



# School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

**CSI Instruction:**  
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

**ATSI Instruction:**  
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bush Elementary	39686760100206		

## Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Bush's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Additional Targeted Support Improvement (ATSI) plan.

## Educational Partner Involvement

How, when, and with whom did your 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 staff meet regularly with our School Site Council (SSC) to review CA Dashboard, I-Ready, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Bush's goals and strategies would be for the coming year.

**School Site Council** met and discussed SPSA review and development on the following days:

- 10/05/2023 Parent Compact, Membership, School Safety Plan
- 11/13/2023 Progress Monitoring
- 1/22/2024 Progress Monitoring
- 4/08/2024 Comprehensive Needs Assessment
- 4/29/2024 Annual Evaluation Completed
- 5/22/2024 Approve 2024-24 SPSA
- 5/31/2024 SSC Meeting
- 10/21/2024 SSC Meeting
- Parents were engaged in the SPSA review and development during the following meetings and days:
- Title 1 Parent Meeting 8/10/2023
- Title 1 Parent Meeting 8/8/2024
- Monthly Coffee Hour on
- English Language Advisory Committee on 9/16/2023
- English Language Advisory Committee on 10/24/2023
- English Language Advisory Committee on 4/10/2024
- English Language Advisory Committee on 5/15/ 2024
- English Language Advisory Committee on 10/4/2024

## Resource Inequities (CSI and ATSI Only)

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

**Differentiated Assistance:** Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Bush, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	55.9 points below standard (orange)	75.9 points below standard (yellow)	X	X	X	N/A
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
Homeless Youth	X	X	138.% suspended at least one day (no performance color)	X	X	N/A
Students with Disabilities	population too small, no indicator	143.2 points below standard (orange)	4.8% suspended at least one day (orange)	X	N/A	N/A
American Indian/Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

In March 2022, Bush's long serving and highly experienced school Program Specialist left the district to pursue a position with California Teachers' Association (CTA). In December 2022, the Instructional Coach left the site for a position in the district's curriculum department. For various reasons, neither position have been back filled. Both these vacancies have contributed to major resource inequities since there have been numerous new teachers on site every year since. Not only has the Instructional Coach vacancy impacted our new teachers, but our students as well since the Instructional coach would provide feedback to the new teachers, in theory. Our ELs are 55.9 points below standard which is a significant number. Had Bush's vacant Instructional Coach position been backfilled, our students have the potential for higher achievement due to coaching teachers on better practices and instructional strategies.

The vacant program specialist position is especially significant in impacting our program as a whole. Part of the Program Specialist's role is to oversee our EL program. We have gone two calendar years without a Program Specialist which has impacted us with our EL monitoring, AVID implementation amongst new teachers, curriculum implementation, especially with new adoptions, coordinating the Expanded Learning Opportunity Program (formerly the Step-Up After School Program), etc. In the 2022-2023 school year, a total of 28 students were re-classified. That number dropped to 19 students being reclassified in the 2023-2024 school year. This significant drop can be attributed to not having a fully employed Program Specialist. Due to the need of securing a Program Specialist, we have pulled out one teacher specifically to help shoulder the weight of our school's needs. The students in that teacher's class have had to learn from various substitute teachers. The impact has been felt by students and that particular teacher who still has/had to write lesson plans, monitor student progress, coordinate parent-teacher conferences, provide professional development opportunities to teachers (especially new ones), plan parent AVID nights, and evaluate student.

In addition to the aforementioned vacancies, Bush was not able to secure the services of a Reading Intervention Teacher due to other vacancies within our school and our district. EL students, in particular, would benefit from specialized instruction provided by a Reading Intervention Teacher. Bush has historically been labeled as ATSI for our African American students. A Reading Intervention Teacher would help our African American students who registered 89.8 points below standard in ELA. Our Hispanic students are 55.3 points below standard. And our socioeconomically disadvantaged students are 43.9 points below standard. As of Spring 2024, Bush's ATSI status is due to our students of two or more races performing at 35.2 points below standard. Every student group mentioned would benefit from the specialized services of a Reading Intervention Teacher.

Academic conferences are not as successful as they once were since we have collaborated to analyze our data with the Program Specialist and Instructional Coach.

In the 2022-2023 school year, the outgoing Principal hired an Assistant Principal candidate with very little administrative experience in the half-time position. When the outgoing Principal secured a promotion to a Director's position, the current Principal received a promotion from Assistant Principal. From September 2022 to January 2023, Bush Elementary only had a principal and a half-time Assistant Principal to service nearly 800 students. This contributed to suspension rates for nearly all groups, including African American students, 20.8% were suspended; Hispanic students, 5.1% were suspended; two or more races, 8.5% were suspended; and socioeconomically disadvantaged, 6%

were suspended. Our suspension by year rose from 1.1% in 2022 to 5.2% in 2023.

# Comprehensive Needs Assessment

## Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), I-Ready Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	35.1 points below standard (orange)	69.3 points below standard (orange)	5.2% suspended at least one day (red)			
Foster Youth						
English Learner	55.9 points below standard (orange)		2.1% suspended at least one day (orange)	30.7% chronically absent (orange)		
Long Term English Learner						
Homeless Youth						
Socioeconomically Disadvantaged	43.9 points below standard (orange)	78.1 points below standard (orange)	6% suspended at least one day (red)			
Student with Disabilities	119 points below standard (red)	143.2 points below standard (orange)	4.8% suspended at least one day (orange)	43.1% chronically absent (orange)		
African American	89.8 points below standard (orange)	135.2 points below standard (red)	20.8% suspended at least one day (red)	47.6% chronically absent (orange)		
American Indian/ Alaskan Native						
Asian	15.2 points below standard (orange)	46.8 points below standard (orange)	2.7% suspended at least one day (orange)			
Filipino						
Hispanic	55.3 points below standard (orange)		5.1% suspended at least one day (red)			
Two or More Races			8.5% suspended at least one day (red)	52.7% chronically absent (red)		

Pacific Islander/ Native Hawaiian						
White						

ELA, Math, chronic absenteeism and suspensions gaps were observed between student groups on the CA Dashboard Indicators for Bush School.

Trend data was also reviewed year over year which resulted in observing inequities in subgroups for ELA, Math, chronic absenteeism, and suspensions. Data was reviewed utilizing a Decision Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified students with disabilities, African Americans, socioeconomically disadvantaged, Hispanic, and two or more races as an area of focus for this 2024-2025 school year due to CA Dashboard subgroups in red. When using the 5 Whys technique to analyze the decline in Math performance, we discovered the following strategies to support schoolwide improvement:

- Focus on ELA intervention time for all grades
- Focus on decreasing suspension rates and chronic absenteeism
- Extra support for students with disabilities

Bush collaborates with educational partners through School Site Council/Leadership Team/Advisory Groups. Stakeholders include parents, teachers, staff, and community members. The School Site Council regularly convenes throughout the year to review and analyze site performance measures and community feedback. School Site Council also formally evaluates SPSA implementation and effectiveness through periodic progress checks and a final annual review. Summary of evaluations, data analysis, surveys, empathy interviews, and educational partner input are documented in a Comprehensive Needs Assessment. The method used for conducting a Root Cause Analysis to identify priorities listed in the CNA was a 5 whys model.

# Goals, Strategies/Activities, and Expenditures

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

## Goal 1.1

Goal #	Description
Goal 1.1	School Goal for ELA/Math:  ELA: By Spring 2025, Bush will increase met/exceeded on I-Ready Diagnostic (or district assessment measure) by 3%.  Math: By Spring 2025, Bush will increase met/exceeded on I-Ready Diagnostic (or district assessment measure) by 3%.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Bush School needs extra site support for new and veteran teachers for ELA and Math to support teaching and learning to improve instructional strategies and best teaching practices.

Bush School needs to provide their teachers with targeted professional development in ELA and Math.

Bush needs to continue to provide professional development opportunities specific to ELA curriculum to teachers.

Bush needs to continue to provide professional development opportunities specific to SIPPS to teachers.

Bush needs to provide a stronger emphasis on Math and Math curriculum for student acquisition.

Student achievement growth in ELA and Math did not meet expectations.

School needs further development in systems of support and implementation of AVID initiatives.

The rate of chronic truancy continues to be high.

Bush needs to address school connectedness by increasing celebratory events so that students want to attend school.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Spring Diagnostic	ELA 46.9% Math 37.2%	ELA 49.9% Math 40.2%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career &amp; Technical Education</p> <p>Bush is offering middle school students opportunities to get prepared for Career and Technical Education (CTE) courses in high school which include MESA, Project Lead the Way (PLTW) robotics, and Arts. School Counselors can help students explore their interest and strengths, and connect them with career fields that match those attributes. The school counselor will increase students' early exposure to CTE pathways by leveraging Xello's career exploration tools, integrating career awareness into social-emotional learning, and supporting students in setting future academic and career goals. Bush students will be prepared and will have expanded options at the high school level to successfully complete CTE courses and/or pathways.</p> <p>Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings.</p> <p>Transportation will be provided for all field trips with the allocated funds.</p> <p>Title I Funding Allocation: Field Trip Transportation: \$35,000</p> <p>LCAP 1.1 Career &amp; Technical Education: Field Trip Transportation: \$25,000</p>	All Students	<p>\$35,000</p> <p>\$25,000</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p>

1.1.2	<p>College Readiness</p> <p>Bush students will write across grade level and curriculum school wide in order to prepare for the rigor of high school and college. Our site is a certified Advancement Via Individual Determination (AVID) school. Teachers have adopted a college for each classroom to promote college awareness school wide in grades TK-8. Each class has a college banner or poster that represents their classroom. Teachers will embed college readiness concepts into the curriculum by incorporating discussions, activities, and projects that promote self-management, research skills, goal setting, and a global mindset. Our AVID middle school students will take college tours to various campuses for exposure to a college environment. Bush has brought in PLTW (robotics) to support college and career readiness for our students to exposed to engineering . Also, our site will establish and maintain relationships with neighboring high schools to offer more exposure to CTE Pathways.</p> <p>Some of our promoting 8th grade students will have the opportunity to attend the Summer Residency Program through the University of the Pacific during the Summer. Students will be exposed to curriculum and other college activities to help expose them to the college environment.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: Instructional Materials &amp; Supplies: \$1,741</p>	All Students	\$1,741	0100 - LCFF/S&C (site)
1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p>			

<p>1.1.4</p>	<p><b>Bilingual Instructional Support</b></p> <p>Bilingual Assistant (District Funded) to provided in-class learning support for English Learners focused on increasing and improving teaching and learning for our EL students. This strategy will be measured by the academic data the BA is collecting from students they work with as well as an increase in EL student Reclassification Fluent English Proficient (RFEPS). The BA will be assigned to classrooms with a high number of English Learners to provide direct support in both the students' home language and English.</p> <p>Bilingual instructional program support for K-12th grade students: Bilingual Assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting.</p> <p>EL Site Coordinator will administer local assessment &amp; ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.</p> <p>Metrics for Progress Monitoring: ELPAC scores, English Learner Progress Indicator (percent of English Learners making growth towards English proficiency), number of students reclassifying as English fluent proficient, number of students at risk (designated as long term English learner).</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support: No additional site LCFF is being allocated for this strategy.</p>	<p>English Learners</p>		
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1.1.5	<p>English Learner Professional Development</p> <p>Professional development for school site administrators, teachers, and instructional staff focused on best practices. Professional Learning Communities (PLC) and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all students academic achievement. Teachers will continue receiving ongoing professional development to support the implementation of SIPPS for 1st-4th grade in phonological awareness.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.</p>	English Learners		

<p>1.1.6</p>	<p>English Learner Programs and Supports</p> <p>Program Specialist (District Funded) will Increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement.</p> <p>Program Specialist (PS) will identify students for reading and Math intervention, assist with organization and scheduling of intervention. I-Ready Diagnostic scheduling, provide training to teachers to administer I-Ready 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. The PS will help monitor data for ATSI subgroups and coordinate supports and services to address their needs.</p> <p>Program Specialist will be provided with Additional Compensation for teacher professional development and collaboration.</p> <p>(If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)</p> <p>Program Specialist will also provide Progress Monitoring for the following: AVID CCI tool, AVID walkthroughs, Equity Walks, PLC rubrics, Collaboration Agendas, Number of teachers receiving coaching cycle, AR Reading level reports, I-Ready reports.</p> <p>Bilingual instructional program support for K-12th grade students: Bilingual assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting.</p>	<p>English Learners, All Students</p>	<p>\$2,000</p> <p>\$2,000</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p>
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	<p>Program and support will monitor ELPAC scores, English Learner Progress Indicator (percent of English learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (designated as long term English learners).</p> <p>The Program Specialist also serves as the EL Site Coordinator will administer local assessments &amp; ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also sign supplemental programs, extended day, and extended year programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices. Coordinator will provide support for progress monitoring: ELPAC scores, English Learner Progress Indicator (Percent of English Learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (Designated as Long Term English Learners). Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement,</p> <p>Bilingual Assistant in-class learning support for English Learners focuses on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group settings.</p> <p>Title I Funding Allocation: Additional Program Specialist Compensation: \$2,000</p> <p>LCAP 1.6 English Learner Programs and Supports: Additional Program Specialist Compensation: \$2,000</p>			
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<p>1.1.7</p>	<p>Teacher Collaboration, Professional Development, &amp; Academic Support</p> <p>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. In addition, teachers will be provided additional compensation for collaboration during off contract hours. Teachers will coordinate and organize field trips to colleges and universities as part of AVID certification; to learning institutions such as but not limited to zoos, science exploratory sites, etc. Academic Conferences will be held 2 times a year, all staff, 3 days each time, for a total 38 subs.</p> <p>Conferences: Allocation to provide teachers and administration 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 but not limited to AVID, Solution Tree, UnboundED, ASCA, PBIS, CABC, CASE, CAAASA, A2Z, site based training, and other trainings to support and enhance instructional strategies, including consultant services.</p> <p>Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>On site Consultants: In addition to sending staff members to conferences, we would like to provide more exposure to our staff members by contracting with consultants including but not limited to Solution Tree, AVID, Core, etc.</p> <p>Advancement Via Individual Determination Program (AVID): AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development.</p> <p>Title I Funding Allocation:  Teacher Conferences: \$20,000  Administrators Conferences: \$10,000  Additional Substitute Teacher Compensation: \$10,000</p>	<p>All Students</p>	<p>\$20,000</p> <p>\$10,000</p> <p>\$10,000</p> <p>\$60,000</p> <p>\$25,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p>
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	<p>Consultants: \$60,000</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development, &amp; Academic Support: Teacher Conferences: \$25,000</p>			
1.1.8	<p>School Site Administrators Leadership Professional Development</p> <p>Bush site Administrator will conduct regular instructional rounds and classroom observations to support and coach teachers with immediate feedback. Administrator will facilitate professional learning communities (PLC) where teachers collaborate and reflect on practices to improve instruction. Encourage data-driven goal setting for both individual teachers and grade-level teams. Organize peer observations among teachers and provide feedback focused on growth and instructional practices. One Bush site Administrator will attend the CAAASSA conference to engage in professional development that will support Bush in identifying and addressing the critical issues in education through public policy related to the status and performance of African-American students.</p> <p>Bush Administrator to attend professional development via conferences such as Unbound Ed, AVID, CAAASA, PLC, CABE, Get Your Teach On, Equity, SIPPS, STEM, PBIS related conferences, and any other Administrator Leadership Professional Developments.</p> <p>Personal Development:  * PLC Coaching-Solution Tree  * Attend leadership conferences/workshops on fostering team culture and creating structures for continuous improvement.</p> <p>Title I Funding Allocation:  No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development:  No additional site LCFF is being allocated for this strategy.</p>			



1.1.9	<p>Professional Learning Community Implementation, Professional Learning &amp; Curriculum Implementation</p> <p>Bush will work with a Solution Tree Consultant in order to strengthen the PLC process for teachers by walking them through the PLC process in great depth. We will use PLC's (Professional Learning Communities) to ensure effective alignment and implementation of ELA, Math, NGSS, and ELD standards. Bush will maintain a focus on Core curriculum, SIPPS, PLTW, and AVID, to ensure that all instructional support has necessary tools to meet the diverse needs of the students with the emphasis on collaboration through professional communities. To maintain a focus on essential standards and develop CFA's that will help ensure students are mastering the essential standards at each grade level.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning &amp; Curriculum Implementation: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		

<p>1.1.10</p>	<p><b>Data Analysis and Evaluation</b></p> <p>Our Guiding Coalition (GC) will meet to monitor the effectiveness of the work with the PLC consultant and the work around CFA's and essential standards. Through bi-monthly monitoring, the team will meet to monitor student progress on I-Ready pathways, curriculum assessments, I-Ready diagnostics, and CORE/ SIPPS assessments. The GC team will look at the site data and provide next steps for the staff in professional development on how to best provide support and service for Bush students.</p> <p>We will use formative assessments throughout the school year to monitor student progress towards academic goals and identify areas of need for intervention. Implement summative assessments at key points (e.g. mid-year, end-of-year) to evaluate overall student achievement and the effectiveness of the strategies implemented. Regularly view formative assessment data to make timely adjustments to instruction, intervention programs, or professional development. Schedule formal mid year and end of the year SPSA reviews to assess overall progress toward goals and determine whether the school is on track to meet its objectives. Bush will have academic conferences two times a year (mid and end-of-year), to measure students strengths' and weaknesses. Action plans will be created by each teacher to support student learning. We will reallocate resources and funds as needed based on data trends, feedback on effectiveness of current strategies</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		
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1.1.11	<p>Access to Foundational &amp; Outdoor Learning Spaces</p> <p>Bush will utilize their outdoor learning spaces to enhance students' social-emotional well-being by providing opportunities for physical activity, mindfulness, and collaboration in outdoor settings, and improve student engagement:</p> <ul style="list-style-type: none"> <li>* Integrate outdoors spaces into core subjects such as Science, Math, and Literacy</li> <li>* Used to decrease behavior incidents by using outdoor spaces for breaks</li> <li>* Structured activities that reduce stress and anxiety</li> <li>* Align outdoor learning with state standards and curriculum</li> <li>* Calming areas for student self-regulation</li> </ul> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational &amp; Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		

<p>1.1.12</p>	<p><b>Acceleration of Learning</b></p> <p>Bush students will be provided opportunities and resources to increase reading and vocabulary proficiency through the use of Accelerated Reader and STAR programs. These programs will be run by the teachers and Library Media Assistant. The STAR assessment will provide initial reading levels for students and can be repeated each trimester as a data point for reading comprehension growth. Once students receive their initial Fall reading level, the teachers and the Library Media Assistant will help students select appropriate leveled books to read, and then students will take corresponding comprehension and vocabulary tests based on the books they have read. Students will choose future books to read based on the AR test.</p> <p>Provide students with targeted re-teaching of high priority mathematics and language arts standards, to address skill/concept deficits as measured by teacher assessments.</p> <p>Instructional materials include AVID specific project materials, PLTW specific project materials, science related experiment materials, math center specific materials, language center specific materials, chart paper, colored paper, binders, dividers, pencil pouches, colored pencils/markers/crayons, composition books, planners, highlighters, Step Up to Writing project materials, flash cards. Instructional materials will support ATSI subgroups; AVID specific materials will help enhance writing, inquiry, collaboration, organization, and reading (WICOR).</p> <p>Licenses to provide supplemental interventions and learning recovery, such as Accelerated Reader. Per recommendations from the School Site Council, Bush School will invest in Accelerated Reader to enhance and improve literacy.</p> <p>Preschool transition to Kindergarten - Provide students opportunities to:</p> <ul style="list-style-type: none"> <li>*Interact with their peers who will attend their Kindergarten class promoting social skills,</li> <li>*Establish a connection between the Kindergarten teacher and preschooler,</li> <li>*Practice Kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and</li> <li>*Attend the district's one-week Summer Bridge Program.</li> </ul> <p>Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.</p> <p>Title I Funding Allocation: License Agreement: \$10,000</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$10,000</p>	<p>3010 - Title I</p>
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	LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy.			
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1.1.13	<p>Literacy and Library Supports</p> <p>Library Media Assistants (District Funded / Site Funded .6250 FTE) support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement.</p> <p>Students to be Served by this Strategy/Activity: All Students, Subgroups: English Learners, students with disabilities, African American students, homeless students, and students of two races or more</p> <p>Strategy/Activity: Library Media Assistant 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 &amp; iReady 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</p> <p>Library Media Assistant will provide literacy support through read alouds, assisting students with choosing grade level appropriate fiction and nonfiction text.</p> <p>Book Fair, STEM, Math Science events. Support Early Literacy initiatives through planning/collaboration, conferencing, interventions, and reading groups. Books, to provide students with opportunities to increase reading proficiency through literacy programs, provide leveled books (in classroom and at home), provide class set of novels for 6-8, small group and individualized instruction including supporting practices to promote literacy skills, to replace and replenish obsolete books, to provide new titles and releases for young adult fiction.</p> <p>Books, to provide students with opportunities to increase reading proficiency through literacy programs, provide leveled books (in classroom and at home), provide class set of novels for 6-8, small group and individualized instruction including supporting practices to promote literacy skills, to replace and replenish obsolete books, to provide new titles and releases for young adult fiction</p> <p>Title I Funding Allocation: Books: \$7,316</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$7,316</p> <p>\$4,627</p> <p>\$21,374</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p>
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	<p>LCAP 1.13 Literacy and Library Supports  Library Media Assistant (.6250 FTE) Salary &amp; Benefits: \$21,374  Books: \$4,627</p>			
1.1.14	<p>Advancement Via Individual Determination (AVID)</p> <p>AVID: Professional Development opportunities will support teachers in implementing AVID-based instructional practices. Teachers, AVID Coordinator, Counselors and Administrators will attend the AVID Summer Institute and receive week long training in various AVID strands, including Implementation, Critical Reading, Tutorology, and AVID Leadership for Implementation. Conference attendees will use their training to further refine instructional practices and support in the implementation of AVID strategies school wide. Instructional leaders will also utilize their training to guide site-based Professional Development to enhance classroom instruction. Instructional materials: Include AVID specific project materials, PLTW specific project materials, SIPPS material schoolwide, At-Your Seats Storage Sacks for housing AVID/writing binders, Science related experiment materials, Math center specific materials, language center specific materials, chart paper, colored paper, binders, dividers, pencil pouches, binder paper, card stock, glue, flip charts, classroom printers and ink, colored printers per grade level and colored ink, envelopes, sentence strips, head phones, butcher (fadeless) paper, literacy board games, pencil sharpeners, fasteners (brads), tissue paper, white out, clear tape, painters tape, masking tape, pipe cleaners, post it sticky notes, dry erase markers, poster boards, construction paper, pencils, pens, colored pencils/ markers, crayons, composition books, planners, highlighters, Step Up to Writing project materials, and flash cards. Instructional materials will support ATSI subgroups: AVID specific materials will help enhance writing, inquiry, collaboration, organization, and reading (WICOR) for all students.</p> <p>Title I Funding Allocation:  Instructional Materials: \$50,492</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID):  No additional site LCFF is being allocated for this strategy.</p>	<p>All Students,  English Learners,  Foster Youth,  Low Income,  Students with Disabilities</p>	\$50,492	3010 - Title I

<p>1.1.15</p>	<p>Recapturing Learning Loss</p> <p>The adoption of SIPPS as mentioned in preceding strategies has been beneficial to students whose literacy and language acquisition were interrupted in their primary years are provided another opportunity to learn foundational skills in reading such as phonics and phonological awareness. With the integration of SIPPS, teachers have strategies to use with beginning and struggling readers. SIPPS early literacy foundational reading supplemental curriculum will support Tier 2 ad Tier 3 support for phonics instruction and phonemic awareness. Also, it will support intervention and small group needs for all subgroups. Teachers will also collaborate on integrating small group instruction during RTI. Bush utilizes Extended Day/Year Programs to increase and/or improve students' academic experiences and activities beyond the regular instructional day (Fall, Spring, and Summer intersessions). The expanded learning activities will be inclusive of tutoring (Reading, Writing, Math, etc.) for common core standards mastery, enrichment activities, outdoor education/elementary Science Camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students. Bush teachers will utilize the Step Up To Writing and Benchmark Program to provide a consistent writing curriculum taught across all grade levels to support students to be successful on the writing portion of CAASP. Bush teachers will utilize SUSD's model for intervention or Benchmark and Ready curriculum intervention supports, SIPPS, Benchmark interactive games, and i-Ready pathways. The focus will be on foundational skills.</p> <p>Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (Summer). The expanded learning activities will be inclusive of tutoring (Reading, Writing, Math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.</p> <p>Teachers to provide additional tutoring or attend after school training on technology, instructional strategies, or curriculum. Additional compensation will be provided to teachers and Program Specialist.</p> <p>Title I Funding Allocation: Additional Teacher Compensation: \$12,000 Additional Program Specialist Compensation : \$1,980</p> <p>LCAP 1.15 Recapturing Learning Loss:</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$1,980</p> <p>\$1,980</p> <p>\$12,000</p> <p>\$12,000</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p>
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	Additional Teacher Compensation: \$12,000 Additional Program Specialist Compensation: \$1,980			
1.1.16	<p>Outdoor Education/Science Camp</p> <p>Bush students will have the opportunity to attend an outdoor education/science camp at Sky Mountain (District Funded). The purpose of Science Camp for all is to ensure equity for all students, providing an opportunity for all students to attend Science Camp and participate in the same experience as the rest of the students. At Science Camp, students will work in groups to conduct an ecosystem field investigation in a nearby natural environment. Students will explore and investigate local ecosystems through hands-on learning, enhancing their understanding of ecological principles and human impact on the environment.</p> <p>Students from all SUSD schools have the opportunity to attend Science Camp either at Sky Mountain Science Camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of science camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend Science Camp and participate in the same experiences as the rest of our students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Student attendance was not consistent nor was student work completion. New teachers who required support were left to their own due to not having an Instructional Coach provided. We were not able to hire a Program Specialist during the 2023-2024 school year. One class was backfilled with a series of daily and long-term substitutes.

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

We were not able to hire a Program Specialist during the 2023-2024 school year. Newly hired teachers didn't necessarily have the required on site supports via Instructional Coach and/or Program Specialist.

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.

We intend to interview and select a Program Specialist.

Goal 2.1

Goal #	Description
Goal 2.1	School Goal for Suspension:  By Spring of 2025, Bush will decrease suspension rates by 1%.  By Spring of 2025, Bush will decrease attendance/chronic truancy by 1.5%.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Bush School needs extra site support for new and veteran teachers for ELA and Math to support teaching and learning to improve instructional strategies and best teaching practices.

Bush School needs to provide their teachers with targeted professional development in ELA and Math.

Bush needs to continue to provide professional development opportunities specific to ELA curriculum to teachers.

Bush needs to continue to provide professional development opportunities specific to SIPPS to teachers.

Bush needs to provide a stronger emphasis on Math and Math curriculum for student acquisition.

Student achievement growth in ELA and Math did not meet expectations.

School needs further development in systems of support and implementation of AVID initiatives.

Parent involvement and presence on campus has improved, however it still remains at low levels compared to our daily attendance.

The rate of chronic truancy continues to be high.

Bush needs to address school connectedness by increasing celebratory events so that students want to attend school.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Truancy Rate	30.46%	32%

Suspensions	32	34

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>Bush supports equity, diversity and inclusion by providing regular assemblies and opportunities that celebrate student/staff diversity. Bush hosts inclusion events throughout the year to foster a campus culture that appreciate all students. Bush celebrates Hispanic Heritage and Black History month with assemblies and door decorating contest. In May, Bush hosts an annual Multicultural Assembly where students and staff share their cultural backgrounds as a community through music, dance, fashion show wearing cultural attire with students, staff, and parents. This is a huge event for Bush to celebrate diversity as a school community.</p> <p>Bush will conduct a comprehensive equity audit to identify gaps in achievement, resource allocation, disciplinary actions, and access to opportunities among different student groups.</p> <ul style="list-style-type: none"> <li>* Create a data team to collect and analyze student performance data, disaggregated by race, gender, ability, and socioeconomic status.</li> <li>* Identify disparities and set goals for closing achievement gaps</li> <li>* Provide ongoing training for staff on culturally responsive teaching, anti-bias education, and trauma-informed practices.</li> <li>* Engage parents and community members in the conversation around diversity and inclusion by creating partnerships that support the holistic development of students.</li> <li>* Establish clear accountability measure to track the progress of equity initiatives.</li> </ul> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p>			
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and Administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement. Bush team will participate in equity walks with Assistant Superintendent, Education Services Directors, and Director of Diversity, Equity, and Family Engagement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		

2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Create opportunities for students to celebrate their cultures and learn about others, fostering an inclusive community. Organize events such as Multicultural Day, Diversity Week, and cultural heritage assemblies where students can share and celebrate their backgrounds. Bush has monthly Character Trait Assemblies, and perfect attendance recognition with lunch activities for these students. We host regular culturally relevant family engagement events, such as Hispanic Heritage, Winter, Black History, and Multicultural events. Teachers will reflect on how culturally relevant content is integrated into their classroom lessons and how it impacts student engagement and understanding during staff meetings.</p> <p>Counselors and Administrators have attended various equity trainings. In 2024-2025 school year, Counselors and Administrators will attend sessions 3 and 4 of our equity training.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

2.1.5	<p data-bbox="254 155 863 188">Positive Behavior Interventions and Support (PBIS)</p> <p data-bbox="254 220 1167 310">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.</p> <p data-bbox="254 342 1213 675">Rewards are an integral part of Bush PBIS systems. Our PBIS reward system recognizes and rewards students for being leaders and making positive choices. Bush students have the opportunity to receive Eagle Tokens for being caught doing something positive. Students may redeem tokens for prizes at our Bush store every Friday. Students have the opportunity to be placed in a monthly attendance drawing during our monthly Character Trait Assembly. Super Recess is provided for students who displayed positive behavior monthly to celebrate making good decisions. These students have perfect attendance, and qualify to be entered into our monthly drawing. Counselors provide special lunch time activities for students with perfect attendance monthly. Students may win a bike, skate board, helmet, and other prizes during our CT assembly.</p> <p data-bbox="254 708 1209 951">Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/ family/school, and nurture student mental health and overall well-being.</p> <p data-bbox="254 984 1178 1138">Increase and/or improve unduplicated pupil access to leadership experiences, career &amp; technical student organizations, student clubs &amp; activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.</p> <p data-bbox="254 1170 1213 1357">Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p data-bbox="254 1390 1188 1471">Counselors will receive additional compensation for additional work in collaborating in student support services and planning for events such as PBIS event, Lunch Time Activities, rallies, etc.</p>	<p data-bbox="1247 155 1419 212">All Students, English Learners, Low Income, Foster Youth, Students with Disabilities</p>	<p data-bbox="1545 155 1629 188">\$5,000</p> <p data-bbox="1545 220 1629 253">\$3,000</p> <p data-bbox="1545 285 1629 318">\$3,000</p>	<p data-bbox="1808 155 1955 188">3010 - Title I</p> <p data-bbox="1808 220 1955 253">3010 - Title I</p> <p data-bbox="1776 285 1986 342">0100 - LCFF/S&amp;C (site)</p>
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	<p>Title I Funding Allocation:  Additional Counselors Compensation: \$5,000  Non-Instructional Materials : \$3,000</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS):  Non-Instructional Materials: \$3,000</p>			
2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>Bush will have CARE Team Meetings where Teachers present concerns they have for their students who exhibit a greater need than Tier 1 supports. The team will devise a plan on how to monitor progress and discuss potential next steps.</p> <p>Student Assistance Program (SAP) Team will ensure students receive timely and comprehensive support for academic, emotional, behavioral, or social challenges through a structured and collaborative approach involving school staff, families, and community resources. The SAP team will identify at-risk students, assess their needs, develop intervention plans, and monitor progress. SAP Team will schedule bi-weekly meetings to review student cases, make decisions on interventions, and coordinate with SUSD Special Education Department as needed. Bush follows the tiered system of support as presented by our district:</p> <p>Tier 1: Universal Classroom Interventions &amp; Structures  Tier 2: Selective Intervention &amp; CARE Team  Tier 3: Targeted Intervention &amp; SST</p> <p>Title I Funding Allocation:  No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP):  No additional site LCFF is being allocated for this strategy.</p>	<p>All Students,  English  Learners,  Foster Youth,  Low Income,  Students with  Disabilities</p>		



<p>2.1.7</p>	<p><b>Behavior Support Services</b></p> <p>Social Emotional Learning and Mentoring: Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic &amp; social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.</p> <p>Counselors: School Counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.</p> <p>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide.</p> <p>Provide a consultant including but not limited ELEVO, FIT, IYT 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.</p> <p>Title I Funding Allocation: Consultants: \$20,000</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$20,000</p>	<p>3010 - Title I</p>
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2.1.8	<p><b>New Teacher Training and Support</b></p> <p>Bush encourages new teachers to attend professional development opportunities as presented by SUSD. Bush has sent new teachers to AVID Summer Institute, the district's Math Conference in Asilomar, PBIS, and California NGSS. Also, new teachers attend Stockton Teacher Association (STA) professional development days. Bush has recommended Conversation Help Activity Movement Participation Success (CHAMPS) and PBIS professional development to help support classroom management which is a challenge for new teachers. Bush new teachers are provided district and site supporters to help guide them through this process with resources, mentoring, lesson planning, and classroom management support.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		

2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Bush will refer families to Family Resource Center (FRC). FRC provides the following services:</p> <ul style="list-style-type: none"> <li>* Enrollment Assistance</li> <li>* Case Management and Advocacy</li> <li>* Transportation Support</li> <li>* Assistance and Referral to Student Services (PreK, and After-School Program)</li> <li>* Referral to Community Agencies</li> </ul> <p>Administration, mental health clinician, and Counselors will take the lead in identifying and supporting families in transition. Our Counselors will serve as the primary point of contact for families experiencing housing instability, displacement, or other major life transitions. Families will have access to school-based counseling/mental health services for both students and their families, addressing trauma, anxiety, or emotional difficulties resulting from the family's transition. Counselors and mental health clinician will make referrals to Care Solace as needed.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Student registrations and enrollment no longer take place at school sites. Rather, our district has provided a central enrollment to help families and support students. Parents/families have the option of online registration.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

<p>2.1.11</p>	<p><b>Student Attendance and Truancy</b></p> <p>Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due to attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address underlying factors contributing to absenteeism. Bush will work closely with our Child Welfare and Attendance (CWA) Social Services Case Manager in support of our chronically absent students.</p> <p>Bush has monthly recognition for students with perfect or improved attendance, such as Lunch Time Activities (LTA) with games and activities. Students' names with perfect attendance are placed in a drawing for an opportunity to win a free bike, skateboard, helmet, and other prizes. Ensure the school is a safe and engaging space with nurturing relationships between students and staff. We will communicate attendance expectations to students, parents, and staff by sending regular reminders regarding the importance of daily attendance through Class DoJo, Jupiter Ed, website, morning announcements, black board messages, and banner/poster provided by the district.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		
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<p>2.1.12</p>	<p><b>Health and Wellness Services and Supports</b></p> <p>Bush school focuses on the importance of comprehensive health and wellness services that address the diverse needs of all students. Big Smiles is an in-school dental program designed to address dental needs and keep the children healthy. Big Smiles is located on campus, and it comes to no cost to the family (provided they have Medicaid) nor the school. Vision screenings are provided for students. The SUSD Health Services Department provides free flu clinic for students and staff. Bush supports the whole child's well being by ensuring students have access to health and wellness services that promote their physical, emotional, and social health.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		
<p>2.1.13</p>	<p><b>Mental Health Resources and Supports for Students</b></p> <p>Universal supports: Integrate social-emotional learning (SEL) curriculum across grade levels, focusing on self-awareness, emotional regulation, empathy, and relationship-building utilizing the first 20 days strategy.</p> <p>Create safe spaces for emotional regulation: Ensure there are trusted adults available for students to talk to when they are feeling overwhelmed or need emotional support.</p> <p>Mental Health Clinician: Provide increased or improved mental health direct services to students, families, and staff district wide, offer individual and group counseling sessions for students experiencing trauma, anxiety, depression, or other emotional challenges.</p> <p>Counselors: School Counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		

2.1.14	<p data-bbox="254 155 1073 188"><b>Social Emotional and Restorative Practices and Responsive Schools</b></p> <p data-bbox="254 220 1178 367">Bush school focuses on implementing Restorative Practices and Multi-Tiered Systems of Support (MTSS) to address student behavior proactively and positively. The goal is to create a safe, supportive, and inclusive school environment that helps students develop social-emotional skills and improves behavioral outcomes.</p> <p data-bbox="254 407 1213 553">Implement restorative justice practices to reduce disproportionate disciplinary actions against marginalized student groups. Train staff and students on restorative practices such as peer mediation, conflict resolution, circle process. Counselors will provide students with social emotional supportive resources that positively impact student learning.</p> <p data-bbox="254 594 1188 708">Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.</p> <p data-bbox="254 748 1209 862">Assistant Principal's and school Counselors 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.</p> <p data-bbox="254 902 1209 1081">Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address underlying factors contributing to absenteeism.</p> <p data-bbox="254 1122 1062 1170">Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p data-bbox="254 1211 1104 1292">LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
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<p>2.1.15</p>	<p><b>School Connectedness</b></p> <p>Bush school counselors conduct School Climate Surveys multiple times a year. Students are now engaging with Sown to Grow, a social and emotional learning (SEL) platform. Students have weekly check-ins to share their current emotional well-being. In addition to Sown to Grow, students also engage with Sandy Hook Promise by using the See Something Say Something platform to report concerns about themselves and their classmates.</p> <p>Students are recognized for their positive character traits, achievement, perfect attendance, at monthly and annual assemblies. Bush host regular school events such as: spirit days, family nights, literacy/STEM nights, Black History Program, winter program, and multicultural celebrations that bring students, staff, and families together to build a shared sense of community and reinforcing the idea that school is a welcoming community for all.</p> <p>Peer Leaders Uniting Students (PLUS) program provides increased access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing student engagement, providing students with opportunities to have their voices heard, and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills. Our PLUS students, along with our school counselors, have hosted PLUS forums for students grade 4th-8th.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		
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<p>2.1.16</p>	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Restoring Assistant Principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement. An AP's involvement in developing and monitoring continuous improvement plans, developing tools to implement restorative justice practices aimed at improving student behavior, repairing harm, and reducing suspension are critical to build a successful MTSS including PBIS, discipline data analysis. By restoring and clearly defining the AP's role at TK-8th grade sites, schools can ensure more effective management of both instructional and operational duties, providing targeted support to staff, students, and families. This plan will not only enhance leadership capacity but also improve student outcomes and school culture. AP's support is needed to conduct multiple SST's, 504 plans, IEP's as well as certificated and classified evaluations annually.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		
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<p>2.1.17</p>	<p>Additional School Site Support</p> <p>Program Specialist (District Funded) will Increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement.</p> <p>Program Specialist will identify students for reading and math intervention, assist with organization and scheduling of intervention. I-Ready Diagnostic scheduling, provide training to teachers to administer I-Ready 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. The PS will help monitor data for ATSI subgroups and coordinate supports and services to address their needs.</p> <p>Program Specialist will be provided with Additional Compensation for teacher professional development and collaboration. (If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)</p> <p>Program Specialist will also provide Progress Monitoring for the following: AVID CCI tool, AVID walkthroughs, Equity Walks, PLC rubrics, Collaboration Agendas, Number of teachers receiving coaching cycle, AR Reading level reports, I-Ready reports</p> <p>Bilingual instructional program support for K-12th grade students: Bilingual assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting.</p> <p>Program and support will monitor ELPAC scores, English Learner Progress</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$3,000</p> <p>\$2,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p>
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<p>Indicator (Percent of English Learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (Designated as Long Term English Learners).</p> <p>The Program Specialist also serves as the EL Site Coordinator will administer local assessments &amp; ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also sign supplemental programs, extended day, and extended year programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices. Coordinator will provide support for progress monitoring: ELPAC scores, English Learner Progress Indicator (Percent of English Learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (Designated as Long Term English Learners). Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement,</p> <p>Bilingual Assistant in-class learning support for English Learners focuses on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group settings.</p> <p>With work loads being heavier at different times of the year (such as ordering and master planning), office staff, especially administrative assistant and student support technician may have to work past their work time and may work on weekends or school holidays for additional compensation.</p> <p>Title I Funding Allocation:  Additional Administrative Assistant Compensation: \$3,000  Additional Student Support Technician Compensation: \$2,000</p> <p>LCAP 2.17 Additional School Site Support:  No additional site LCFF is being allocated for this strategy.</p>			
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2.1.18	<p>Instructional Minutes Above &amp; Beyond the State Minimum for Extended Student Learning</p> <p>Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (Summer). The expanded learning activities will be inclusive to tutoring (Reading, Writing, Math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary Science Camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above &amp; Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
2.1.19	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p>			

2.1.20	<p><b>Instructional Technology</b></p> <p>Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops, tablet devices, E-readers, projectors (including wall mounted throw projectors), document readers/ cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.</p> <p>Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/ flipped classroom instruction.</p> <p>Maintenance agreements ensure the equipment (list the equipment) are available and usable to provide a print rich environment. Resources: Maintenance Agreement for; IR6575i Copier, IR6275B Copier, Duplo 330Le, Duplo F510, Laminator, and Laminator 2.</p> <p>Title I Funding Allocation: Maintenance Agreements: \$4,500 Electronic Equipment / Instructional Technology : \$6,091</p> <p>LCAP 2.20 Instructional Technology: Maintenance Agreements : \$4,000 Electronic Equipment / Instructional Technology : \$4,000</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$4,500</p> <p>\$4,000</p> <p>\$6,091</p> <p>\$4,000</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p>
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<p>2.1.21</p>	<p><b>Instruction and Teacher Staffing</b></p> <p>Bush will work with SUSD's Human Resource Department when we experience vacancies and retirements. Administration will ensure high-quality instruction through strategic staffing, targeted professional development, and embedded support to newly hired teachers. Bush will recruit highly qualified teachers with specific expertise in key areas, focus recruitment efforts on teachers with experience in diverse classroom settings, and aim to hire a diverse staff that reflects the student population, ensuring students see themselves represented in their teachers. Teachers will use assessment data to identify struggling students and modify instructional strategies to meet student needs. PLC's will be used to implement data cycles to monitor student progress.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		
<p>2.1.22</p>	<p><b>Recruit, Hire, Retain High Qualified Staff</b></p> <p>Bush will attend SUSD job fairs where perspective teachers can interview on-site and learn about the school culture. Bush will provide meaningful, job embedded professional development opportunities that allow new hire and veteran teachers to grow in areas such as differentiated instruction, culturally responsive teaching, and data driven decision-making.</p> <p>SUSD will provide formal site-based support teacher programs for new teachers, pairing them with veteran educators who can provide guidance, support, and feedback during their first few years of teaching.</p> <p>Administrators will foster a supportive school environment where teachers feel valued and respected. Encourage open communication between staff and administration and create opportunities for collaboration.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		

<p>2.1.23</p>	<p><b>School Facilities</b></p> <p>Administrators and Head Custodian will conduct regular facility audits and assessments of the school's physical environment, including buildings, classrooms, playgrounds, restrooms, and outdoor spaces. We will use these audits to identify areas in need of maintenance or improvements. The main office at Bush, particularly, the Principal's office, has endured a shifting foundation for years. The tiles in the ceiling are misaligned and in danger of falling on occupants in the main building.</p> <p>Custodians will work closely with the district's facilities team to prioritize repairs, upgrades, and improvements based on the results of the audit. Custodian will establish a maintenance schedule that includes regular cleaning, repairs, and inspections. This reduces the risk of unexpected breakdowns and ensures the longevity of school facilities. Bush conduct routine safety drills (fire, earthquake, lockdown) and review safety procedures to ensure that staff and students are well-prepared in the event of an emergency. Collaborate with local law enforcement to review and improve school safety.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		
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2.1.24	<p><b>Student and Campus</b></p> <p>Bush regularly updates and practices school-wide emergency response protocols, including fire drills, earthquakes drills, and lockdown procedures ensuring that all staff and students are familiar with these plans. Bush has established a designated safety team composed of administrators, teachers, and support staff who are trained to respond to emergencies and handle safety concerns. Campus Safety Assistant (CSA) and Noon Duty Assistants (NDA) are assigned to monitor high-traffic areas playgrounds, hallways, entrances, and exits during arrival, recess, lunch, and dismissal times. We use CatapultEMS to conduct safety drills. Hall Pass is in place and fully implemented. The visitor management system tracks and verifies all visitors entering the campus. Visitors are required to check in and wear identification badges while on school grounds at all times.</p> <p>The CSAs will receive additional compensation for duties performed for family nights and/or other students events. Noon-Duty Supervisors will also be able to receive additional compensation for duties performed before and/or after their work shifts.</p> <p>Title I Funding Allocation:  Additional CSA Compensation : \$2,000  Additional Noon-Duty Supervisors Compensation: \$1,500</p> <p>LCAP 2.24 Student and Campus Safety:  No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$2,000</p> <p>\$1,500</p>	<p>3010 - Title I</p> <p>3010 - Title I</p>

# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Goal for reducing suspension was achieved largely due to the implementing restorative practices; making referrals to Counselors and/or school based Mental Health Clinician; and utilizing other alternatives to suspensions. Reducing chronic truancy was achieved due to having an assigned permanent child welfare attendance officer at Bush one day a week. Our CWA officer worked in alignment with our school Counselors to conduct home visits and make necessary and/or frequent calls home.

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

Implementation is slow across different grade/life levels.

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.

The goals will not change given that we have found success using these strategies.



Goal 3.1

Goal #	Description
Goal 3.1	By Spring 2025, Bush students will participate in at least four showcase events (PLUS Forum, MESA Competition, Literacy Night, AVID Showcase, MLK Event, STEAM Night, Winter Program, Black History Program, Multicultural Assembly, Robotics Showcase, etc.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The rate of chronic truancy continues to be high.

Bush needs to address school connectedness by increasing celebratory events so that students want to attend school.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Events/Showcases	4	4

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities</p> <p>Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills. PLUS students will read morning announcements throughout the year. Students will take on the roles of presenters and announcers allowing them to showcase leadership, creativity, and communication skills.</p> <p>Bush will implement student-led conferences where students take the lead in discussing their academic progress, setting personal goals, and reflecting on areas of improvement. Providing leadership gives students a sense of responsibility and ownership over their school experience, building confidence and self-efficacy. Increased student involvement in school activities and decision-making contributes to a positive and inclusive school climate where students feel valued and empowered.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

3.1.2	<p><b>Youth Engagement Activities and Athletic Programs</b></p> <p>In collaboration with ELOP and community partners to promote student well-being, engagement, and academic success through extracurricular/recess activities, youth engagement programs, and athletic opportunities that contribute to holistic development. Bush students are involved with intramural sports competition throughout the year which may include: football, volleyball, soccer, and basketball, etc. Prior to COVID-19, Bush students were able to participate in John F. Kennedy Games Track and Field events. This activity brought high engagement from students, staff, district personnel, and families as they gathered on a Saturday for district wide competitions.</p> <p>Community partners emphasize the connection between physical activity and academic performance by promoting fitness programs during and after school hours.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		
3.1.3	<p><b>Arts Programming</b></p> <p>Bush school provides student engagement, creativity, and academic achievement by integrating robust arts programming into elementary school curriculum . Bush will provide regular instruction Music where students learn basic music theory, instrument skills (such as recorders, percussion and strings), and have opportunities to perform in school-wide or classroom concerts. Ensure that all students, regardless of socioeconomic background, have access to necessary art supplies, instruments, and materials through arts funding allocated to school site.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, All Students, English Learners		

3.1.4	<p>Expanded Learning and Enrichment Opportunities</p> <p>Extended learning and enrichment opportunities are provided to all students. All students have access to diverse and engaging activities beyond the regular school day. ELOP Teachers offer: academic tutoring and support, MESA, STEAM Programs, creative arts and performance, leadership, music, LEGO programs, and mindfulness. ELOP offers enrichment camps for Fall and Spring as well as Summer Learning Academy that focuses on hands-on learning and fun for all students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The goals were met. Last year we had no parents attending, and this year we had five parents who attended EPIC training which was provided by our school based Mental Health Clinician.

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

Parents shared that they are insecure with using the newly installed HallPass safety measures for fear of being "flagged".

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.

We will need to frequently communicate with families that our goals are to educate their children regardless of their documentation status and those of their family members. Our Community Assistant will continue to reach out to our families when events such as ELPAC, Parent Coffee Hour, Family Nights, etc. are happening.

## Goal 4.1

Goal #	Description
Goal 4.1	School Goal for Meaningful Partnerships:  By Spring of 2025, Bush will increase number of dedicated classroom volunteers by 2%  By Spring of 2025, Bush, will increase number of parents completing EPIC (or similar) parenting training by 2%

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parent involvement and presence on campus has improved, however it still remains at low levels compared to our daily attendance.

The rate of chronic truancy continues to be high.

Bush needs to address school connectedness by increasing celebratory events so that students want to attend school.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Volunteer sign ups EPIC certification	10 Parent volunteers 4 Parents Completed	12 Parent volunteers 6 Parents Completed

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement  Parent Training and Conferences: Parent Conferences: Parent representative(s) to attend CAFE or similar conferences. Parent(s) will then present findings at a parent meeting such as Parent Coffee Hour and/or ELAC, School Site Council, Title I, etc.  Engaging Educational Partners: Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$4,143  \$500  \$3,000	3010 - Title I - Parent  3010 - Title I - Parent  3010 - Title I

	<p>success through access, awareness and connection between school and community. Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.</p> <p>Increased parent involvement through parent engagement hours, parent training events, parent conferences, family curriculum nights, committees and information nights.</p> <p># 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</p> <p>Parent Meeting Expenses: 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.</p> <p>Parent Non-Instructional Materials: 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 &amp; Math strategies to support their children at home.</p> <p>Title I Funding Allocation:  Parent Conferences: \$4,143 - Title 1 Parent  Parent Meeting Expenses: \$500 - Title 1 Parent  Non-Instructional Materials: \$3,000</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement:  No additional site LCFF is being allocated for this strategy.</p>			
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4.1.2	<p>District Strategic Planning and Communication</p> <p>Bush and SUSD seek opportunities for meaningful partnerships with families, local organizations, and community leaders to support student success. Through Blackboard messages, and school and district website updates, we have developed clear, transparent, and effective communication strategies to keep all stakeholders informed. SUSD hosts several different meetings with different partnership to ensure that district planning reflects community needs and incorporate diverse perspectives. Bush has an English Learner Advisory Committee (ELAC) that meets 4 to 6 times per year. The Language Development Office hosts a District English Learner Advisory Committee (DELAC) at least eight times in a school year.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, All Students, English Learners		
4.1.3	<p>Community Schools Supports and Resources</p> <p>Community Assistant: Community Assistant (CA) (.4375 FTE District Funded) will coordinate parent events and conduct outreach to parents and community to increase parent engagement. CA's provides parents with support and resources empowering them to be engaged in their student's learning. Additional hourly for Community Assistant for support of after school meetings, collaborations, and planning.</p> <p>(If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)</p> <p>Title I Funding Allocation: Community Assistant Salary &amp; Benefits: \$32,970</p> <p>LCAP 4.1 Community Schools Supports and Resources: Additional Community Assistant Compensation : \$1,500</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	<p>\$32,970</p> <p>\$1,500</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p>

4.1.4	<p>Parent Advisory Committee Supports and Resources</p> <p>Parent Advisory Committee (PAC) supports and resources at SUSD has three different committees. The purpose of the PAC is to advise, recommend, and review matters pertaining to the Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF). There are at least eight PAC meetings during the school year. The PAC is always looking to welcome new members. There are at least eight PAC meetings during the year. African American/Black Parent Advisory Committee (AA/BPAC) has at least eight meetings during the school year. The purpose of the AA/BPAC is to give African American/Black students an equitable balance in education, opportunities, and safety while empowering parents to support their student's achievement. Latino Parent Advisory Committee (Latino PAC) has at least seven meetings during the school year. These committees purpose are to advise, recommend, and review matters pertaining to the LCAP and LCFF.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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



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.

Goal 5.1

Goal #	Description
Goal 5.1	By Spring 2025, chronic absenteeism for Students with Disabilities will decrease by 3%.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Bush School needs to provide their teachers with targeted professional development in ELA and Math.

Bush needs to continue to provide professional development opportunities specific to SIPPS to teachers.

Student achievement growth in ELA and Math did not meet expectations.

School needs further development in systems of support and implementation of AVID initiatives.

Parent involvement and presence on campus has improved, however it still remains at low levels compared to our daily attendance.

The rate of chronic truancy continues to be high.

Bush needs to address school connectedness by increasing celebratory events so that students want to attend school.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased attendance as measured by the California Dashboard	43.1%	40.1%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	<p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap</p> <p>Bush Teachers will conduct school-wide screenings using I-Ready and SIPPS at least three times a year to identify students who may need additional academic or behavior support. These screenings assess reading and math.</p> <p>During Response to Intervention (RTI), a 30-minute intervention block daily for Tier 2 students, where they receive personalized support. Teachers use data to group students by specific needs and adjust based on progress. For students needing comprehensive support, collaborate with Social Workers, Counselors, and community organizations to provide wraparound services, including mental health counseling, family support services, and tutoring.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
5.1.2	<p>Developing Student Individual Transition Plans</p> <p>SAP Team will support students, especially those with special education need, as they transition from one educational setting to another (e.g., elementary to middle school, middle school to high school or postsecondary settings). SAP team will help students set goals, develop skills, and access resources that ensure a successful transition into future education, employment, or independent living. Actively engage families throughout the transitions planning process. Parents and guardians can provide valuable insight into the student's interests and goals while offering support at home. Offer resources and training to families so they understand the transition process and how to support their child.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP Strategy 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p>	Foster Youth, Students with Disabilities, Low Income, English Learners, All Students		

<p>5.1.3</p>	<p><b>Accelerate Learning for all SPED Students</b></p> <p>SAP Team will ensure that all special education students receive focused, effective instruction that accelerates their learning and helps close the achievement gap, while meeting their individualized needs as outlined in their Individualized Education Programs (IEPs).</p> <p>Teachers collaborate and use formative assessments, progress monitoring tools, and adaptive learning software to gather data on student performance in regular PLC cycles. They will use this data to inform and adjust instruction, ensuring that it meets the student's evolving needs.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, Students with Disabilities, Low Income, Foster Youth, English Learners</p>		
<p>5.1.4</p>	<p><b>Culturally Responsive Professional Development</b></p> <p>Administration will equip teachers with the skills and knowledge to implement culturally responsive teaching practices that reflect the diverse cultural, linguistic, and socioeconomic backgrounds of students, thereby improving academic outcomes and fostering a more inclusive school environment.</p> <p>During Professional Learning Communities (PLC) teachers work together to share best practices, resources, and strategies for implementing culturally responsive pedagogy. These PLCs are focused on improving instruction and fostering culturally inclusive learning environments.</p> <p>Teachers and administrators will collaborate during staff and leadership meetings to disaggregate student achievement data (e.g., by race, ethnicity, language proficiency) to identify achievement gaps and develop culturally responsive instructional strategies to close those gaps.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p>	<p>Foster Youth, English Learners, Low Income, Students with Disabilities, All Students</p>		

5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Bush teachers and staff will create engaging, inclusive, and purposeful learning experiences that provide all students with opportunities for academic success, personal growth, and real-world skill development. Students will engage in field trips to have meaningful experiences and opportunities related STEAM, AVID, college exposure, history, sciences, and etc.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p>	All Students, Students with Disabilities, Low Income, Foster Youth, English Learners		
5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Bush will work closely with our Human Resources (HR) Department, to ensure if possible that the school site is fully staffed with high-quality student support personnel, including Counselors, Mental Health Clinicians, Psychologists, and other support staff, to address the academic, social-emotional, and behavioral needs of all students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p>	Low Income, Students with Disabilities, Foster Youth, English Learners, All Students		

<p>5.1.7</p>	<p><b>Parent and Family Supports and Resources</b></p> <p>Bush School Counselors and School Based Mental Health Clinician (SBMHC), work in collaboration to provide Parent Coffee Hours and Empowered Peaceful Inspired Connected (EPIC), Trainings for our parents regarding school and district policies and procedures. Our SBMHC provides trainings on co-regulation strategies at home. EPIC strategies focus on supporting students with unique learning needs, and how to develop positive relationships through effective communication. Family Resource Center personnel, and outside agencies including Valley Mountain Regional Center.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	<p>Low Income, Students with Disabilities, Foster Youth, English Learners, All Students</p>		
<p>5.1.8</p>	<p><b>Enhancing School Engagement and Attendance for Students with Disabilities</b></p> <p>Administrators, Counselors, and Child Welfare and Attendance (CWA), Social Services Case Manager will monitor attendance reports and trends to identify students with chronic absenteeism or emerging attendance issues, review attendance data for students with disabilities and involve their IEP team in developing strategies to improve attendance. Bush will engage families as partners in addressing attendance challenges by engaging in regular discussions about their child's progress, identifying barriers to attendance, and developing strategies to support regular attendance.</p> <p>Teachers will use culturally relevant and linguistically inclusive teaching strategies to create a sense of belonging for students from diverse backgrounds, including students with disabilities and ensure that instructional materials reflect the diversity of the school community. Teachers will ensure that students with disabilities are fully included in extracurricular activities, school events, and leadership opportunities.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>		

# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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

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.

## Goal 6.1

Goal #	Description
Goal 6.1	By May 2025, Bush will decrease suspension of African American/Black students by 5% providing alternative interventions for suspensions with a focus on restorative practices and teaching appropriate behavior.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Bush School needs extra site support for new and veteran teachers for ELA and Math to support teaching and learning to improve instructional strategies and best teaching practices.

Bush School needs to provide their teachers with targeted professional development in ELA and Math.

Bush needs to continue to provide professional development opportunities specific to ELA curriculum to teachers.

Bush needs to continue to provide professional development opportunities specific to SIPPS to teachers.

Bush needs to provide a stronger emphasis on Math and Math curriculum for student acquisition.

Student achievement growth in ELA and Math did not meet expectations.

School needs further development in systems of support and implementation of AVID initiatives.

Parent involvement and presence on campus has improved, however it still remains at low levels compared to our daily attendance.

The rate of chronic truancy continues to be high.

Bush needs to address school connectedness by increasing celebratory events so that students want to attend school.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	20.8%	15.8%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table



Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	<p>Student Achievement Plan</p> <p>Administration will continuously review achievement data (grades, test scores, attendance, disciplinary referrals) specifically for African American/Black students to identify gaps in performance. Develop systems to identify students who are struggling academically or behaviorally and intervene early with personalized supports.</p> <p>Bush will support African American/Black student achievement in the following ways:</p> <ul style="list-style-type: none"> <li>* Incorporating alternative interventions to suspensions when working to decrease rate at which our African American/Black students are suspended</li> <li>* Advocating for inclusion which includes all elective classes as well</li> <li>* Promoting dialogue within our school community surrounding African American/Black student achievement</li> <li>* Being intentional about hiring practices to support for African/American Black students</li> <li>* Advocating CLR and equity training for all Bush staff</li> </ul> <p>Title I Funding Allocation: Books: \$1,500</p> <p>LCAP 6.1 Student Achievement Plan: Books Bundles: \$3,500</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	<p>\$1,500</p> <p>\$3,500</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p>
6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Bush will focus on both recruitment and retention of diverse, culturally competent educators as well as ensuring that African American/Black students have access to high quality instruction.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p>	English Learners, Students with Disabilities, Low Income, Foster Youth, All Students		

6.1.3	<p>Educator Gap Equity Plan</p> <p>Bush will focus on both recruitment and retention of diverse, culturally competent educators, and ensuring that African American/Black students have access to high quality instruction.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		
6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum &amp; Pedagogy</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum &amp; Pedagogy: No additional site LCFF is being allocated for this strategy.</p>			
6.1.5	<p>BSAP Community Partnerships</p> <p>Partner with local organizations to host cultural events and celebrations at the school, such as Black History Month programs, Martin Luther King (MLK) celebration at Delta College, and our Multicultural assembly. These events provide opportunities for students and families to celebrate their heritage and strengthen the connection between the school and community.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p>	English Learners, Students with Disabilities, Low Income, Foster Youth, All Students		
6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p>			

6.1.7	<p><b>BSAP School Climate &amp; Wellness Personnel Support</b></p> <p>Through district trainings ensure that wellness personnel, such as Counselors, and Mental Health Providers, reflect the diversity of the student population and are trained in culturally responsive practices. School Counselors and mental health providers offer counseling that addresses the cultural, social, and emotional needs of Black students. This includes racial stress, identity development, and systemic inequities that may impact students' well-being. Shift from punitive disciplinary measures to restorative justice approaches that focus on relationship-building, conflict resolution, and community within the school. Reduction in suspensions, expulsions, and other exclusionary disciplinary measures that disproportionately impact African American students. Improved relationships between all stakeholders in the school community.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate &amp; Wellness Personnel Support: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, All Students, English Learners		
6.1.8	<p><b>BSAP Community -Based Safety Pilots</b></p> <p>Bush will align with district-wide Black Students Achieve Plan (BSAP) initiatives and ensure equity in safety, academic achievement, and family engagement. Bush will foster a positive school climate that supports the socio-emotional well-being of Black students/ Implement safety audits to identify and address safety concerns for Black students in order to create a safer, more inclusive school environment. Work with SUSD safety pilot programs to implement de-escalation and conflict resolution training. This strategy is aligned with district-wide BSAP initiatives to ensure equity in safety, academic achievement, and family engagement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		

# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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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.

## Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

### Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$307,992.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$417,714.00

### Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
3010 - Title I	\$303,349.00
3010 - Title I - Parent	\$4,643.00

Subtotal of additional federal funds included for this school: \$307,992.00

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 (\$)
0100 - LCFF/S&C (site)	\$109,722.00

Subtotal of state or local funds included for this school: \$109,722.00

Total of federal, state, and/or local funds for this school: \$417,714.00

# Addendums

## 2024-25 School Plan for Student Achievement Recommendations and Assurances

Site Name: GW Bush Elementary

The School Site Council (SSC) recommends this school plan and proposed expenditures(s) to the 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 materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

10-21-2024

Date of Meeting

4. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

10-4-2024

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on 12-16-2024.

Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

\_\_\_\_\_  
Committee

Attested:

Toni Reed

Typed Name of School Principal

T. Reed

Signature of School Principal

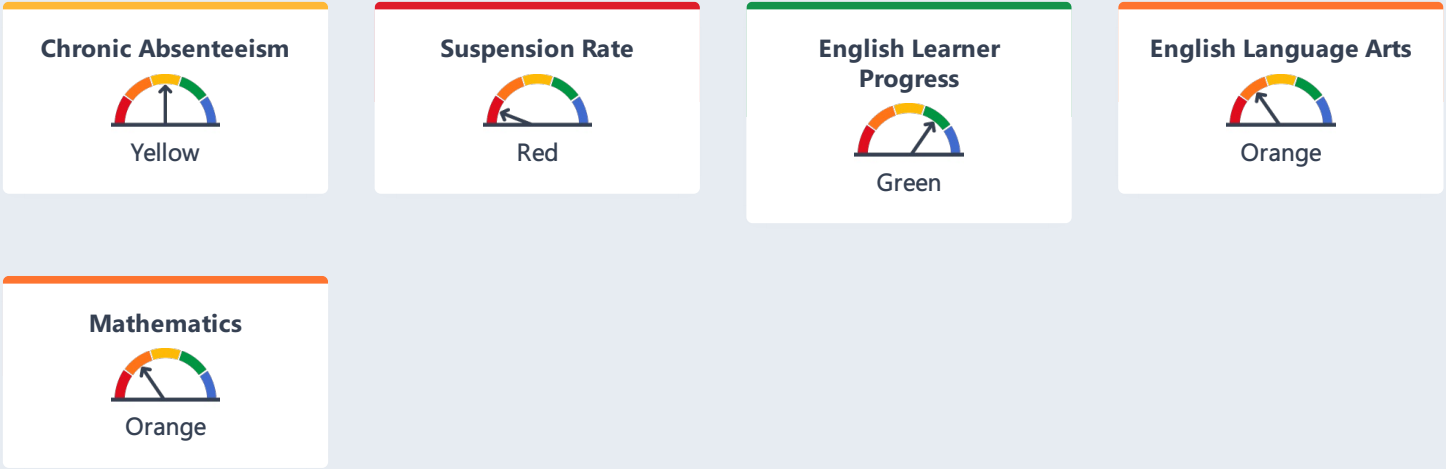
\_\_\_\_\_  
Date of Meeting

12-16-24

Date

# George W. Bush Elementary

Explore the performance of George W. Bush Elementary under California's Accountability System.

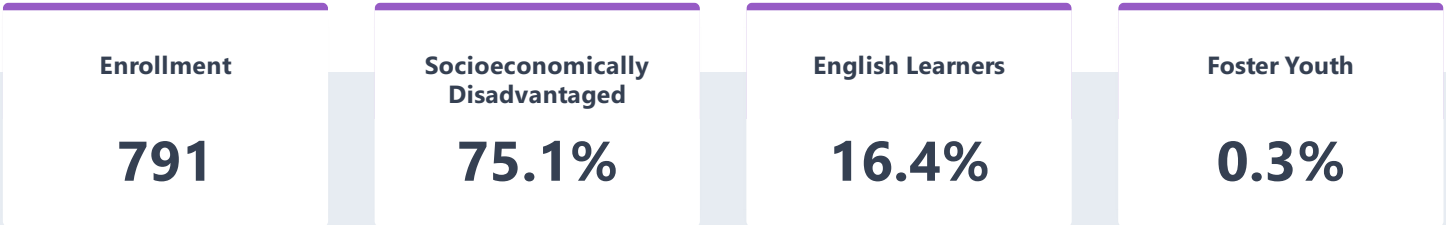


## School Details

<div>NAME</div> George W. Bush Elementary	<div>ADDRESS</div> 5420 Fred Russo Drive Stockton, CA 95212-2862	<div>WEBSITE</div> N/A	<div>GRADES SERVED</div> K-8
<div>CHARTER</div> No	<div>DASHBOARD ALTERNATIVE SCHOOLS STATUS</div> No		

## Student Population

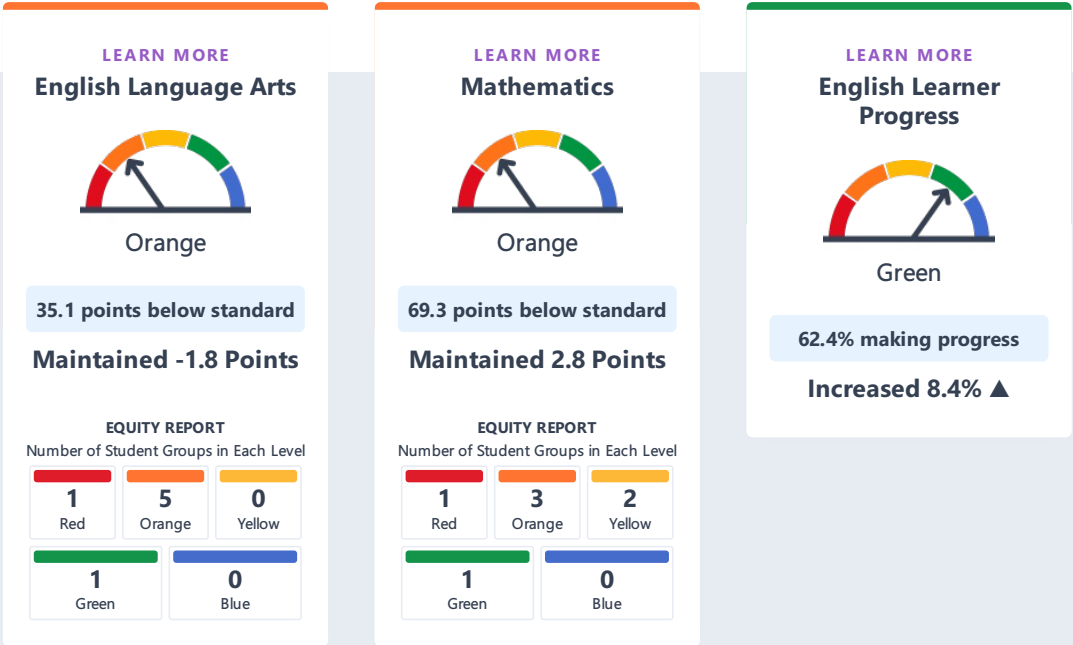
Explore information about this school's student population.





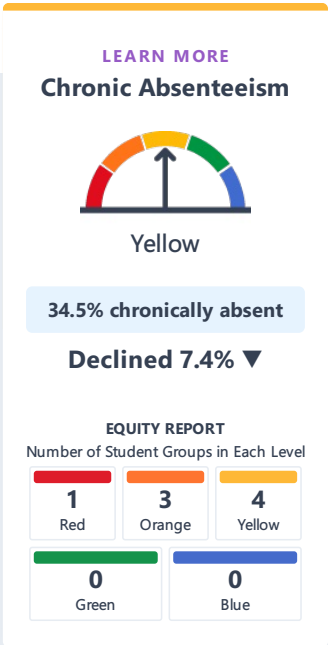
# Academic Performance

View Student Assessment Results and other aspects of school performance.



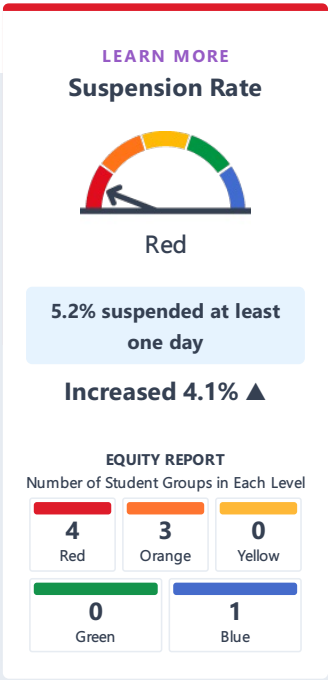
# Academic Engagement

See information that shows how well schools are engaging students in their learning.



# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



35.1 points below standard

Maintained -1.8 Points

Number of Students: 465

### Student Group Details

#### All Student Groups by Performance Level

12 Total Student Groups



Red

Students with Disabilities



Orange

African American

Asian

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

No Student Groups



Green

Filipino



Blue

No Student Groups



No Performance Color

Foster Youth

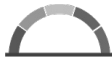
Homeless

Two or More Races

Pacific Islander

White

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Homeless



No Performance Color

93.8 points below standard

Declined 21.1 Points ▼

Number of Students: 18

### Two or More Races



No Performance Color

35.2 points below standard

Declined 25.3 Points ▼

Number of Students: 28

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Students with Disabilities



Red

119 points below standard

Declined 3.2 Points ▼

Number of Students: 36

### African American



Orange

89.8 points below standard

Increased 8.4 Points ▲

Number of Students: 42

### Asian



Orange

15.2 points below standard

Declined 7.6 Points ▼

Number of Students: 174

### English Learners



Orange

55.9 points below standard

Declined 4.3 Points ▼

Number of Students: 83

### Hispanic



Orange

55.3 points below standard

Maintained -1.8 Points

Number of Students: 167

### Socioeconomically Disadvantaged



Orange

43.9 points below standard

Declined 5.1 Points ▼

Number of Students: 347

### Filipino



Green

22.4 points above standard

Increased 5.8 Points ▲

Number of Students: 38

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2022

2023

All Students

33.4 points below standard

35.1 points below standard

# English Language Arts Data Comparisons: English Learners


Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners	Recently Reclassified English Learners	English Only
124.1 points below standard Declined 13.2 Points ▼ Number of Students: 39	4.4 points above standard Declined 9.8 Points ▼ Number of Students: 44	37.1 points below standard Maintained -2.3 Points Number of Students: 328

## Mathematics

### All Students







Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**All Students**  
  
Orange

69.3 points below standard  
Maintained 2.8 Points  
Number of Students: 465

### Student Group Details

#### All Student Groups by Performance Level

12 Total Student Groups		
 Red African American	 Orange Asian Socioeconomically Disadvantaged Students with Disabilities	 Yellow English Learners Hispanic
 Green Filipino	 Blue No Student Groups	 No Performance Color Foster Youth Homeless

**Foster Youth**

No Performance Color

Less than 11 students - data not  
displayed for privacy

Number of Students: 3

**Homeless**

No Performance Color

115.1 points below standard

Declined 3.7 Points ▼

Number of Students: 18

**Two or More Races**

No Performance Color

91.4 points below standard

Declined 6.5 Points ▼

Number of Students: 28

**Pacific Islander**

No Performance Color

Less than 11 students - data not  
displayed for privacy

Number of Students: 8

**White**

No Performance Color

Less than 11 students - data not  
displayed for privacy

Number of Students: 7

**African American**

Red

135.2 points below standard

Maintained -2.6 Points

Number of Students: 42

**Asian**

Orange

46.8 points below standard

Maintained -0.9 Points

Number of Students: 174

**Socioeconomically  
Disadvantaged**

Orange

78.1 points below standard

Maintained 2.1 Points

Number of Students: 347

**Students with Disabilities**

Orange

143.2 points below standard

Increased 3.3 Points ▲

Number of Students: 36

**English Learners**

Yellow

75.9 points below standard

Increased 12 Points ▲

Number of Students: 83

**Hispanic**

Yellow

89.1 points below standard

Increased 3.7 Points ▲

Number of Students: 167

**Filipino**

Green

2.1 points above standard

Increased 7.5 Points ▲

Number of Students: 38

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	72.1 points below standard	69.3 points below standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

### Current English Learners

133.6 points below standard

Increased 4.3 Points ▲

Number of Students: 39

### Recently Reclassified English Learners

24.8 points below standard

Increased 5.5 Points ▲

Number of Students: 44

### English Only

73.5 points below standard

Maintained -1.3 Points

Number of Students: 328


## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

### English Learner Progress



Green

62.4% making progress towards English language proficiency

Increased 8.4% ▲

Number of EL Students: 93

## Student English Language Acquisition Results

### Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.



# Academic Engagement


View data about academic participation.

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglvl=School&cde=39686760100206&year=2022-23>

All Students



Yellow

34.5% chronically absent


Declined 7.4% ▼

Number of Students: 824

### Student Group Details


#### All Student Groups by Performance Level

13 Total Student Groups



Red

Two or More Races




Orange

African American

English Learners

Students with Disabilities




Yellow

Asian

Filipino


Hispanic

Socioeconomically Disadvantaged




Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Foster Youth

Homeless

Pacific Islander

White

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Homeless



No Performance Color

70.4% chronically absent

Declined 3.2% ▼

Number of Students: 27

### Pacific Islander



No Performance Color

45.5% chronically absent

Declined 0.7% ▼

Number of Students: 11

### White



No Performance Color

41.2% chronically absent

Declined 25.5% ▼

Number of Students: 17

### Two or More Races



Red

52.7% chronically absent

Increased 4.9% ▲

Number of Students: 55

### African American



Orange

47.6% chronically absent

Declined 9.1% ▼

Number of Students: 63

### English Learners



Orange

30.7% chronically absent

Declined 1.3% ▼

Number of Students: 140

### Students with Disabilities



Orange

43.1% chronically absent

Declined 1.9% ▼

Number of Students: 102

### Asian



Yellow

22.1% chronically absent

Declined 10.7% ▼

Number of Students: 294

### Filipino



Yellow

19.7% chronically absent

Declined 1.9% ▼

Number of Students: 61

### Hispanic



Yellow

41.9% chronically absent

Declined 6.9% ▼

Number of Students: 322

### Socioeconomically Disadvantaged



Yellow

38.7% chronically absent

Declined 5.4% ▼

Number of Students: 622

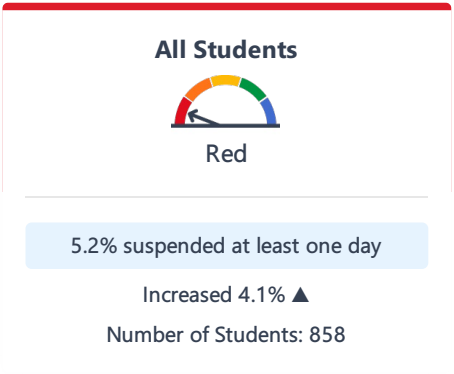
# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

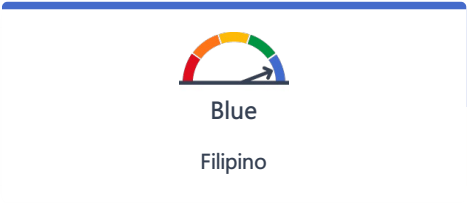
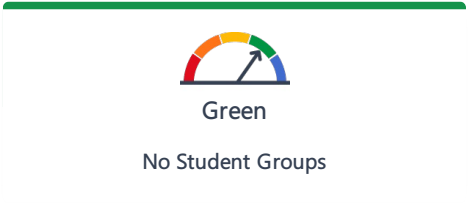
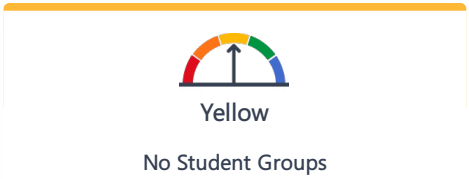
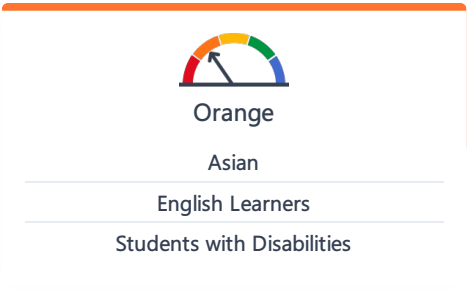
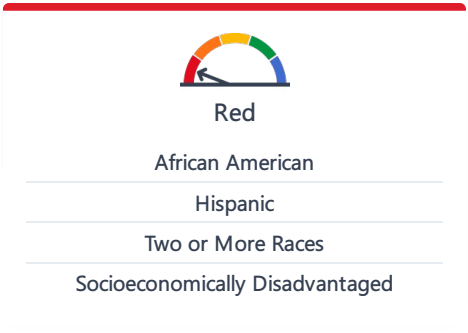
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups



### American Indian

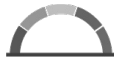


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Homeless



No Performance Color

13.8% suspended at least one day

Increased 13.8% ▲

Number of Students: 29

### Pacific Islander



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 11

### White



No Performance Color

0% suspended at least one day

Declined 10% ▼

Number of Students: 17

### African American



Red

20.8% suspended at least one day

Increased 15% ▲

Number of Students: 72

### Hispanic



Red

5.1% suspended at least one day

Increased 4.2% ▲

Number of Students: 332

### Two or More Races



Red

8.5% suspended at least one day

Increased 8.5% ▲

Number of Students: 59

### Socioeconomically Disadvantaged



Red

6% suspended at least one day

Increased 4.9% ▲

Number of Students: 648

### Asian



Orange

2.7% suspended at least one day

Increased 2.3% ▲

Number of Students: 301

### English Learners



Orange

2.1% suspended at least one day

Increased 1.4% ▲

Number of Students: 145

### Students with Disabilities



Orange

4.8% suspended at least one day

Increased 3.9% ▲

Number of Students: 105

### Filipino



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 65

# Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	1.1%	5.2%

# Bush Data Review

April 2024

# Summary



Research and Accountability Department

**Empowering with data.**

## Accountability

- Current ESSA Status is ATSI for the most current year, for one subgroup ([slide 10](#))
- State Indicator for ELPI was higher than the district, and Chronic Absenteeism, ELA, and Math were the same ([slide 11](#))
- Chronic Absenteeism decreased last year from prior year, ending 2022-23 at 34.5% ([slides 12](#))

## Demographics

- Demographics are majority **Hispanic (38.9%) and Asian (36.3%)** ([slide 5](#))
- 16.4% of students were English Learners in the latest school year available (2022-23) ([slide 6](#))

## State Assessments

- Percent of students meeting or exceeding standards on **ELA** increased .83% from prior year to 38.18% ([slide 14](#))
- Percent of students meeting or exceeding standards on **Math** increased 1.95% from prior year to 24.06% ([slide 16](#))
- Number of **students tested with ELPAC** decreased from 2022 to 2023 by 3 students to 119 ([slide 18](#))
- Percent of students scoring at **Level 4** increased by 15% ([slide 18](#))

## Local Assessments

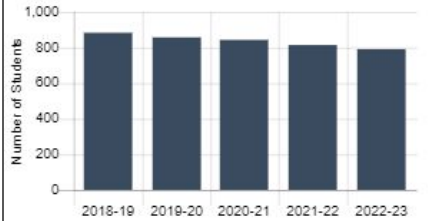
- i-Ready (starting on [slide 21](#)): At the end of 2022-23, **Reading on grade level** maintained at 46.5% and **Math** increased to 40%
- i-Ready Lessons: Students have spent on average 34 minutes in reading and 35 minutes in math for i-Ready lessons ([slide 33](#))
- **Engagement in curriculum** (Benchmark, Ready Math) is mixed across the grade levels (starting on [slide 27](#))

# Demographics



# Enrollment

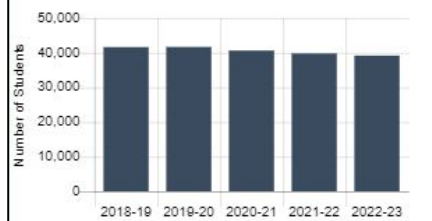
Bush



[View Table Data](#)

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	883	857	843	814	791

SUSD



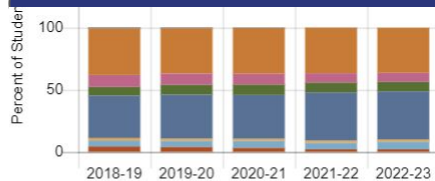
[View Table Data](#)

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	41,634	41,679	40,627	39,803	39,169

- Bush's enrollment declined by 23 students from 2021-22 to 2022-23
- Bush's **stability rate** (percent of students who start and end the school year at the school) is 88.3%, 1% above the district at 87%

# Demographics

## Bush



Census Day Enrollment by Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
American Indian or Alaska Native	0.7 %	0.5 %	0.4 %	0.2 %	0.1 %
Asian	37.5 %	36.6 %	36.8 %	36.6 %	36.3 %
Black or African American	9.6 %	9 %	8.7 %	7.5 %	7.3 %
Filipino	7.1 %	7.9 %	8.4 %	7.9 %	7.6 %
Hispanic or Latino	34.1 %	35.5 %	35.3 %	38.9 %	38.9 %
Native Hawaiian or Pacific Islander	1.8 %	1.5 %	1.5 %	1.6 %	1.4 %
None Reported	0 %	0.1 %	0 %	0 %	0.3 %
Two or More Races	4.9 %	5 %	5.7 %	5.2 %	5.9 %
White	4.3 %	3.9 %	3.2 %	2.1 %	2.1 %

## SUSD

Census Day Enrollment by Ethnicity	2022-23
American Indian or Alaska Native	0.7 %
Asian	8.8 %
Black or African American	9.2 %
Filipino	3.3 %
Hispanic or Latino	69.6 %
Native Hawaiian or Pacific Islander	0.5 %
None Reported	0.3 %
Two or More Races	3.5 %
White	4.1 %

- Bush's population is majority Hispanic and Asian
- The student population is almost 30% higher Asian population than the district (36.3% versus 8.8%) and 30% lower Hispanic population (38.9% versus 69.6%)

# English Learners

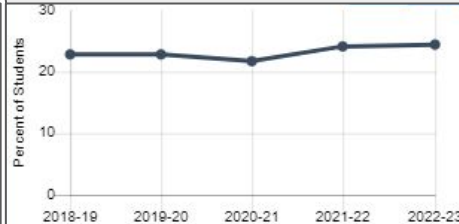
Bush

SUSD



View Table Data

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	22.7 %	18.6 %	14.8 %	16.2 %	16.4 %
English Learners	200	159	125	132	130



View Table Data

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	22.8 %	22.8 %	21.7 %	24.1 %	24.4 %

- Bush averaged 17.7% English Learners over the last 5 years
- Most current data is **16.4%** of the student population are English Learners
- The percent of English Learners is **lower** than the district (between 21% and 25% over the last 5 years)

# English Learners' Language

## Bush

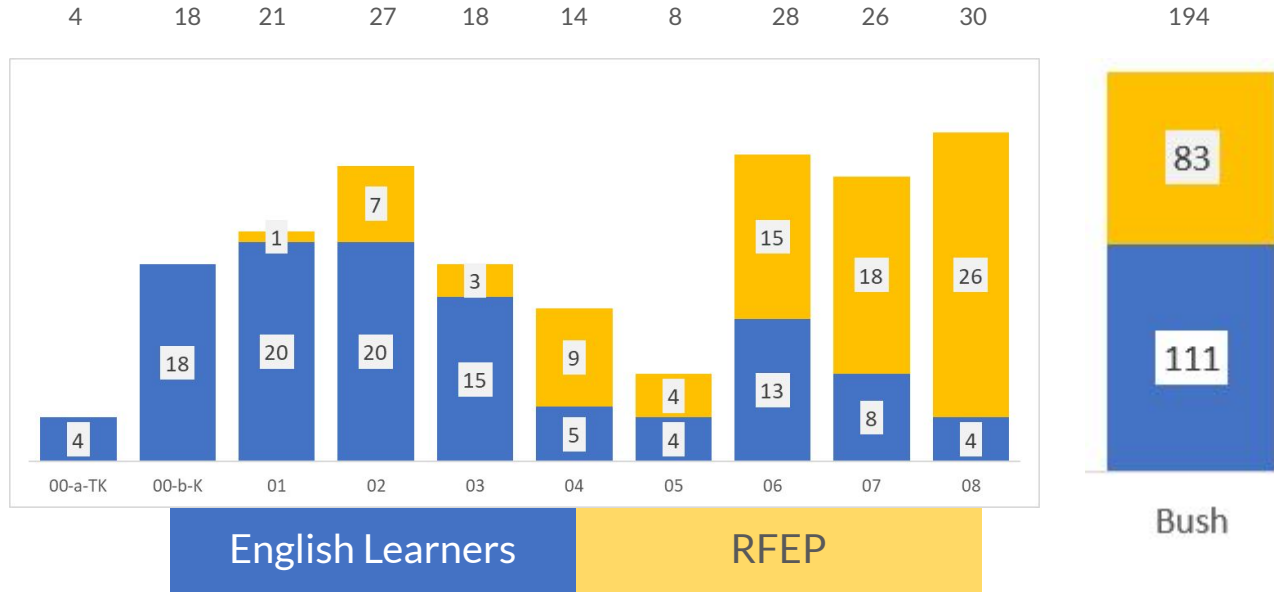
Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	5 %	4.3 %	3.3 %	3.9 %	3.2 %
Arabic	1.5 %	1.3 %			1.4 %
Hmong	1.9 %	1.2 %	1.3 %	1.1 %	1 %
Khmer (Cambodian)	3.3 %	2 %	1.4 %	1.4 %	1.3 %
Punjabi	1.9 %	1.6 %	1.4 %	1.5 %	1.3 %
Spanish	9.1 %	8.2 %	6.4 %	7.5 %	8.3 %
Urdu				0.9 %	
Vietnamese			0.9 %		

## SUSD

Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	1.2 %	1.3 %	1.2 %	1.4 %	1.4 %
Arabic	0.3 %	0.2 %	0.2 %	0.3 %	0.3 %
Filipino (Pilipino or Tagalog)	0.3 %	0.3 %	0.3 %	0.3 %	
Hmong	0.6 %	0.5 %	0.5 %	0.5 %	0.5 %
Khmer (Cambodian)	0.5 %	0.5 %	0.4 %	0.4 %	0.4 %
Punjabi					0.2 %
Spanish	19.9 %	20.1 %	19.1 %	21.2 %	21.7 %

- **Spanish** is the majority language of English Learners
- This is in line with the district as the top language for ELs

# Current ELs and RFEPs by Grade Level



- Bush has 111 English Learners and 83 RFEP students\*
- 1st and 2nd grade have the highest number of English Learners
- Average of 11 ELs per grade level

\*Source: Synergy, local data as of 05/02/24

# State Assistance & Indicators

# 2023 ESSA Support



Research and Accountability Department  
**Empowering with data.**

- Bush's current status is **ATSI** with 1 subgroup:
  - Multiple Races for Absenteeism and Suspension
- Bush **improved** Absenteeism and ELPI
- Bush **declined** in Suspension

Year	Status	Area	Current Indicator	Previous Indicator
<b>Current (2023)</b>	<b>ATSI</b>	ELA	2 - Orange	2 - Orange
2022	ATSI	Math	2 - Orange	2 - Orange
2021	ATSI	Absenteeism	3 - Yellow	1 - Red
2020	ATSI	Suspension	1 - Red	3 - Yellow
2019	ATSI	ELPI	4 - Green	3 - Yellow
2018	No Status			

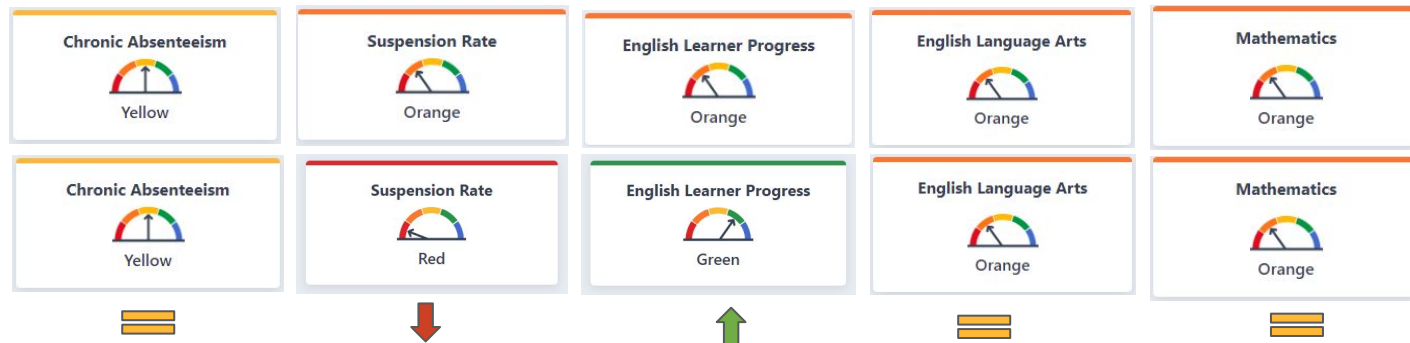


Note: These are the color indicators on the California School Dashboard

Source: [ESSA 2023](#), visually on [2023 Indicator Dashboard](#)

# California School Dashboard

Stockton Unified



- Chronic Absenteeism, ELA and Math were the same as the district
- ELPI was 2 levels higher than the district at Green
- Suspension rate was lower than the district at Red

Source: [California School Dashboard](#)



Higher than the district



Lower than the district

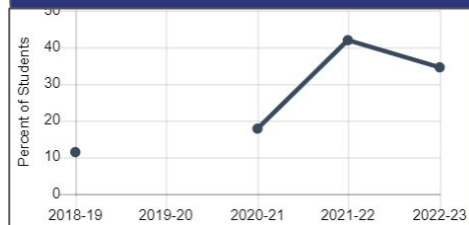


Same as the district



# Chronic Absenteeism Historical

Bush

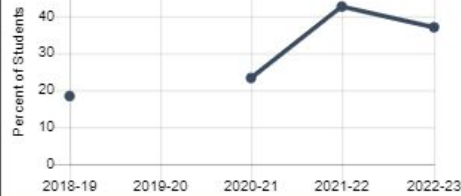


View Table Data

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	11.4 %	N/A	17.8 %	41.9 %	34.5 %

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	106	N/A	154	357	284

SUSD



View Table Data

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	18.4 %	N/A	23.3 %	42.6 %	37 %

- Last year, Bush decreased the percent of Chronic Absenteeism from 41.9% to 34.5%
- This was slightly lower than the district's absenteeism rate at 37%

Sources: [EdData](#), [Bush](#)

Chronic Absenteeism

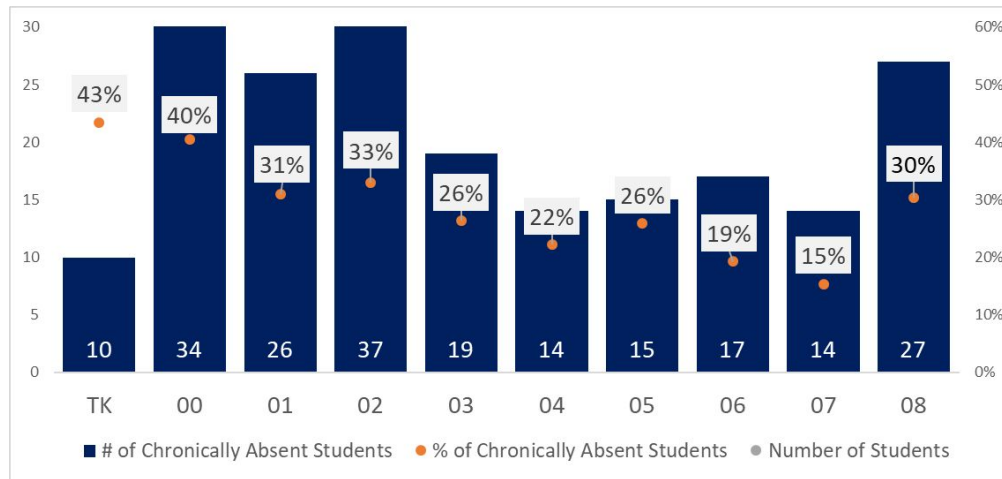


# Chronic Absenteeism

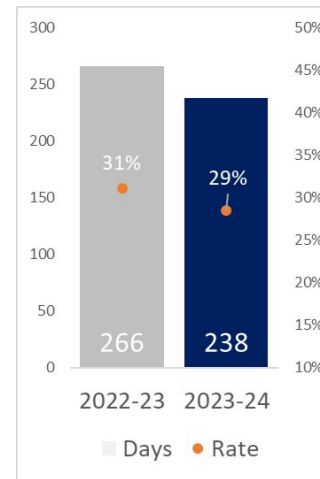
## Current Year

### Bush Chronic Absenteeism through April

2023-24 Percent of Chronically Absent Students by Grade Level  
(# of students Chronically Abs / Total Students)



### Days Absent



- The number of days absent decreased from 266 to 238 and percent of days decreased by 2% (through April)
- Kinder had the highest percent absent at 40%, 34 students

Source: Synergy, local data provided by Student Support services, April

Chronic Absenteeism



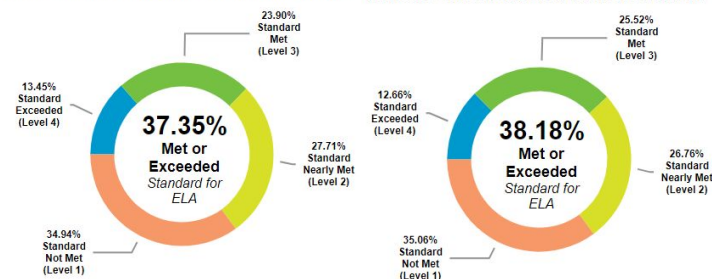
# CAASPP ELA 2 years

2021-2022

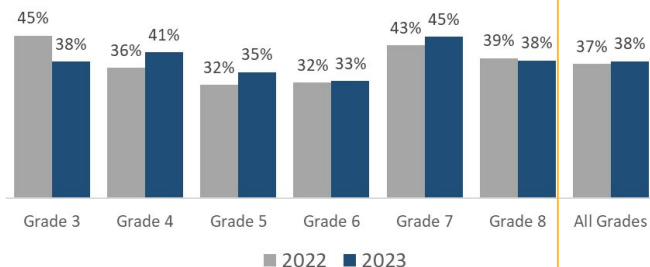
2022-2023

Percent of students within each achievement level

Percent of students within each achievement level



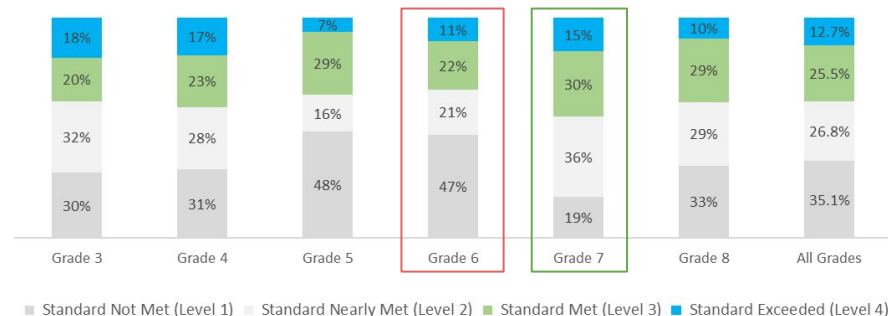
CAASPP Percent of Student Met or Exceeded Standards  
2023 and 2022



- **38.18%** of students met or exceeded ELA standards (10.4% higher than the district at 27.78%)
- This was a .83% increase from the prior year
- **7th grade** had the highest percent met or exceeded standards (45%)
- **6th grade** had the lowest percent met or exceeded standards (33%)

2022-2023

Percent Met or Exceeded Standards by Grade Level

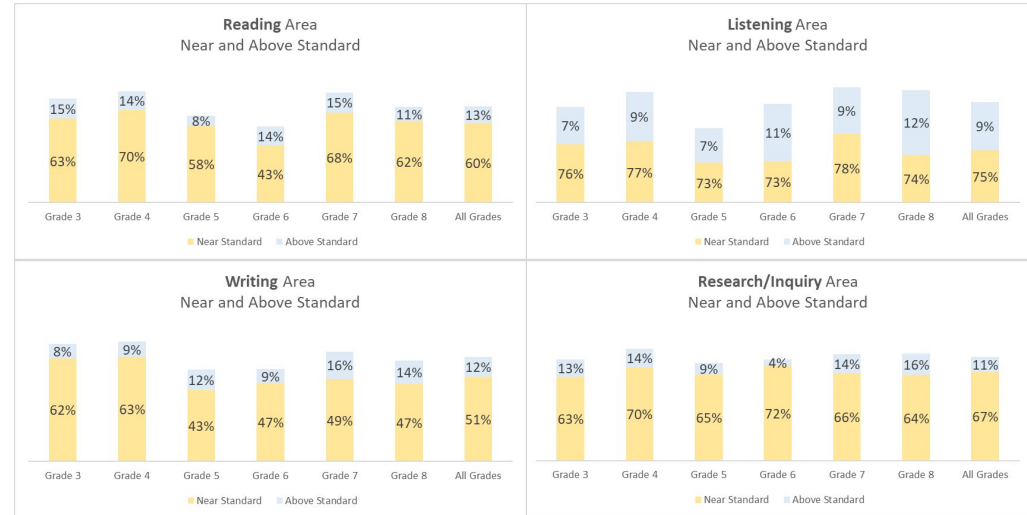
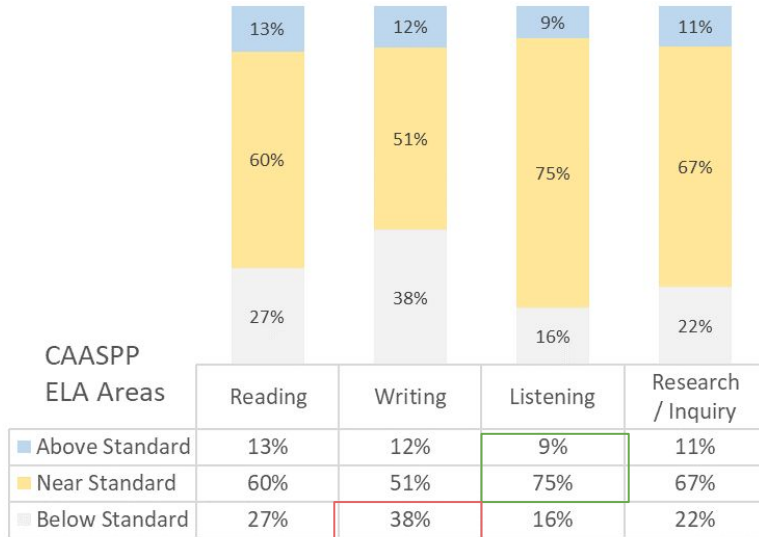


English Language Arts



# CAASPP ELA 2022-2023

## By Area



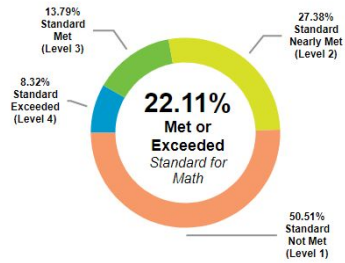
- **Writing** was the lowest area on CAASPP, with 38% of students below standard
- **Listening** was the highest with 86% near or above standard

# CAASPP Math

## 2 years

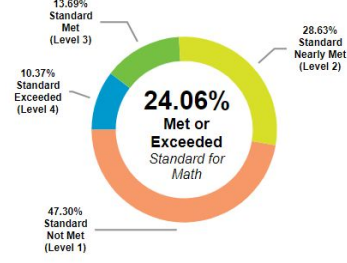
2021-2022

Percent of students within each achievement level

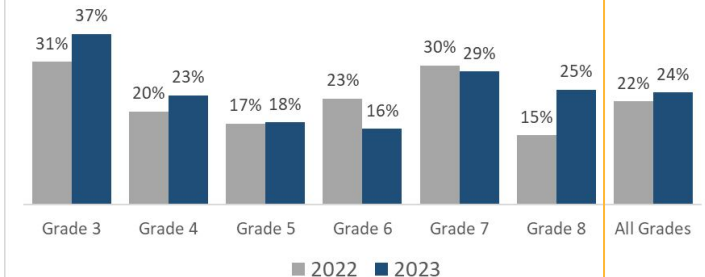


2022-2023

Percent of students within each achievement level



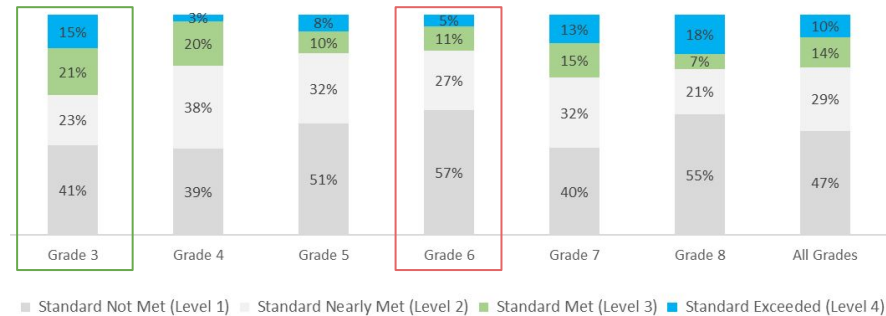
CAASPP Percent of Student Met or Exceeded Standards  
2023 and 2022



Source: [Smarter Balanced Results, Bush](#)

2022-2023

Percent Met or Exceeded Standards by Grade Level



- **24.06%** of students met or exceeded Math standards (7.3% higher than the district at 16.76%)
- This was an increase of 1.95% from prior year
- **3rd grade** was the highest at 37% met or exceeded standards
- **6th grade** was the lowest at 16% met or exceeded standards

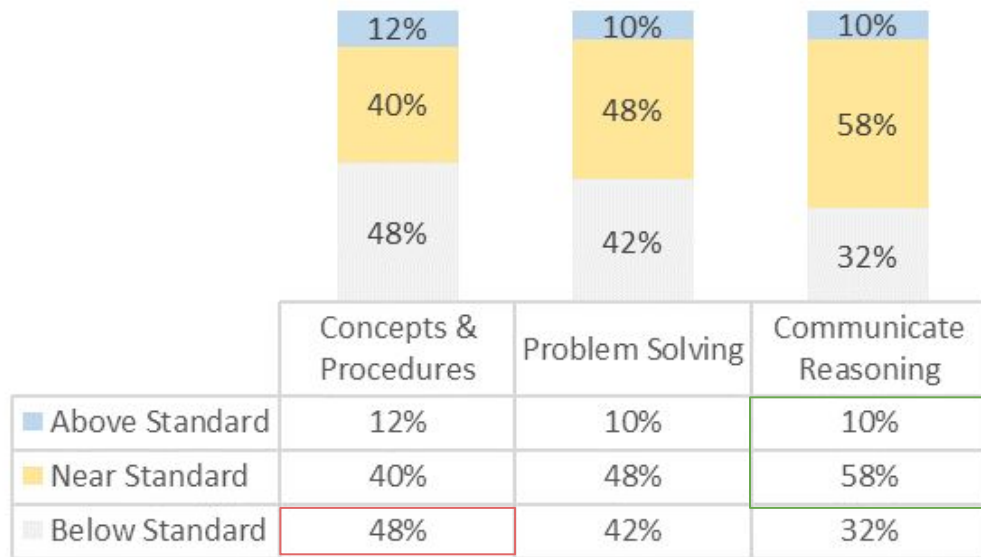
Mathematics



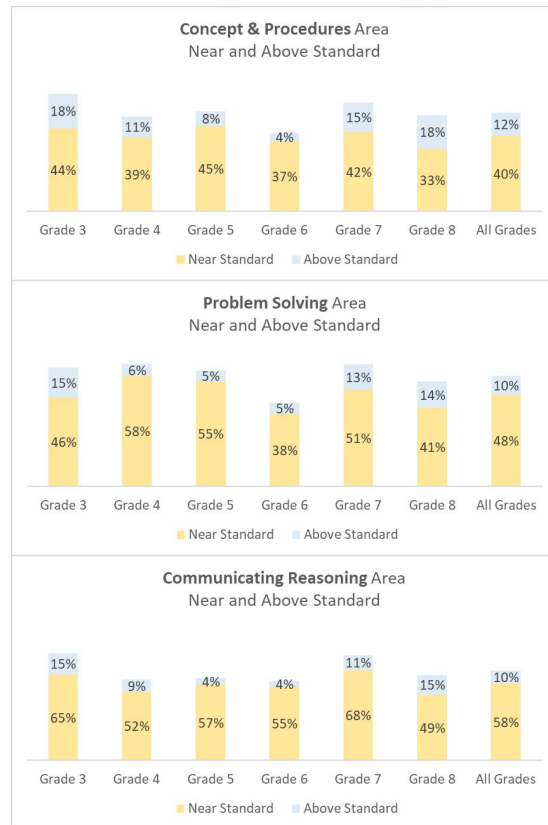
Orange

# CAASPP Math 2022-2023

## By Area



- **Concepts & Procedures** was the lowest math area in CAASPP at 48% of students below grade level
- **Communicate Reasoning** was the highest area at 68% of students near or above grade level

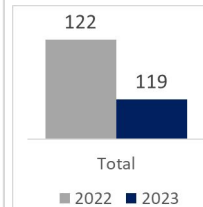
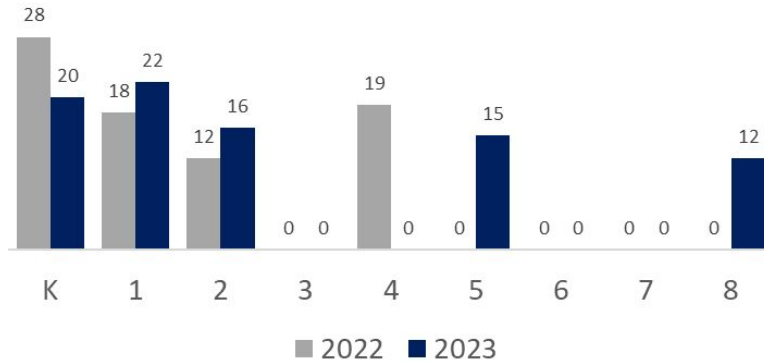


Mathematics

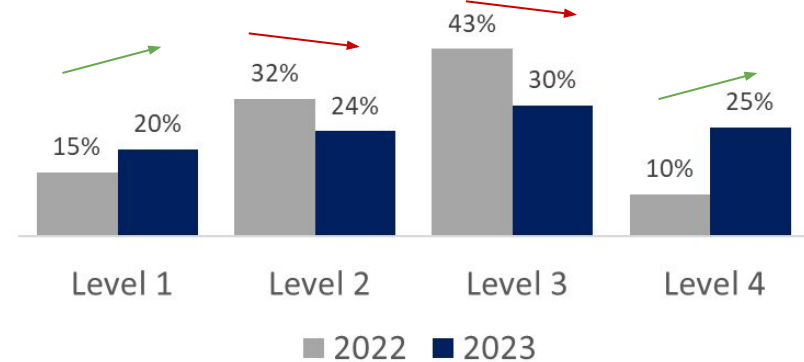


# ELPAC 2 Years Overview

Number of Students Tested With ELPAC  
2022 and 2023



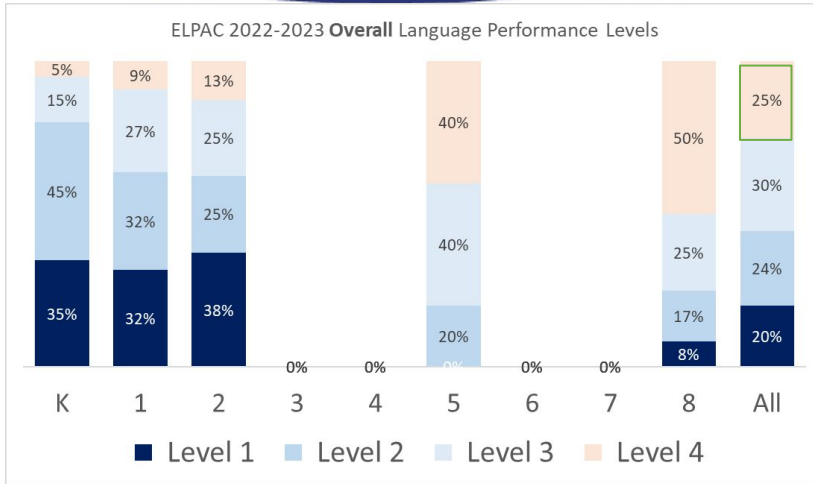
Percent of ELPAC Levels  
2022 and 2023



- Number of students taking the ELPAC **decreased by 3** from 122 to 119
- The number of students increased the most in 1st and 2nd (+4)
- Percent of students scoring level 4 increased by 15%

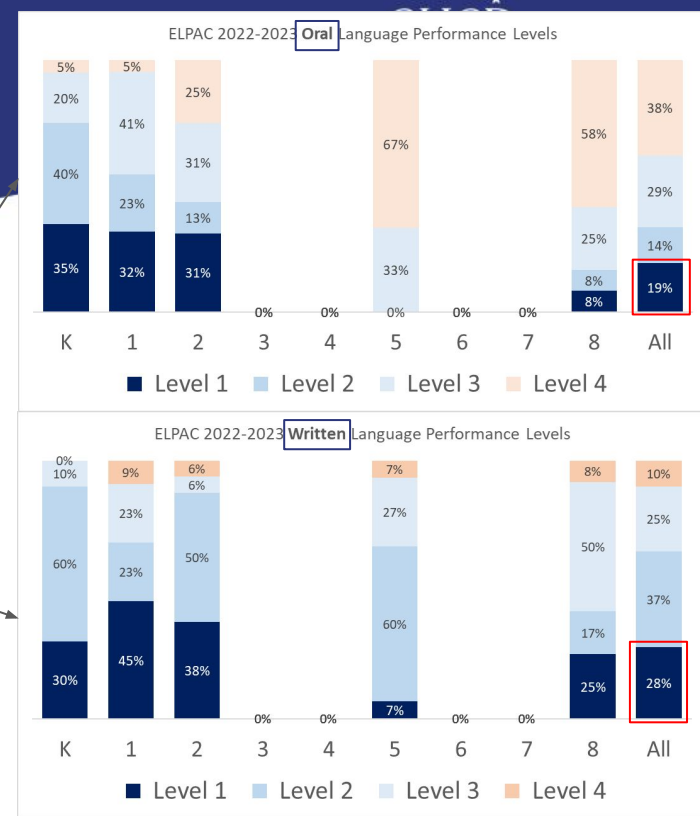


# ELPAC 2022-2023 Overall Results



PL	K	1	2	3	4	5	6	7	8	All
Level 1	7	7	6	*	*	0	*	*	1	24
Level 2	9	7	4	*	*	3	*	*	2	29
Level 3	3	6	4	*	*	6	*	*	3	36
Level 4	1	2	2	*	*	6	*	*	6	30
Total	20	22	16	9	5	15	10	10	12	119

- **119 students** took the ELPAC in 2022-2023
- 25% of students received a 4 (considered “proficient”)
- 28% of students received a 1 in **Written** Language versus 19% received a 1 in **Oral** Language

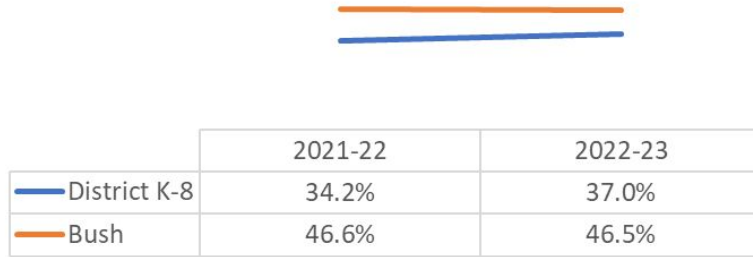




# i-Ready

# i-Ready Reading

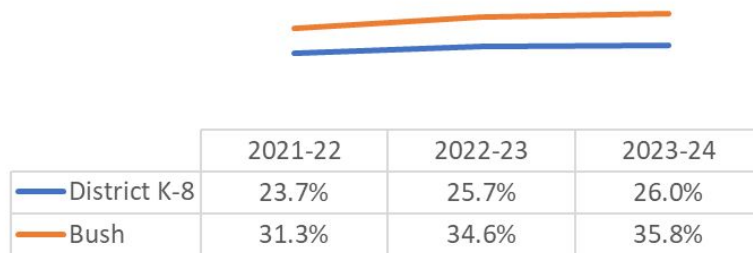
% on Grade Level Diagnostic 3



## Diagnostic 3 - End of Year

- Bush maintained almost a 47% of students on grade level nearly 10% higher than the district

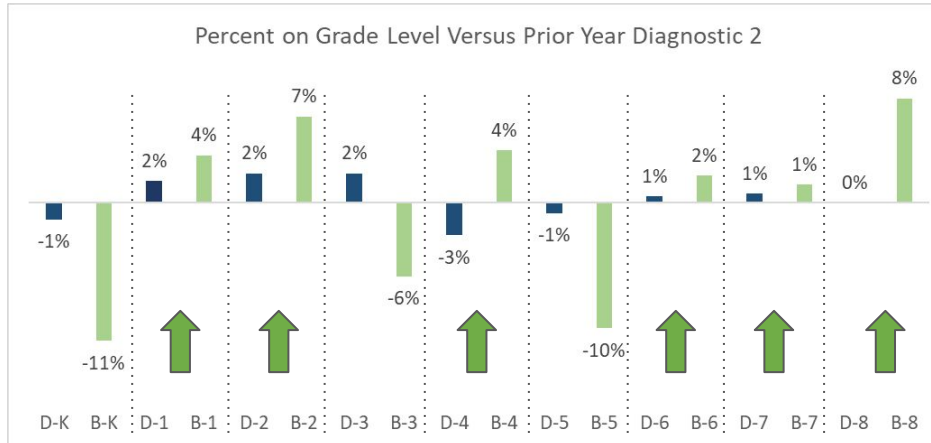
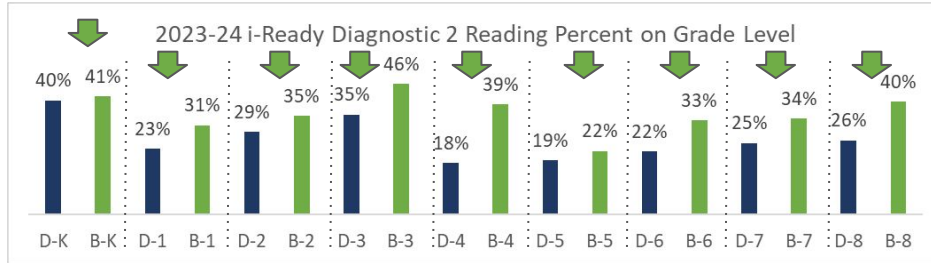
% on Grade Level Diagnostic 2



## Diagnostic 2 - Most Current

- Based on the most recent diagnostic (Winter 2023-24), 35.8% of students were on grade level, an increase of 1% from prior year

# i-Ready Diagnostic 2 Reading On Grade Level



## Strengths

- All grade levels have a higher percent of students on grade level than the district
- 1st, 2nd, 4th, 6th, 7th and 8th grades increased the percent on grade level versus prior year
- 8th grade outperformed the district in growth by 8%

## Opportunities

- Kinder, 3rd, and 5th decreased the percent of students on grade level versus the prior year

D = District  
B = Bush

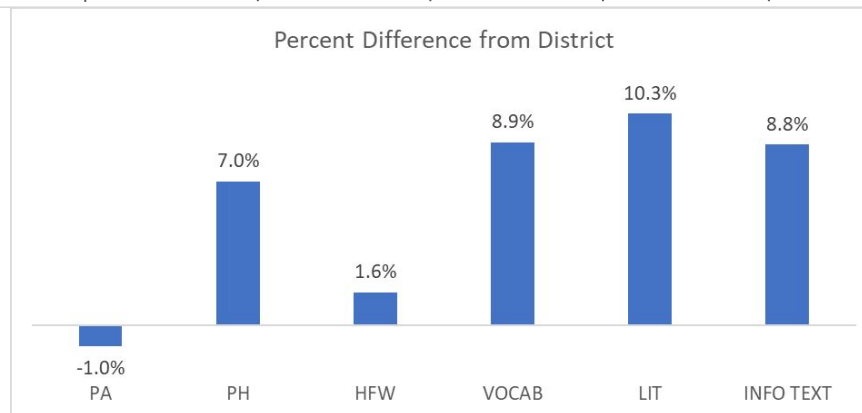
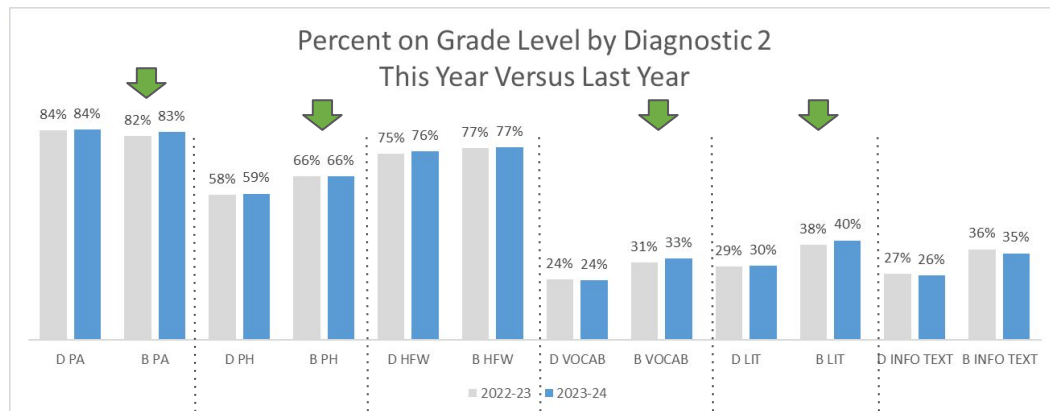
# i-Ready Reading Domains Percent on Grade Level

## Strengths

- All domains increased the percent of students on grade level except informational text
- Literature had the highest percent gap to the district (40% on grade level versus 30%)

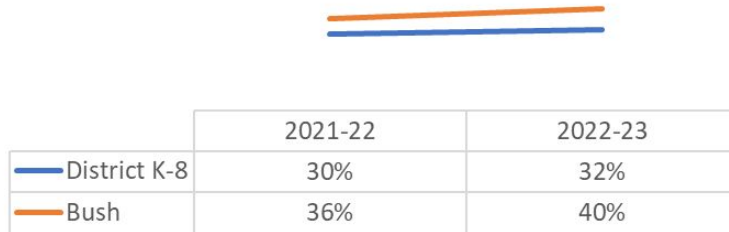
## Opportunities

- Phonological awareness was the only domain with a gap to the district (84% on grade level versus 83%)



D = District  
 B = Bush  
 PA = Phonological Awareness  
 PH = Phonics  
 HFW = High-Frequency Words  
 VOCAB = Vocabulary  
 LIT = Literature  
 INFO TEXT = Informational Text

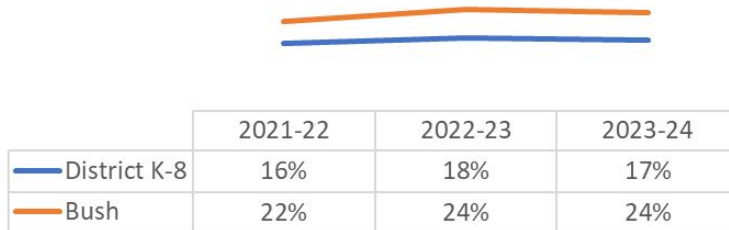
% on Grade Level Diagnostic 3



## Diagnostic 3 - End of Year

- At the end of 2022-2023, Bush increased the percent of students on grade level by 4% to 40%

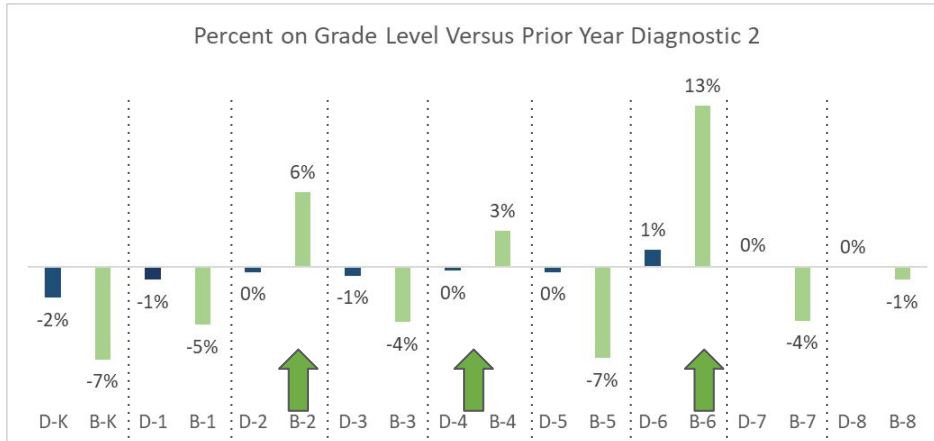
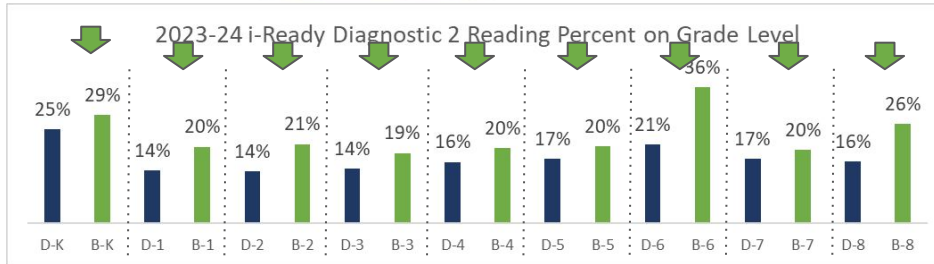
% on Grade Level Diagnostic 2



## Diagnostic 2 - Most Current

- For the most recent diagnostic, 24% of students were on grade level, maintaining from prior year

# i-Ready Diagnostic 2 Math On Grade Level



## Strengths

- All grade levels have a higher percent on grade level than the district
- 2nd, 4th, and 6th grades increased the percent of students on grade level

## Opportunities

- Kinder, 1st, 3rd, 5th, and 7th decreased the percent of students on grade level versus prior year
- 3rd grade had the lowest percent on grade level at 19%

D = District  
B = Bush

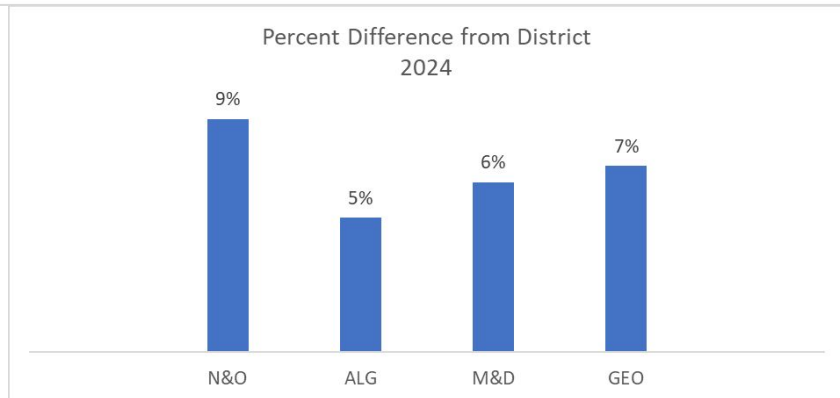
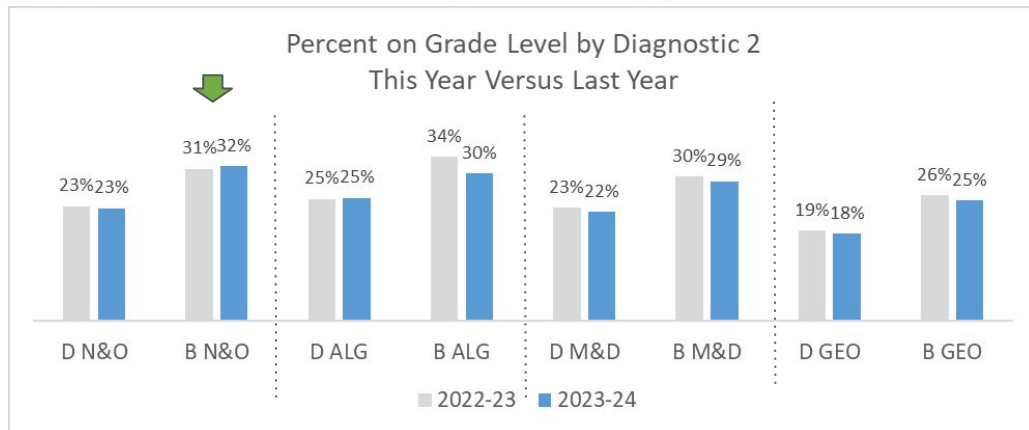
# i-Ready Math Domains Percent on Grade Level

## Strengths

- Numbers & Operations increased the percent of students on grade level from prior year
- All domains had a higher percent on grade level than the district

## Opportunities

- Algebra had the largest decline in percent of students on grade level versus prior year



D = District  
B = Bush  
N&O = Numbers and Operations  
ALG = Algebra and Algebraic Thinking  
M&D = Measurement & Data  
GEO = Geometry

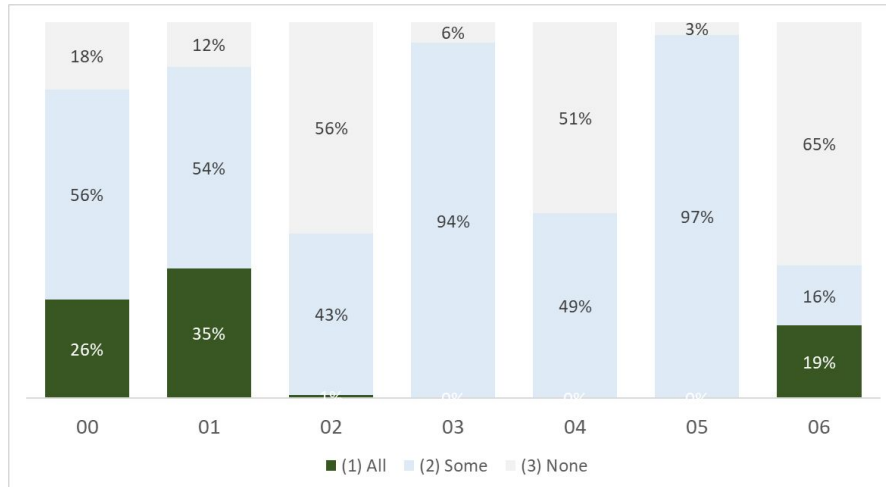
# Curriculum Engagement and Results

## Benchmark



# Benchmark Engagement K-6 ELA Curriculum

Bush  
Percent of Benchmark Unit Assessments Administered  
2023-2024



- At this point in the year, 6 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **mixed**:
  - ➔ **High Engagement**
    - Kinder, 1st, 6th
  - ➔ **Some Engagement**
    - 2nd, 3rd, 4th, 5th
  - ➔ **No Engagement**
    - None

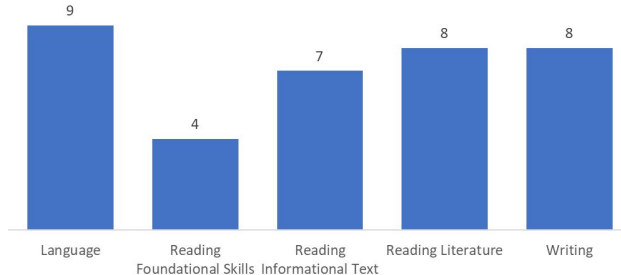
*\*Data included is for online administered assessments*

# Benchmark Standards Performance Overall

## Bush

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
School	61	68	50	58	54
Grade k	73	84	50	58	-
Grade 1	59	74	52	67	55
Grade 2	55	56	45	46	62
Grade 3	47	67	44	57	46
Grade 4	65	66	43	54	62
Grade 5	61	69	46	53	44
Grade 6	71	78	58	62	62

Percent Difference From District



## SUSD

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
District	52	64	43	50	46
Grade k	74	83	55	66	-
Grade 1	57	72	56	67	50
Grade 2	53	61	52	51	43
Grade 3	47	59	41	45	50
Grade 4	51	60	40	47	40
Grade 5	48	58	43	45	45
Grade 6	55	61	42	53	48

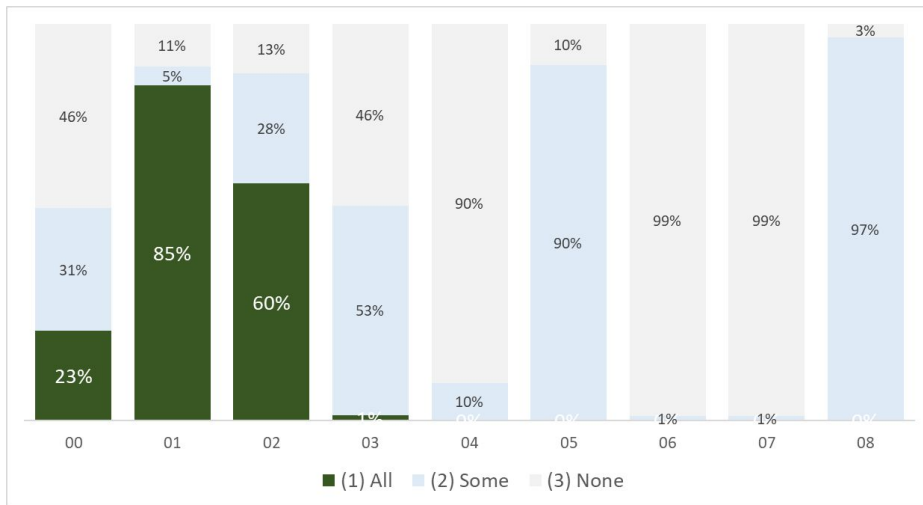
- **Reading Foundational Skills** was the highest percent correct at 68%, above the district at 64%
- **Reading Informational Text** was the lowest at 50%
- **Language** had the highest gap to the district at +9% (61% correct versus 52%)

# Curriculum Engagement and Results

Ready Math

# Ready Math Engagement

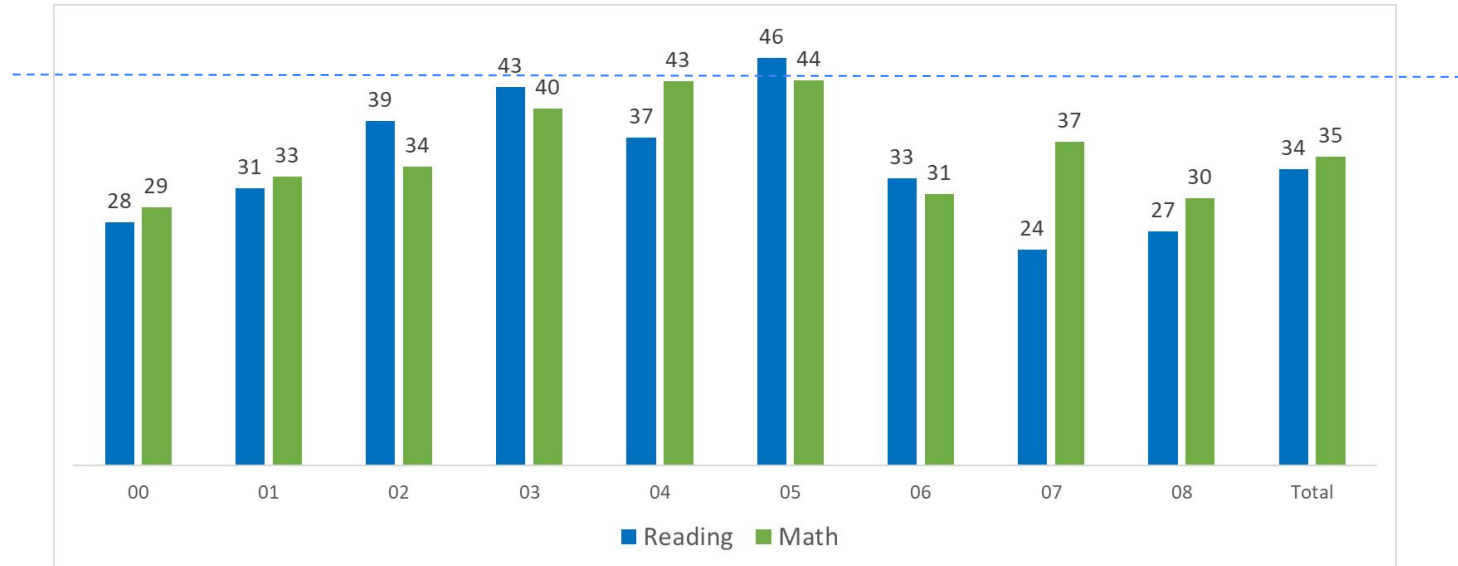
Bush  
Percent of Ready Math Unit Assessments Administered  
2023-2024



- Engagement in the Ready Math Unit Assessments is **mixed**:
  - ➔ **High Engagement**
    - Kinder, 1st, 2nd
  - ➔ **Some Engagement**
    - 3rd, 5th, 8th
  - ➔ **No Engagement**
    - 4th, 6th, 7th

# i-Ready Lessons

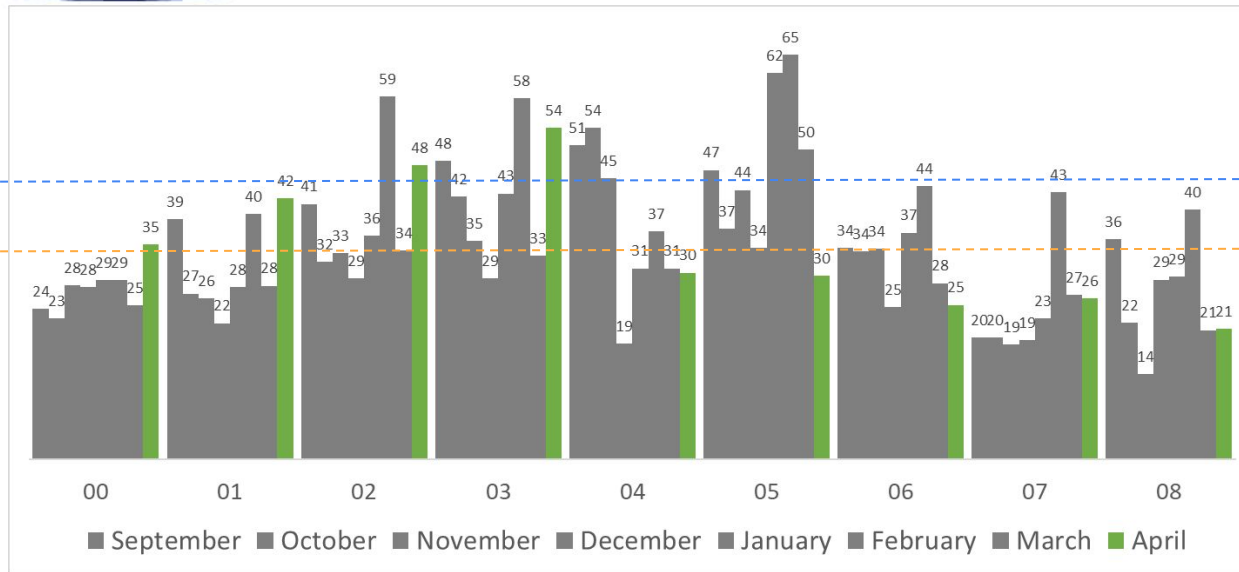
# Average Minutes - i-Ready Lessons



**\*i-Ready recommends a minimum 45 minutes per week per subject (blue dashed line)**

- **Overall**, the average year-to-date minutes 34 for reading and 35 for math
- 5th grade had the highest average at 90 total minutes (46 for reading, 44 for math)

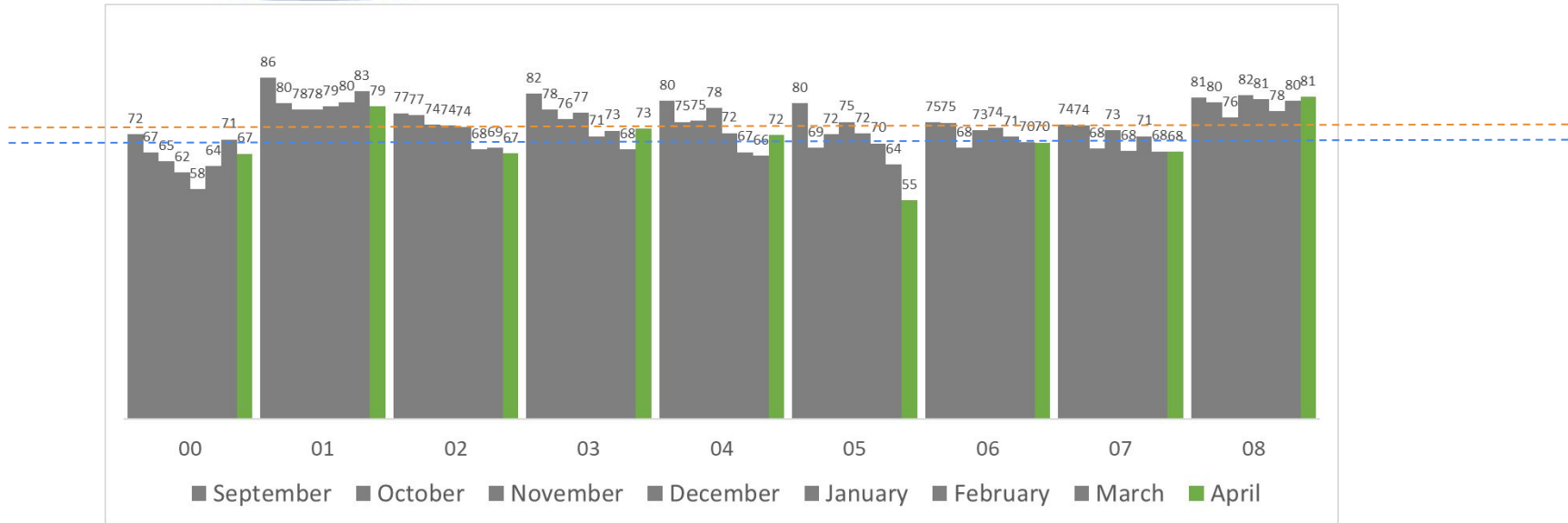
# i-Ready Pathway Data- Avg Minutes Reading



*\*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Bush, **34 minutes** were spent on average in i-Ready Reading (orange line)
- 5th grade met the recommended weekly minutes

# i-Ready Pathway Data- % Correct Reading

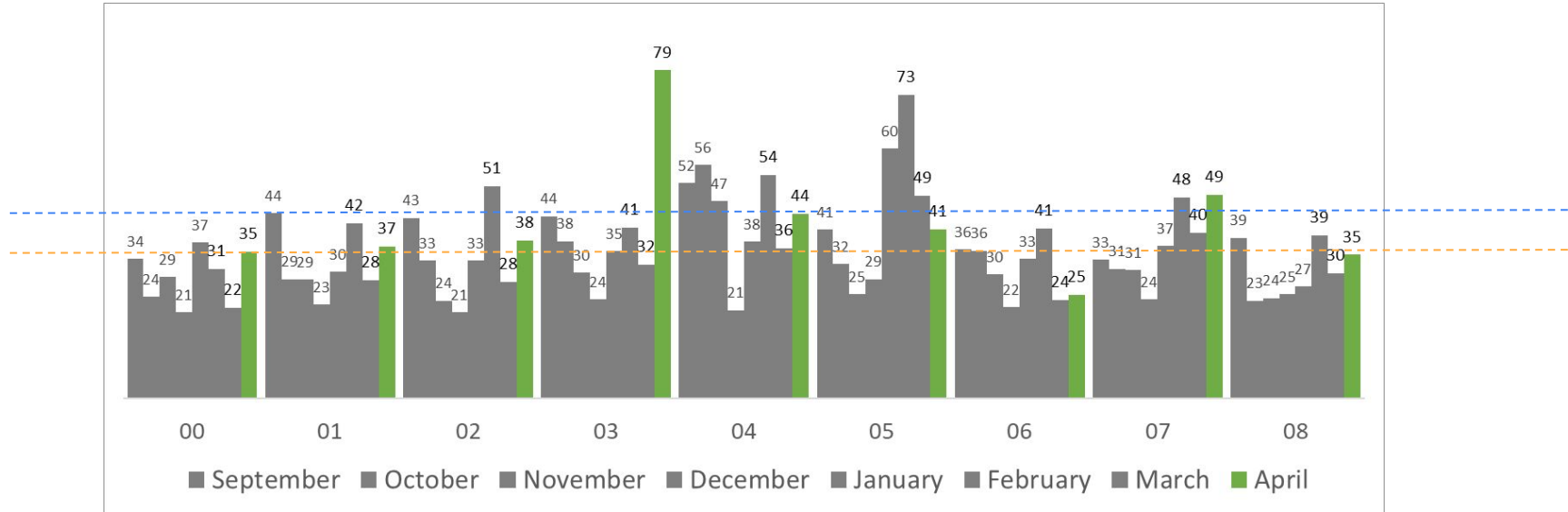


*\*i-Ready recommends 70% for passing lessons (blue line)*

- For Bush, average was 74%, above the target (orange line)
- All grades met the recommended passing rate with the exception of Kinder



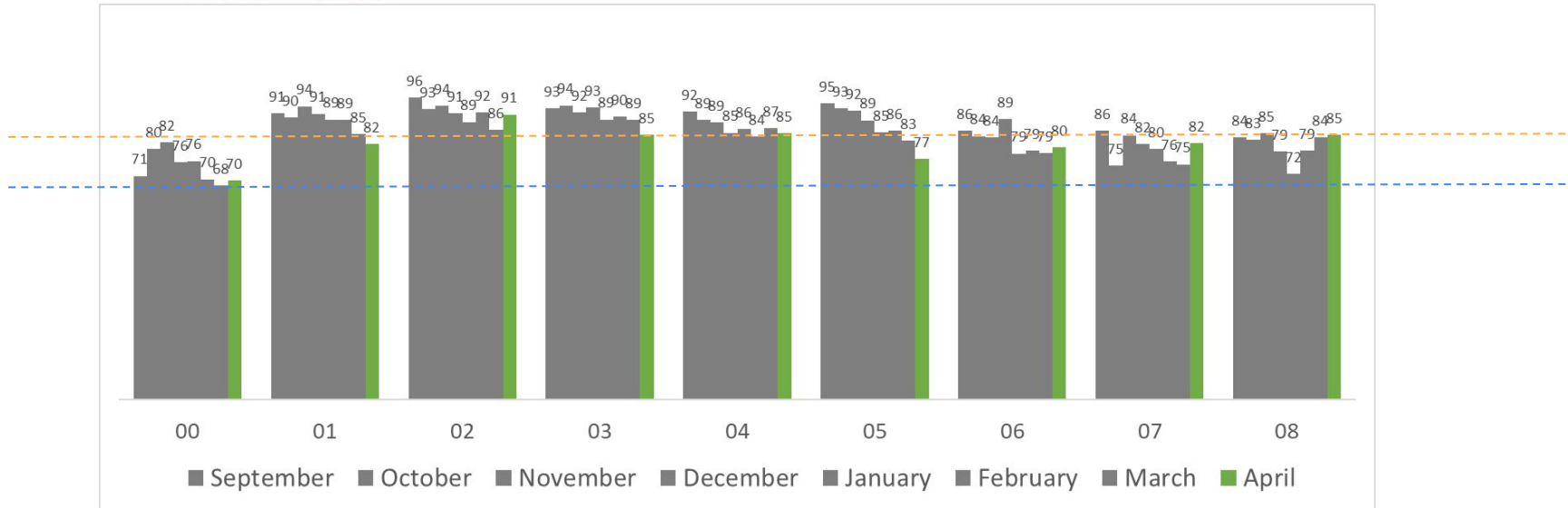
# i-Ready Pathway Data- Avg Minutes Math



*\*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Bush, **35 minutes** were spent on average in i-Ready **Math** (orange line)
- No grade levels met the required minutes on average year to date

# i-Ready Pathway Data- % Correct Math



*\*i-Ready recommends 70% for passing lessons (blue line)*

- For Bush, average was 85% (orange line)
- On average, all grades met the 70% target

# Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

## A

Acronym	Description
AB	Assembly Bill
ACE	<a href="#">American Council on Education</a> (Outside CDE Source)
ACSA	<a href="#">Association of California School Administrators</a> (Outside CDE Source)
ACT	<a href="#">American College Testing</a> (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	<a href="#">Audits and Investigations Division</a> – CDE
AIECE	<a href="#">American Indian Early Childhood Education</a>
AMARD	<a href="#">Analysis, Measurement, and Accountability Reporting Division</a> – CDE
AP	<a href="#">Advanced Placement</a>
API	<a href="#">Academic Performance Index</a>
ARP	<a href="#">American Rescue Plan Act of 2021 (Stimulus 3)</a>
APR	<a href="#">Accountability Progress Reporting</a>
ATSI	<a href="#">Additional Targeted Support and Improvement</a>
AVID	<a href="#">Advancement Via Individual Determination</a>

## B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

## C

Acronym	Description
CAASFEP	<a href="#">California Association of Administrators of State and Federal Education Programs</a> (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	<a href="#">California Association of Bilingual Education</a> (Outside CDE Source)
CALPADS	<a href="#">California Longitudinal Pupil Achievement Data System</a>
CalSTRS	<a href="#">California State Teachers' Retirement System</a> (Outside CDE Source)
CalWORKS	<a href="#">California Work Opportunity and Responsibility to Kids</a>

CARES	<a href="#">Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)</a>
CARS	<a href="#">Consolidated Application and Reporting System</a>
CASBO	<a href="#">California Association of School Business Officials</a> (Outside CDE Source)
CBEDS	<a href="#">California Basic Educational Data System</a>
CBEST	<a href="#">California Basic Educational Skills Test</a> (Outside CDE Source)
CCC	<a href="#">California Community Colleges</a> (Outside CDE Source)
CCCCO	<a href="#">California Community Colleges Chancellor's Office</a> (Outside CDE Source)
CCEE	<a href="#">California Collaborative for Educational Excellence</a> (Outside CDE Source)
CCI	<a href="#">College/Career Indicator</a>
CCR	<a href="#">California Code of Regulations</a>
CCSESA	<a href="#">California County Superintendents Educational Services Association</a> (Outside CDE Source)
CCSS	<a href="#">Common Core State Standards</a>
CCSSO	<a href="#">Council of Chief State School Officers</a> (Outside CDE Source)
CCTD	<a href="#">Career and College Transition Division</a> – CDE
CDC	<a href="#">Centers for Disease Control and Prevention</a> (Outside CDE Source)
CDE	<a href="#">California Department of Education</a>
CDS Code	<a href="#">County/District/School Code</a>
CEI	<a href="#">Community Engagement Initiative</a> (Outside CDE Source)
CFIRD	<a href="#">Curriculum Frameworks, and Instructional Resources Division</a> – CDE
CFR	<a href="#">Code of Federal Regulations</a> (Outside CDE Source)
CFT	<a href="#">California Federation of Teachers</a> (Outside CDE Source)
CHKRC	<a href="#">California Healthy Kids Resource Center</a> (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	<a href="#">California High School Proficiency Examination</a>
CLAD	<a href="#">Crosscultural, Language, and Academic Development</a> (Outside CDE Source)
CMD	<a href="#">Clearinghouse for Multilingual Documents</a>
CMT	<a href="#">California Department of Education Monitoring Tool</a>

CNIPS	<a href="#">Child Nutrition Information Payment System</a>
COE	County Office of Education
CPS	Child Protection Services
CSB	<a href="#">California School for the Blind</a>
CSBA	<a href="#">California School Boards Association</a> (Outside CDE Source)
CSEA	<a href="#">California State Employees Association</a> (Outside CDE Source)
CSI	<a href="#">Comprehensive Support and Improvement</a>
21CSLA	<a href="#">21st Century California School Leadership Academy</a>
CSU	<a href="#">California State University</a> (Outside CDE Source)
CTA	<a href="#">California Teachers Association</a> (Outside CDE Source)
CTC	<a href="#">Commission on Teacher Credentialing</a> (Outside CDE Source)
CTE	<a href="#">Career Technical Education</a>
CYA	<a href="#">California Youth Authority</a> (Outside CDE Source)

## D

Acronym	Description
Dashboard	<a href="#">California School Dashboard</a>
DASS	<a href="#">Dashboard Alternative School Status</a>
DHCS	<a href="#">Department of Health Care Services</a>
DOF	<a href="#">Department of Finance</a> (Outside CDE Source)
DOL	<a href="#">U.S. Department of Labor</a> (Outside CDE Source)
DSS	<a href="#">Department of Social Services</a> (Outside CDE Source)

## E

Acronym	Description
EANS	<a href="#">Emergency Assistance to Non-public schools</a>
EC	<a href="#">Education Code</a> (Outside CDE Source)
ED	<a href="#">U.S. Department of Education</a> (Outside CDE Source)
EDGAR	<a href="#">Education Department General Administrative Regulations</a> (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	<a href="#">Educator Excellence and Equity Division</a> – CDE
EL	<a href="#">English learner</a>

ELA	English-language Arts
ELCD	<a href="#">Early Learning and Care Division</a> – CDE
ELD	<a href="#">Expanded Learning Division</a> – CDE
ELPAC	<a href="#">English Language Proficiency Assessments for California</a>
ELPI	<a href="#">English Learner Progress Indicator</a>
EL Roadmap	<a href="#">English Learner Roadmap Policy</a>
ELSB	<a href="#">Early Literacy Support Block</a>
ELSD	<a href="#">English Learner Support Division</a> – CDE
ESEA	<a href="#">Elementary and Secondary Education Act of 1965</a> (Outside CDE Source)
ESSA	<a href="#">Every Student Succeeds Act</a>
ESSER	<a href="#">Elementary and Secondary School Emergency Relief Fund</a>
ETS	<a href="#">Educational Testing Service</a> (Outside CDE Source)
EWIG	<a href="#">Educator Workforce Investment Grant</a>

## F

Acronym	Description
FASD	<a href="#">Fiscal and Administrative Services Division</a>
FM	Fiscal Monitoring
FPM	<a href="#">Federal Program Monitoring</a>
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	<a href="#">Foster Youth Services</a>

## G

Acronym	Description
GAD	<a href="#">Government Affairs Division</a> – CDE
GATE	<a href="#">Gifted and Talented Education</a>
GED	<a href="#">General Educational Development Test</a>

GEER	<a href="#">Governor's Emergency Education Relief Fund</a>
GL	General Ledger
GMART	<a href="#">Grant Management and Reporting Tool</a>
GPA	Grade Point Average

## H

Acronym	Description
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## I

Acronym	Description
IB	International Baccalaureate
IDEA	<a href="#">Individuals with Disabilities Education Act</a> (Outside CDE Source)
IEP	Individualized Education Program
IS	<a href="#">Independent Study</a>
ISSPO	Integrated Student Support and Programs Office

## J

Acronym	Description
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## K

Acronym	Description
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## L

Acronym	Description
LAC	<a href="#">Legal, Audits, and Compliance Branch</a>
LASSO	<a href="#">Local Agency Systems Support Office</a>
LCAP	<a href="#">Local Control and Accountability Plan</a>
LCFF	<a href="#">Local Control Funding Formula</a>
LEA	Local Educational Agency
LTEL	Long-term English Learner

## M

Acronym	Description
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MSD	<a href="#">Multilingual Support Division</a> – CDE
MTSS	<a href="#">Multi-tiered System of Support</a> (Outside CDE Source)

## N

Acronym	Description
NBCT	<a href="#">National Board Certified Teacher</a>
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	<a href="#">National Education Association</a> (Outside CDE Source)
NGSS	<a href="#">Next Generation Science Standards</a> (Outside CDE Source)
NPS	Non-Public School
NSBA	<a href="#">National School Boards Association</a> (Outside CDE Source)
NSD	<a href="#">Nutrition Services Division</a> – CDE

## O

Acronym	Description
OMB	Office of the Management and Budget
OSE	<a href="#">Office of the Secretary of Education</a> (Outside CDE Source)
OSHA	<a href="#">Occupational Safety and Health Administration</a> (Outside CDE Source)

## P

Acronym	Description
PCA	Program Cost Account
PFT	<a href="#">Physical Fitness Testing</a>
PSAT	<a href="#">Preliminary Scholastic Achievement Test</a> (Outside CDE Source)
PTA	<a href="#">Parent Teacher Association (State)</a> (Outside CDE Source)

## Q

Acronym	Description
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## R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals



ROCP	<a href="#">Regional Occupational Centers and Programs</a>
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## S

Acronym	Description
SACS	<a href="#">Standardized Account Code Structure</a>
S and C Funds	Supplemental and Concentration Funds
SARB	<a href="#">School Attendance Review Board</a>
SARC	School Accountability Report Card
SASD	<a href="#">Student Achievement and Support Division</a> – CDE
SAT	<a href="#">Scholastic Achievement Test</a>
SB	Senate Bill
SBE	<a href="#">State Board of Education</a>
SBP	<a href="#">School Breakfast Program</a>
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	<a href="#">Special Education Division</a> – CDE
SELPA	<a href="#">Special Education Local Plan Area</a>
SELPA Content Leads	SELPA Content Leads <a href="https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp">https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp</a>
SES	<a href="#">Supplemental Educational Services</a> (Outside CDE Source)
SFSD	<a href="#">School Fiscal Services Division</a>
SIG	<a href="#">School Improvement Grant</a>
SIL	<a href="#">SELPA Systems Improvement Leads</a> (Outside CDE Source)
SNP	<a href="#">School Nutrition Program</a>
SnS	<a href="#">Supplement not Supplant</a>
SpED	Special Education
SPSA	<a href="#">School-Plan for Student Achievement</a>
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	<a href="#">Statewide Student Identifier</a>
SSO	<a href="#">(Statewide) System of School Support</a>
SSPI	<a href="#">State Superintendent of Public Instruction</a>
SSSSD	<a href="#">State Special Schools and Services Division</a>
STAR	<a href="#">Standardized Testing and Reporting Program</a>
STEM	<a href="#">Science, Technology, Engineering, and Mathematics</a>
SWD	Students with Disabilities
SWP	<a href="#">Schoolwide programs</a>

## T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	<a href="#">Technical Assistance</a>
TAS	<a href="#">Targeted School Assistance</a>
TSD	<a href="#">Technology Services Division</a>
TSI	<a href="#">Targeted Support and Improvement</a>
TUPE	<a href="#">Tobacco-Use Prevention Education</a>

## U

Acronym	Description
UC	<a href="#">University of California</a> (Outside CDE Source)
UCOP	<a href="#">University of California Office of the President</a> (Outside CDE Source)
UCP	<a href="#">Uniform Complaint Procedures</a>
UGG	Uniform Grant Guidance
USDA	<a href="#">U.S. Department of Agriculture</a> (Outside CDE Source)

## V

Acronym	Description
VAPA	<a href="#">Visual and Performing Arts</a>

## W

Acronym	Description
WASC	<a href="#">Western Association of Schools and Colleges</a> (Outside CDE Source)
WestEd	<a href="#">WestEd</a> (Outside CDE Source)
WIC	<a href="#">Women, Infants, and Children</a> (Outside CDE Source)

## X, Y, Z

Acronym	Description
YRE	<a href="#">Year-round Education</a>

Questions: Felicia Novoa | [fnovoa@cde.ca.gov](mailto:fnovoa@cde.ca.gov)