



George W. Bush Elementary

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

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<https://www.stocktonusd.net/Bush>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Stockton Unified School District

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District Governing Board

Cecilia Mendez
AngelAnn Flores
Kathleen Garcia
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Maria Mendez
Scot McBrian
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District Administration

John E. Deasy, Ph.D.
Superintendent

Dr. Reyes Gauna
**Assistant Superintendent of
Educational Support Services**

Craig Wells
**Assistant Superintendent of
Human Resources**

Sonjhia Lowery
**Assistant Superintendent of
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, MESA, 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	152
Grade 1	98
Grade 2	107
Grade 3	81
Grade 4	102
Grade 5	96
Grade 6	97
Grade 7	95
Grade 8	93
Total Enrollment	921

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.3
American Indian or Alaska Native	0.2
Asian	37.1
Filipino	7.1
Hispanic or Latino	34.0
Native Hawaiian or Pacific Islander	2.1
White	5.1
Socioeconomically Disadvantaged	82.2
English Learners	20.2
Students with Disabilities	9.9
Foster Youth	0.7

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	16-17	17-18	18-19
With Full Credential	31	31	34
Without Full Credential	7	6	4
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
George W. Bush Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2018-19)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>FOSS (Full Option Science System) Adopted in 2007</p> <p>CK-12 Earth Science Adopted in 2016</p> <p>CK-12 Life Science Adopted in 2016</p> <p>CK-12 Physical Science Adopted in 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>K-5 California Studies Weekly Adopted in 2017</p> <p>6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/31/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	AA-2: south counter top trim-repair, missing wall tile-repair, ceiling cracks-repair and paint B-building Boys R/R: entrance door and frames-paint, toilet paper dispensers rusted-replace all, ceiling-paint B-building Girls R/R: entrance door and frames-paint, ceiling -fill in cracks and paint CC-2: entrance door and frame-paint, Hvac door vent dusty-clean DD-2: entrance door and frame-paint, east wall dumtar-repair, north counter trim-repair FF-1: entrance door and frame-paint, west wall dumtar-repair Multipurpose/ Kitchen: stage trim-paint, double doors and frames-paint, exterior walls -paint North Boys R/R: kick down rubber tip-replace, trash receptacle-paint, toilet paper dispensers rusted-replace, handicap stall door stop-replace North Girls R/R: kick down rubber tip-replace, metal trash receptacle-paint, toilet seats loose-tighten, interior walls and ceiling-paint P-8: handrails-paint, entrance door and frame-paint, ceiling tiles around air vent stained-replace
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/31/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	B-building Boys R/R: entrance door and frames-paint, toilet paper dispensers rusted-replace all, ceiling-paint B-building Girls R/R: entrance door and frames-paint, ceiling -fill in cracks and paint CC-2: entrance door and frame-paint, Hvac door vent dusty-clean DD-2: entrance door and frame-paint, east wall dumtar-repair, north counter trim-repair FF-1: entrance door and frame-paint, west wall dumtar-repair Multipurpose/ Kitchen: stage trim-paint, double doors and frames-paint, exterior walls -paint North Boys R/R: kick down rubber tip-replace, trash receptacle-paint, toilet paper dispensers rusted-replace, handicap stall door stop-replace North Girls R/R: kick down rubber tip-replace, metal trash receptacle-paint, toilet seats loose-tighten, interior walls and ceiling-paint P-8: handrails-paint, entrance door and frame-paint, ceiling tiles around air vent stained-replace
Overall Rating	Fair	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	28.0	34.0	26.0	28.0	48.0	50.0
Math	24.0	28.0	20.0	21.0	37.0	38.0

Note: 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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	26.6	21.3	23.4
7	22.2	16.7	8.9

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	550	547	99.45	34.00
Male	264	264	100.00	28.03
Female	286	283	98.95	39.58
Black or African American	54	53	98.15	11.32
American Indian or Alaska Native	--	--	--	--
Asian	219	219	100.00	45.66
Filipino	41	41	100.00	60.98
Hispanic or Latino	170	169	99.41	23.67
Native Hawaiian or Pacific Islander	14	14	100.00	35.71
White	22	21	95.45	14.29
Two or More Races	28	28	100.00	25.00
Socioeconomically Disadvantaged	442	440	99.55	31.82
English Learners	206	206	100.00	21.36
Students with Disabilities	30	29	96.67	6.90
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	550	547	99.45	27.97
Male	264	264	100	26.52
Female	286	283	98.95	29.33
Black or African American	54	53	98.15	9.43
American Indian or Alaska Native	--	--	--	--
Asian	219	219	100	38.81
Filipino	41	41	100	46.34
Hispanic or Latino	170	169	99.41	15.98
Native Hawaiian or Pacific Islander	14	14	100	35.71
White	22	21	95.45	14.29
Two or More Races	28	28	100	32.14
Socioeconomically Disadvantaged	442	440	99.55	26.36
English Learners	206	206	100	18.93
Students with Disabilities	30	29	96.67	13.79
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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. Additionally, we have monthly parent coffee hours in which we invite relevant community speakers to address our parents on topics of interest.

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. Key elements of the plan that are reviewed several times a year include; safe and orderly drills, parent communication process, and parent reunification processes. Our plan is always available for review in the main office.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	7.5	4.4	4.7
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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)	.02
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	0.50
Social Worker	.12
Nurse	.4
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	19	20	18	1	1	4	4	5	5			
1	29	26	24				7	9	9			
2	20	27	26	4	1		9	6	9			
3	29	22	26		4	1	7	8	6			
4	31	31	25			1	3	7	8	4		
5	27	30	30	1	1	1	6	6	6			
6	28	30	30	1	1	1	6	6	4			2
Other	9	10		3	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 instructional coaches, staff PLC collaboration meetings, data team meetings.

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

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7066.13	1719.99	5346.14	79151.94
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-14.8	13.9
Percent Difference: School Site/ State			-20.6	-0.1

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

Teacher Induction Program

Extended Day Programs

English Language Acquisition Program (ELAP)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.