

# George W. Bush Elementary

5420 Fred Russo Dr. • Stockton, CA 95212 • (209) 933-7350 • Grades K-8

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### **Stockton Unified School District**

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
www.stocktonusd.net

### **District Governing Board**

Cecilia Mendez  
Andrea Burrise  
Kathleen Garcia  
Lange P. Luntao  
Maria Mendez  
Angela Phillips  
Steve Smith

### **District Administration**

Dan Wright, Acting Superintendent  
**Superintendent**  
Dr. Ward Andrus  
**Assistant Superintendent,  
Educational Services**

### **School Description**

George W. Bush Elementary school is a PK-8 school serving over 900 students. We have a very diverse student population providing our students an opportunity to interact with children from all over the world. We offer students the opportunity to be involved in a number of programs including AVID, Academic Pentathlon, music, and science competition groups.

School Mission: "To educate and inspire students to become successful members of society."

School Vision: "We are committed to creating a positive learning environment through establishing inclusive relationships, data-driven collaboration and instruction, and community involvement."

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	119
Grade 1	110
Grade 2	94
Grade 3	123
Grade 4	103
Grade 5	96
Grade 6	95
Grade 7	93
Grade 8	96
<b>Total Enrollment</b>	<b>929</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.4
American Indian or Alaska Native	0.4
Asian	36.3
Filipino	7.9
Hispanic or Latino	35.2
Native Hawaiian or Pacific Islander	2
White	4.6
Two or More Races	4.2
Socioeconomically Disadvantaged	83.6
English Learners	22.1
Students with Disabilities	7.3
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
George W. Bush Elementary	15-16	16-17	17-18
With Full Credential	34	31	31
Without Full Credential	3	7	6
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
George W. Bush Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials Year and month in which data were collected: September 23, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	FOSS (Full Option Science System) Adopted in 2007  CK-12 Earth Science Adopted in 2016  CK-12 Life Science Adopted in 2016  CK-12 Physical Science Adopted in 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	K-5 Scott Foresman Adopted in 2006  6-8 Glencoe: Discovering Our Past Adopted in 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 6/13/2017**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				North/ East Boys R/R: exhaust fan-loud noise-repair, cover plate missing- replace
<b>Interior:</b> Interior Surfaces			X		A-6: floor tile lifting-repair B-5: floor tile -repair by M/P Girls R/R: tile separating from ceiling-repair Girls R/R: corner wall and ceiling-needs grout Kinder D-2: crack floor tile-repair, Library: floor tile lifting-repair
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				Multipurpose/ Kitchen: East sink faucet-leaks-repair North/ East Boys R/R: exhaust fan-loud noise-repair, cover plate missing- replace
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				by M/P Boys R/R: crack wall tiles- repair P-9: entrance ramp-paint with non-slip
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				AA-1: entrance door sweep-replace
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	27	28	25	26	48	48
Math	25	24	21	20	36	37

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	39	46	29	30	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.4	21.4	10.2
7	25.6	9.3	3.5

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	183	182	99.5	45.6
Male	91	90	98.9	46.7
Female	92	92	100.0	44.6
Black or African American	16	16	100.0	12.5
Asian	90	90	100.0	47.8
Filipino	12	11	91.7	100.0
Hispanic or Latino	50	50	100.0	42.0
Socioeconomically Disadvantaged	80	80	100.0	31.3
English Learners	28	28	100.0	3.6

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	608	596	98.03	28.02
<b>Male</b>	304	297	97.7	23.57
<b>Female</b>	304	299	98.36	32.44
<b>Black or African American</b>	48	48	100	10.42
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	226	220	97.35	33.64
<b>Filipino</b>	46	46	100	52.17
<b>Hispanic or Latino</b>	217	214	98.62	20.56
<b>Native Hawaiian or Pacific Islander</b>	14	14	100	42.86
<b>White</b>	30	29	96.67	34.48
<b>Two or More Races</b>	24	22	91.67	18.18
<b>Socioeconomically Disadvantaged</b>	503	494	98.21	25.91
<b>English Learners</b>	240	232	96.67	20.69
<b>Students with Disabilities</b>	52	51	98.08	9.8
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	608	604	99.34	23.84
Male	304	301	99.01	22.92
Female	304	303	99.67	24.75
Black or African American	48	48	100	12.5
American Indian or Alaska Native	--	--	--	--
Asian	226	225	99.56	30.67
Filipino	46	46	100	56.52
Hispanic or Latino	216	215	99.54	15.81
Native Hawaiian or Pacific Islander	14	14	100	28.57
White	30	30	100	16.67
Socioeconomically Disadvantaged	502	498	99.2	22.29
English Learners	239	239	100	19.67
Students with Disabilities	52	51	98.08	5.88
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### **C. Engagement**

#### **State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### **Opportunities for Parental Involvement (School Year 2017-18)**

Parents are always welcome and we encourage parents and guardians to be actively involved through volunteering or in a more formal process by serving on our School Site Council or our English Learner Advisory Committee.

Parents can volunteer or participate in a variety of activities throughout the school year including; Book Fair, curriculum nights, Back to School Night, and zone wide events to name a few.

#### **State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### **School Safety Plan**

George W. Bush school revises and updates our school's comprehensive safety plan annually per the district guidelines. Our committee includes administration, certificated and classified employees. Additional parent input is always welcome, the plan is reviewed annually with our School Site Council and the English Learner Advisory Committee. Our plan is always available for review in the main office.

**Suspensions and Expulsions**

School	2014-15	2015-16	2016-17
Suspensions Rate	6.6	7.5	4.4
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	9.4	7.6
Expulsions Rate	0.1	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	50	
Percent of Schools Currently in Program Improvement	86.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	0.50
Social Worker	0.10
Nurse	0.40
Speech/Language/Hearing Specialist	0.75
Resource Specialist	1.00
Other	2.00
Average Number of Students per Staff Member	
Academic Counselor	0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Elementary)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	19	20		1	1	5	4	5			
1	20	29	26	3			2	7	9			
2	31	20	27		4	1	2	9	6	2		
3	28	29	22	1		4	1	7	8	3		
4	32	31	31				2	3	7	2	4	
5	30	27	30		1	1	4	6	6			
6	35	28	30		1	1		6	6	4		
Other	15	9	10	2	3	1	1					

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Professional Development provided for Teachers**

Continued staff development in the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process.

Off-site staff development included training in PLCs, AVID, Project GLAD and various curriculum training.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.

Site-based staff development initiatives include training in PLCs, AVID and various programmatic training.



FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,548	\$47,808
Mid-Range Teacher Salary	\$67,772	\$73,555
Highest Teacher Salary	\$85,377	\$95,850
Average Principal Salary (ES)	\$117,335	\$120,448
Average Principal Salary (MS)		\$125,592
Average Principal Salary (HS)	\$124,976	\$138,175
Superintendent Salary	\$241,638	\$264,457
Percent of District Budget		
Teacher Salaries	32%	35%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6743.89	1655.51	5088.38	75367.02
District	♦	♦	7247.82	\$68,852
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-29.8	9.5
Percent Difference: School Site/ State			-22.6	-4.9

\* Cells with ♦ do not require data.