



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Grunsky Elementary School

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School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Grunsky Elementary	39686766042600	Ver 1 – 07/21/2020	Ver 1 – 07/21/2020	Ver 1 – 07/28/2020

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.

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 the 2020-2021 school plan which aligned to the district's goals and incorporated strategies specific to its school. Throughout the 2019-2020 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 2018-2019 (Year 2) culminating the document 2018-2019 SPSA Evaluation, March 11, 2020. 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 the 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 the school year 2019-2020, Grunsky Elementary School Site Council initiated a specific Comprehensive Need Assessment (CNA) process on November 11, 2020 which 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, the percentage of students who met or exceeded standards on SBAC increased in ELA by 2.52 % from 18.35 % to 20.88 % and in Math from 19.29% to 19.45%. In terms of moving in relation to the distance from 3 on the Dashboard there was an increase of 2.5 points from 80.90 % to 83.4%, however, in Math the distance from 3 decreased by 6 points from 91.80 % to 85.8 %. According to the i-Ready winter results, Grunsky increased the grade level range in ELA by 14%, from 10% in the Fall to 24% in the Winter. In Math Grunsky's grade level range increased 11.6 % from 7.7% to 19.3%. Grunsky also decreased the percentage of students scoring 2 or more grade levels below their grade level from 55.5% to 45.4%, a 14 % decline in ELA and from 46% to 36.2%, a 9.8% decline in Math. In these areas (ELA and Math), Grunsky needs to continually improve. In terms of attendance, The Comprehensive School Profile indicates the percentage of reclassified English Learners increased by 11.5% from 14.20% to make progress towards English language proficiency. During the 18-19 school year the circulation reports showed 61 teachers signed out 214 books and 689 students checked out 7,898 books. According to the State Dashboard, the overall suspension rate declined from 12.30 % to 7% a 5.4% decline. The Chronic Absenteeism declined from 21.80% to 19.80% a decline of 2%. The barriers include the following: 27.32 % of Grunsky students are English Language Learners, 9.29% are students with disabilities, and 89.22% of Grunsky students are classified as Socioeconomically Disadvantaged (SED). Overall the SSC concluded that Grunsky is making steady progress with the exception of moving closer to in ELA. We need to stay the course and focus on ELA and building a strong foundation in the primary grades.

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) on March 11, 2020. At the ELAC meeting conducted on March 10, 2020, the program specialist shared the DMM with the parents. The following goals were reviewed: Goal 1: Student Achievement; Goal 2: School Climate; and Goal 3: Parent, Students, and School Engagement. The program specialist shared information to address Current Performance Level, Gap Analysis Results, Cause Analysis Results, Design & Improvement, Success Assurances, and Implementation & Evaluation. The committee revisited our previous topic of improving student attendance based on our Needs Assessment. Moreover, the program specialist revisited the parents' feedback or recommendations to improve attendance at the January 21, 2020 ELAC meeting. They agreed that communication is important, and that students who do attend school regularly should be provided with incentives. Parents recommended the

following: reward or recognize students for good attendance; provide sash or button as a reward; send messages home well in advance regarding future events (i.e field trips) or events so they motivate their students to come to school; and call parents who do not attend meetings. Mrs. Davis reiterated the importance of communication and building a good partnership with parents to support our students' academic journey. Overall, the parents were excited of the progress students have made academically based on data presented on the DMM.

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.

- Purchase AR licenses for grade levels--Grade 2 and higher.
- Hire a full-time librarian.
- Due to the high percentage of English Language Learners in need of primary language support, there is a need to hire a full-time bilingual paraprofessional with maximum hours to support additional classes.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

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

By June 30, 2021, increase the percentage of all students meeting standards on SBAC by 5% in ELA.

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

By June 30, 2021, increase the percentage of all students meeting standards on SBAC by 5% in Math.

Identified Need

- Be sure English Learner data is reviewed and included.

English Language Arts

Grunsky students have consistently improved in meeting or exceeding standards in ELA from 2016 to 2019. The data is as follows: 13% (2016), 15.31% (2017), 18.36% (2018), and 20.88 % (2019). In moving closer to the distance from three Grunsky students, success has been more erratic. The data for moving closer to the distance from three is as follows; -95% (2016), -98.90 (2017), -80.90 (2018), and -84.16 (2019). Although there were no results from CAASPP due to the Covid 19 virus Grunsky students did show move forward during the 19-20 school year according to the i-Ready winter results Grunsky increased the grade

level range in ELA by 14%, from 10% in the Fall to 24% in the Winter. Grunsky also decreased the percentage of students scoring 2 or more grade levels below their grade level from 55.5% to 45. 4% a 14 % decline in ELA

English Learner Progress

Grunsky Students have consistently improved reclassification rates from 2016 to 2019. The data is as follows: 7.10% (2016), 14.00% (2017), 14.20 (2018), and 25.70 % (2019)

The following information relates to the 2019 Student Language Acquisition results derived from the CA Dashboard:

52.6%--ELs who progressed as least one ELPI level

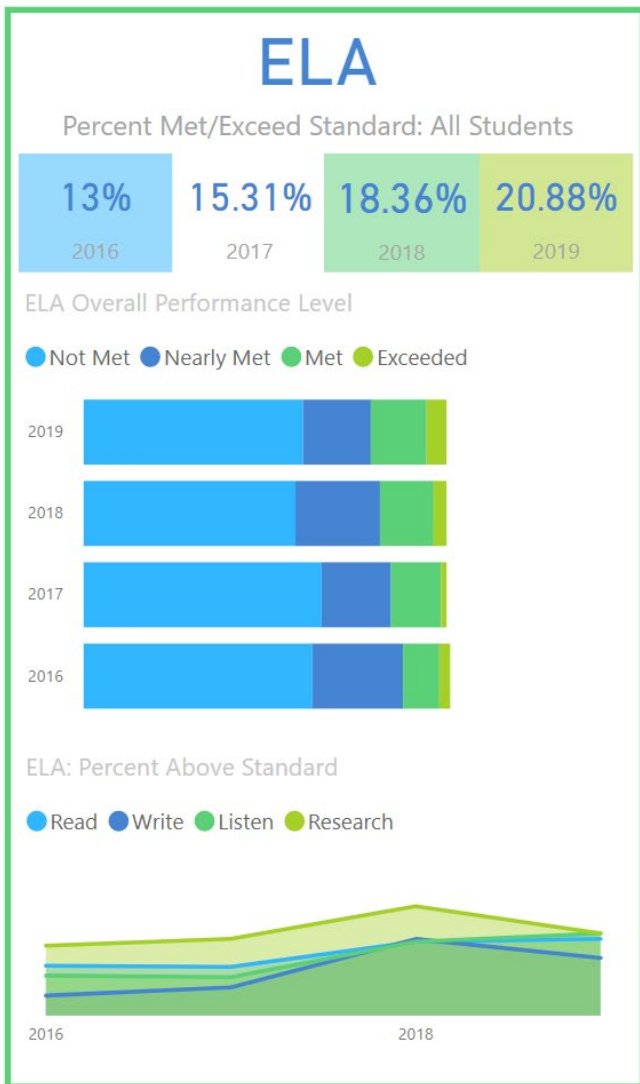
1.7%--ELs who maintained ELPI Level 4

32.1%--ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H

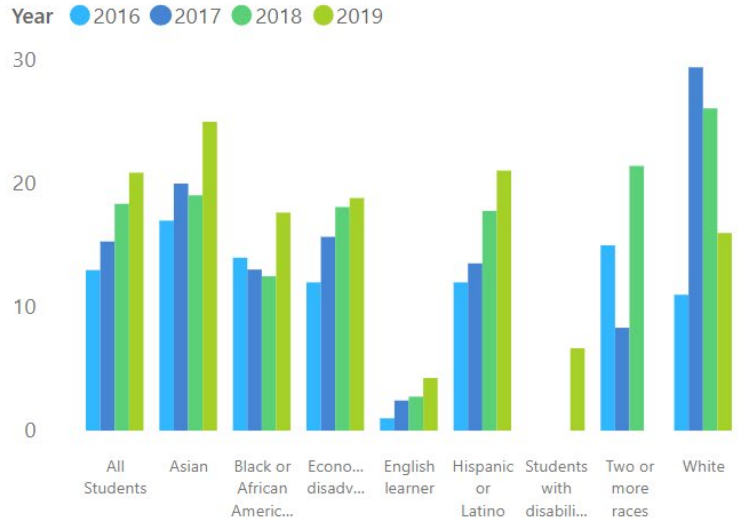
13.3%--ELs who decreased at least one ELPI level

Math

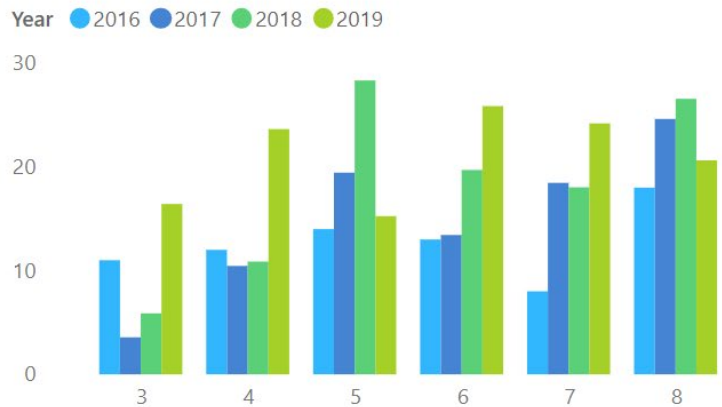
With the exception of 2016 Grunsky Students have consistently improved in meeting or exceeding meeting standards in Math from 2016 to 2019. The data is as follows: 20% (2016), 14.18% (2017), 19.29% (2018), and 19.45 % (2019). In moving closer to the distance from three Grunsky students, success has been similar to ELA. The data for moving closer to the distance from three in Math is as follows; -80.50% (2016), -98.30 (2017), -91.80 (2018), and -87.22 (2019). Although there were no Math results from CAASPP due to the Covid 19 virus Grunsky students did improvement during the 19-20 school year according to the IReady winter results Grunsky increased the grade level range in Math by 11.6%, from 7.7% in the Fall to 19.3% in the Winter. Grunsky also decreased the percentage of students scoring 2 or more grade levels below their grade level in Math from 46% to 36% a 9.8% decline.



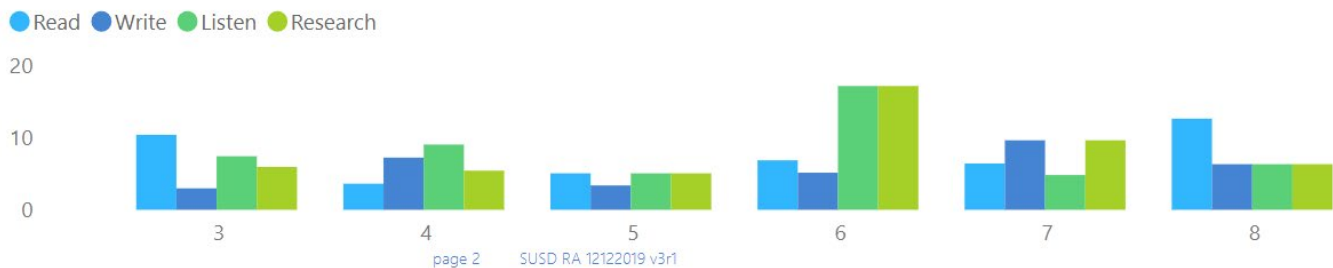
ELA CAASPP: Percent Met/Exceed Standard



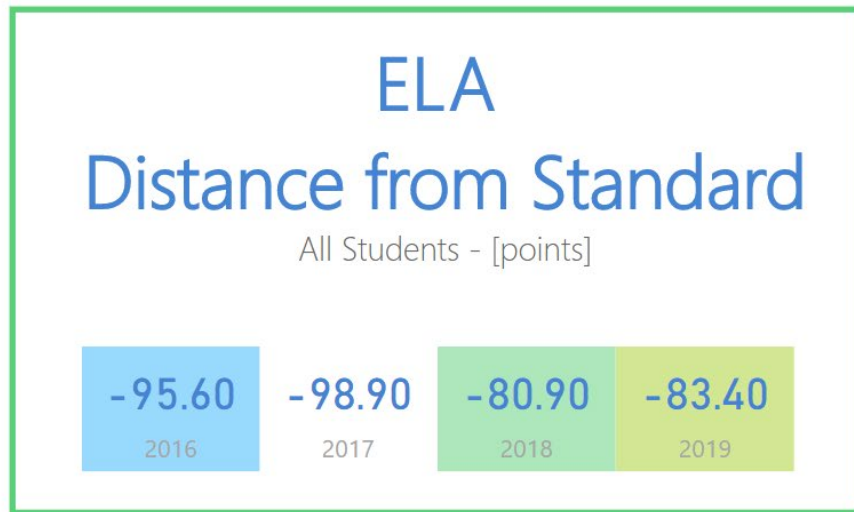
ELA CAASPP: Percent Met/Exceed Standard by Grade Level



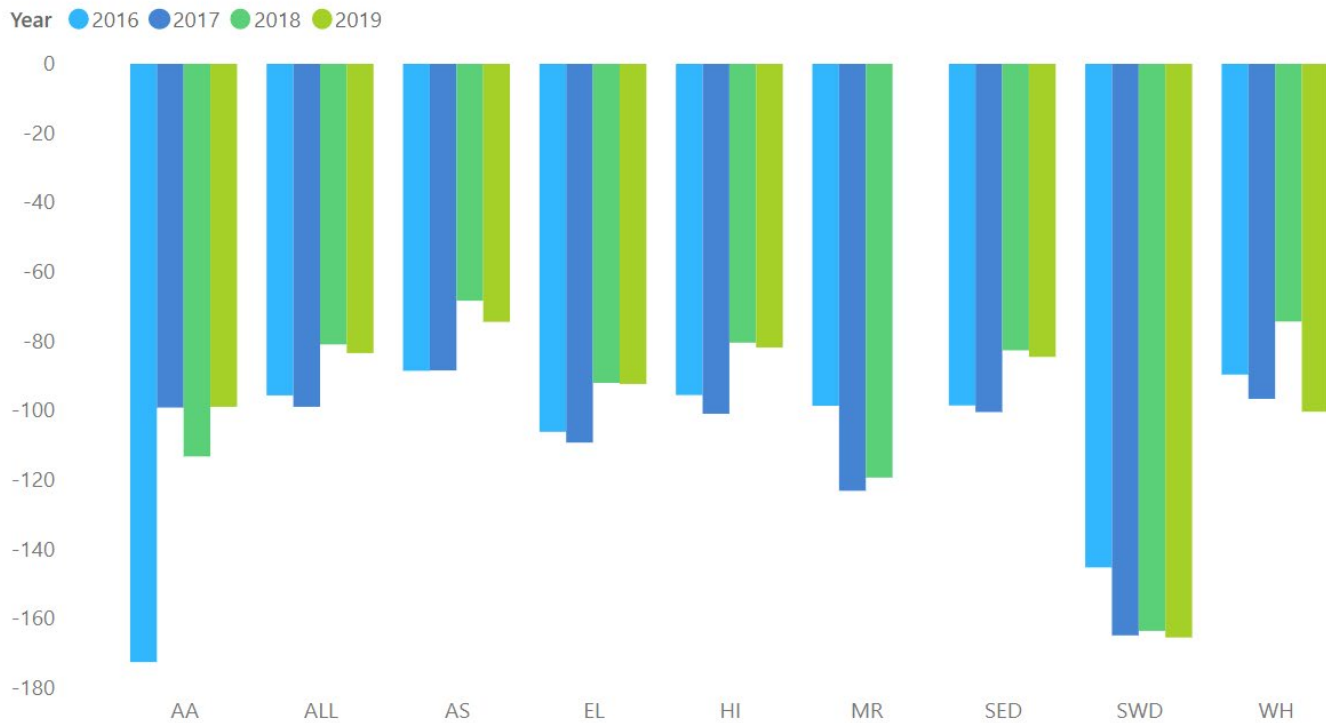
2019 Prelim ELA CAASPP: Area - Percent Above Standard



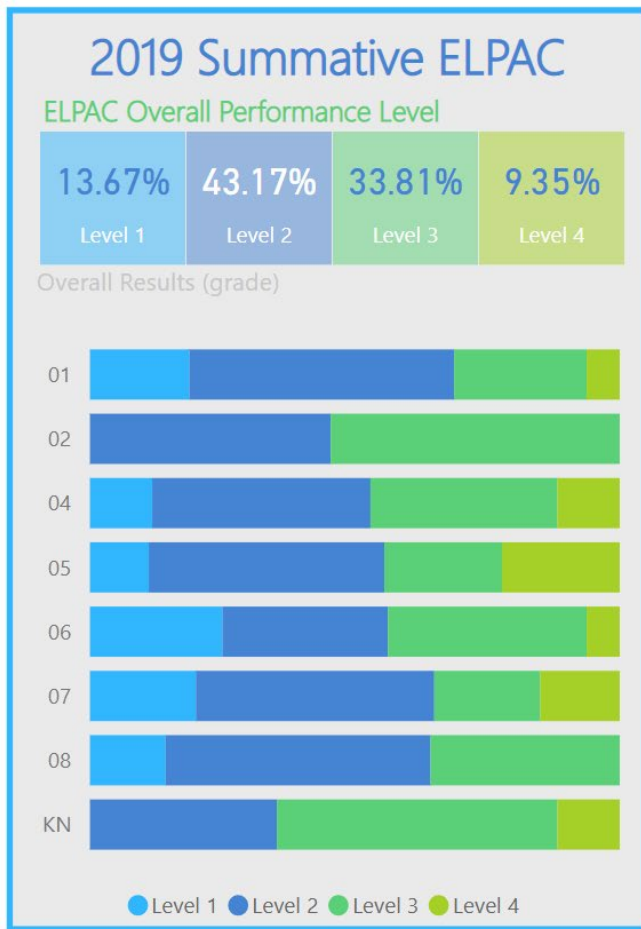
page 2 SUSD RA 12122019 v3r1



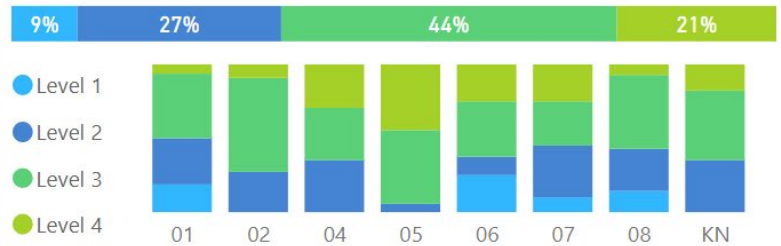
ELA Distance from Standard [points]



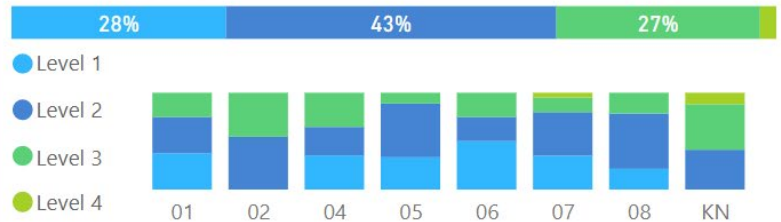
page 3 SUSD RA 12122019 v3r1



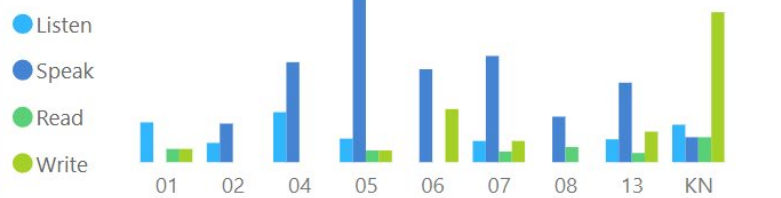
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



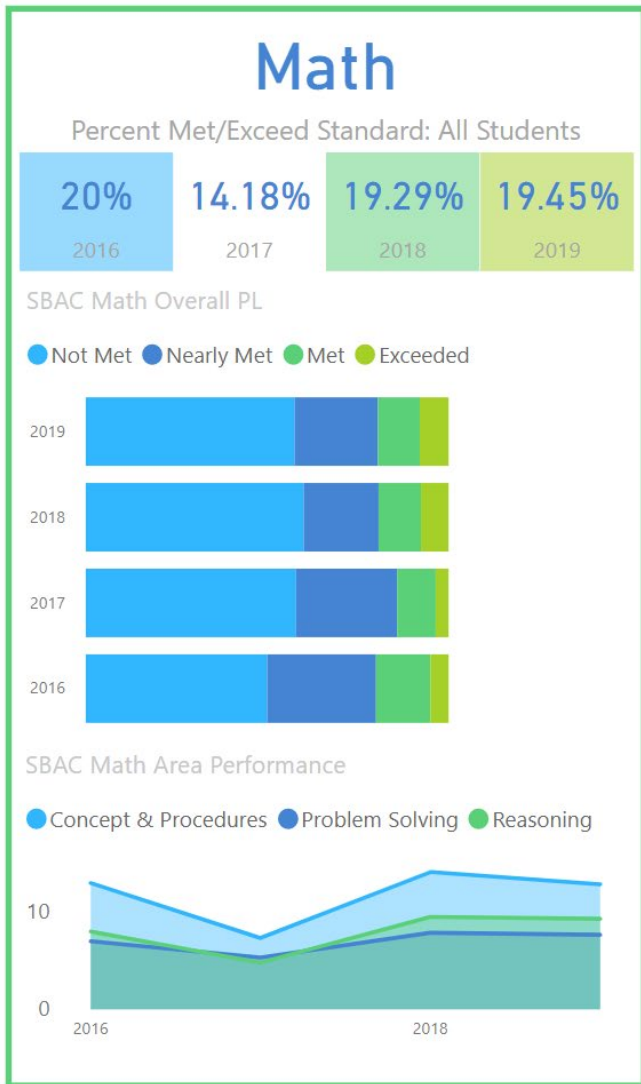
English Learner Progress Reclassification Rates

English Learner Progress Indicator (ELPI)

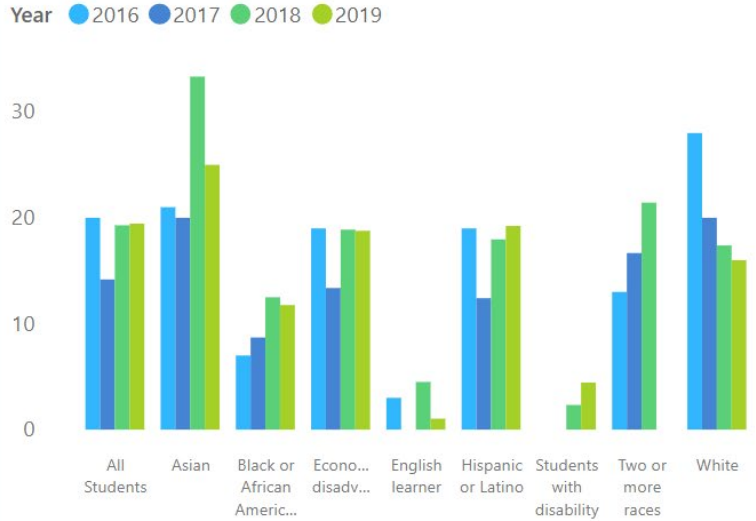


54.5%

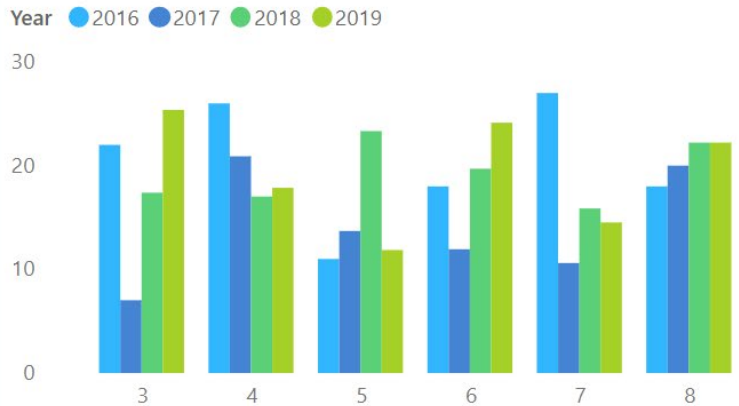
ELPI 2019



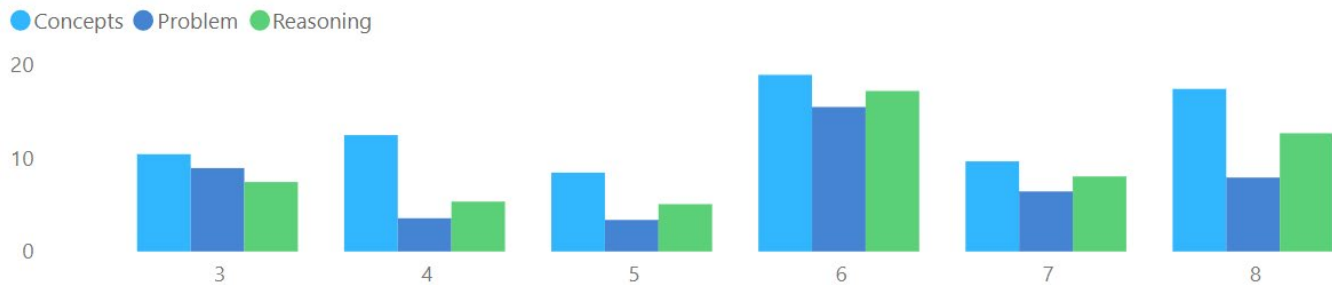
Math CAASPP: Percent Met/Exceed Standard



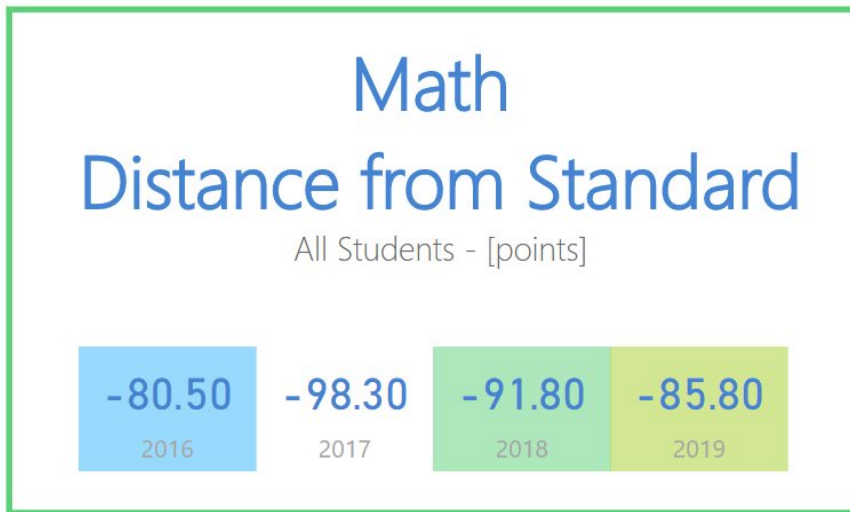
Math CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Math CAASPP: Percent Above Standard

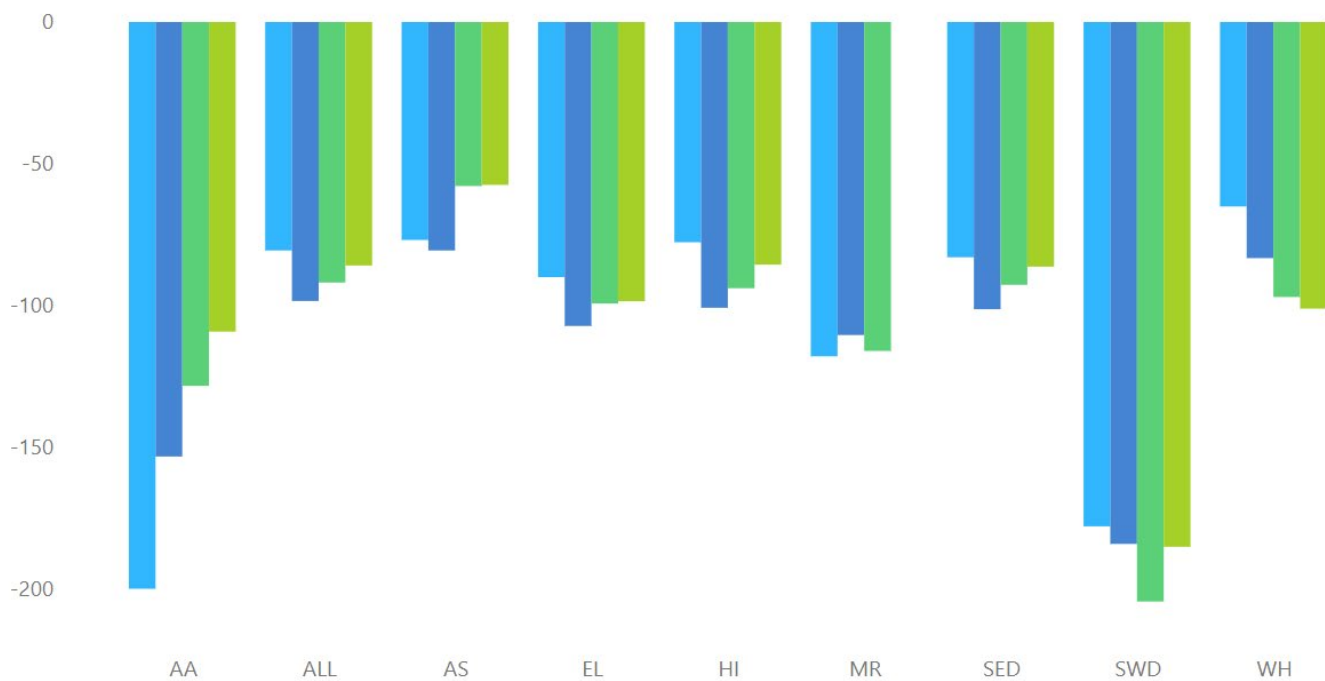


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Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



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PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

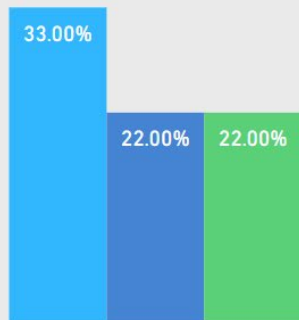
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

PSAT 8/9 Grade 8

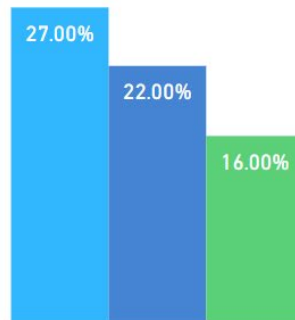
Percent Met Evidence-Based
Reading & Writing
Benchmark

Year ● 2016 ● 2017 ● 2018



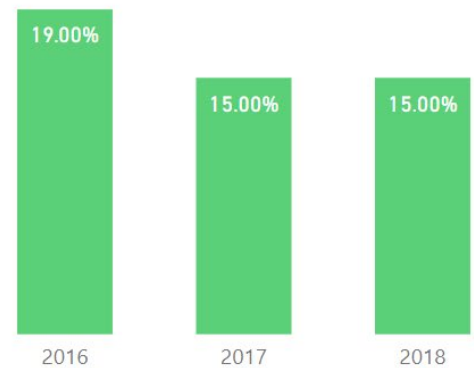
Percent Met Mathematics
Benchmark

Year ● 2016 ● 2017 ● 2018



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Percent Met ERW &
Math Benchmark



Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-83.4 points below	-79.3 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-85.8. points below	-81.51 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 instructional coaches, Professional Learning Communities, and district Professional Development opportunities.

Substitute Pay Calculation:

30 days X \$200 = \$6,000

Teachers will provide extended day tutoring starting in September.

Additional Hourly Pay Calculation for teachers:

181 hours X \$60 rate of pay = \$6,000 (Allocating \$6,000)

53 hours X \$60 rate of pay = \$3,195 (Allocating \$3,195)

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:

40hours X \$60 rate of pay = \$2,400 (Allocating \$2,400)

Instructional Materials/Supplies - \$32,000 - Title I, \$12,000 - LCFF: 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. These materials will support ELA, Math, and Science lessons in various grade levels. Grades 7 & 8 students will be utilizing materials that relate to STEM and Project Lead the Way. 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. The effectiveness of lessons using these instructional supplies will be measured by achievement scores from all assessments.

Program Specialist (1 FTE) - \$68,354 - Title I, \$68,354 - LCFF:

50% - Title I – The program specialist’s duties or responsibilities include but are not limited to the following: assisting with the SSC or SPSA; coordinating/monitoring intervention programs; coordinating and managing local assessments; data analysis/reporting/distribution; coordinating for afterschool program; managing supplemental bilingual staff support and interventions; coordinating parent involvement activities; providing technical support; and training/demonstration of activities/processes.

50% - LCFF – The program specialist’s duties or responsibilities include but are not limited to the following: coordinating and monitoring state testing, monitoring English Learners programs such as English Language Development, creating and updating EL master schedule, placing EL students accordingly, monitoring EL and RFEP students, assist in SAP meetings, resolving technological issues for teachers in need, communicating with administrators and teachers, and ensuring that teachers and students have their needed core materials.

Maintenance Agreements - \$5,000: Teachers will use various equipment such as the laminator, copiers, Duplo, poster maker and access to virtual/ flipped classroom instruction. Maintenance agreements ensure the equipment (copy machines) are available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity 1

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$68,354	19101	.50 FTE Program Specialist (salary & benefits)
\$32,000	43110	Instructional Materials
\$5,000	56590	Maintenance Agreements
\$6,000	11700	Substitutes
\$6,000	11500	Teacher Additional Comp
		2 @ .5 FTE Instructional Coaches - Centralized Service

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$68,354	19101	.50 FTE Program Specialist (salary & benefits)
\$12,000	43110	Instructional Materials
\$3,195	11500	Teacher Additional Comp

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 Accelerated Reader screening diagnostics will avail on this program that encourages students to read at their level thus improving and enhancing reading skills.

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

License Agreement - \$2,709

Library Media Assistant is responsible for checking out library books to students, organizing the library by checking in/out and in labeling books by Lexile and AR levels, and teaching students library skills.

Proposed Expenditures for this Strategy/Activity 2

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,709	58450	License Agreements

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$14,598	22601	.4375 FTE Library Media Assistant (salary & benefits)

\$ Amount(s)	Object Code	Description

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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 plans 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 3

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$57,053	21101	.625 FTE Bilingual Assistant (salary & benefits)

\$ Amount(s)	Object Code	Description

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

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

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

Proposed Expenditures for this Strategy/Activity 4

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

\$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2)

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. During the course of the 2018-2019 year we had a full time coach who split her time coaching ELA and Math. She worked exclusively 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. Teachers were provided substitutes during coaching sessions. 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 rating on their evaluations were provided with improvement plans.
2. Twelve Grunsky staff members attended AVID to learn about focused note taking.
3. Accelerated reader was not implemented.
4. The Grunsky Library was fully functional staffed by a part time librarian.
- 5..Grunsky provided EL students with primary language support through small group instruction staffed by a bilingual paraprofessional.
- 6.Materials and technology was purchased allowing all Grunsky Students access to technology.

Effectiveness

The effectiveness of the implemented strategies and activities to achieve Goal 1 -Student Achievement during the 2018-2019 was realized in both quantitative and qualitative data with a few exceptions.

Quantitative Data

In terms of quantitative data in ELA Grunsky students improved in meeting or exceeding standards in ELA from 2017-18 to 2018-2019. The data is as follows: 18.36% (2017-2018), and 20.88 % (2019-2019). One exception where Grunsky Students declined was in moving closer to the distance from 3 in ELA.. The data for moving closer to the distance from three is as follows; -80.90 (2017-2018), to -84.16 (2018-2019) In Math Grunsky Students have consistently improved in meeting or exceeding standards in Math from 2017-2018 to 2018-2019. The data is as follows: 19.29% (2017- 2018), to

19.45 % (2018-2019). In moving closer to the distance from three Grunsky students, progress in Math between the 2017-2018 and 2018-2019. The data for moving closer to the distance from three in Math is as follows; -91.80 (2017-2018), and -87.22 (2018-2019). Grunsky EL Students improved their reclassification rates from 2017-2018 to 2018-2019. The data is as follows: 14.20 (2017-2018), to 25.70 % (2018-2019) The following information relates to the 2019 Student Language Acquisition results derived from the CA Dashboard: 52.6%--ELs who progressed as least one ELPI level ,1.7%--ELs who maintained ELPI Level 4, 32.1%--ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H,and 13.3%--ELs who decreased at least one ELPI level.

Qualitative Data

Qualitative data indicated it was evident teachers and students continued to feel 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 the area of writing. All students continued to learn and use computers 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-3. Quantitative data also showed that we leveraged our implemented strategies into objective data in MAP and SBAC. Similarly, in Math, Grunsky made progress and outdistanced the District in moving closer to three. Grunsky moved closer to three by 6 points while the District only had a 3.5 point move. A fully operational library with a continued 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. As a result the library was the most popular destination on campus and students took joy in reading by having access to books they were interested at a reading level they could access. Having a part-time bilingual paraprofessional who provided push in services 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. Providing all students with access to technology enabled them to continue to learn skills in word processing using Google Docs. Additionally, students were able to create their own Google slideshows. Students continued to 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 utilize 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

Grunsky will continue to provide coaching and teachers support with strategies and curriculum.

Grunsky adjusted its SMART goal to a realistic goal of a 5 % increase in ELA and Math.

SPSA Year Reviewed: 2019-2020 (Year 3)

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

Analysis

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

Implementation

Grunsky teachers were provided with professional development opportunities provided by the district and coaches in implementing AVID strategies and both new ELA and Math curricula. In addition, provided substitutes for professional development and extended day tutoring. Accelerated Reader was successfully implemented in grades 2 & 3. Library usage increased dramatically, and students were provided with primary bilingual support.

Effectiveness

Although assessments were cut short due to the COVID-19 pandemic this year, Grunsky students showed progress according to the i-Ready winter results. Grunsky increased the grade level range in ELA by 14%, from 10% in the Fall to 24% in the Winter. In Math Grunsky's grade level range increased 11.6 % from 7.7% to 19.3%. Grunsky also decreased the percentage of students scoring 2 or more grade levels below their grade level from 55.5% to 45.4%, a 14 % decline in ELA and from 46% to 36.2%, a 9.8% decline in Math. In these areas (ELA and Math),

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

Grunsky will continue to provide coaching and teachers support with strategies and curriculum.

Grunsky adjusted its SMART goal to a realistic goal of a 5% increase in ELA and Math.

Goal 2 – School Climate

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

By June 30, 2021, decrease suspensions for All Students from 7% to 6%.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By June 30, 2021, decrease chronic absenteeism for All Students from 19.80% to 17%.

Identified Need

Suspension –

Grunsky's suspension rate has been reported at 7% according to the revised data derived from the CA Dashboard; this is a 5.4 % decline from the prior 2017-2018 school year.

All seven student groups identified on the 2017-2018 Dashboard all were in red except the Asian group which was in orange at a 2.6% increase. However, on the 2018-2019 Dashboard of the 6 groups identified only the homeless group was identified in red. Respectively, the students with disabilities, white students were identified in orange, the English Learner and Hispanic were yellow, no students were in green and Asian were blue.

Attendance/Chronic Truancy –

Attendance/Chronic Truancy –The Chronic Absenteeism declined from 21.80% to 19.80% a decline of 2%.

Suspension Rate

All Students
percent of unduplicated suspension

8.6%

2016

6.2%

2017

12.3%

2018

7%

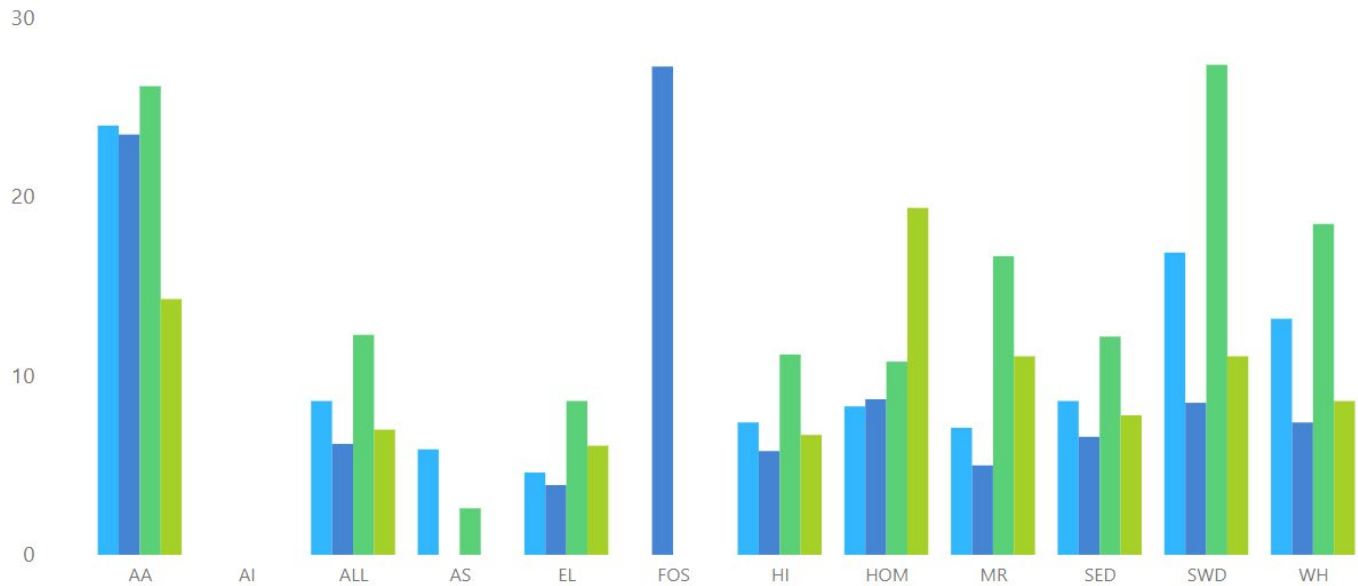
2019

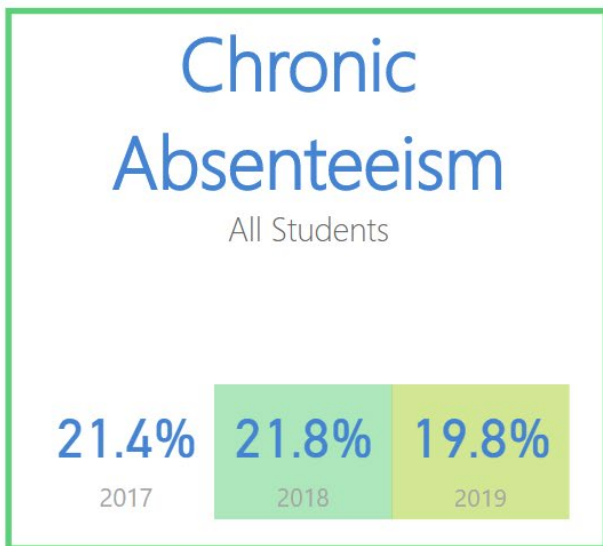
Expulsion

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

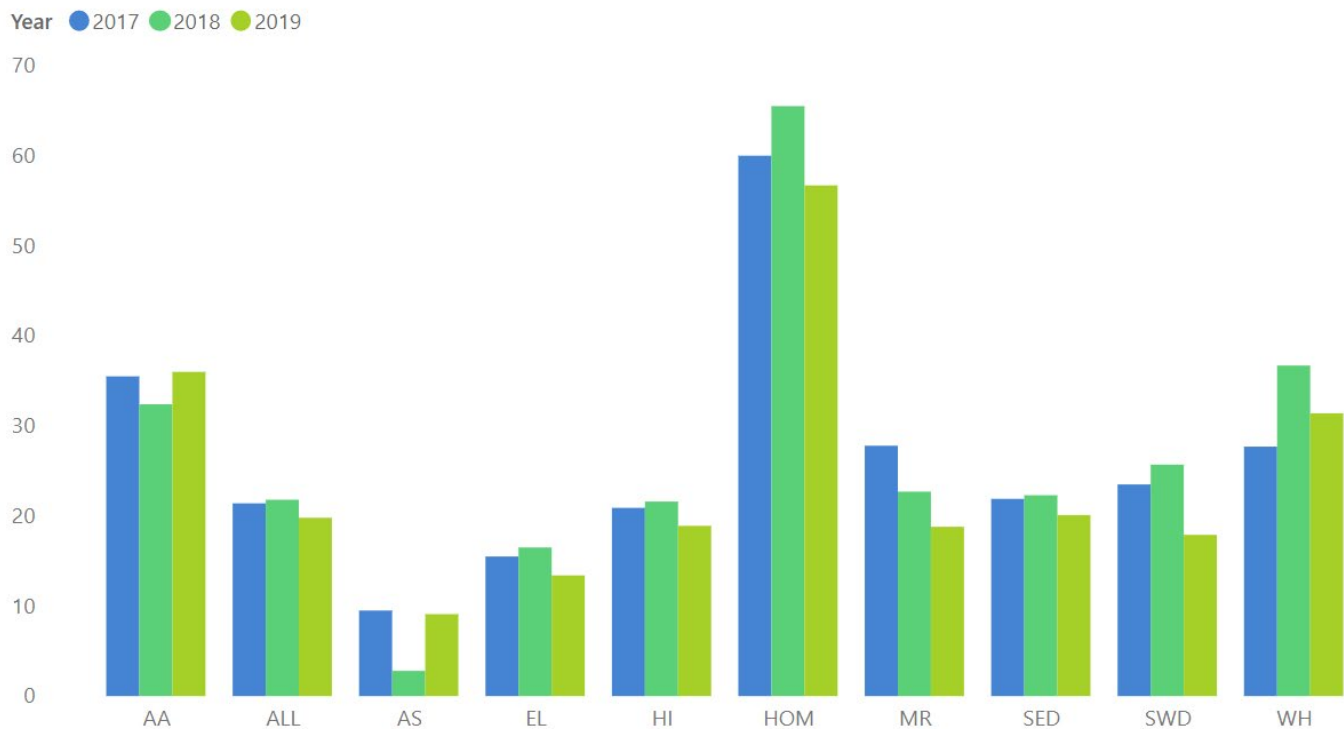
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	7%	6%
Chronic Absenteeism (All Students)	19.80%	17%

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 1

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

\$ Amount(s)	Object Code	Description

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 pay.

8 teachers X 10 hours (or 10 weeks) X \$60 rate of pay =\$4,800.00 (budgeted amount: \$5,000)

Proposed Expenditures for this Strategy/Activity 2

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$5,000	11500	Teacher Additional Comp

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 – Year 2

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

Provide students with social and emotional support resources that positively impacts student learning through programs such as PBIS (Positive Behavioral Interventions and Supports), PLUS (Peer Leaders Uniting Students), program, counseling, structured student engagement activities and others. During 2018-2019 school year, Grunsky had a full-time counselor, 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, and 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 meetings 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 have attendance issues. The school nurse worked with parents on health issues and scheduled 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. 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

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 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 did meet the intended expectations to improve attendance and decrease undesired behaviors resulting in fewer days of school suspensions as indicated on the State Dashboard.

As reported on the revised data of the CA Dashboard's Year-Over-Year Progress, our schoolwide overall chronic absences decreased from 21.8% to 19.8% during the 2018-19 school year while the rate of students suspended at least once in a given school year decreased from 12.3% to 7%. The preliminary reports on Chronic absenteeism as reported by our district indicated that the Hispanic student population rate decreased from 21.6% to 17.96% (a difference of 21 students). English Learners absenteeism decreased from 16.50% to 14.37%. Apart from the homeless population reflecting an absenteeism rate of 43.59%, the African American student population indicated the highest absenteeism rate of 32.14% followed by the White student population rate of 27.59%, yet both figures were still a decline from the previous school year--32.40% and 36.70%, respectively. The white student population rate reflected a significant decrease in absenteeism between these two groups. On a different note, the Asian student population is the only group that indicated an increase in absenteeism--from 2.8% to 6.67%, from 1 student to 2 students.

The preliminary report on Grunsky's suspension rate has shown an overall decrease of 5.33%--from 12.30% to 6.97%. Overall, the total student count decrease was from 85 students down to 45 students. Grunsky was close to achieving our suspension rate goal of 6.1% from this report although the revised data indicated a 7% rate, a significant decrease from 12.35% from the previous year. The suspension rate decreased for all identified student groups as follows: the English Learner population suspension rate decreased from 8.60% to 8.38%, the Hispanic student suspension rate decreased from 11.20% to 6.94%, socioeconomically disadvantaged students suspension rate revealed no data, students with disabilities rate decreased significantly by 17.40% (from 27.40% to 10%), African American student population decreased from 26.20% to 10.71% (15.49% progress), the white student population suspension rate decreased from 18.50% to 8.62%, Asian suspension rate decreased from 2.6% to 0%.

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 SPSSA.

Future Changes

Grunsky intends to keep the assistant principal, a full-time counselor, and a part-time counselor to ensure all CARE, SST, SAP, and IEP meetings are scheduled and held. 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. 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. Teachers will follow all PBIS protocols and document all interventions into Synergy. All suspensions and attendance records will be reviewed weekly.

SPSA Year Reviewed: 2019-2020 – Year 3

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

Analysis

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

Implementation

Provide students with social and emotional support resources that positively impacts student learning through programs such as PBIS (Positive Behavioral Interventions and Supports), PLUS (Peer Leaders Uniting Students), program, counseling, structured student engagement activities and others. During 2018-2019 school year, Grunsky had a full-time counselor, 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, and 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 meetings 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 have attendance issues. The school nurse worked with parents on health issues and scheduled 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. 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

Although Corvid 19 this year cut this short the effectiveness of strategies/activities to achieve a positive school climate had some mixed results. Qualitatively we were able to continue to provide students with emotional and supportive resources such as having an active PBIS team that met more 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. Quantitatively, the overall effectiveness of the strategies/activities to achieve an improved school climate did not meet the intended expectations to improve attendance as of March, 13, 2020 Grunsky had .15% more chronic absentee students up to this date with foster youth and homeless students leading the way at 100 % and 44.83% respectively. Suspensions on the other hand resulted in fewer days of school suspensions as indicated on the March 13th report. As of this date we had 6.16 fewer suspensions at this time compared to last year. Last year we had 89.16 compared to this year at 83.

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

Grunsky intends to keep the assistant principal, a full-time counselor, and a part-time counselor to ensure all CARE, SST, SAP, and IEP meetings are scheduled and held. 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. 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. Teachers will follow all PBIS protocols and document all interventions into Synergy. All suspensions and attendance records will be reviewed weekly.

Goal 3 – Meaningful Partnerships

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

By June 30, 2021, 50% of parents will have reviewed and signed the student's planner on a weekly basis.

Identified Need

Meaningful Partnerships:

Planners keep parents informed on a daily basis about what their child is learning and doing in school. Although we have not thoroughly monitored this implementation, the vast majority of teachers have been using the planners with their students to ensure that their activities and homework pages are delineated. From informal observations, some teachers have been reminding their students of updating their planners when assignments and events are posted on the boards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Signature Log	50%	60%

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 training/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.

Instructional Materials: Purchase planners for students to communicate with parents on their academic status. By August 5, 2021, 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 with a student progress report.

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 1

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,141	43110	Instructional Materials
\$497	43400	Parent Meeting

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 – Year 2

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

In 2018-2019 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

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

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. Teachers and administration will closely monitor the daily student planners on a monthly basis. 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.

SPSA Year Reviewed: 2018-2019 – Year 2

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

In 2019-2020, Grunsky continued to provide parents with a variety of supports, resources, and specific trainings that empower them to be engaged in their student's learning such as parent/teacher conferences, parent trainings and/or conferences, communication in a variety of modes, & after-school academic focused activities. 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

Traditional meetings were well-attended as evidenced by all sign-in sheets. There has been an increase in the average of parents attending the ELAC meeting this school year--from 9.25 in 2018-19 to 12.33 in 2019 to present. Regarding Coffee Hour, the average attendance within 6 months this school year alone is 13.5. 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. Last school's year average has yet to be determined. The parent Title 1 School Night was well attended. All School Site Council meetings had quorums to conduct school business including monitoring data and developing a SPSA.

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

Grunsky aims to increase parental involvement by delving deeper into the needs of parents so the parties may come up with attainable strategies and activities to benefit their children's education through collaboration and most likely technology. Parents unable to attend the meetings physically may be able to attend and listen in to a live, virtual meeting in the comfort of their homes if they do have the technology to support such endeavor. Grunsky administrators and teachers will ensure that the student planners are monitored to achieve a 60% rate of success with parent monitoring as evidenced by their signatures. Grunsky will add Literacy/Math/Science Nights to be spearheaded by a volunteer teacher, staff, and or parent.

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	\$134,999
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	\$290,199

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	\$134,999

Subtotal of additional federal funds included for this school: \$134,999

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	\$155,200

Subtotal of state or local funds included for this school: \$155,200

Total of federal, state, and/or local funds for this school: \$290,199

Budget Spreadsheet Overview – Title I

GRUNSKY							TOTAL ALLOCATION		\$	132,361				
Preliminary Budget Allocation - TITLE I							TOTAL BUDGET DISTRIBUTED BELOW		\$	132,361				
FISCAL YEAR 2020-21							TO BE BUDGETED (Should be \$0.)			0				
							50647 TOTAL ALLOCATION		\$	2,638				
							TOTAL BUDGET DISTRIBUTED BELOW		\$	2,638				
							TO BE BUDGETED (Should be \$0.)			0				
Object	Description	FTE	TITLE I					TOTAL BUDGET						
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS							
Personnel Cost-Including Benefits														
11500	Teacher - Add Comp		\$	13,298		\$	5,000		\$	18,298				
11700	Teacher Substitute		\$	6,000					\$	6,000				
12151	Counselor								\$	-				
13201	Assistant Principal								\$	-				
19101	Program Specialist	####	\$	68,354					\$	68,354				
19101	Instructional Coach								\$	-				
19500	Instr. Coach-Add Comp								\$	-				
	OTHER Certificated								\$	-				
21101	Instructional Assistant								\$	-				
21101	CAI Assistant								\$	-				
21101	Bilingual Assistant								\$	-				
24101	Library Media Clerk								\$	-				
29101	Community Assistant								\$	-				
	OTHER Classified								\$	-				
30000	Statutory Benefits								\$	-				
Sub Total - Personnel/Benefits			\$	87,652	\$	-	\$	5,000	\$	-	\$	92,652		
Books & Supplies														
42000	Books								\$	-				
43110	Instructional Materials		\$	32,000					\$	2,141	\$	34,141		
43200	Non-Instructional Materials								\$	-				
43400	Parent Meeting								\$	497	\$	497		
44000	Equipment								\$	-				
43150	Software								\$	-				
	OTHER								\$	-				
	OTHER								\$	-				
Sub Total-Supplies			\$	32,000	\$	-	\$	-	\$	-	\$	2,638	\$	34,638
Services														
57150	Duplicating								\$	-				
57250	Field Trip-District Trans								\$	-				
57160	Nurses								\$	-				
56590	Maintenance Agreement		\$	5,000					\$	5,000				
56530	Equipment Repair								\$	-				
52150	Conference								\$	-				
58450	License Agreement		\$	2,709					\$	2,709				
58720	Field Trip-Non-District Trans								\$	-				
58920	Pupil Fees								\$	-				
58100	Consultants-instructional								\$	-				
58320	Consultants-Noninstructional								\$	-				
	OTHER								\$	-				
	OTHER								\$	-				
Sub Total-Services			\$	7,709	\$	-	\$	-	\$	-	\$	-	\$	7,709
GRAND TOTAL			\$	127,361	\$	-	\$	5,000	\$	-	\$	2,638		

FISCAL YEAR 2020-21