



SCHOOL PLAN  
FOR  
STUDENT ACHIEVEMENT

YEAR 3 REVISION  
(SY 2019-2020)

GRUNSKY ELEMENTARY

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# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Grunsky Elementary	39686766042600	Original – 02/08/2018 Revision – 05/29/2019 Revision -	Original – 04/10/2018 Revision – 06/25/2019 Revision -

## Purpose and Description

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

Grunsky Elementary is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI).

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Grunsky Elementary’s school plan aligns with the district’s Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP’s intent.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Grunsky Elementary developed a three-year (2017-2020) school plan which aligned to the district’s goals and incorporated strategies specific to its school. The original plan was reviewed by the school’s School Site Council on February 8, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Grunsky Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material

changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2.

In school year 2018-2019, also Year 2, Grunsky Elementary initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. These meetings (Coffee Hour and ELAC) were held on the last Tuesday of each month and four times within the school year respectively.

In summary, Grunsky made progress in ELA and Math. On the SBAC, Grunsky moved up 18 points closer to the distance to 3. This was the third highest gain in the district. In Math, Grunsky moved up 6.5 points closer to the distance to 3; this was one of the top 15 highest gains in the school district. In these areas (ELA and Math), Grunsky needs to continually improve. In terms of attendance, Grunsky had a chronic absenteeism of 21.8% and its suspension rate rose from 6.1 to 12.3. Additionally, Grunsky had only 6% of its 3rd grade students met or exceeded the ELA SBAC standards. The barriers include the following: high poverty rate (3rd highest in the district), student absenteeism, truancy, and lack of parental involvement.

As a result of the stakeholder involvement and data reviews, Grunsky Elementary has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019.

## Resource Inequities

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

Resource inequities will be identified in an upcoming comprehensive needs assessment process.

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal 1 – Student Achievement

ELA/ELD SMART Goal:

By June 30, 2020, increase the percentage of students meeting standards on SBAC by 8% in ELA.

Math SMART Goal:

By June 30, 2020, increase the percentage of students meeting standards on SBAC by 8% in Math.

Science SMART Goal:

All K-8 grade teachers from Grunsky will be provided with training on the NGSS or Next Generation Science Standards. All teachers will conduct 2 science experiments related to their grade level standards. Currently, Grunsky trails the district in 5th grade on Science MAP test by 3% (21% vs. 24%). In 8th grade, the percentage has dropped even lower. Grunsky's percentage of students meeting standards in Science is 50% lower than the district's 30% (15% vs. 30%). Our goal for the 2019-2020 school year is to increase the percentage of students meeting their Science standards in grades 5th and 8th by 5% as measured by district-approved assessment measures.

## Identified Need

### ELA/ELD:

18% of Grunsky students met ELA standards on SBAC and were 80.9 points from the DT 3, the 10th lowest in SUSD

In the 4 years of SBAC the percentage of students meeting ELA standards has increased 4%.

On SBAC only 6% of 3rd grade students met the ELA standards, the 2nd lowest in the entire district.

On the positive side Grunsky was one of 8 schools to grow by 3% or more in meeting ELA standards on SBAC.

In moving closer to the DT 3 on SBAC Grunsky was made the 3rd greatest gain in the SUSD with a 17.9 points.

Grunsky K-2nd students outperformed or evidenced growth in meeting their grade level standards when compared to the District on Winter MAP

In Math the results are as follows with Grunsky listed first, K 54% to 44% (+10%), 1st. 63% to 43% (+20%), 2nd 46% to 36% (+10).

In ELA K 31% to 32% (-1%), 1st 48% to 36% (+12%), 2nd 39% to 30% (+9%).

Grunsky also outperformed the district in grades K-2nd in average RIT scores for both math and ELA.

The data is as follows with Grunsky listed first. Math: K 147.3 to 143.9 (+3.4), 1st 173.9 to 166.5 (+7.4), 2nd 179.6 to 177.3 (+2.3). (SUSD continuous improvement document Feb. 2019)

Grunsky only had 6% of its 3rd grade students meeting SBAC ELA standards;

This is the second lowest percentage in the entire district.

It is significant that last year on the Winter MAP, Grunsky's 3rd graders met only 15% of standards in Math and 11% for ELA.

The current 3rd grade Winter MAP results are 25% for Math and ELA. This is a 10% increase in Math and a 14 % increase for ELA.

Grunsky's K-1 grades saw considerable growth when comparing Grunsky's last year's MAP average scores to the district's K-1 grade schools.

In kindergarten our ranking went from 23rd to 7th in reading and 14th to 4th in math. In first grade scores advanced from 14th to 2nd in reading and 9th to 4th in math. (Source NWEA)

In meeting growth targets on last year's Fall to Spring MAP Grunsky exceeded District percentages in both K-1 for ELA and Math.

The comparisons are as follows: Grunsky is listed first and district second. In ELA: K 77% to 45%, 1st 78% to 40%. In Math, K 86% to 58%, 1st 77% to 47%.

Grunsky has the third highest SED population in SUSD at 93.8%

### English Learner Progress

Level 4 - Well Developed - 19.5%

Level 3 - Moderately Developed - 36%

Level 2 - Somewhat Developed - 24.4%

Level 1 - Beginning Stage - 20.1%

### Math:

19% of Grunsky students met their Math standards on SBAC and were 91.8 points from the DT 3, the 13th lowest in SUSD

In the 4 years of SBAC the percentage of students meeting standards is the same.

On the positive side Grunsky was only one of 19 schools in the district to grow by 5% or more in meeting Math standards on SBAC and one of 8 schools to grow by 3% or more in ELA.

On Winter Map Grunsky had a higher percentage of students meeting standards in Math 31% to 26% and were only 2% away from the district 31% to 29%.

Grunsky K-2nd students outperformed or evidenced growth in meeting their grade level standards when compared to the District on Winter MAP

In Math the results are as follows with Grunsky listed first, K 54% to 44% (+10%), 1st. 63% to 43% (+20%), 2nd 46% to 36% (+10).

Grunsky also outperformed the district in grades K-2nd in average RIT scores for both math and ELA.

The data is as follows with Grunsky listed first. Math: K 147.3 to 143.9 (+3.4), 1st 173.9 to 166.5 (+7.4), 2nd 179.6 to 177.3 (+2.3). (SUSD continuous improvement document Feb. 2019)

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Grunsky has the third highest SED population in SUSD at 93.8%

## Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	80.9 points below	70.9 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	91.8 points below	81.8 points below



## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including Students with Disabilities at Grunsky will be served.

### Strategy/Activity

Teachers will be provided with professional learning opportunities to supplement and reinforce core instruction through collaborative practices with an instructional coach as well as attendance at various trainings such as AVID (Advancement Via Individual Determination), Professional Learning Communities, and district Professional Development opportunities.

Substitute Pay Calculation:

60 days X \$200 = \$12,000

Teachers will provide extended day tutoring starting in August.

Additional Hourly Pay Calculation for teachers:

190 hours X \$60 rate of pay = \$11,400 (Allocating \$11,418)

90 hours X \$60 rate of pay = \$5,000 (Allocating \$5,412)

AVID Conference 15 teachers - \$2,500 X 15 = \$37,500 (Allocating \$24,450)

Field Trip transportation (\$7,000.00) and pupil fees (\$4,000.00)

Grunsky will establish a leadership/data team that will meet monthly after school to examine and analyze quantitative and qualitative data gathered from formative assessments, instructional rounds, and site-based surveys.

Additional Hourly Pay Calculation for teachers:

83 hours X \$60 rate of pay = \$4,980 (Allocating \$5,000)

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.

Applicable supplemental instructional materials include: novels/books, White boards, clipboards, Dry Erase Markers, Flashcards, Games, TPR, Copy paper, Folders/ sleeves, Pencils, Construction paper, Color printer, Color printer ink, Printer paper, Post It Chart Paper, glue sticks, envelopes,

colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10”x 13” & 5” x 7” envelopes, ball point pens, blue masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, pipe cleaners, and composition books.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$31,400 - 19101 (.30 FTE Program Specialist) \$9,698 - 30000 (Statutory Benefits)	Title I - 50643 Title I - 50643
\$73,267 - 19101 (Program Specialist) \$22,630 - 30000 (Statutory Benefits)	LCFF - 23030 LCFF - 23030
\$24,450 - 52150 (Conference)	Title I - 50643
\$30,000 - 43110 (Instructional Materials) \$20,000 - 43110 (Instructional Materials)	Title I - 50643 LCFF - 23030
\$7,000 - 58720 (Field Trip Non-District Trans)	Title I - 50643
\$4,000 - 58920 (Pupil Fees)	Title I - 50643
\$5,000 - 56590 (Maintenance Agreements)	Title I - 50643
\$12,000 - 11700 (Substitutes)	Title I - 50643
\$5,000 - 11500 (Teacher Additional Hourly)	LCFF - 23030
\$11,418 - 11500 (Teacher Additional Hourly) \$5,412 - 11500 (Teacher Additional Hourly)	Title I - 50643 LCFF - 23030

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students from Grades 2-3 who meet the qualifications will be provided with Accelerated Reader program.

**Strategy/Activity**

Provide students from Grades 2-3 with opportunities to increase reading proficiency using the Accelerated Reader (AR) program. AR metrics and formative assessment data will be used to assess growth. Teachers will document baseline and ongoing student scores, Lexile levels, number of AR books read per student, and number of students actively participating. Students will borrow AR books from the library to read at home. Students will take their AR test at the end of each week.

AR/STAR Subscription 175 students

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,709 - 58450 (License Agreements)	Title I - 50643
\$15,213 - 22601 (Library Media Clerk)	LCFF - 23030
\$4,845 - 30000 (Statutory Benefits)	LCFF - 23030

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Select English Language Learners from Grades K-8 will be served by our bilingual paraprofessional. Students including Students with Disabilities scoring a 1 or 2 on the ELPAC will work with our bilingual paraprofessional.

#### Strategy/Activity

Our bilingual paraprofessional will provide EL students with primary language support through small group instruction. Teachers and bilingual para will collaborate regarding daily plan for small group instruction using a log. The program specialist will advise the bilingual para regarding classroom placement. Identified EL students with proficiency level of 1 or 2 on the ELPAC will be the targeted group.

# of EL students

# of EL students making growth

# of EL students reclassified

# of EL students monitored

# of EL students assessed (initial)

# of EL students reassessed

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$23,356 - 21101 (Bilingual Assistant)

LCFF - 23020

\$29,976 - 30000 (Statutory Benefits)

LCFF - 23020

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students including Students with Disabilities will be served.

**Strategy/Activity**

To improve K-3 student writing through integration of Science and AVID organizational strategies. Students will be provided binders, binder paper, notebooks, and other writing tools in addition to Science materials to effectively carry out writing tasks infused in Science projects. Teachers will be provided with release time to attend training in writing, AVID and Science.

Substitute Pay Calculation:

27 days X \$200 = \$5,400 (Allocating \$5,550)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$5,550 (Substitutes)

LCFF - 23030

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroup: Preschool, Transitional Kindergarten

### Strategy/Activity

Provide students opportunities to:

- \*interact with their peers who will attend their kindergarten class promoting social skills,
- \*establish a connection between the kindergarten teacher and preschooler,
- \*practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- \*attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Service.

Title I

# Annual Review – Goal 1

## SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

#### Implementation

- 1.1 During the course of the 2017-2018 year we had a full time coach who exclusively worked with selected teachers either to co-teach, provide demo lessons, and work with grade levels during PLC meetings to plan, examine and analyze data. The coach kept a record of all her coaching interactions with teachers. Grunsky held 3 academic conferences where all teachers met by grade or across grade levels to learn about the California State Dashboard, disaggregate their data by class and grade level using ongoing MAP scores to determine growth in terms of number of students who met grade level and growth targets along with improvement for grade level means. The data analysis allowed teachers to develop strategies to provide additional support for students who were falling behind and enrichment for students to advance their learning. Teachers who were new or probationary were formally evaluated either by the assistant principal or principal twice during the year and provided with feedback. Teachers who had a needs improvement or an unsatisfactory on their evaluations were provided with improvement plans.
- 1.2 Seventy percent of our classes from Preschool through 8th grade used the library on a bimonthly basis to borrow books. Students borrowed books of interest to read at home. One hundred percent of classes checked out supplemental textbooks from Grades 1-8. As far as intervention, we utilized Imagine Learning and ST Math programs that were approved by the district. Students who attended after school tutoring utilized those programs as well. Out of 159 students in our after school tutoring or academic hour, there were 17 students whose post-test scores in Imagine Learning dropped. There were 14 students who tested out, and 10 students were unable to take their post-test.
- 1.3 Our Primary Language Bilingual Paraprofessional was assigned to nine classes ranging from Kindergarten through 4th grade in school year 2017-2018. She had a total of 40 EL students with CELDT levels 1 & 2 for primary language support. She provided language support on a daily basis between 25-30 minutes each day. Our bilingual paraprofessional received periodic trainings from the Language and Development Office throughout the year.
- 1.4 Grunsky was unable to purchase Accelerated Reader (AR) program due to lack of funds; however, Grunsky was able to purchase at least two additional laptops/computer carts so all classes have a set of laptops. Grunsky was able to provide materials such as binders, organizers, planners, markers, and others to support various class projects and advance the AVID agenda.

#### Effectiveness

- 1.1 The effectiveness of the implemented strategies and activities to achieve Goal 1 -Student Achievement during the 2017-2018 was realized in both qualitative and quantitative data. In terms of qualitative data, it was evident teachers and students felt more confident in their abilities to work together in PLCs and with classmates. As teachers and students became more confident it was reflected in teachers moving beyond what they had done in the past and students working

collaboratively in classes. Teachers were talking that student achievement was being advanced in almost all grade levels and the curriculum areas of math, science, English Language Arts and especially in area of writing. All students were using computers to begin to write and compose closer to the level of rigor for their grade levels. There was a sense of togetherness and teamwork built as the year progressed. A strong component was the site coach's ability to make connections and build trusting relationships with teachers. During academic conferences teachers shared their data and instructional ideas to encourage colleagues that we are in this together. Grade levels were talking not only with their grade level but with the grade levels above and below them. There were strong bonds being made and an especially strong foundation being built in grades K-2. Quantitative data also showed that we leveraged our implemented strategies into objective data in MAP and SBAC. Starting with our K-2 grade classes we saw considerable growth when comparing the grade level means and ranking to the prior year and 2017-18. In kindergarten our ranking went from 23rd to 7th in reading and 14th to 4th in math, first grade growth went from 14th to 2nd in reading and 9th to 4th in math and second grade ranking advanced from 30th to 13th in reading and 29th to 12th in math. In the remainder of all grade levels we saw mean level ranking improve with the exception of 4th grade math, 7th and 8th grade ELA and 8th grade reading. The ranking for 8th grade math remained the same. When comparing Grunsky Fall to Spring growth on MAP to SUSD in reading, Grunsky exceeded the District growth in all grade levels except 3rd grade. The comparison by grade level in terms of percentage of student making growth by grade level with Grunsky percentages being listed first was as follows: K 77% to 45%, 1st 78% to 40%, 2nd 45% to 38%, 3rd 19% to 41%, 4th 61% to 45%, 5th 58% to 46%, 6th 65% to 55%, 7th 61% to 58% and 8th 66% to 61%. Similarly, in Math, Grunsky outdistanced the District in growth with the exception of 3rd and 8th grade math. The comparisons in math are as follows with Grunsky being listed first: K 86% to 58%, 1st 77% to 47%, 2nd 42% to 31%, 3rd 39% to 42%, 4th 59% to 36%, 5th 58% to 35%, 6th 62% to 49%, 7th 72% to 54% and 8th 54% to 56%. Preliminary SBAC results evidenced favorable objective quantitative results. According to the District results on SBAC Grunsky had a 5 % increase over the prior year results in students meeting or exceeding common core standards. Although 5% is not significant growth, out of the 40 (K-8) grade schools in the District, Grunsky was 1 of 8 schools to show growth of 5% or more. In terms of bridging the achievement gap and moving closer to the distance from 3 in math on the SBAC, results indicated Grunsky moved 6.5 points closer to the distance from 3. Not considerable growth but when compared to the other 40 (K-8) schools Grunsky was only 1 of 7 schools that made 6.5 points. English Language Arts SBAC preliminary data indicates a 3% increase over the previous year's results, again not significant but when compared to the 40 other (K-8) schools in the District, Grunsky was only 1 of 19 schools to have a 3% or greater percentage of students meeting or exceeding standards on SBAC. When it comes to closing the achievement gap and moving closer to the distance from 3, ELA results evidenced significant improvement on the SBAC with an 18-point gain. Grunsky's improvement in this area was third in the entire district.

- 1.2 A fully operational library with a part-time library/media assist provided opportunities for teachers to bring in their classes and become educated on how to locate books and enjoy them at their leisure. Students were encouraged to borrow books and enjoy reading. Since only 70% of the classes used the library, it would be more effective if 100% of our students or classes utilize the library in the succeeding school years. Additionally, it would be more effective if students borrowed books at their AR level since the vast majority of the books are leveled. To determine the AR level of the students even without availability of the AR program, the program specialist has provided a conversion chart to teachers that convert the RIT level (from MAP assessment) to AR level. Qualitatively the fully operational library was the most popular destination on campus. Students who otherwise do not have access to the public library had access on their front door



step and voracious readers always wanted to spend their lunch visiting the library. In terms of literary proficiency quantitative is reported above.

- 1.3 Having a part-time bilingual paraprofessional who provided push in services to nine classes classrooms was helpful in providing the necessary readiness skills for English Language Learners with the CELDT proficiency level of 1 and 2. Students at these two bottom levels of the CELDT had additional assistance in improving their speaking, reading, listening, and writing skills.
- 1.4 Providing all students with access to technology enabled them to learn skills in word processing using Google Docs. Additionally, students were able to create their own Google slideshows. Students have become more comfortable using technology. Through trainings conducted by our instructional coach, teachers were able to confidently understand and apply their new learning by having students access district-approved computer programs and other applications. Additionally, students were also able to utilize their laptops for online testing, group projects, as well as enhance Math and Language/Literacy skills using ST Math and Imagine Learning, respectively. As far as non-technological supplemental materials or resources, students enrolled in AVID classes have learned to become more organized as they utilized their binders, planners, and other materials relevant to learning.

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

#### Material Changes

None.

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.

#### Future Changes

- 1.1 Grunsky will continue to provide coaching during the 2018-2019 school year. The focus is to increase the level of rigor in writing through the use of technology, increase the use of effective instructional strategies in mathematics, and work with new teachers to build capacity and increase expertise in their profession. Grunsky will continue to have academic conferences next year to examine and analyze data to determine the effectiveness of instruction. What will be different this year is teachers will learn to and utilize the OKR (Objectives and Key Results) process, i.e. develop objectives and monitor key results to determine if the objective was met or not.
- 1.2 None.
- 1.3 None.
- 1.4 None.

## Goal 2 – School Climate

### Suspension –

By June 30, 2020, decrease suspensions for All Students from 12.3 to 6.1%.

### Attendance/Chronic Truancy –

By June 30, 2020, decrease chronic absenteeism for All Students from 21.8% to 10.9%

## Identified Need

### Suspension –

Grunsky had the 3rd highest suspension rate in SUSD at 12.3.

All seven student groups identified on the Dashboard all were in red except the Asian group which was in orange at a 2.6% increase.

The percentage and increase for all the groups in red are as follows: African American, 26.2% (+2.7), English Learners, 8.6% (+5.6), Hispanic, 11.2% (+5.4), SED, 12.2% (+5.6), students with disabilities, 27.4% (+18.9), and white 18.5 % (+11.2).

Current 7th and 8th grade students represented 100% of the suspensions for disruptions and defiance.

On a positive note the total days of suspension rate this year has declined from 133.36 total days to 78.16 (-55.20)

### Attendance/Chronic Truancy –

Grunsky had the 19th highest percentage of chronic absenteeism at 21.8 %,

The chronic absenteeism rate has been reduced from 17.82 to 16.83 (+.99%). (Student Support Services Report, 3/4/19)

Grunsky has 2 SDC classes, 14 resource students with 5 pending and 47 speech students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	12.3%	12%
Chronic Absenteeism (All Students)	21.8%	21.3%

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served.

#### Strategy/Activity

Provide students with social and emotional supportive resources that positively impact student learning through counseling and structured student engagement activities like PLUS (Peer Leaders Uniting Students).

School administrators will track and provide the site PBIS team and with the following:

- # of student being referred for social/emotional issues
- # of student referred to outside counseling organization agency
- # of student attending school
- # of student attending on time
- # of discipline referrals
- # of students suspended

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Funds not allocated.

Funds not allocated.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served.

### Strategy/Activity

Grunsky will form a PBIS team and will conduct periodic meetings (monthly) throughout the school year to ensure that protocols and structures are discussed and implemented at strategic locations onsite (i.e. playground and public areas). Provide teachers with additional hourly.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$5,000 - 11500 (Teacher Additional Hourly)

Title I - 50643

## Annual Review – Goal 2

### SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

#### Implementation

1.1 Provide students with social and emotional support resources that positively impacts student learning through program such as PBIS (Positive Behavioral Interventions and Supports), PLUS (Peer Leaders Uniting Students), program, counseling, structured student engagement activities and others. During 2017-2018 school year, Grunsky had a part-time counselor, new full time assistant principal, a full time campus safety assistant (CSA), a part-time Valley Community Counselor, Social Services Case Manager from SUSD Child Welfare and Attendance Office, a part-time nurse. The focus of the counselor was to provide counseling services in the area of social and emotional support to students who were referred by the teachers and staff members experiencing issues in the class and yard. The counselor was on the CARE, SST, and SAP teams when available. The counselor was also PLUS team advisor. The main focus of the assistant principal was to be in charge of discipline, the chairperson on the PBIS Team, organize and train yard duty personnel, supervise the (CSA), be a member of CARE, SST and SAP teams, work with the Social Services Case Manager and office staff to improve attendance. The Valley Community Counselor worked with our students and parents who had some of the greatest social and emotional challenges. The social services case manager was to track students who were chronically absent, set up SART team meeting with parents to improve attendance, draft and enter parents into SART contract to improve attendance and sit on the site care teams when students were beginning to attendance issues. The school nurse worked with parents on health issues and schedule yearly medical screening. Grunsky had established a PBIS team and the PLUS team. The PBIS team met monthly to review and address site discipline concerns and set the character trait of the month and lesson plans. The Grunsky PLUS Team worked to create student leadership, provide cross age tutoring, and build a safe school environment. The team discussed ways to alleviate behavioral tensions in and out of the classrooms and how to incent students for good behavior. One of the incentives was the opportunity to shop at our ROAR store where students were able to “buy” goods using their PAW stickers collected over time due to good behavior. The ROAR store was opened twice last school year. All items were donated by individuals and organizations. The Roar Store was manned by volunteers from the Junior League of San Joaquin County. The Roar Store was created to provide rewards to students who improved attendance, excelled academically, met reclassification criteria in ELD, and improved academically and behaviorally. In the area of student engagement, a team of teachers, program specialist, and administrator attended AVID training to provide research-based instructional activities that may promote academic rigor and student engagement in the classrooms.

#### Effectiveness

1.1 The overall effectiveness of strategies/activities to achieve a positive school climate had mixed results. Qualitatively we were able to provide students with emotional and supportive resources such as having an active PBIS team that met regularly and planned events to develop good

character traits and provide students with Lottie Bucks for demonstrating exemplary behaviors. Our PLUS team was active in leadership events and provided peer tutoring. We held regular assemblies to recognize improved academics, attendance, and good citizenship. We held SART meetings and entered into SART contracts with parents to improve attendance. The establishment of the ROAR store provided rewards to keep students motivated to attend school, behave in accordance with school expectations and recognitions for all students who strived to improve achievement. The Valley Community Counselor provided service to the maximum number of students allowed for his caseload. Quantitatively the overall effectiveness of the strategies/activities to achieve an improved school climate didn't meet the intended expectations to improve attendance and decrease undesired behaviors resulting in fewer days of school suspensions. Schoolwide overall chronic absences increased slightly from 21.4 percent to 21.8 percent during the 2017-18 school year. Chronic absenteeism increased in the following student populations respectively; socioeconomically disadvantaged students increased to 22.3 for a .4, Hispanic student's rate moved up to 21.6 for a .6 percent, English Learners absenteeism increase by 1 percent to 16.5. The highest absentee rates were among the white student population with a 9 percent increase to 36.7 percent and students with disabilities whose 25.7 percent absence rate was 2.2 percent higher than the previous year. It is important to note that the last two student populations only included 49 white students and 70 students with disabilities. On the positive note chronic absenteeism declined among African American students to 32.4 a decline of 3.1 percent and the Asian population who only had 2.8 chronic absent rate for a 6.7 percent decline. The strategies/activities didn't have the desired effect to decrease suspensions. The Grunsky suspension rate increased for all identified groups on the State Dashboard. The suspension rate increase for identified student groups are as follows: the English Learner populations suspension rate increased to 4.7 percent to 8.6 percent, the Hispanic suspension student suspension rate rose 5.4 percent to 11.2 percent, socioeconomically disadvantaged students suspension rate moved up 5.6 percent to 12.2 percent, students with disabilities rate increased from 18.9 percent to 27.4 percent, African American student population increased 2.7 percent to 26.2 percent, the white student population suspension rate moved up 11 percent to 18.5 percent and the Asian suspension rate increased from 0 percent to 2.6% suspension rate. The days of in and out of school suspensions evidenced the upward trend for an increase from 137 to 197.7 days thus, 60 extra days of suspensions from the 2016-17 year to the 2017-18 school year.

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

#### Material Changes

None.

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.

#### Future Changes

1.1 This year Grunsky will have one full time and one-part time counselor instead of only one-part time counselor. This will ensure all CARE, SST, SAP, and IEP meetings are scheduled and held. There will be a new assistant principal for the 18-19 school year. Grunsky will send a larger contingent to the AVID summer institute. Grunsky administration and office staff will work closely

with the Social Services case manager and the Child Office or Welfare and Attendance to monitor and address attendance matters immediately. Grunsky yard duty personnel will increase by one person. Students with high incidents of suspension will be monitored more closely and parent meetings, CARE, SST, and SAP will be held to ensure issues challenging students are addressed as soon as a pattern of undesired behaviors are documented. Teacher will follow all PBIS protocols and document all interventions into Synergy. All suspensions and attendance records will be reviewed weekly. The ROAR store will be discontinued.

## Goal 3 – Meaningful Partnerships

By June 30, 2020, 50% of parents will have reviewed and signed student’s planner on a weekly basis.

### Identified Need

Parent communication informed of interest in knowing what their child is doing in school.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent signature log	Establish baseline	



## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served.

### Strategy/Activity

Provide parents with support and resources that will engage them in their student’s learning such as Coffee hour meetings, parent/teacher conferences, parent trainings/conferences, communication, after-school academic focused activities. During Coffee hour meetings, speakers from various community agencies will conduct educational workshops on various topics such as teaching reading strategies to support students at home, wellness tips or nutrition, strategies to combat bullying, fire safety, and more.

Purchase planners for students to communicate with parent on their academic status. By August 5, 2019, students will be provided with a daily planner to keep parents informed about in -class student assignments and assessment results. These planners will be signed by parents on a weekly basis. Additionally, after each iReady assessment, parents will be provided by student progress reports.

# of meetings coordinated

# of parents attending meetings

# of students making academic growth

# of parents attending parent/teacher conferences

# of trainings/conference parents attended

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$2,141 - 43110 (Instructional Materials)

Title I - 50647

\$585 - 43400 (Parent Meeting)

Title I - 50647

## Annual Review – Goal 3

### SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

#### Implementation

1.1 In 2017-2018 parents were provided with a variety of supports, resources, and specific trainings to empower as well as engage them with operational aspects of the school. In addition to the traditional Grunsky School Site Council (SSC), English Language Advisory Committee (ELAC), monthly Coffee Hour, and the annual Parent Title meetings, parents were provided the opportunity to attend trainings in computer education, health awareness, as well as in providing tips to support their children at home with their academics. Parents attended Parent and Teacher conferences by grade level where teacher teams assisted parents with helping students with their schoolwork. These conferences were well-attended and at most grade levels there was a teacher who translated the information to parents in Spanish. To help parents develop computer skills, literacy, and build a stronger teacher-parent connection, parent computer classes were held in the Grunsky computer lab.

#### Effectiveness

1.1 Traditional meetings were well-attended as evidenced by all sign-in sheets. The Parent-Teacher grade level conferences were not only well-attended but were extremely popular with both teachers and parents resulting in more parent one-on-one conferences. Parents were feeling more comfortable at school and resulted in a stronger school-to-home bond. Parents attended subsequent meetings. Some teachers have reached out to the parents of their students to address academic and behavioral concerns. Teachers have their own individual ways of managing communication to create collaborative partnerships with their parents.

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

#### Material Changes

None.

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.

#### Future Changes

1.1 While the traditional meetings were well-attended, Grunsky would like to increase parental involvement by adding Literacy/Math/Science Nights to engage parents, students, and teachers in more collaborative efforts to increase academic support. Additionally, Grunsky will need to refine parent-teacher meetings, in the context of PLCs, by reflecting on instructional practices and devising creative ways to increase academic rigor and parental involvement. Furthermore, partnering with the community is essential in achieving success. In conjunction with the ELAC and Grunsky, we will be inviting more community members or agencies to train or educate parents in the areas of health, fire safety, Reading, homework, parenting skills, technology, and pertinent topics such as bullying and high school readiness. The school's program specialist will assist the ELAC in communicating with local agencies such as the fire department and the district's parent liaison to address the above-mentioned topics.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$140,402
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$205,263

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$140,402

Subtotal of additional federal funds included for this school: \$140,402

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$205,263

Subtotal of state or local funds included for this school: \$205,263

Total of federal, state, and/or local funds for this school: \$345,665