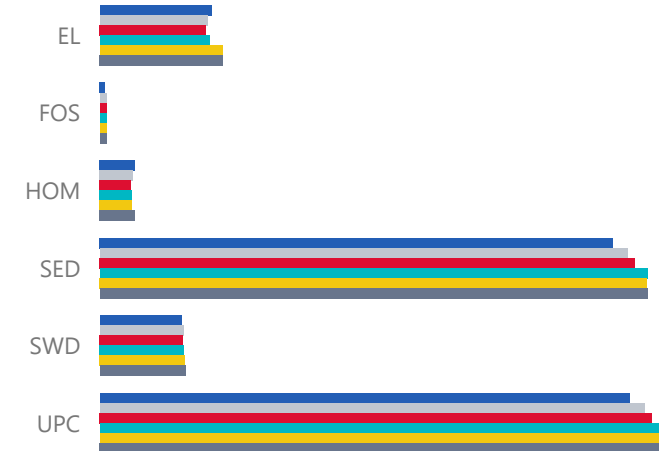
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Engagement

school search

Bush Elementary

Month

All

2020-2021

Connections

Rate Change:
Chronic Abs

-0.01↓

Nov - Dec change

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

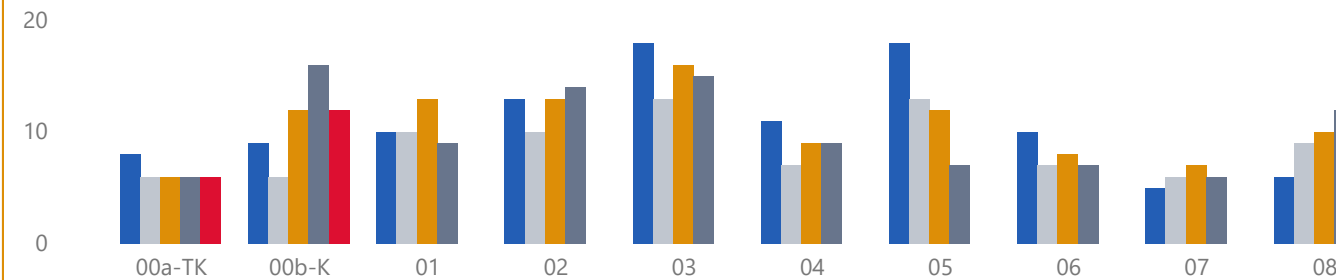
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

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

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

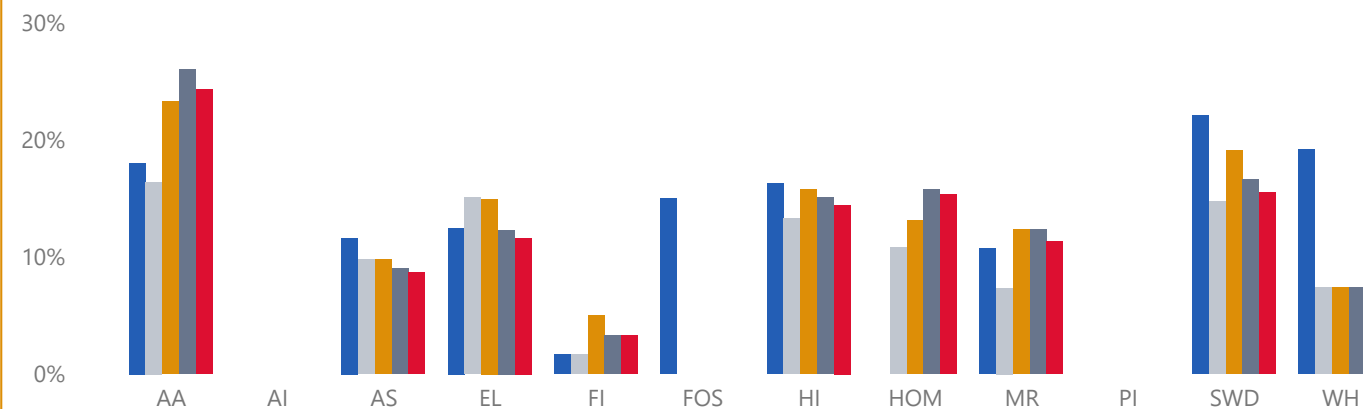
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



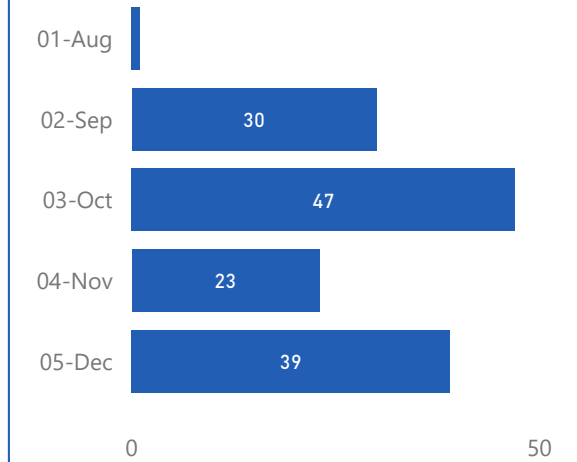
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!

Participation

97%

Fall

98%

Winter

Spring

Overview:

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

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

1. On-Track for Grade Level:

percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below:

(2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth:

(0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation:

Use Filters to select ELA or Math; Term/Student Group; Focus:

Right corner arrow

Source:

Research; Program Exports

Frequency:

Reports are updated after assessment administration;

Updated:

January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

41%

Fall

41%

Winter

Spring

2+ Below

38%

Fall

33%

Winter

Spring

No Gro...

31%

All

19%

Winter

Spring

iReady Percent On-Track

Student Group	01-Fall	02-Winter
00	58%	51%
01	49%	48%
02	43%	33%
03	29%	28%
04	31%	34%
05	46%	46%
06	36%	35%
07	36%	39%
08	52%	60%
AA	23%	20%
AI	50%	50%
ALL	41%	41%
AS	50%	49%
EL	18%	26%
FI	66%	64%
HI	33%	35%
MR	38%	38%
PI	42%	42%
SBAC	38%	39%
SED	38%	38%
SWD		
WH	48%	33%

iReady Percent Two or More Years Below Grade Level

Student Group	01-Fall	02-Winter
01		
02	23%	21%
03	50%	44%
04	43%	37%
05	47%	38%
06	59%	54%
07	59%	57%
08	48%	39%
AA	59%	55%
AI	50%	50%
ALL	38%	33%
AS	30%	24%
EL	60%	49%
FI		
HI	46%	40%
MR	36%	37%
PI	50%	33%
SBAC	51%	45%
SED	38%	36%
SWD	71%	70%
WH	35%	33%

iReady Percent No Growth (since Winter 2019)

Student Group	01-Fall	02-Winter
01		
02		
03	41%	23%
04	28%	18%
05	39%	28%
06	42%	22%
07	36%	26%
08	51%	30%
AA	28%	13%
AI	50%	
ALL	31%	19%
AS	28%	19%
EL	29%	24%
FI	28%	18%
HI	34%	22%
MR	37%	14%
PI	36%	36%
SBAC	39%	24%
SED	33%	20%
SWD	38%	22%
WH	33%	16%

F-W Growth

52%

All

F-S Growth

iReady F-W Typical Growth

Student Group	Typical Growth
00	41%
01	41%
02	48%
03	55%
04	56%
05	52%
06	62%
07	51%
08	66%
AA	56%
AI	100%
ALL	52%
AS	52%
EL	44%
FI	53%
HI	50%
MR	57%
PI	67%
SBAC	56%
SED	52%
SWD	53%
WH	46%

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

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

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

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

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

* 30 minutes: percent of students averaging 30 minutes per subject per week

* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021

Curriculum Assessments

Ready Class

4251

Total Test Count

Saavas

288

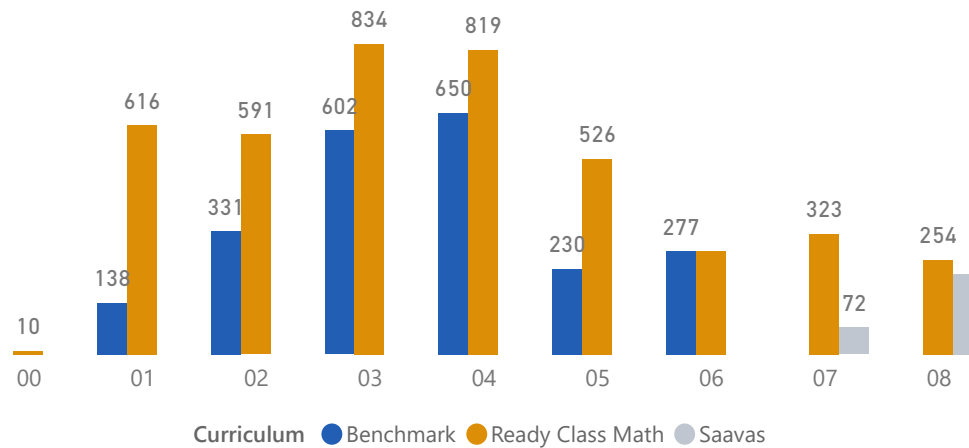
Total Test Count

Benchmark

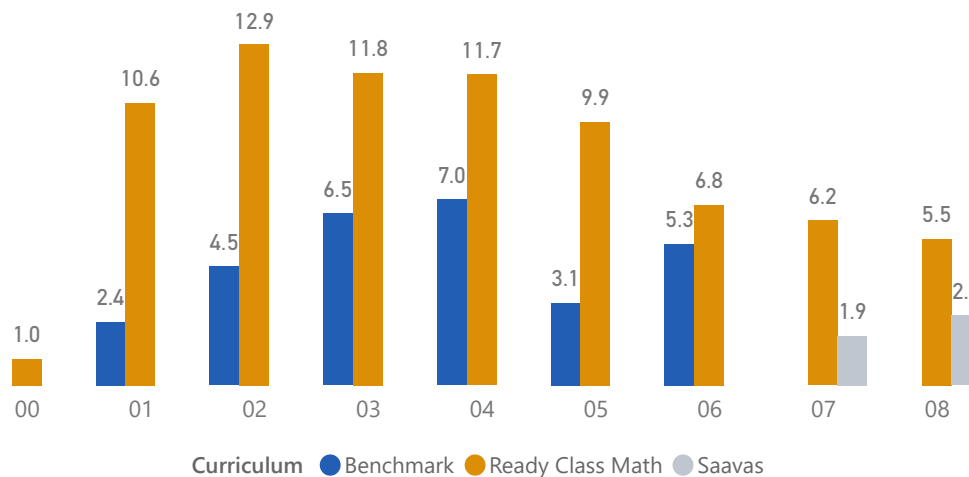
2228

Total Test Count

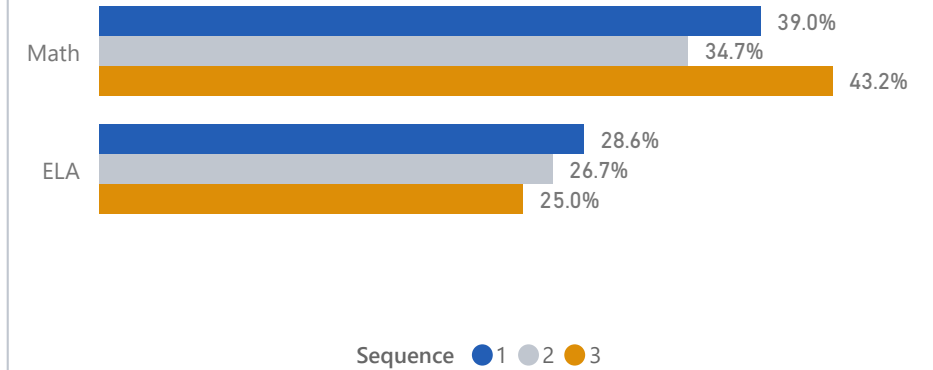
Curriculum: Test Count



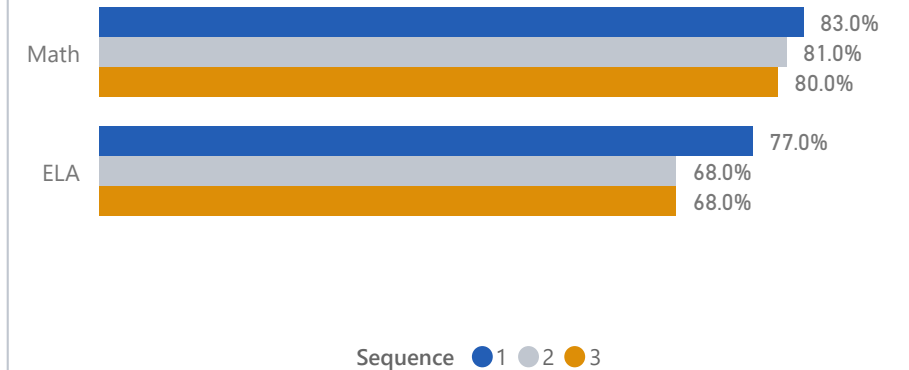
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



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

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

* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

IFEP: Initial Fluent English Proficient
Intermediate English Learner, and **Novice English Learner**.

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligible:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

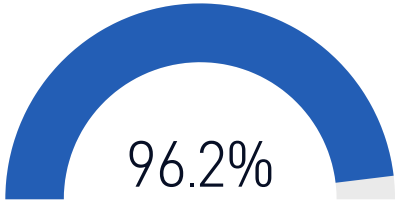
Navigation: NA

Source: Research; ELPAC; Illuminate

Frequency: Reports are updated periodically;

Updated: January 2021

Percent Initial ELPAC Completed



ELPAC IA

25

Total Tested

ELPAC IA

Grade Level	Tested	Enrolled	Percent Tested
00	19	20	95.00%
01	2	2	100.00%
02	1	1	100.00%
04	1	1	100.00%
06	1	1	100.00%
08	1	1	100.00%

Overall Performance

IFEP Intermediate Novice



Oral Language Performance

Well Moderate Minimally

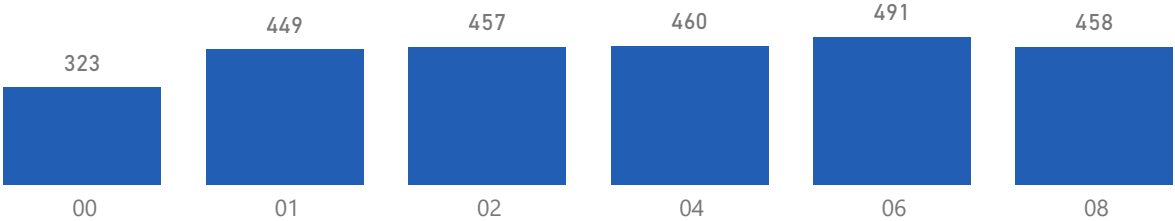


Written Language Performance

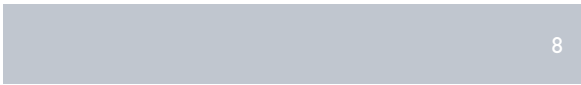
Well Moderate Minimally



Overall Mean Scale Score by Grade Level



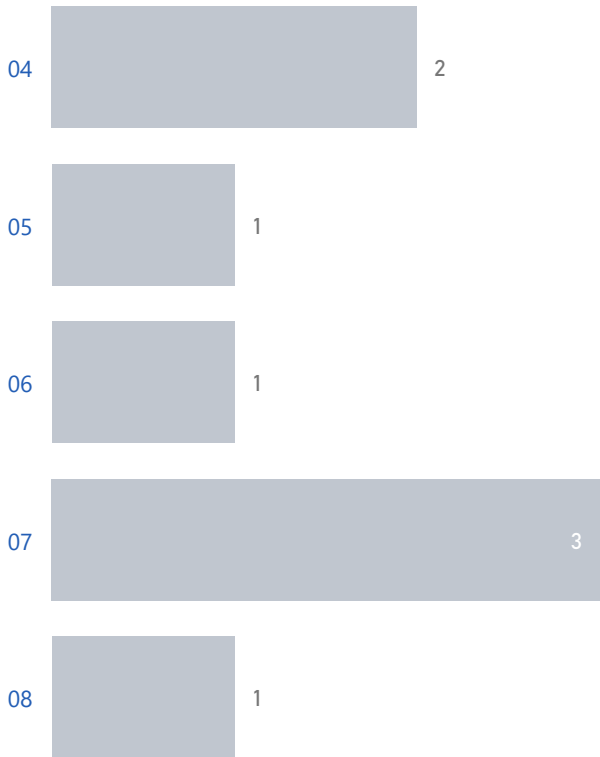
Reclassification



RFEP status Not Complete

Reclassification by Grade Level

RFEP status Not Complete

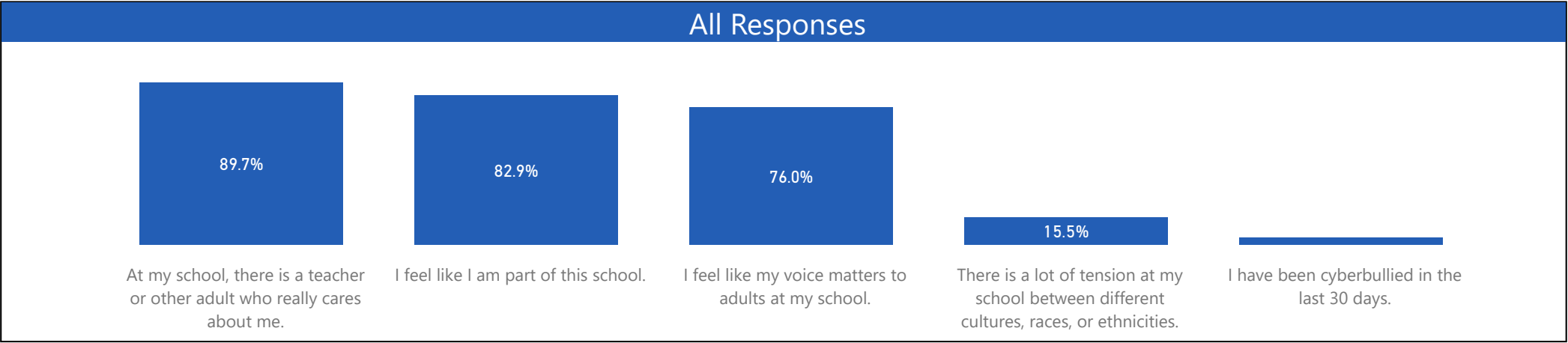


Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

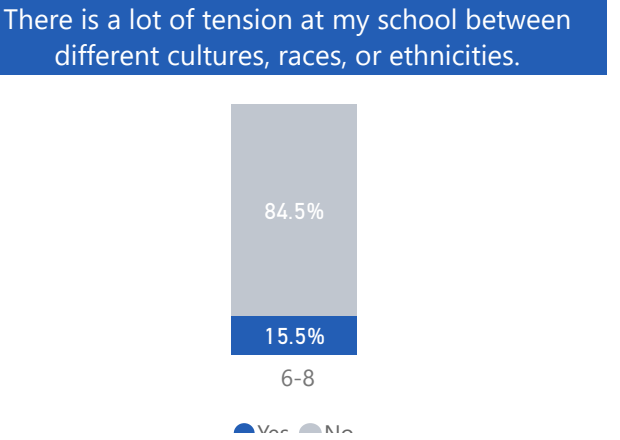
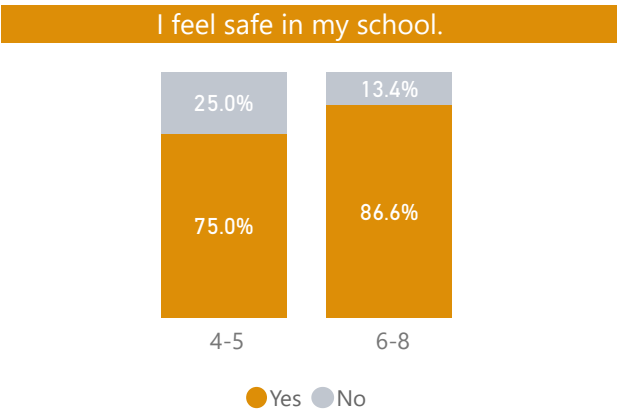
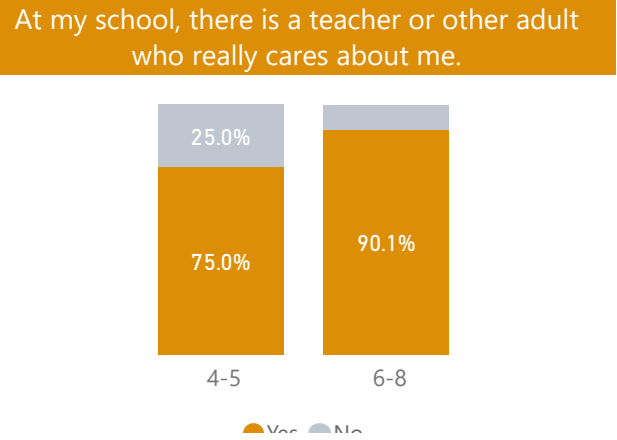
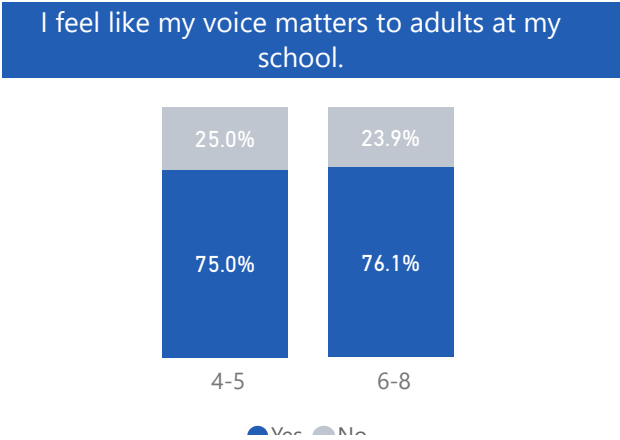
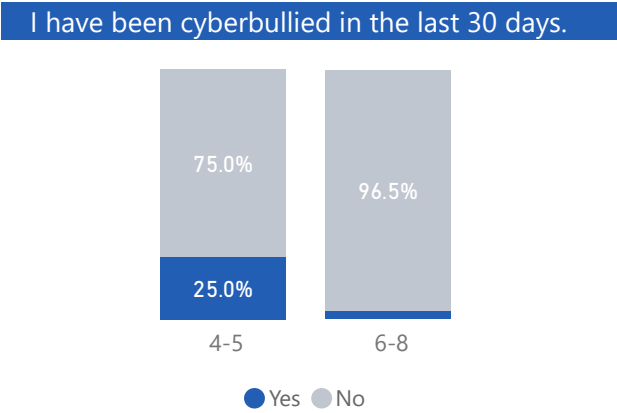
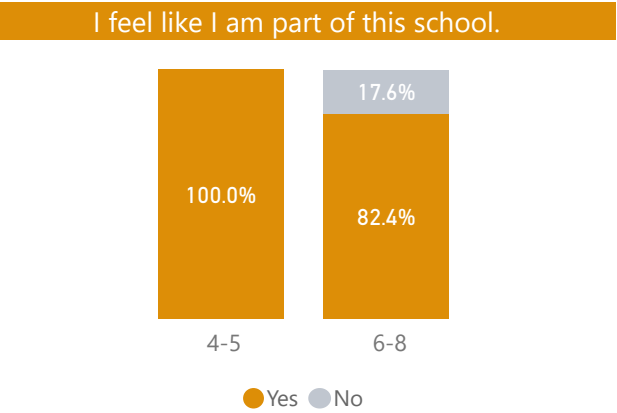
Navigation: NA

Source: Student Support Services - PLUS program

Frequency: Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020



Count	Count	Count
4	142	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12



Grade Distribution and Term

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

Transcript Grades:

* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)

* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.

* All: all credits attempted were earned

* Half: more than half of credits attempted were earned

* Less than half: less than half of credits attempted were earned

* None: no attempted credits were earned

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

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

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

Participation Fall

Near/Ready

(Blank)

(Blank)

Percent

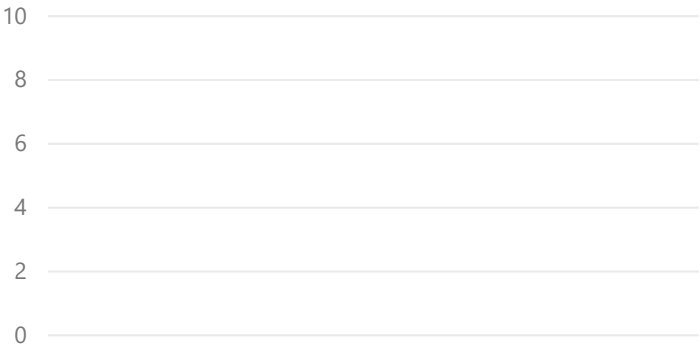
All

MDTP: Fall Diagnostic

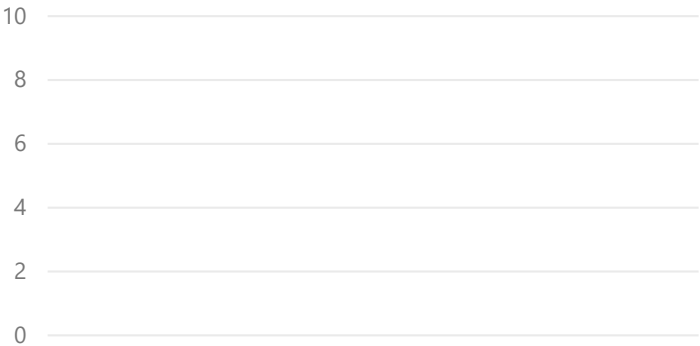
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



Report Log

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

Report Content

Student Level Reports

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

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Feedback Suggestions Comments
Questions Ideas

Share your thoughts with our team!

Participation

96%

Fall

98%

Winter

Spring

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

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

1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.
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3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

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

Source: Research; Program Exports

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

High School Data Currently Not Reported

SUSD RA v1.1

On Track

29%

Fall

27%

Winter

Spring

2+ Below

39%

Fall

32%

Winter

Spring

No Gro...

34%

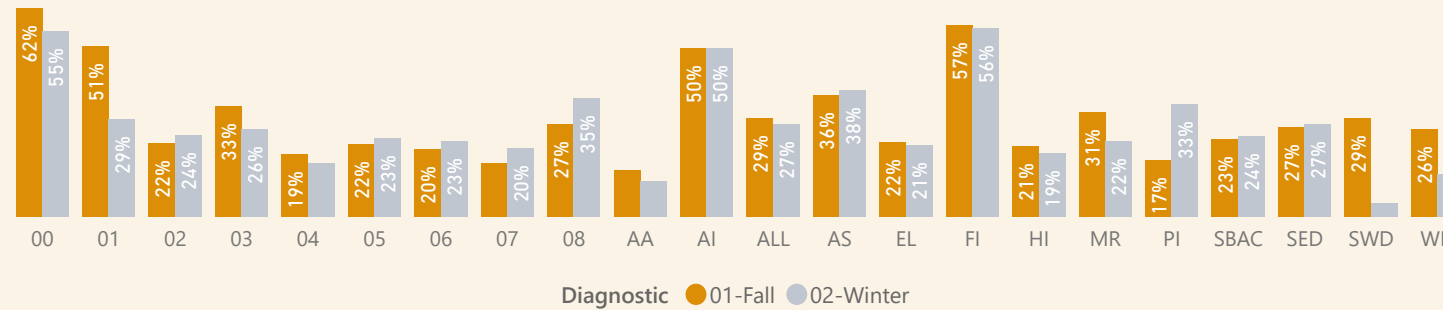
All

22%

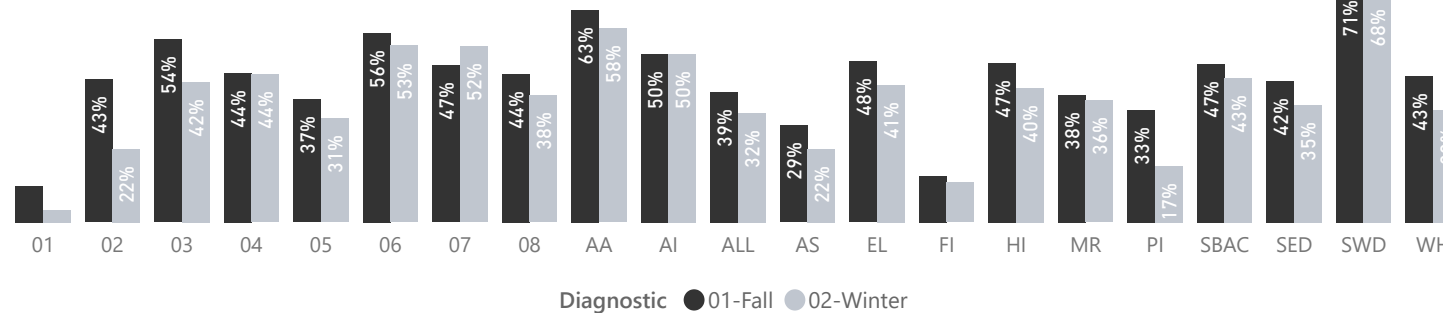
Winter

Spring

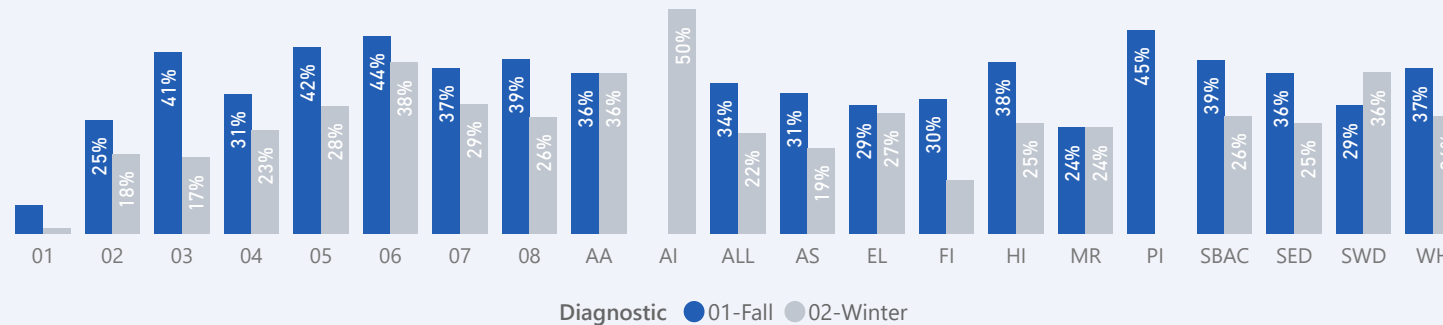
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level



iReady Percent No Growth (since Winter 2019)



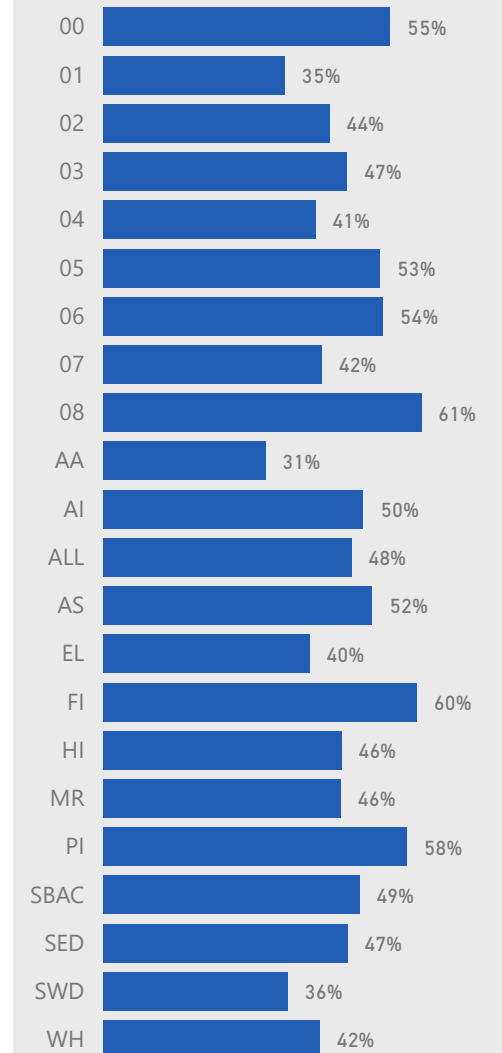
F-W Growth

48%

All

F-S Growth

iReady F-W Typical Growth



Recommendations and Assurances:

Site Name: G.W. Bush

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

English Learner Parent Involvement Committee (as part of SSC) 5/21/21
Date of Meeting

Other committees established by the school or district (list): 5/21/21
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 5/21/21
Date of Meeting

Attested:

G.W. Bush

Typed Name of School Principal


Signature of School Principal

6/2/21
Date