![SUSD Stockton Unified School District logo]

School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020
Version 2 – 02/09/2021
Version 3 – 03/23/2021
Version 4 – 07/27/2021

Grunsky Elementary School

Contents

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 2 – Ver 3 – Ver 4 – 02/02/2021	Ver 1 – 07/21/2020 Ver 2 – 01/27/2021 Ver 3 – 03/09/2021 Ver 4 – 06/14/2021	Ver 1 – 07/28/2020 Ver 2 – 02/09/2021 Ver 3 – 03/23/2021 Ver 4 – 07/27/2021

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 Grusnky 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

Version 1 – Board Approval 07/28/2020

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.
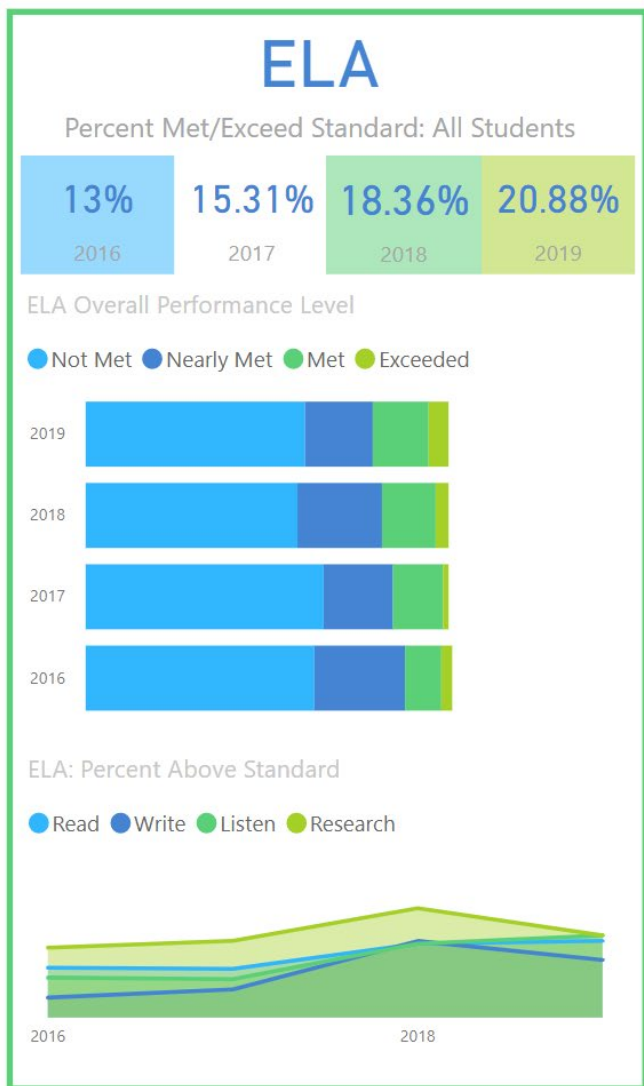
ELA

Percent Met/Exceed Standard: All Students

13%	15.31%	18.36%	20.88%
2016	2017	2018	2019

ELA Overall Performance Level

● Not Met ● Nearly Met ● Met ● Exceeded

2019
2018
2017
2016

ELA: Percent Above Standard

● Read ● Write ● Listen ● Research

2016   2018
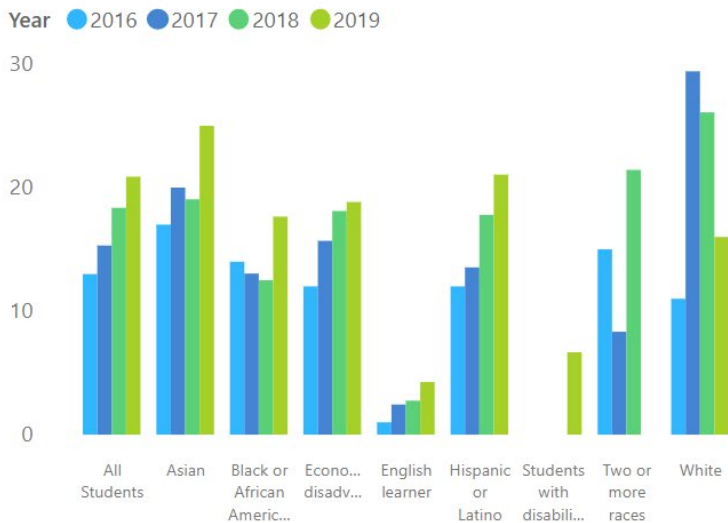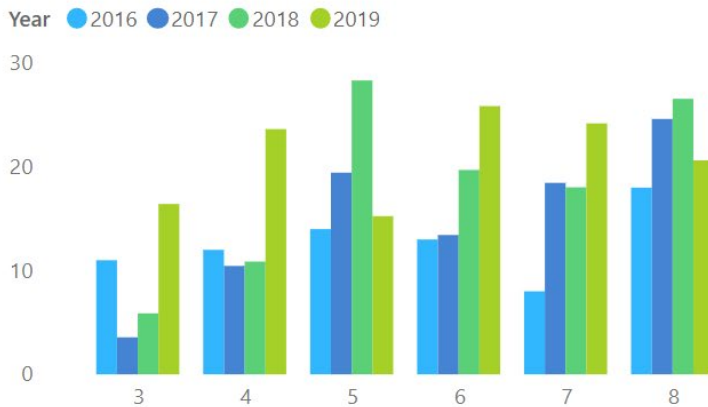
2019 Prelim ELA CAASPP: Area - Percent Above Standard

● Read ● Write ● Listen ● Research

20

10

0

3   4   5   6   7   8

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ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

30

20

10

0

All Students | Asian | Black or African Americ... | Econo... disadv... | English learner | Hispanic or Latino | Students with disabili... | Two or more races | White

ELA CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019

30

20

10

0

3   4   5   6   7   8

2019 Summative ELPAC

ELPAC Overall Performance Level

13.67%	43.17%	33.81%	9.35%
Level 1	Level 2	Level 3	Level 4

Overall Results (grade)

01
02
04
05
06
07
08
KN

● Level 1 ● Level 2 ● Level 3 ● Level 4

Oral Language Overall Performance Level

9%	27%	44%	21%

● Level 1
● Level 2
● Level 3
● Level 4

01 02 04 05 06 07 08 KN

Written Language Overall Performance Level

28%	43%	27%	

● Level 1
● Level 2
● Level 3
● Level 4

01 02 04 05 06 07 08 KN
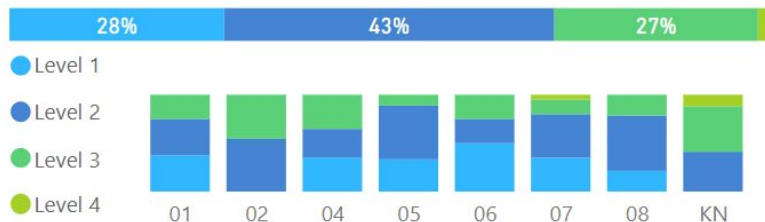
Performance Area: Percent Well Developed

● Listen
● Speak
● Read
● Write

01 02 04 05 06 07 08 13 KN
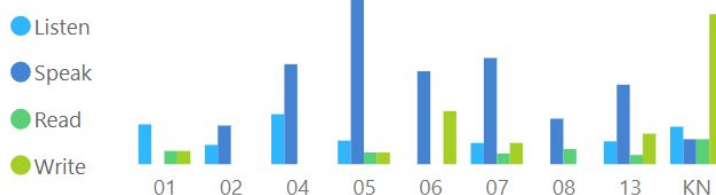
English Learner Progress
Reclassification Rates

7.10%	14.00%	14.20%	25.70%
2015-16	2016-17	2017-18	2018-19

English Learner Progress Indicator (ELPI)

54.5%

ELPI 2019

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Math

Percent Met/Exceed Standard: All Students

20%	14.18%	19.29%	19.45%
2016	2017	2018	2019

SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded
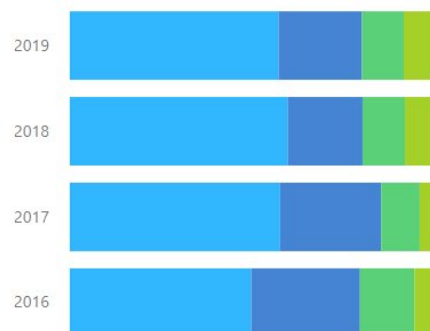
SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning

Math CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

Math CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019
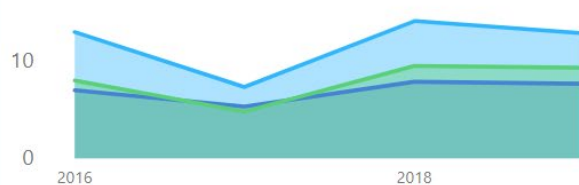
2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning
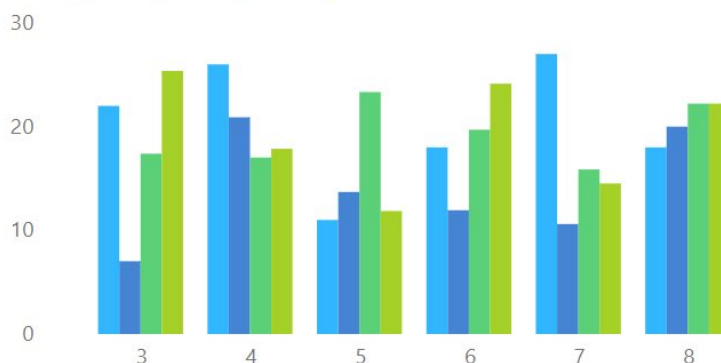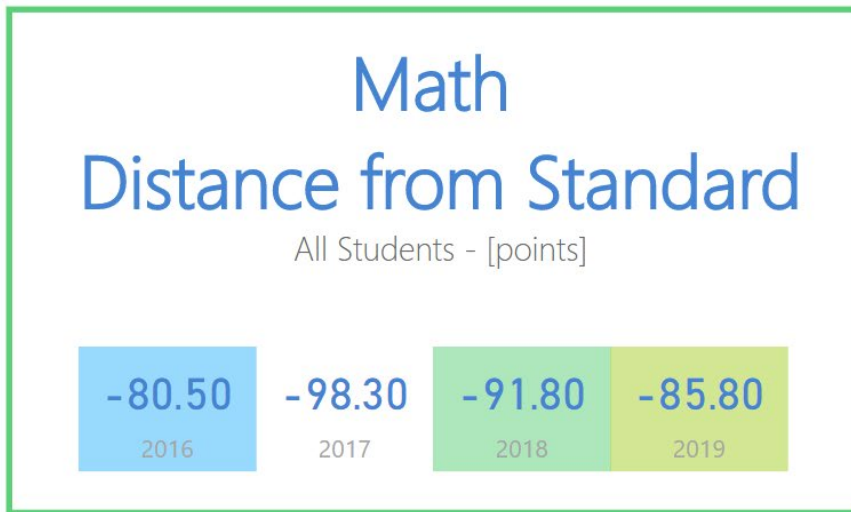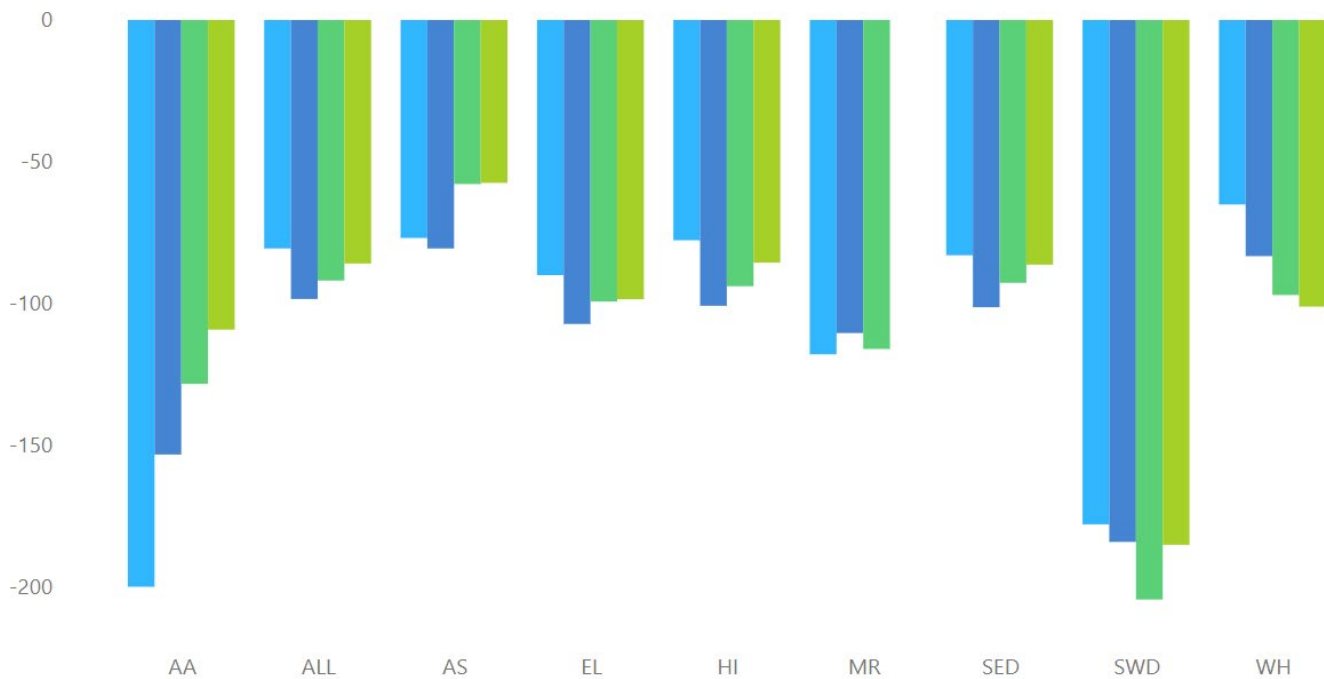
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PSAT NMSQT Grade 10

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

33.00%
22.00% 22.00%
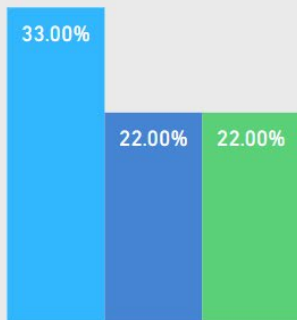
Percent Met Mathematics
Benchmark

Year ● 2016 ● 2017 ● 2018

27.00%
22.00%
16.00%
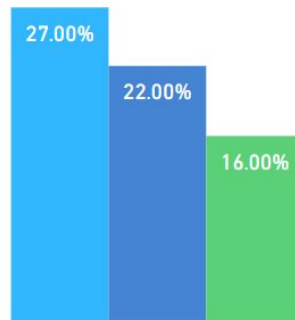
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Percent Met ERW &
Math Benchmark

19.00%
15.00% 15.00%

2016   2017   2018
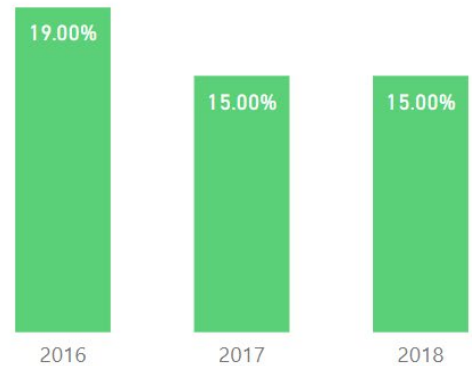
Annual Measurable Outcomes

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 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%	6.2%	12.3%	7%
2016	2017	2018	2019
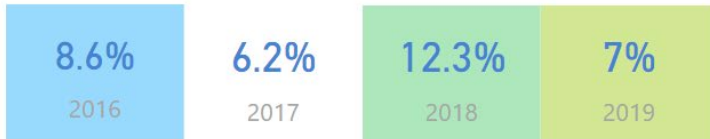
Explusion

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

Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019

page 8   SUSD RA 12122019 v3r1
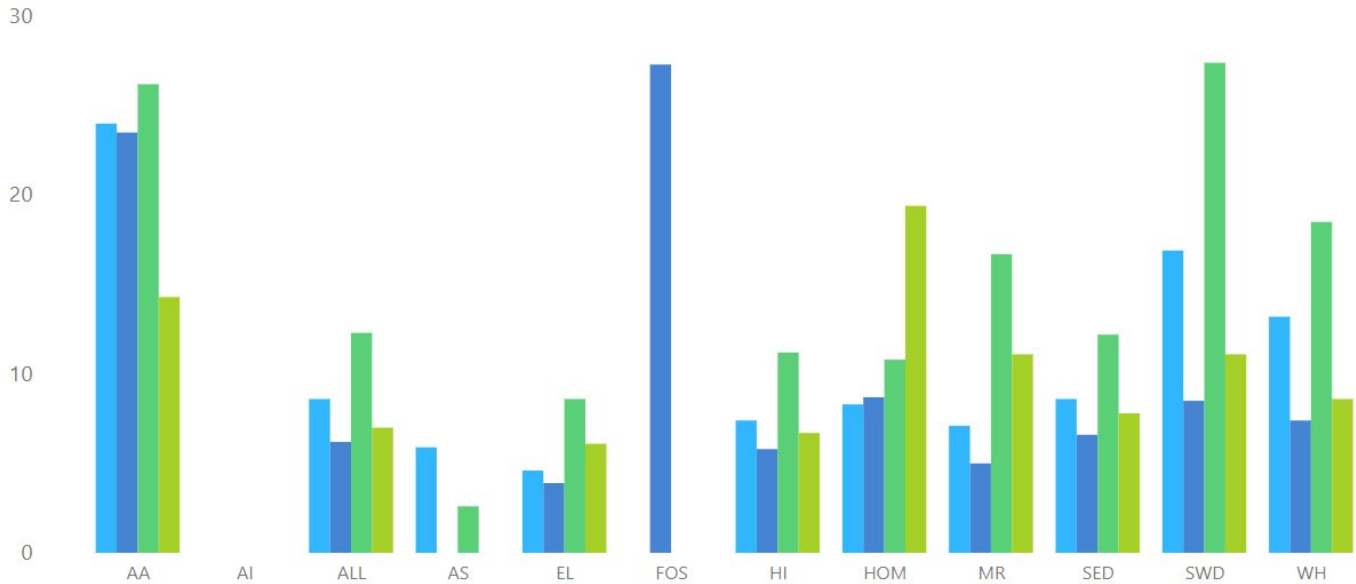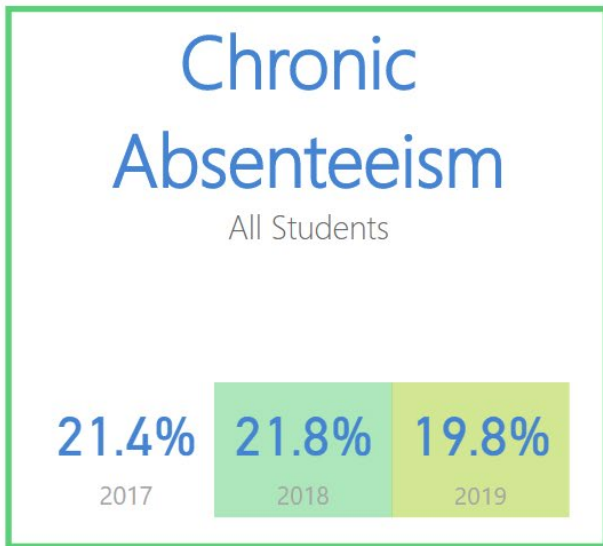
Chronic Absenteeism Rate by Student Group and Year

page 7   SUSD RA 12122019 v3r1
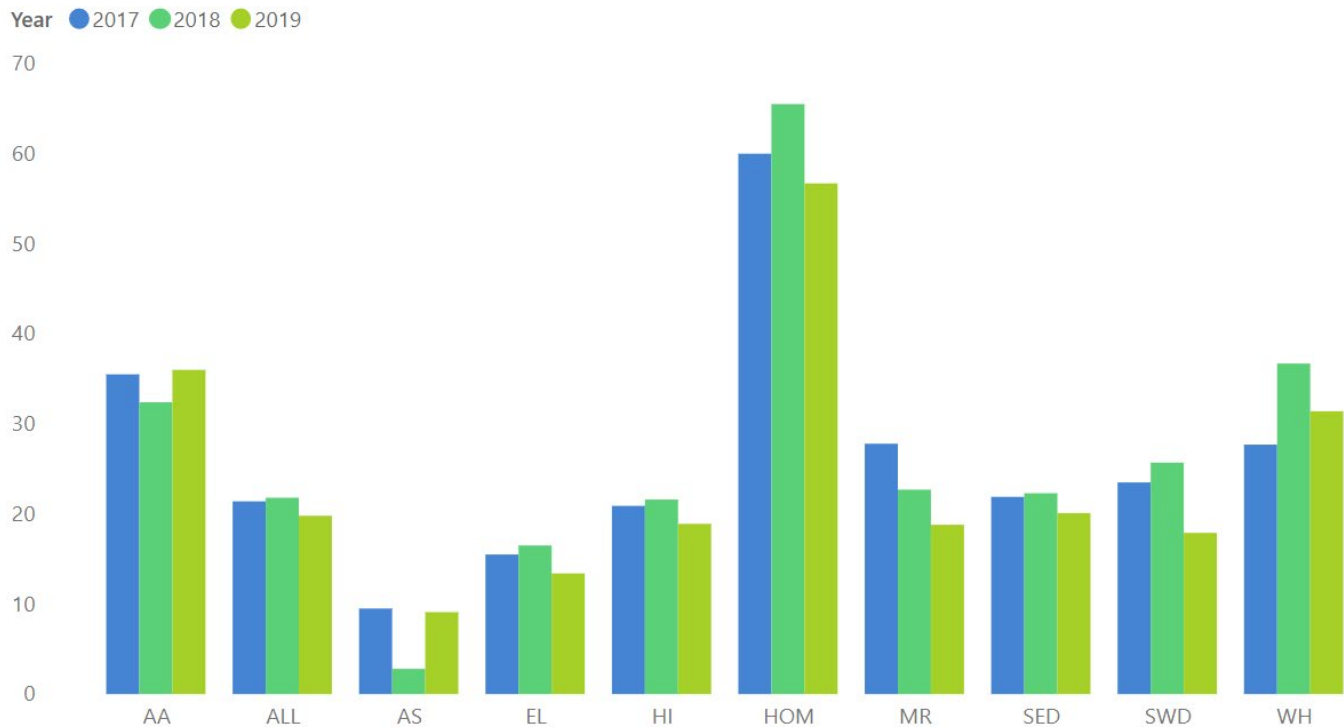
Annual Measurable Outcomes

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 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.

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 !00 % 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			
Preliminary Budget Allocation - TITLE I	TOTAL ALLOCATION	$	132,361
FISCAL YEAR 2020-21	TOTAL BUDGET DISTRIBUTED BELOW	$	132,361
	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

			TITLE I					
Object	Description	FTE	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	TOTAL BUDGET
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	

Budget Spreadsheet Overview – LCFF

GRUNSKY
Preliminary Budget Allocation - LCFF
FISCAL YEAR 2020-21

	TOTAL ALLOCATION	$	155,200
	TOTAL BUDGET DISTRIBUTED BELOW	$	155,200
	TO BE BUDGETED (Should be $0.)		0

| | | | LCFF | | | | |
Object	Description	FTE	23030 GOAL #1 STUDENT LOW INCOME	23020 GOAL #1 STUDENT ENGLISH	23034 GOAL #2 LEARNING NEW COST	23035 GOAL #3 MEANINGFUL NEW COST	TOTAL BUDGET
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		$ 3,195				$ 3,195
11700	Teacher Substitute						$ -
12151	Counselor						$ -
13201	Assistant Principal						$ -
19101	Program Specialist	0.5000	$ 68,354				$ 68,354
19101	Instructional Coach						$ -
19500	Instr. Coach-Add Comp						$ -
	OTHER Certificated						$ -
21101	Instructional Assistant						$ -
21101	CAI Assistant						$ -
21101	Bilingual Assistant			$ 57,053			$ 57,053
24101	Library Media Clerk	0.4375	$ 14,598				$ 14,598
29101	Community Assistant						$ -
	OTHER Classified						$ -
30000	Statutory Benefits						$ -
	Sub Total - Personnel/Benefits		$ 86,147	$ 57,053	$ -	$ -	$ 143,200
Books & Supplies							
42000	Books						$ -
43110	Instructional Materials		$ 12,000				$ 12,000
43200	Non-Instructional Materials						$ -
43400	Parent Meeting						$ -
44000	Equipment						$ -
43150	Software						$ -
	OTHER						$ -
	OTHER						$ -
	Sub Total-Supplies		$ 12,000	$ -	$ -	$ -	$ 12,000
Services							
57150	Duplicating						$ -
57250	Field Trip-District Trans						$ -
57160	Nurses						$ -
56590	Maintenance Agreement						$ -
56530	Equipment Repair						$ -
52150	Conference						$ -
58450	License Agreement						$ -
58720	Field Trip-Non-District Trans						$ -
58920	Pupil Fees						$ -
58100	Consultants-instructional						$ -
58320	Consultants-Noninstructional						$ -
	OTHER						$ -
	OTHER						$ -
	Sub Total-Services		$ -	$ -	$ -	$ -	$ -
	GRAND TOTAL		$ 98,147	$ 57,053	$ -	$ -	$ 155,200

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Grunsky's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Grunsky's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 5:

$426 – 11700 – Teacher Substitutes: Reduced funds to reallocate to purchase a license agreement for ESGI.

$426 – 58450 – License Agreement: Reallocate and amended strategy to include the purchase a license agreement for ESGI. ESGI will be implemented. Kindergarten teachers will use it to assess their students. It is a one-on-one assessment with data immediately into an online portfolio. The ESGI program has a yearly fee. The following resources will be used Title 1 substitutes. The assessment program will give specific information in a timely manner to provide students with intervention and enrichment. The ESGI assessment provides more timely and specific information to kindergarten teachers. Individual student data will be collected for each student. Teachers will analyze data during PLC time. Data will be retrieved and analyzed as it is imputed into the data collection system and allow teachers make more precise decision to target instruction.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Grunsky is receiving additional monies in Parent Involvement (Cost Center: 50647). Grunsky's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials/Supplies for the purchases of hands-on materials supporting math, English and science skills taught to parents to support their student.

School	Enrollment (CalPADS 12/1619)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
GRUNSKY	532	485	91.2%	$ 132,361	$ 2,946	$ 135,307	$ 2,638.00	$ 308.00

GRUNSKY #236

			06/18/2020 jls	INITIAL BUDGET/DATE		02/XX/2021	REVISED BUDGET/DATE	50647 - inc by $308

TITLE I	TOTAL ALLOCATION	$ 132,361	LCFF	TOTAL ALLOCATION	$ 155,200	TITLE I - PARENT - 50647	TOTAL ALLOCATION	$ 2,946
	TOTAL BUDGET DISTRIBUTED BELOW	$ 132,361		TOTAL BUDGET DISTRIBUTED BELOW	$ 155,200		TOTAL BUDGET DISTRIBUTED BELOW	$ 2,946
	TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0

			ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS						
Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET

Personnel Cost-Including Benefits

Object	Description	FTE	50643	FTE	23030	FTE	50650	FTE	23020	FTE	50671	FTE	23034	FTE	50672	FTE	23035	FTE	50647	TOTAL FTE	TOTAL BUDGET
11500	Teacher - Add Comp (incl benefits)		$ 13,298		$ 3,195						$ 5,000										$ 21,493
11700	Teacher Substitute (incl benefits)		$ 5,574																		$ 5,574
12151	Counselor																				$ -
30000	Statutory Benefits																				
12500	Counselor-add Comp (incl benefits)																				
13201	Assistant Principal																				$ -
30000	Statutory Benefits																				
19101	Program Specialist	0.500	$ 53,310	0.500	$ 54,211															1.000	$ 107,522
30000	Statutory Benefits		$ 16,182		$ 16,297																$ 32,479
19500	Prog Spec-Add Comp (incl benefits)																				
19101	Instructional Coach																				$ -
30000	Statutory Benefits																				
19500	Instr Coach-Add Comp (incl benefits)																				$ -
21101	Instructional Asst/CAI																				$ -
30000	Statutory Benefits																				
21500	Inst Asst/CAI -Add Comp(incl benefits)																				
21101	Bilingual Assistant					0.625	$ 27,035													0.625	$ 27,036
30000	Statutory Benefits						$ 30,018														$ 30,018
21500	Bil Asst-Add Comp (incl benefits)																				
22601	Library Media Assistant			0.438	$ 13,764															0.438	$ 13,764
30000	Statutory Benefits				$ 834																$ 834
22500	Lib Med Asst-Addl Comp (incl benefits)																				
22901	Community Assistant																				$ -
30000	Statutory Benefits																				
22500	Comm Asst-Add Comp (incl benefits)																				
29101	Parent Liaison																				$ -
30000	Statutory Benefits																				
29500	Par Lia-Add Comp (incl benefits)																				$ -
	Sub Total - Personnel/Benefits		$ 88,364		$ 88,301		$ -		$ 57,053		$ 5,000		$ -		$ -		$ -		$ -		$ 238,720

Books & Supplies

Object	Description	FTE	50643	FTE	23030	FTE	50650	FTE	23020	FTE	50671	FTE	23034	FTE	50672	FTE	23035	FTE	50647	TOTAL FTE	TOTAL BUDGET
42000	Books																				$ -
43110	Instructional Materials		$ 30,762		$ 9,846																$ 40,608
43200	Non-Instructional Materials																		$ 2,449		$ 2,449
43400	Parent Meeting																		$ 497		$ 497
44000	Equipment																				$ -
	Sub Total - Books & Supplies		$ 30,762		$ 9,846		$ -		$ -		$ -		$ -		$ -		$ -		$ 2,946		$ 43,554

Services

Object	Description	FTE	50643	FTE	23030	FTE	50650	FTE	23020	FTE	50671	FTE	23034	FTE	50672	FTE	23035	FTE	50647	TOTAL FTE	TOTAL BUDGET
57150	Duplicating																				$ -
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement		$ 5,100																		$ 5,100
52150	Conference																				$ -
58450	License Agreement		$ 3,135																		$ 3,135
58720	Field Trip-Non-District Trans																				$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional																				$ -
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		$ 8,235		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 8,235
	GRAND TOTAL		$ 127,361		$ 98,147		$ -		$ 57,053		$ 5,000		$ -		$ -		$ -		$ 2,946		

Version 3

SPSA: Goal 1, Strategy 5:

LCFF –

$3,195 – 11500 – Teacher Additional Comp: Reduced funds from teacher additional comp as when teachers were surveyed no teachers volunteered to do extended day tutoring.

$9,846 – 43110 – Instructional Materials/Supplies: Reduced funds to cover equipment expenditures. (Any items identified in the quote to not meet the equipment definition will be transferred as appropriate.)

$13,041 – 44000 – Equipment: Reallocate funds to furnish and design a science learning lab for use by all Grunsky teachers and students. A former preschool classroom will be outfitted with furnishing and materials for a functioning interactive science lab. The classroom has been reviewed and surveyed by the district science coordinator. A plan was designed and drawn out using the classroom footprint. A functional plan map was developed, and necessary furnishings were identified. Items for purchase are chemically resistant laminated worktables and biofit stools. (Any items identified in the quote to not meet the equipment definition will be transferred as appropriate.) SUSD currently purchased a new science adoption and as of next year all third – eighth graders will be tested on science on the SBAC assessment. The cause for the change is based on the new science adoption, science testing on SBAC, and when surveyed no teachers volunteered to do extended day tutoring. With science included on the state dashboard as a indicator of school performance, that is a significant challenge for a school. Adopting a new curriculum in science, that is tested on the SBAC challenges teachers to in learning a new adoption while at the same time making it interesting for students. Data collected will include class usage of the lab and student survey Data will be collected by having classroom teachers sign in on a monthly schedule as to usage. Review of usage schedule will be reviewed monthly. Teachers and parents will be informed as to the time of lab usage. The data will be of great value, since the lab will create a greater student in learning science in a hands-on manner, which is the exact same reasoning the NGSS standards were adopted.

SPSA: Goal 1, Strategy 5:

Title I –

$10,991 – 11500 – Teacher Additional Comp: Reduced funds from teacher additional comp as when teachers were surveyed no teachers volunteered to do extended day tutoring.

$3,550 – 43110 – Instructional Materials/Supplies: Reduced funds to cover equipment expenditures. (Any items identified in the quote to not meet the equipment definition will be transferred as appropriate.)

$14,541 – 44000 – Equipment: Reallocate funds to purchase of 8 Maxell interactive projectors, mounts, and finger touch modules installed. Projectors will be installed in grade 4-8th. Evidence: Student engagement and participation will increase student achievement and allow students to learn from one another. Student and teacher surveys. Surveys determine if students and teachers enjoy using the interactive approach to learning. Every 2 months data will be used to see if the projectors are being use and how effectively in terms of student engagement If projectors do not increase

student enjoyment and engagement, teachers will be coached on effective means to use the technology. Students and teachers will become more familiar with interactive technology.

Grunsky Elementary School – Amendments

GRUNSKY #236 | As of 03.05.2021 | | 06/18/2020 jls | INITIAL BUDGET/DATE | 3/23/2021 | REVISED BUDGET/DATE | 50647 - inc by $308

TITLE I	TOTAL ALLOCATION	$	132,361
	TOTAL BUDGET DISTRIBUTED BELOW	$	132,361
	TO BE BUDGETED (Should be $0.)		0
LCFF	TOTAL ALLOCATION	$	155,200
	TOTAL BUDGET DISTRIBUTED BELOW	$	155,200
	TO BE BUDGETED (Should be $0.)		0
TITLE I - PARENT - 50647	TOTAL ALLOCATION	$	2,946
	TOTAL BUDGET DISTRIBUTED BELOW	$	2,946
	TO BE BUDGETED (Should be $0.)		0

ACHIEVEMENT / LEARNING ENVIRONMENT / PARTNERSHIPS

Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)		$ 2,307								$ 5,000										$ 7,307
11700	Teacher Substitute (incl benefits)		$ 5,574																		$ 5,574
12151	Counselor																				$ -
30000	Statutory Benefits																				
12500	Counselor-add Comp (incl benefits)																				
13201	Assistant Principal																				$ -
30000	Statutory Benefits																				
19101	Program Specialist	0.500	$ 53,310	0.500	$ 54,211															1.000	$ 107,522
30000	Statutory Benefits		$ 16,182		$ 16,297																$ 32,479
19500	Prog Spec-Add Comp (incl benefits)																				
19101	Instructional Coach																				$ -
30000	Statutory Benefits																				
19500	Instr Coach-Add Comp (incl benefits)																				$ -
21101	Instructional Asst/CAI																				$ -
30000	Statutory Benefits																				
21500	Inst Asst/CAI -Add Comp(incl benefits)																				
21101	Bilingual Assistant							0.625	$ 27,035											0.625	$ 27,036
30000	Statutory Benefits								$ 30,018												$ 30,018
21500	Bil Asst-Add Comp (incl benefits)																				
22601	Library Media Assistant			0.438	$ 13,764															0.438	$ 13,764
30000	Statutory Benefits				$ 834																$ 834
22500	Lib Med Asst-Addl Comp (incl benefits)																				
22901	Community Assistant																				$ -
30000	Statutory Benefits																				
22500	Comm Asst-Add Comp (incl benefits)																				
29101	Parent Liaison																				$ -
30000	Statutory Benefits																				
29500	Par Lia-Add Comp (incl benefits)																				$ -
	Sub Total - Personnel/Benefits		$ 77,373		$ 85,106		$ -		$ 57,053		$ 5,000		$ -		$ -		$ -		$ -		$ 224,534
Books & Supplies																					
42000	Books																				$ -
43110	Instructional Materials		$ 27,212																		$ 27,212
43200	Non-Instructional Materials																		$ 2,449		$ 2,449
43400	Parent Meeting																		$ 497		$ 497
44000	Equipment		$ 14,541		$ 13,041																$ 27,582
	Sub Total - Books & Supplies		$ 41,753		$ 13,041		$ -		$ -		$ -		$ -		$ -		$ -		$ 2,946		$ 57,740
Services																					
57150	Duplicating																				$ -
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement		$ 5,100																		$ 5,100
52150	Conference																				$ -
58450	License Agreement		$ 3,135																		$ 3,135
58720	Field Trip-Non-District Trans																				$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional																				$ -
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		$ 8,235		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 8,235
	GRAND TOTAL		$ 127,361		$ 98,147		$ -		$ 57,053		$ 5,000		$ -		$ -		$ -		$ 2,946		

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

ELA: By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 21 students.

EL: By EOY 2022, per ELPAC, increase the number of students who reclassify by 15 students.

Math: By EOY 2022, per iReady Diagnostic 3 Growth Report, 26-31-% of Grade K-3 students will achieve iReady annual typical growth goals.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

One teacher will be attending the AVID Digital XP conference training in June.

Expense $2,350.00.

Two teachers will be attending the June Unbound Ed. conference in June, $ 24,000.

15 Teachers are attending professional development from the District and County Office of Education on for 12 hours of training each. Teachers will be trained on the Next Generation Science Standards, use of newly adopted district science curriculum, hands-on experimentation, and the use of new Grunsky Science Lab.

Expense 15 teachers at 12 hours each, $10,800.

2021-2022 Strategy Update

Teachers will be provided with professional learning opportunities to supplement and reinforce core instruction through collaborative practices with instructional coaches (2 @ .5 FTE Instructional Coaches – Centralized Service), Professional Learning Communities, and district Professional Development opportunities.

Substitute Pay Calculation:

30 days X $200 = $5,000 (Title 1)

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) (Title 1)

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

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 (Title 1)

Instructional Materials/Supplies - $24,711 - Title I, $8,206 - 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.

<div align="center">****General supplies are unallowable using State & Federal funds.****</div>

Program Specialist (1 FTE) - $72,811 – (Title I), $72,812 – (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: (Title 1) 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.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
86,211	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
24,711	4000 Series	Books & Supplies
5,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
76,007	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
8,206	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Students from Grades 2-3 who meet Accelerated Reader screening diagnostics will use this program that encourages students to read at their level thus improving and enhancing reading skills.

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 (Title 1)

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. .4375 FTE Library Media Assistant (including benefits) - $30,479 - LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
2,709	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
30,479	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Eliminate the bilingual assistant.

2021-2022 Strategy Adjustment

Two-part time instructional assistants will be hired to provide support to students in grades first-third who need additional support in ELA and Math. Teachers will collaborate with the instructional assistants on daily lesson plans for small group instruction using logs.

2 @ 2 .4375 Instructional Assistants (including benefits) - LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
54,926	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

$ Amount(s)   Object Code   Description

0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)   Object Code   Description

0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)   Object Code   Description

0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

By June 30, 2022, decrease suspensions for All Students from 7% to 6%.

By June 30, 2022, decrease chronic absenteeism for all students from 19.80% to 17%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

Students social and emotional needs were supported well last year.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Grunsky will continue to have 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 Title 1

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
4,800	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

By June 30, 2022, 50% of parents will have reviewed and signed the student's planner on a weekly basis.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Additional funds provided to support parent involvement activities.

Total Goal 3, Strategy 1 – Title I Parent Involvement funds is $2,830.

2021-2022 Strategy Adjustment

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 for 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 I Ready assessment, parents will be provided with a student progress report.

****General supplies are unallowable using State & Federal funds.****

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
2,819	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

GRUNSKY #236

		06/18/2020 jls	INITIAL BUDGET/DATE	3/23/2021	REVISED BUDGET/DATE	50647 - inc by $308

TITLE I				
TOTAL ALLOCATION	$ 151,894	**LCFF**	TOTAL ALLOCATION	$ 155,200
TOTAL BUDGET DISTRIBUTED BELOW	$ 151,894		TOTAL BUDGET DISTRIBUTED BELOW	$ 155,200
TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0

TITLE I - PARENT - 50647		
TOTAL ALLOCATION	$ 2,830
TOTAL BUDGET DISTRIBUTED BELOW	$ 2,830
TO BE BUDGETED (Should be $0.)	0

			ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS						
Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)		$ 21,840								$ 5,000										$ 26,840
11700	Teacher Substitute (incl benefits)		$ 5,574																		$ 5,574
12151	Counselor																				$ -
30000	Statutory Benefits																				
12500	Counselor-add Comp (incl benefits)																				
13201	Assistant Principal																				$ -
30000	Statutory Benefits																				
19101	Program Specialist	0.500	$ 53,310	0.500	$ 54,211															1.000	$ 107,522
30000	Statutory Benefits		$ 16,182		$ 16,297																$ 32,479
19500	Prog Spec-Add Comp (incl benefits)																				
19101	Instructional Coach																				$ -
30000	Statutory Benefits																				
19500	Instr Coach-Add Comp (incl benefits)																				$ -
21101	Instructional Asst/CAI																				$ -
30000	Statutory Benefits																				
21500	Inst Asst/CAI –Add Comp(incl benefits)																				
21101	Bilingual Assistant							0.625	$ 27,035											0.625	$ 27,036
30000	Statutory Benefits								$ 30,018												$ 30,018
21500	Bil Asst-Add Comp (incl benefits)																				
22601	Library Media Assistant			0.438	$ 13,764															0.438	$ 13,764
30000	Statutory Benefits				$ 834																$ 834
22500	Lib Med Asst–Addl Comp (incl benefits)																				
22901	Community Assistant																				$ -
30000	Statutory Benefits																				
22500	Comm Asst–Add Comp (incl benefits)																				
29101	Parent Liaison																				$ -
30000	Statutory Benefits																				
29500	Par Lia–Add Comp (incl benefits)																				$ -
	Sub Total - Personnel/Benefits		$ 96,906		$ 85,106		$ -		$ 57,053		$ 5,000		$ -		$ -		$ -		$ -		$ 244,067
Books & Supplies																					
42000	Books																				$ -
43110	Instructional Materials		$ 27,212																		$ 27,212
43200	Non-Instructional Materials																		$ 2,449		$ 2,449
43400	Parent Meeting																		$ 381		$ 381
44000	Equipment		$ 14,541		$ 13,041																$ 27,582
	Sub Total - Books & Supplies		$ 41,753		$ 13,041		$ -		$ -		$ -		$ -		$ -		$ -		$ 2,830		$ 57,624
Services																					
57150	Duplicating																				$ -
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement		$ 5,100																		$ 5,100
52150	Conference																				$ -
58450	License Agreement		$ 3,135																		$ 3,135
58720	Field Trip-Non-District Trans																				$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional																				$ -
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		$ 8,235		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 8,235
	GRAND TOTAL		$ 146,894		$ 98,147		$ -		$ 57,053		$ 5,000		$ -		$ -		$ -		$ 2,830		

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
GRUNSKY - 236 - G3
PRELIMINARY - 04/16/2021

TITLE I		LCFF		TITLE I - PARENT - 50647	
TOTAL ALLOCATION	$ 151,894	TOTAL ALLOCATION	$ 144,960	TOTAL ALLOCATION	$ 2,819
TOTAL BUDGET DISTRIBUTED BELOW	$ 151,894	TOTAL BUDGET DISTRIBUTED BELOW	$ 144,960	TOTAL BUDGET DISTRIBUTED BELOW	$ 2,819
TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0

			ACHIEVEMENT							LEARNING ENVIRONMENT				PARTNERSHIPS							
Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)	0.000	$ 8,400	0.000		0.000		0.000		0.000	$ 4,800	0.000		0.000		0.000		0.000		0.000	$ 13,200
11700	Teacher Substitute (incl benefits)	0.000	$ 6,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 6,000
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
19101	Program Specialist (incl benefits)	0.500	$ 72,811	0.500	$ 78,812	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	$ 151,623
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Instructional Asst/CAI (incl benefits)	0.438	$ 27,463	0.438	$ 27,463	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.875	$ 54,926
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Bilingual Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
21500	Bil Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
22601	Library Media Assistant (incl benefits)			0.438	$ 30,479			0.000				0.000				0.000				0.438	$ 30,479
22500	Lib Med Asst-Addl Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	Sub Total - Personnel/Benefits		$ 114,674		$ 136,754		$ -		$ -		$ 4,800		$ -		$ -		$ -		$ -		$ 256,228
Books & Supplies																					
43110	Books/Supplies/Materials (less than $500 per item)		$ 24,711		$ 8,206																$ 2,141	$ 13,200
43400	Parent Meeting																				$ 678	$ -
44000	Equipment ($500 - $4999.99 per item)																					$ -
	Sub Total - Books & Supplies		$ 24,711		$ 8,206		$ -		$ -		$ -		$ -		$ -		$ -		$ 2,819		$ 13,200
Services																					
57150	Duplicating																					$ 13,200
57250	Field Trip-District/Non-District Trans																					$ 6,000
56590	Maintenance Agreement		$ 5,000																			$ -
52150	Conference																					$ -
58450	License Agreement		$ 2,709																			$ -
58920	Pupil Fees																					$ -
58100	Consultants-Instructional/Non-Instructional																					$ -
	Sub Total - Services		$ 7,709		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 54,926
	GRAND TOTAL		$ 147,094		$ 144,960		$ -		$ -		$ 4,800		$ -		$ -		$ -		$ 2,819		

Assumptions:
* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.
** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.
***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.
****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.
*****State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District
State & Federal Strategic Preliminary Action List

LOCATION: G3   **GRUNSKY K-8**

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
		X			27207409	PROGRAM SPEC	0090	12303021G3	19101	0.5000	0.5000
		X			27207409	PROGRAM SPEC	3010	15064321G3	19101	0.5000	0.5000
X					64163430	LIBRARY MEDIA ASSISTANT	0090	12303024G3	22601	0.4375	1.0000
	X				71251870	BILINGUAL ASST/SPANISH	0091	12302010G3	21101	0.6250	1.0000

TOTALS, THIS LOCATION: 236   2.0625

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN 27207409 _____ New Fund .85 ___ Title 1 ___
Fund Change for PCN 27207409 _____ New Fund .15 ___ LCFF ___
Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to asigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

POSITION	FTE	ORG KEY & OBJECT
1. Assistant Principal Elementary	.50	12303021G3 13201
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On _____ School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the _____ school year.

Site Administrator's Approval: _____   DATE: _____

Report ID:	Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca	Current Date: 12/14/2020
Report Location:	CDD \ Accounting\ State and Federal	Current Time: 04:05:14
User ID:	TOWNLEY, KELLY LEIGH	Page #: 11

2020-2021 SPSA Evaluation

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Area of Focus	Year 2 2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 1	Provide teachers with professional learning opportunities and support to supplement core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.), PLC collaboration process, conferences/training (e.g., AVID, MTSS, MAP, Common Core, UoS, Direct Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, CAFE, phonics, etc.			Describe implementation of each component and include applicable data a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)	Describe effectiveness of each component and include applicable data a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)	Describe the significant material difference a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)	Describe the changes made or proposed for the future a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)

Goal 1 – Student Achievement

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S1 – a	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	Bi- monthly PLC Schedules and attendance records, coaching schedules/logs, and PD training attendance data. The District Fall to Winter Progress report. Time sheets.	Bi-monthly grade level PLC meetings were held every first and third Tuesday of the month from 2:15-3:45 p.m. During the course of the year coaches and the program specialist presented at bi-monthly faculty meetings and attended bi-monthly PLC meetings on a rotating schedule or as needed. Additionally, coaches and the program specialist met in virtual classrooms or by	On site instruction didn't resume until the last four weeks of the 20-21 school year but Grunsky continued to have bi-monthly PLC grade level meetings. virtually. Coaching continued virtually as well with an emphasis on utilizations of virtual platforms, continued curriculum implementation especially in the utilization of I-Ready pathways. All teachers attended the mandatory District PD days, on July 29-30, September 21, October 26, and January 11. Additional site sponsored PD included all teachers, coaches, program specialists and administration attending a 1 hour PD on the I- Ready	Although PLC meetings and coaching occurred virtually this year there was strong buy-in and teacher participation in both processes to share data, research based, instructional strategies, effective curriculum usage. and parent communication techniques, and new virtual platforms such as Google classroom and meets, Zoom. Pear Deck, and Padlet. In the virtual world teachers were eager to utilize any instructional pedagogical information to help them be more effective in their virtual classrooms during synchronous and asynchronous instruction.	The only significant change in the implementation of PLC collaboration meetings and coaching was the meetings and coaching session occurred virtually. District and site trainings were conducted virtual instead of in person.	We will continue to attend PLC meetings bi-monthly, schedule coaching as needed, and attend District and site professional developments.

| | | | scheduled appointments. | Pathways program and 14 Grunsky teacher's attendance at 14 hours of training in the new science curriculum and Next Generation Science Standards. According to Grunsky's Progress Report issued by the SUSD Reach Department which compared the Fall to Winter I Ready Benchmark the percentage of students on track in ELA increased from 30% to 33% a 3% increase. Students who were two or more grade levels below declined 53% to 44% a 9% decline and students who exhibited no growth declined from 33% to 24% a 9% decline. In math the percentage of students on track remained the same at 26% for the Fall to Winter assessment. Students who were two or more grade levels below declined 51% to 39% a 12% decline and students who exhibited no growth declined from 38% to 26% a 12% decline. When comparing Grunsky to the percentage of students who were on track Grunsky outperformed the District by 1% in ELA and 2% in math at 32%. The District results were 32%.in ELA and 24% in Math. | Coaching and PLC teaming worked hand in hand to prepare teachers for the virtual classroom. During virtual visits and evaluations teachers could be observed using district curriculums and engaging strategies. All teachers used virtual platforms during synchronous live instruction. Academic achievement improved in both ELA and Math | | |

G1, S1 – b	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)			During the course of the 20-21 school year teachers declined to do extended day tutoring.	Since all teachers declined the opportunity to participate in extended day tutoring due to the Pandemic.Grunsky had no tutoring funded under the school plan. Therefore, no data has been complied for the Extended day program. Grunsky did however have 4 teachers funded by the District ASP in the area of language development and science.	No change, either positive or negative can be attributed to the Grunsky extended day tutoring,	By the beginning of the 21-22 school year the pandemic should have reached herd immunity resulting in students returning to school with fewer restrictions. If students do return with restrictions lifted Grunsky will resume as much extended day tutoring to provide students with as much extra support and time to close the achievement gap as funding permits.
G1, S1 – c	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)	Virtual attendance.	Each month the Grunsky Leadership Team had a scheduled date to meet virtually. The I challenges virtual learning others meetings were scheduled to brainstorm ideas on how to improve virtual learning and instruction.	The Grunsky Leadership team of the Principal, Assistant Principal, ELA and Math Coaches and Program Specialist met virtually once a month or as needed.	This year the Grunsky Leadership Team effectively met the challenges of virtual learning and instruction. The team examined I Ready Benchmark and Pathways data and helped plan science and I Ready Pathways training to help teachers gain knowledge about the new science standards and how to effectively use the pathways program.	The biggest difference was meetings were held virtually and the Team met on a regular basis and was more familiar with the new curriculum and were able to target issues and needs based on observation and concrete timely data though the Pathways program.	Grunsky Leadership Team will continue to meet at least month and on a as needed basis based on data.
G1, S1 – d	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	Sign out sheets for all technologies issued to students. Invoices to materials and	Chromebooks along with most essential technologies were issued at the beginning of the year. All other supplemental instructional	All students at Grunsky Elementary were provided with Chromebooks, headphones, notebooks, paper and pencils, colored pencils, whiteboards, whiteboard markers and erasers, science materials,	All students used Chromebooks and ancillary technologies during live synchronous and asynchronous instruction. As students engaged daily with the technologies and virtual platforms there confidence	In previous years' students didn't use the Chromebooks at home to the degree they did this year. They had not been exposed to the virtual platforms such as chat boxes, Peardeck, PadLet, and numerous others that	Grunsky teachers and students will continue to use existing technologies and virtual platforms they learned during off site instruction. when they return for onsite instruction. As new teachers come on board as new staff

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	supplies purchased. Maintenance agreement contracts..	materials were issued daily and on as needed basis. During the pandemic teachers signed up and had access to all equipment under site maintenance agreements.	math manipulatives, and any necessary supplies or materials needed on a daily basis to use during their virtual lessons and assignments. All teachers at Grunsky Elementary utilized their district-provided laptops, projectors, doc cameras, and other technologies such as audio equipment, microphones. and cameras to conduct virtual and on site lessons.	and proficiency could be observed during lessons When supplies and materials were needed for specific lessons they were delivered well in advance of lessons in the areas of ELA, Math, and Science.	allowed students to engage with and share with their teacher and colleagues in real time.	they will be trained in virtual platforms. Students and teachers will continue to be supplied with all materials to be successful in their classes next year. Be it hybrid or on site.

	effectiveness of lessons using these instructional supplies will be measured by achievement scores from all assessments. 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.					
G1, S1 – e	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;	time accounting log/email correspondence		Describe implementation of each component and include applicable data SSC/SPSA: Our program specialist was able to assist with the School Site Council in terms of communication and election. With regard to the SPSA, efforts have been made to assist the principal in revising the SPSA and related documents.	Describe effectiveness of each component and include applicable data Our program specialist was instrumental in ensuring that the SSC election was held this school year. Additionally, meetings were held virtually, hence, our program specialist ensured that the members and the public had access to the Zoom link. The members of the SSC were able to communicate expeditiously. The program specialist was able to review the past and current versions of the SPSA and reflected on the goals.	Describe the significant material difference The SSC election shifted from paper-and-pencil to electronic form. Our program specialist was able to reach parents by creating a Google form for the election as well as ensuring e-mail and phone communication to the members and the public. The administrators also did their share of communication via Blackboard announcement.	Due to the ongoing monitoring of curriculum, programs, ELD, and the need for technical support the Grunsky Program Specialist will be part of the team and plan next year.

and training/demonstration of activities/processes.				Coordinating/monitoring intervention programs: Our program specialist was able to coordinate a schedule for the bilingual paraprofessional to serve students in 7 classes.	The program specialist created a schedule for the bilingual paraprofessional to follow in cooperation with the teachers involved. Both program specialist and para discussed logistics and what the tasks that the paraprofessional may perform. Constant communication with the bilingual paraprofessional transpired.	
				Coordinating and managing local assessments: Our program specialist provided teachers the timeline or schedule for local assessments--i-Ready diagnostics and monitored i-Ready diagnostic status during testing. Reminders to teachers were communicated via e-mail and personal conversations.	The program specialist ensured that i-Ready diagnostics have been administered by classroom teachers on a timely basis. A great effort was made to track the diagnostic status to see which students have and have not completed their tests. Phone calls were done to reach out to parents whose students needed to complete their tests.	Since this school year was on distance learning, getting students to take their tests remotely was problematic due to the lack of motivation as well as technical difficulties for students and even parents.
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				Data analysis/reporting/distribution The program specialist reviewed, analyzed, and shared i-Ready data with some teachers and students who needed some extra motivation as requested by classroom teachers & parents. For the most part, teachers had a greater part of disseminating their data with their parents.	Virtual conferencing with teachers and students made it easier to find ways to disseminate data using various modes of communication. The program specialist was readily available as needed.	Virtual format

meetings, resolving technological issues for teachers in need, communicating with administrators and teachers, and ensuring that teachers and students have their needed core materials.			Coordinating for afterschool program;	The program specialist has coordinated for virtual After School Program for Academic Hour as well as English Learner Academic Hour (ELAH). There were 4 teachers in both tutoring groups.	Virtual format for after school tutoring this school year starting in October (ELAH) and January (ASP)
			Managing supplemental bilingual staff support and interventions The program specialist coordinated with the site's bilingual paraprofessional with regard to scheduling classes and provided the names of EL students	Phone & virtual communication during the lockdown were necessary.	Virtual format
			Coordinating parent involvement activities On a yearly basis, the program specialist works with the ELAC committee from election to the yearly meetings. Our program specialist ensured that the officers have access to the meeting materials by sharing with them virtually. She also trained the officers on their roles and duties	The ELAC officers were confident that the ELAC meetings and preparations would go smoothly. All ELAC meetings were held.	Virtual format

				Providing technical support; and training/demonstration of activities/processes.	Throughout the year, the program specialist assisted teachers in troubleshooting technical issues as needed in addition to training teachers on technical procedures for SBAC testing.	Virtual format
				Coordinating and monitoring state testing The program specialist ensures that teachers and students are prepared for the SBAC by providing virtual trainings and added technical support since January of this school year.	The program specialist provided teachers and students with assistance in navigating procedures to access the secure browser. Additional trainings after work hours were also conducted to assist and prepare some teachers who needed help.	Virtual format
				Monitoring English Learners programs such as English Language Development, creating and updating EL master schedule; Placing EL students accordingly, monitoring EL and RFEP students	The program specialist ensures that teachers conduct ELD instruction on a daily basis by reminding teachers verbally and in writing about this non-negotiable. The program specialist has virtually visited some teachers during ELD time. The program specialist also ensures that teachers complete their EL and RFEP monitoring forms by providing fillable forms via Google drive. The master schedule was also completed and submitted.	

				Assist in SAP meetings, resolving technological issues for teachers in need,	Attendance to SAP meetings was as needed/invited. When invited, the program specialist coordinated with the team to reach a Filipino family and translated as well. Additionally, she also made phone calls in the evenings or during the weekend to speak with the family.	
				Communicating with administrators and teachers, and ensuring that teachers and students have their needed core materials.	Communication is an indispensable part of success. The program specialist sees to it that pertinent information are/were communicated in writing via e-mail, phone, or verbally. Checking on teachers for needs was also part of the communication so they have all their materials. The program specialist worked with the library media assist and communicated either by phone or e-mail.	

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Goal 1, Strategy 2				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S2 – a	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	AR and Lexile level progress.	AR progress reports.	Due to the pandemic Accelerated Reader was not utilized due to the limitations of the instructional minutes mandated under AB 77 and district contract STA contract.	Since Accelerated Reader was not utilized there was no data related to student literacy in grades second and third.	The restrictions of the AB 77 minutes and STA contract significantly resulted in the choice not to use Accelerated Reader in lieu of synchronous and asynchronous instruction.	If virtual or hybrid instructional minutes are increased second and third grade Accelerated Reader will resume next year to improve reading fluency and comprehension.
G1, S2 – b	Library Media Assistant is responsible for checking out library books to students, organizing the library by checking in/out and in		Yearly Grunsky Library Circulation Report	A new Library Media Assistant was hired this year with the intent to increase library book circulation, build literacy skill, and provide	As noted the AR program was not implemented this year since students had a difficult time checking out books because of the uncertainties of	The pandemic resulted in a significant change to library media assistant duties to improve circulation and literacy at Grunsky.The	The library media assistant is critical to the literacy success at Grunsky since many of our students don't have access to the city library or technology at

labeling books by Lexile and AR levels, and teaching students library skills.

Lexile reading books to second and third graders to use with the AR program. The Library Media Assistant was trained by the District Librarian on all library procedures and check out protocols. When the pandemic hit and students could not return to school, the focus of the Library Media Assistant shifted to checkout of laptops, headphones, hotspots, curriculum, and other education materials and supplies for all Grunsky students and staff. .

the pandemic. safety protocols. These protocols impacted circulation check out as well. According to the Grunsky collections circulation report only 26 books were checked out during the year compared to 83,437 over the last three to four years.

focus of the library media assistant main focus shifted to ensuring all students and staff at Grunsky were provided with technology, curriculum, and materials to be successful in the virtual classroom. These duties didn't end there, when students came back to hybrid learning the library media assist worked with parents and students to make sure they could connect to the internet, replace broken laptops, and pass out laptops and charging units to students who came to school without their technologies. She additionally leads a sixth grade book club to read a shared novel.

home. The pandemic has sidetracked the library media assistant this year, however, due the huge circulations in the past and increased use of technology the library media assistant will continue to be part of the Grunsky team and plan.

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Goal 1, Strategy 3				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S3 – a	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		Our bilingual paraprofessional was scheduled to service students in 7 classes this school year. She was able to meet with EL students via Zoom and Google Meet. Our bilingual paraprofessional briefly assisted the program specialist in the administration of K-1 ELPAC testing. She tested all domains except the speaking domain.	EL students who struggled academically were more comfortable working with our bilingual paraprofessional. She worked on various skills and concepts based on their needs and as assigned by the classroom teachers. Our bilingual paraprofessional was instrumental in getting pertinent information across to some EL parents for test scheduling.	Our bilingual paraprofessional was unable to serve all students remotely due to inconsistent attendance and some technical issues experienced by students with remote learning.	Due to budget constraints, the bilingual paraprofessional's position was cut for the school year 2021-2022.

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Goal 2 – School Climate

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S1 – a	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).	# 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		Grunsky counselors created a google classroom in which students could make an appointment to meet with them and for our counselors to provide the students with the SEL and Academic lessons. At the beginning of the school year administrators met with the counselors to discuss the grade levels each of our two counselors would address and calendar all of the SEL and Academic lessons for the year. Counselors meet with administrators on a bi-weekly schedule to review student concerns, review SAP forms, discuss chronic absenteeism and update counselor caseloads.	According to the monthly report submitted by our counselors they are servicing on a regular basis 15-20 students monthly. This is done by daily check ins, bi-weekly meetings, or 1-1 counseling via zoom or meet. The google classrooms have given our classrooms a great platform in where they work from through distance learning. As a school site our counselors have met with all of the SEL and Academic lessons that the district encouraged us to complete this school year by following the agreed upon calendar set at the beginning of the year. As a result of meeting bi-weekly with the counselors, SAP forms have been completed thoroughly this school year. Administrators reviewed with the counselors	This year due to COVID our SAP referrals were mainly for attendance concerns and severe delayed academic progress. There was a significantly lower amount of students referred to SST meetings due to Tier 1 interventions being successful in the classroom setting. After monitoring and meeting with the CARE team for 3 months' teachers did not feel the need to move forward to SST.	In the future administrators will continue to monitor Tier 1 interventions and data prior to CARE meetings to expedite the meetings and to make sure the teachers know what is expected from them. We will meet with the CARE team the third week of August to let teachers know who referred us to CARE at the end of the year, and to let them know the action plan that the teachers were using. All SST notes for this year and action plans will be forwarded to next year's teacher.

| | | | | the Tier 1 interventions before the CARE meetings which resulted in 30 students referred to CARE (held 3 follow up meetings per student), from those CARE meetings 7 students were referred to SST meetings that resulted in Special Education testing and placement. | | |

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 2				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S2 – a	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) | | | A new PBIS team was established at Grunsky Elementary this year that represented all life lines. In the PBIS team we included teachers, counselors, and administrators. The PBIS team focused on analyzing the School Climate Survey taken last year and how the students responded to the survey. Once we looked at the results we found that Grunsky lacked in the area of making students feel heard and cared for. This was our starting point when we met with the PBIS team. The team shared the outcomes with the teachers at our staff meeting, we identified ways of making our | Due to new guidelines for students taking the School Climate Survey for grades 4-6, that required permission from parents to opt in. We did not have enough data to compare this year's from last year's data in regards to school climate.

However, due to the professional development of effective ways of communicating with parents on a regular basis and how to build student relationships during distance learning we were able to decrease our Chronic Absenteeism from 22.15% to 16.5% according to our monthly district report.

As a result of our training on effective ways of communicating with parents and students according to a google survey 87.5% of our teachers are using some form of digital applications to reach parents at different times of | What significantly changed from years past in establishing the PBIS team this year was that the team committed to monthly meetings to be sacred. We held them although it was not easy. All team members held this time valuable and worked together as a team on how to share our findings to the rest of our school. All team members participated in the delivery of outcomes, expectations and developing next steps with our teachers.

Teachers were also very open in using the applications to communicate with parents because of their comfort level of using technology through distance learning. | Next steps for Grunsky in regards to the PBIS team is to include as part of our team a parent and a student, to have equity of voice through all our stakeholders.

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				students feel heard at Grunsky and we implemented restorative circles as needed with the guidance of our counseling team. The PBIS Team also provided professional development on ways teachers can build relationships during distance learning. Grunsky also held professional development provided by our teachers that are great in communicating with parents, reaching out to students, and goal setting with them. This professional development was provided at our staff meetings and then discussed at the teachers PLC's.	the day (ex: class dojo, remind app, class tag, see saw, google voice).		

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Goal 3 – Meaningful Partnerships

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 3, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S1 – a	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, | # of meetings coordinated

# of parents attending meetings

# of students making academic growth

# of parents attending parent/teacher conferences

# of trainings/conference parents attended | Attendance sign in sheets (virtual) for scheduled meetings | During the 2020/2021 school year our Parent coffee hour meetings were conducted via zoom. We held monthly meetings that were posted on our website, SUSD application and sent Black Boar communications.

The agenda was based on parent interest. At the end of each meeting parents would provide written feedback in the chat to what they would want to address at the next meeting. At every meeting updates on attendance, I Ready pathways and counselling services were included in the agenda. Some of the topics that parents chose to talk about: were; how to use class dojo, remind application, google classroom, reading and math strategies for ELL | Conducting meetings via zoom was not as effective as in person. Our attendance for the previous year ranged from 15-20 parents during Parent Coffee Hour. This year our attendance was 8-12 parents.

However, inviting parents to come in and learn from administration 1-1 on technology was effective. The parents that learned were able to help other parents to be able to log on to meetings and to be able to monitor the google classrooms. | A significant change was moving from in person meetings to virtual meetings. | For the 2021/2022 school year we hope to be able to meet in person for our Coffee Hour Meetings. |

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 I Ready assessment, parents will be provided with a student progress report.			learners with parents that can't speak English. During distance learning, parents could make an appointment with administration to learn how to use the SUSD website, applications that teachers used, google classroom or to address any other concern they may have had.		

To add a row:

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Comprehensive School Profile Data:

Assistant Principal

Do I know where I am?	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am?	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?
• 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	• Decrease the suspension rate from 12.3 to 6.1% • Decrease all the groups identified in red on the Dashboard by half. • African American, 26.2% to 13.1% English Learners, from 8.6% to 4.3% Hispanic, 11.2% to 5.6 %, SED, 12.2% to 6.1%, students with disabilities,	• Students were suspended without PBIS and Restorative tier 1 interventions being utilized or interventions weren't documented. • Records for suspensions were not updated on a daily basis and monitored. • CARE, SAP, SST, and SART meeting were not attended regularly or there was a	• Keep a full time Assistant principal to provide consistency and stable. • CARE, SAP, SST, SART and IEP meeting are attended on a regular basis. • Monthly PBIS team meetings that review referrals and suspension data.	• Train the AP in PBIS strategies including reviewing Foundation Video. • Make sure an administrator attends all CARE, SAP, SST, SART, and IEP meeting. • Review the PBIS agenda. • Provide PBIS and restorative intervention trainings based on	• Meet once a month to review Foundations. • Monitor suspensions and absenteeism weekly. • AP and counselor will send CARE, SST, SART schedules and outcomes. • Review IEP schedule weekly to ensure administrative coverage.

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	27.4% to 13.7 %, and white 18.5 % to 9.25%. • Cut the chronic absenteeism from 21.8% to 10.9% • The assistant principal share duties of attending all IEP meetings to ensure all legal mandates are met.	lack of follow-up. • Attendance was not regularly monitored. • PBIS team meeting were not well planned. • Lack of PBIS and Restorative practice training for teachers and follow through.		suspension and referral data.	

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) ● 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				

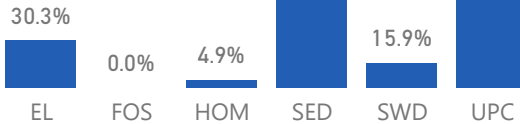|					
(+.99%). (Student Support Services Report, 3/4/19) ● Grunsky has 2 SDC classes, 14 resource students with 5 pending and 47 speech students.					

Progress

2020-2021

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January

492
Enrollment

EL	FOS	HOM	SED	SWD	UPC
30.3%	0.0%	4.9%	89.0%	15.9%	91.7%

December

CWA

10
Parent Outreach

Engagement

17.43%

0.0% — 100.0%

Chronic Absenteeism

Academics

Winter

Participation
99%
ELA: K-11
On-Track
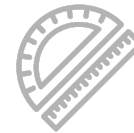**33%**
Percent

Participation
100%
Math: K-8
On-Track
26%
Percent

Participation
(Blank)
MDTP-Fall
Nearly + Ready
(Blank)
Percent-Fall

High School: No Credits Earned
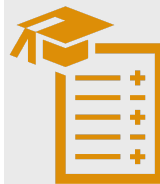
English Learners

ELPAC IA	ELPAC IA
100%	**22**
Percent GL Tested	Total Tested

Reclassification

6

3

RFEP ● Complete ● Eligible

Curriculum:
Tests Administered Through January

Benchmark	Ready Class
1180	**2323**
Total Test Count	Total Test Count

Saavas
199
Total Test Count

School Climate

Plus Survey

18.1%

81.9%

At my school, there is a teacher or other adult who really cares about me.
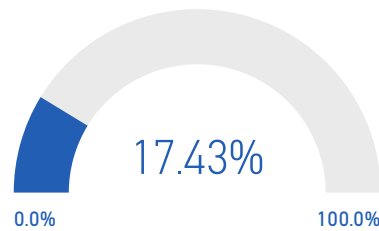
22.2%

77.8%

I feel like I am part of this school.

Enrollment

2020-2021

Change: All Enrollment
(current-previous month)

4 ↑

Dec-Jan change

01-Aug	06-Jan
500	496
Enrollment	Enrollment

02-Sep

487
Enrollment

03-Oct

488
Enrollment

04-Nov

495
Enrollment

**05-Dec**

492
Enrollment

SUSD RA v1.1

Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on displiay, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021
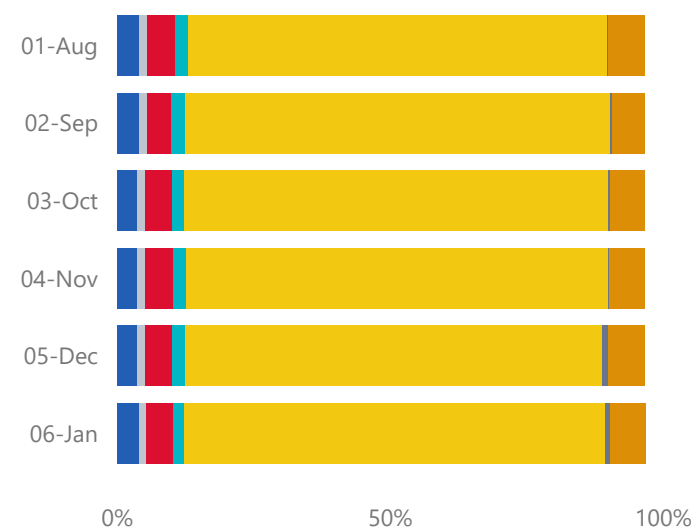
Grade Level: Student Count

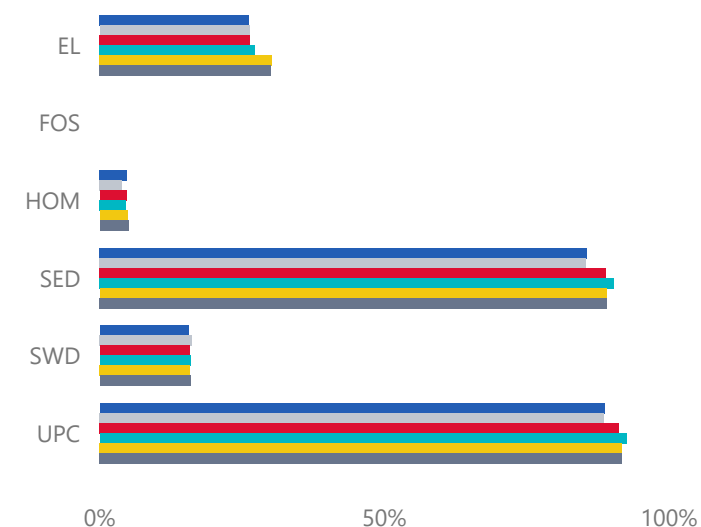Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan
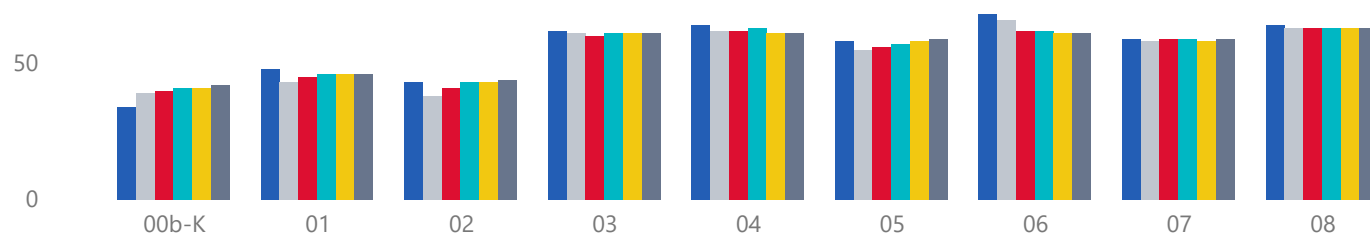
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH

Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ▶

Engagement

school search
Grunsky Elementary

Month
All

2020-2021

Connections

**Rate Change:
Chronic Abs**

0

Nov - Dec change

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).
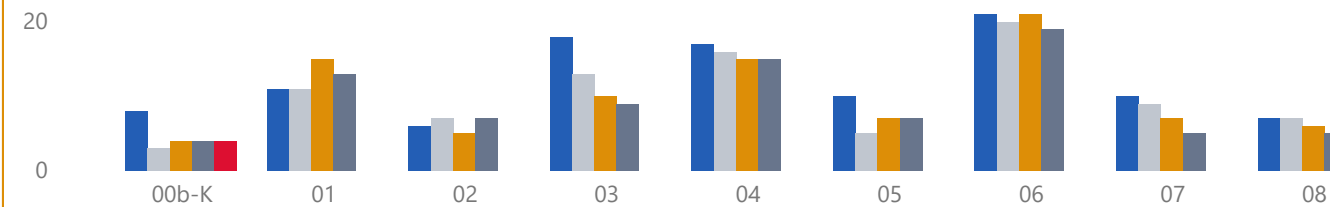
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2**: student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on displiay, use month filter to change displays. Ctrl for multiple selections.

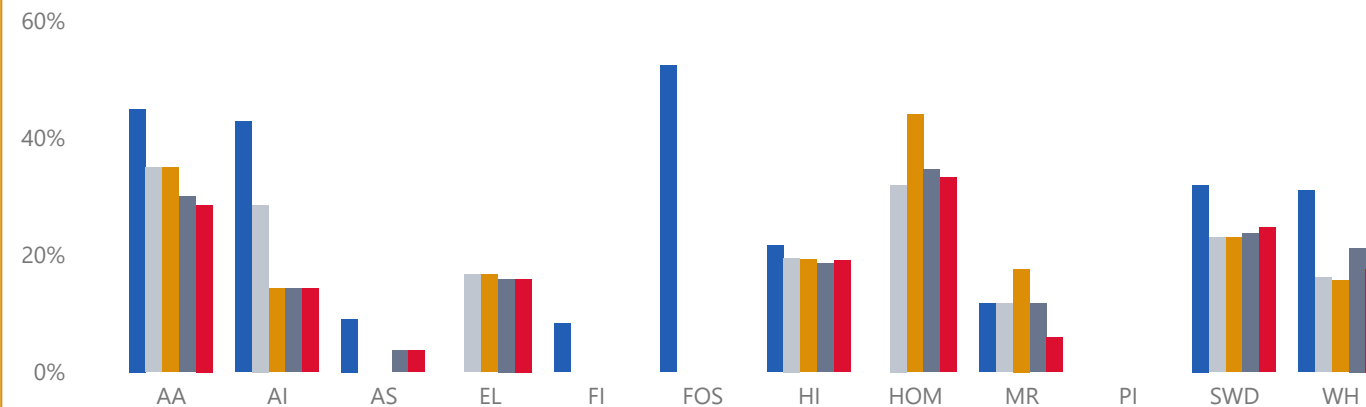**Source:** Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

CWA Connections

SubCategory ● Parent Outreach ● Tier 2

Month	Parent Outreach	Tier 2
01-Aug	6	
02-Sep	55	8
03-Oct	23	25
04-Nov	18	9
05-Dec	10	7

01-Aug	01-Aug
22.15% Rate	**109** Count

02-Sep	02-Sep
18.33% Rate	**92** Count

03-Oct	03-Oct
18.04% Rate	**92** Count

04-Nov	04-Nov
17.53% Rate	**91** Count

05-Dec	05-Dec
17.43% Rate	**91** Count

SUSD RA v1.1

Chronic Absenteeism: Student Group

Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ●05-Dec

(Bar chart by grade: 00b-K, 01, 02, 03, 04, 05, 06, 07, 08)

Chronic Absenteeism: Student Group

Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ●05-Dec

(Bar chart by student group: AA, AI, AS, EL, FI, FOS, HI, HOM, MR, PI, SWD, WH)

counselors : coming soon!

iReady

Subject **ELA**

2020-2021

Term **All**

Student Group **All**

Participation

99%	99%	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:

* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. **On-Track for Grade Level**: percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. **Two or More Years Below**: (2 + Below) percent of students who are 2 or more years below grade level.

3. **No Growth**: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; **Updated**: January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

30%	Fall
33%	Winter
	Spring

2+ Below

53%	Fall
44%	Winter
	Spring

No Gro...

33%	All
24%	Winter
	Spring

iReady Percent On-Track

Diagnostic ● 01-Fall ● 02-Winter

iReady Percent Two or More Years Below Grade Level

Diagnostic ● 01-Fall ● 02-Winter

iReady Percent No Growth (since Winter 2019)

Diagnostic ● 01-Fall ● 02-Winter

F-W Growth	F-S Growth
52% All	

iReady F-W Typical Growth

00	47%
01	41%
02	51%
03	48%
04	60%
05	68%
06	48%
07	44%
08	53%
AA	21%
AI	57%
ALL	52%
AS	48%
EL	41%
FI	82%
HI	53%
MR	47%
PI	33%
SBAC	53%
SED	52%
SWD	41%
WH	47%

Curriculum

2020-2021

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.
* 30 minutes: percent of students averaging 30 minutes per subject per week
* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A
Source: Research; Curriculum Exports, Illuminate
Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021
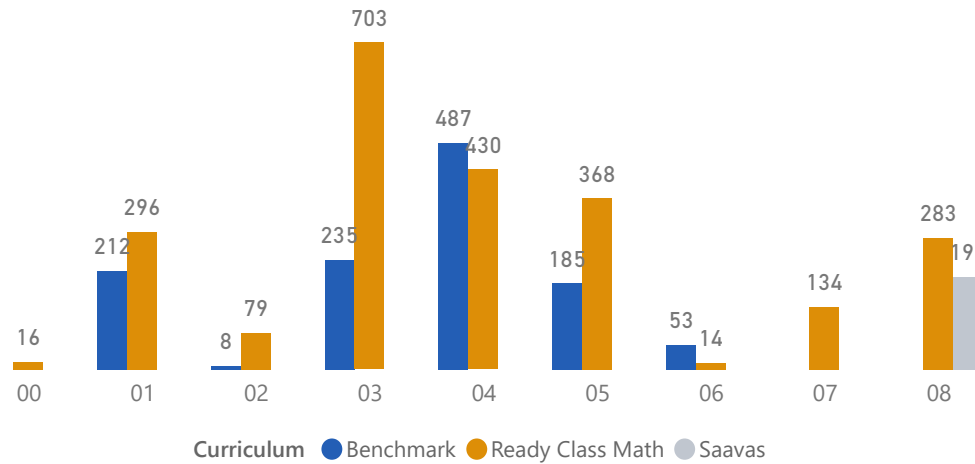### Curriculum Assessments

Ready Class	Saavas	Benchmark
2323	**199**	**1180**
Total Test Count	Total Test Count	Total Test Count

Curriculum: Test Count

Grade	Benchmark	Ready Class Math	Saavas
00		16	
01	212	296	
02	8	79	
03	235	703	
04	487	430	
05	185	368	
06	53	14	
07		134	
08		283	199

Curriculum ● Benchmark ● Ready Class Math ● Saavas

Curriculum: Average Test Count

Grade	Benchmark	Ready Class Math	Saavas
00		16.0	
01	4.9	10.6	
02	1.0	4.2	
03	5.9	14.7	
04	6.8	13.4	
05	3.6	9.7	
06	1.2	1.0	
07		4.5	
08		8.1	4.0

Curriculum ● Benchmark ● Ready Class Math ● Saavas
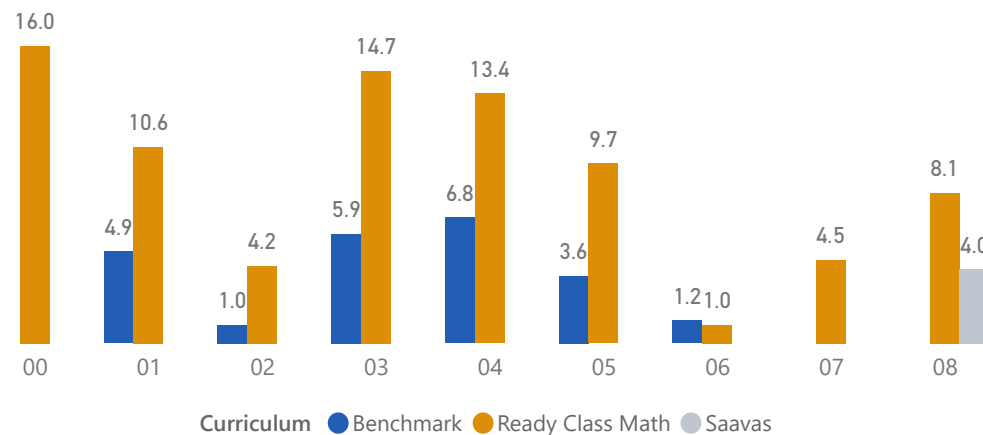
Online Instruction: 30+ minutes

	Sequence 1	Sequence 2	Sequence 3
Math	39.6%	38.7%	45.3%
ELA	33.2%	28.4%	44.5%
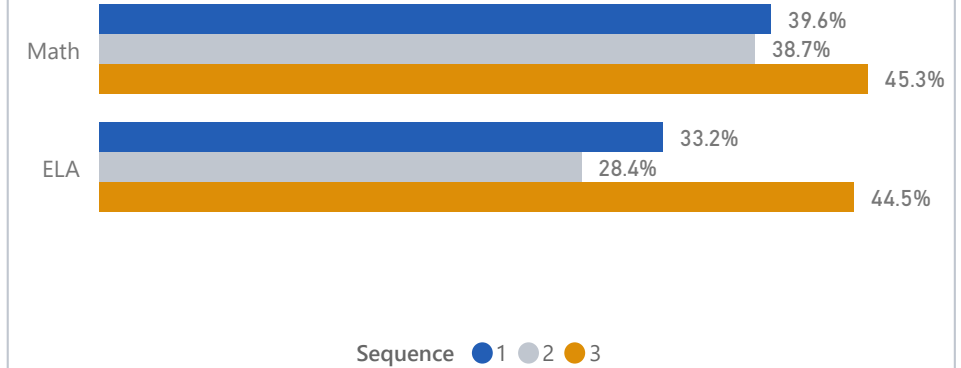
Sequence ●1 ●2 ●3

Online Instruction: Passed Lessons 70%+

	Sequence 1	Sequence 2	Sequence 3
Math	78.0%	80.0%	78.0%
ELA	59.0%	61.0%	59.0%
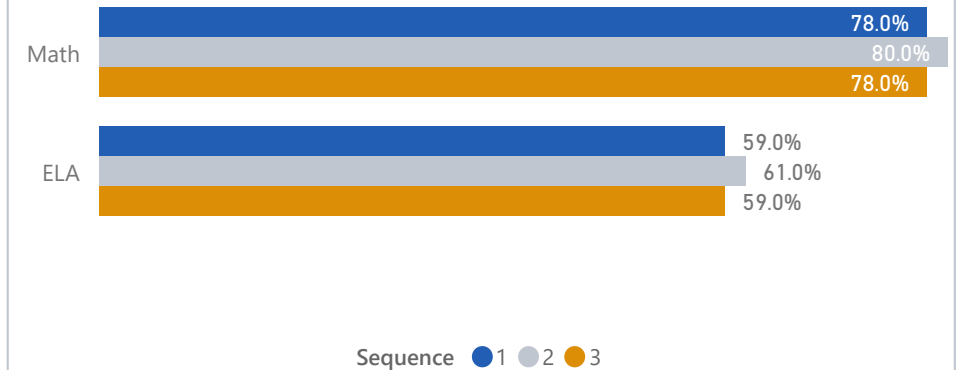
Sequence ●1 ●2 ●3

Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

ELs & RFEPs

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** THe Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:
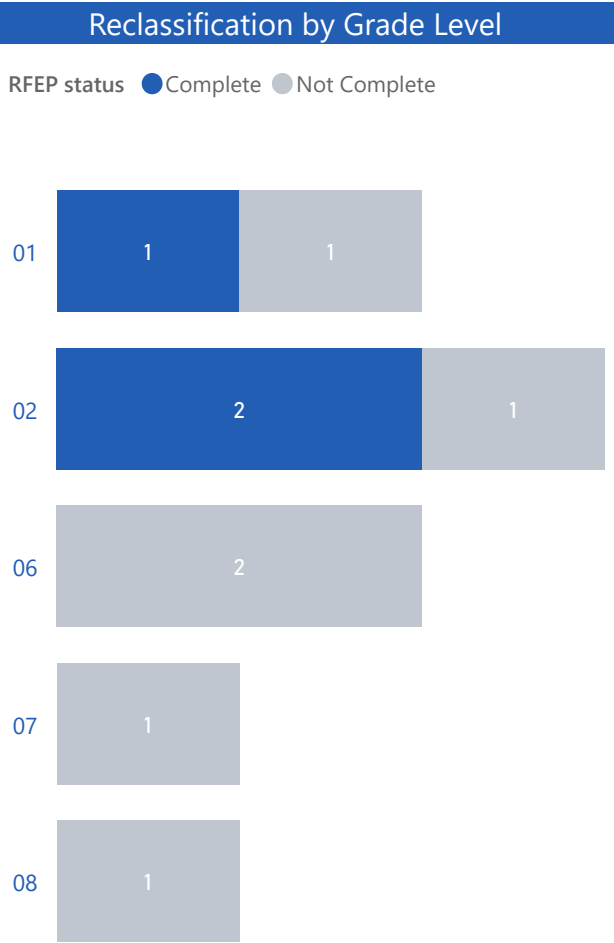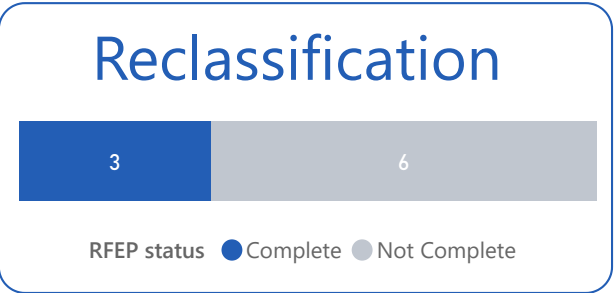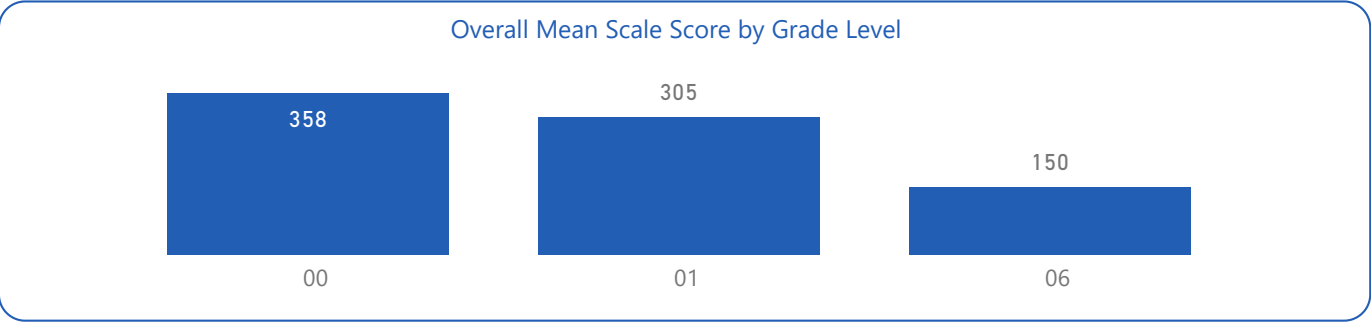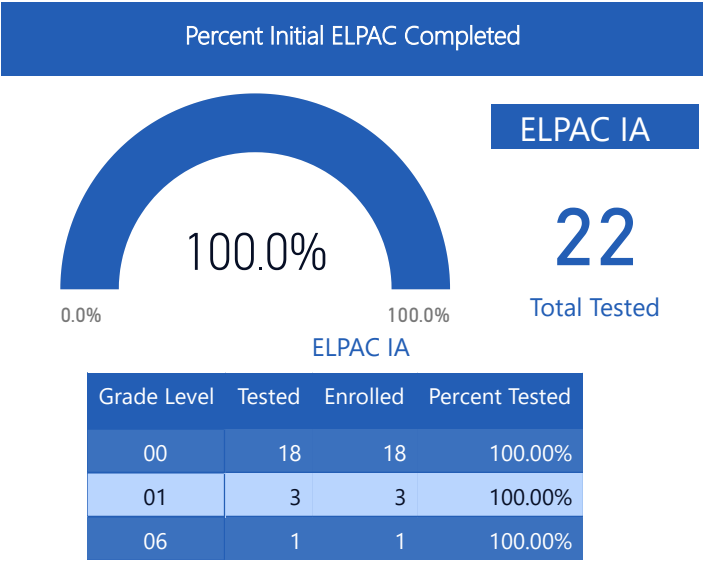
IFEP: Initial Fluent English Proficient **Intermeidate English Learner**, and **Novice English Learner.**

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligibile**: Count of all English Learners eligble for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:
1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA

Source: Research; ELPAC; Illuminate

Frequency: Reports are updated periodically;

Updated: January 2021

Percent Initial ELPAC Completed

ELPAC IA

100.0%

0.0%   100.0%

ELPAC IA

22
Total Tested

Grade Level	Tested	Enrolled	Percent Tested
00	18	18	100.00%
01	3	3	100.00%
06	1	1	100.00%

Overall Performance
● IFEP ● Intermediate ● Novice

3	8	11

Oral Language Performance
● Well ● Moderate ● Minimally

3	7	12

Written Language Performance
● Well ● Moderate ● Minimally

2	3	17

Overall Mean Scale Score by Grade Level

358	305	150
00	01	06

Reclassification

3	6

RFEP status ● Complete ● Not Complete

Reclassification by Grade Level

RFEP status ● Complete ● Not Complete

01 | 1 | 1 |

02 | 2 | 1 |

06 | 2 |

07 | 1 |
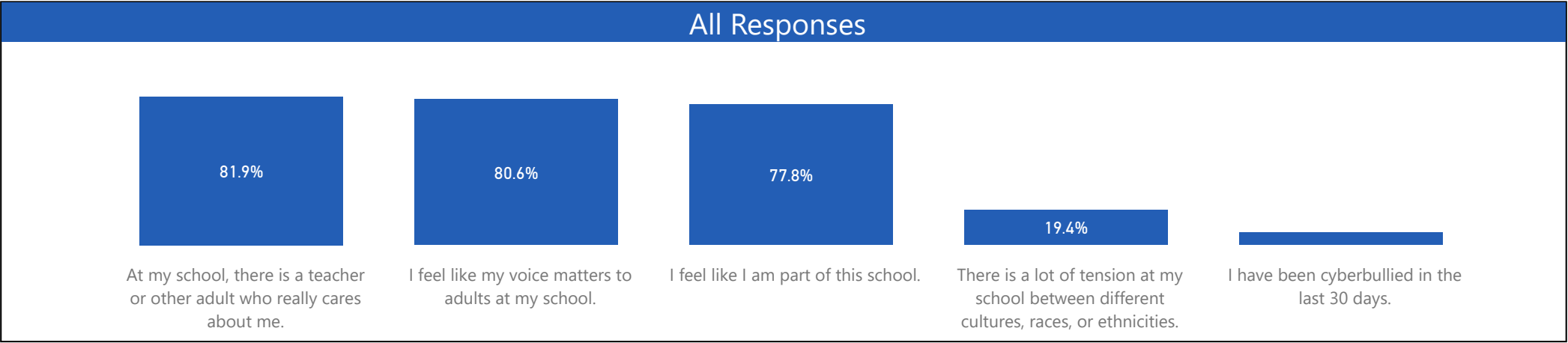
08 | 1 |

SUSD RA v1.1

School Climate

2020-2021

Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.
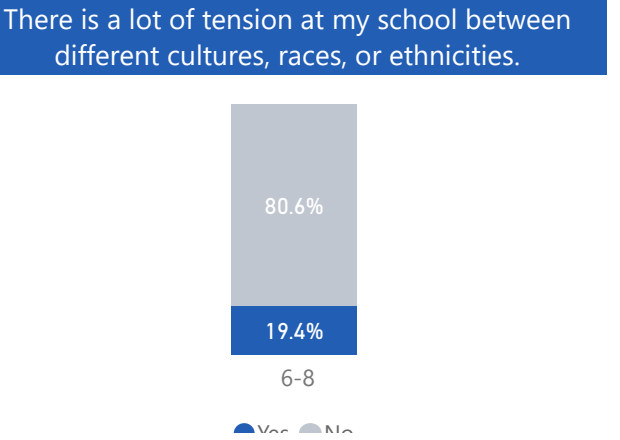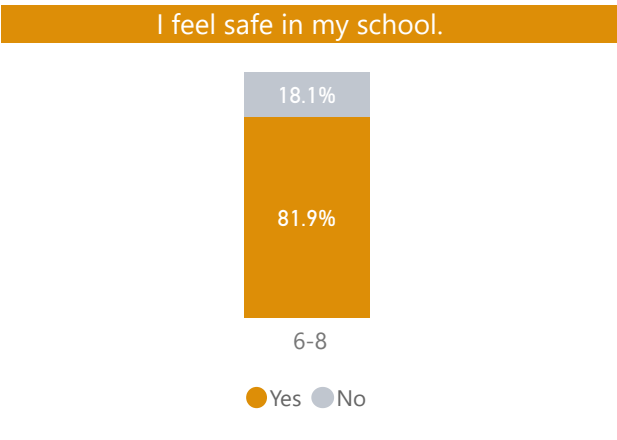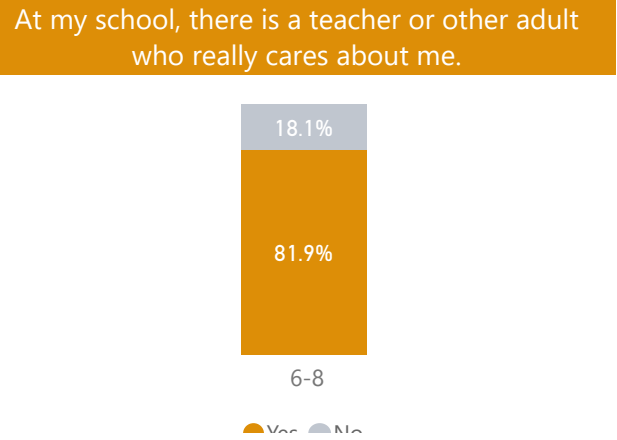
Navigation: NA

Source: Student Support Services - PLUS program

Frequency: Reportts are updated after survey administration (3x a year); Updated: Fall 2020

All Responses

Count	Count	Count
(Bla...	72	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12

I feel like I am part of this school.

81.9% At my school, there is a teacher or other adult who really cares about me.

80.6% I feel like my voice matters to adults at my school.

77.8% I feel like I am part of this school.

19.4% There is a lot of tension at my school between different cultures, races, or ethnicities.

I have been cyberbullied in the last 30 days.

I have been cyberbullied in the last 30 days.

I feel like my voice matters to adults at my school.

At my school, there is a teacher or other adult who believes that I will be a success.

At my school, there is a teacher or other adult who really cares about me.

I feel safe in my school.

There is a lot of tension at my school between different cultures, races, or ethnicities.

SUSD RA v1.1

High School

school search

Grunsky Elementary

GradePeriod

All

2020-2021

MDTP

Grade Distribution and Term

Participation Fall	Near/Ready
(Blank)	(Blank)
Percent	All

MDTP: Fall Diagnostic

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:
* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
* All: all credits attempted were earned
* Half: more than half of credits attemped were earned
* Less than half: less than half of credits atttempted were earned
* None: no attempted credits were earned

***MDTP** (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as **Near/Ready**: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; **Source:** Research; IS, Synergy **Frequency:** Reports are updated after at end of term, test; Updated: January 2021

Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)

10

8

6

4

2

0
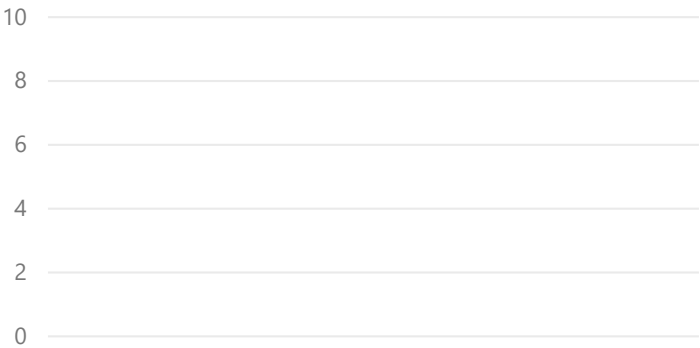
Credits Earned (December)

10

8

6

4

2

0
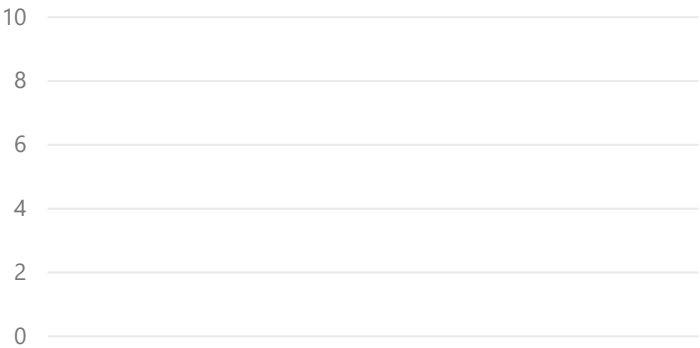
Report Log

* v1 01122021: preliminary review
* v1.1 01212021 administrators - published

Report Content

Student Level Reports
* iReady (portal), Student Level (Illuminate)
* RFEP eligibility (Illuminate)
* ELPAC IA testing list
* Benchmark Universe
* MDTP
* Saavas (portal)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

iReady

Participation

99%	100...	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

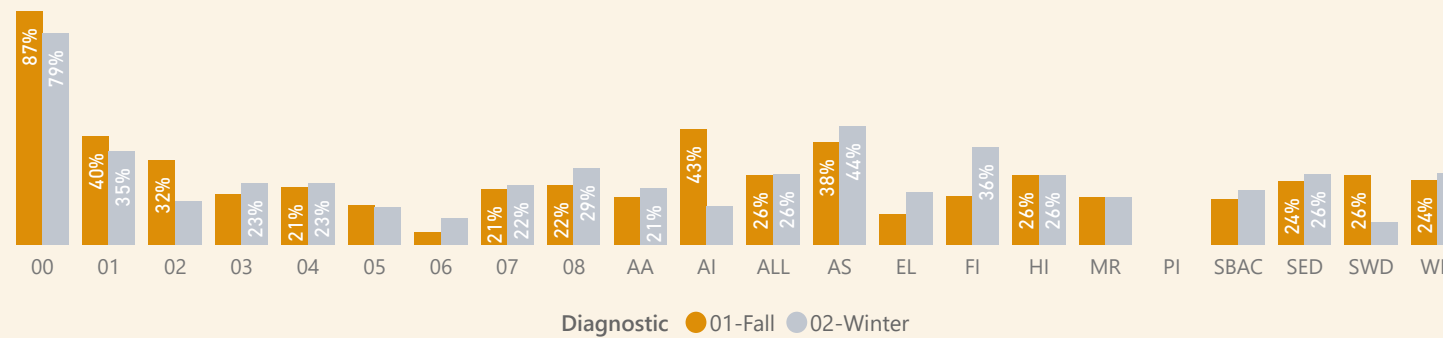Source: Research; Program Exports
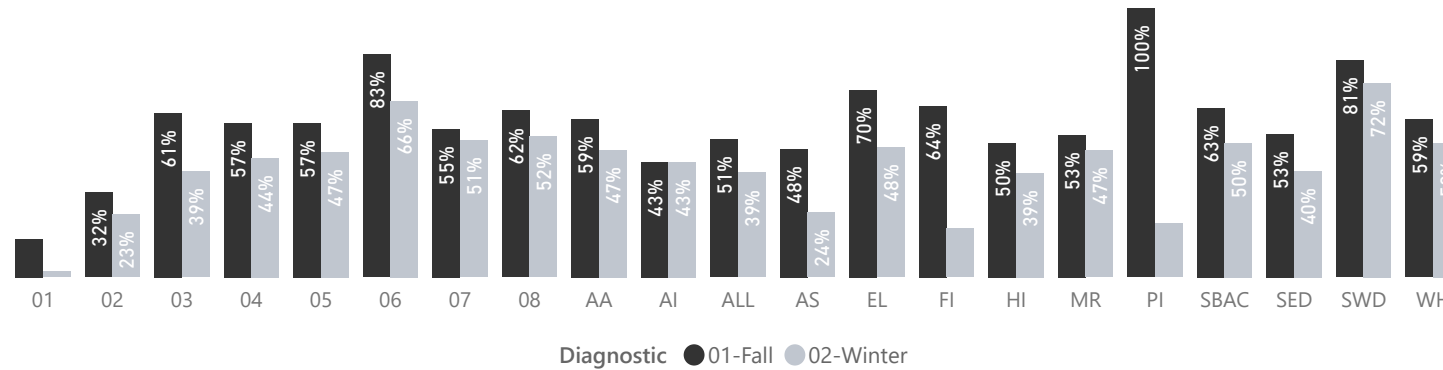Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.
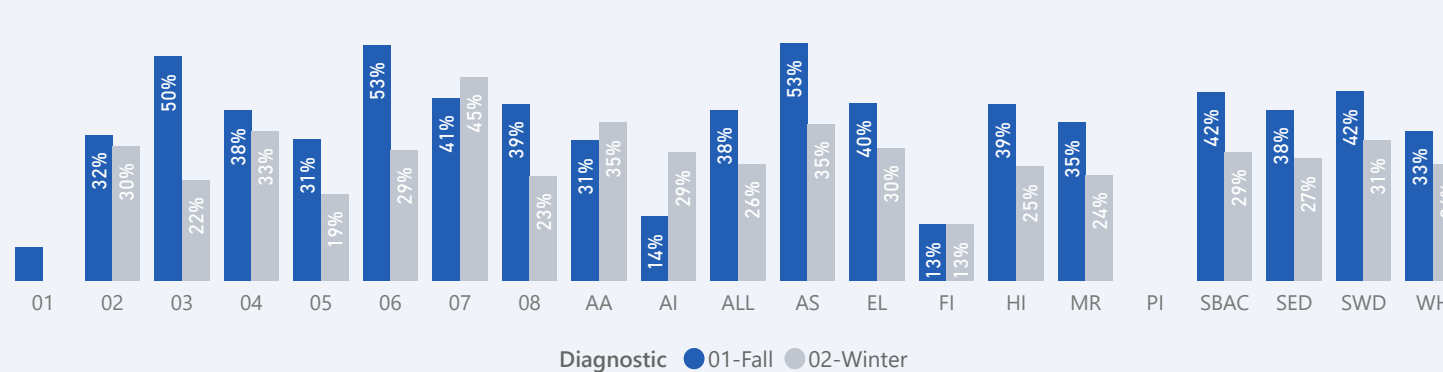High School Data Currently Not Reported

SUSD RA v1.1

On Track
26%	26%	
Fall	Winter	Spring

2+ Below
51%	39%	
Fall	Winter	Spring

No Gro...
38%	26%	
All	Winter	Spring

iReady Percent On-Track

Diagnostic: ● 01-Fall ● 02-Winter

	00	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	PI	SBAC	SED	SWD	WH
Fall	87%	40%	32%		21%			21%	22%		43%	26%	38%			26%				24%	26%	24%
Winter	79%	35%		23%	23%			22%	29%	21%	26%	44%		36%	26%				26%		26%

iReady Percent Two or More Years Below Grade Level

Diagnostic: ● 01-Fall ● 02-Winter

	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	PI	SBAC	SED	SWD	WH
Fall	32%	61%	57%	57%	83%	55%	62%	59%	43%	51%	48%	70%	64%	50%	53%	100%	63%	53%	81%	59%	
Winter	23%	39%	44%	47%	66%	51%	52%	47%	43%	39%	24%	48%	39%	47%	50%	40%	72%	50%	

iReady Percent No Growth (since Winter 2019)

Diagnostic: ● 01-Fall ● 02-Winter

	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	PI	SBAC	SED	SWD	WH
Fall	32%	50%	38%	31%	53%	41%	39%	31%	14%	38%	53%	40%	13%	39%	35%	42%	38%	42%	33%	
Winter	30%	22%	33%	19%	29%	45%	23%	35%	29%	26%	35%	30%	13%	25%	24%	29%	27%	31%	26%	

iReady F-W Typical Growth

F-W Growth | F-S Growth
54%
All

00	53%
01	44%
02	31%
03	66%
04	48%
05	65%
06	65%
07	44%
08	61%
AA	50%
AI	14%
ALL	54%
AS	68%
EL	53%
FI	73%
HI	52%
MR	41%
PI	80%
SBAC	58%
SED	53%
SWD	49%
WH	69%

Recommendations and Assurances:

Site Name: __Grunsky_____

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

   English Learner Parent Involvement Committee   __2/2/2021__
                                                          Date of Meeting

   Other committees established by the school or district (list): _____
                                                          Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

   This SPSA was adopted by the SSC at a public meeting on __6/14/21__.
                                                          Date of Meeting

Attested:

__Michael F. Sousa__   _[signature]_   _June 14, 2021_
Typed Named of School Principal   Signature of School Principal   Date