2023-2024 School Plan for Student Achievement 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 School 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:

   English Learner Advisory Committee   __05/9/2023__
                                                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 __11/2/2023__ .
                                                                Date of Meeting

(Optional)
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

__Leadership Team__	__10/30/2023__
Committee	Date of Meeting
__Staff__	__10/31/2023__
Committee	Date of Meeting
Committee	Date of Meeting

Attested:

| Elizabeth Chavez | _E. Chavez_ | 11/3/2023 |
| Typed Named of School Principal | Signature of School Principal | Date |

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Grunsky Elementary	39686766042600	11/02/2023	06/20/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Grunsky Elementary is implementing a Comprehensive Support and Improvement program.

Description

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.

Grunksy Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal and it's associated strategy (ies) and activity (ies) can be referenced to the LCAP's intent.

Engaging Educational Partners

Grunsky collaborates with educational partners through a School Site Council. Stakeholders include parents, teachers, staff, and community members. The council regularly convenes throughout the year to review and analyze site performance measures and community feedback. School Site Council also formally evaluates SPSA effectiveness through periodic progress checks and with the final Annual Review. Summary of the various evaluations, surveys, and empathy interviews inform decision making and planning for potential SPSA modifications and improvement.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

Classroom Observations

Analysis of Current Instructional Program

- February 22, 2023: Leadership team met to review schoolwide data and trends as they relate to the SPSA
- February 28, 2023: Principal met with parents during the monthly Parent Coffee Hour meeting to review schoolwide data as it related to the SPSA
- February 28, 2023: Grunsky staff met during a faculty meeting to review the performance data on the i-Ready Winter Diagnostic and compared it to goals, strategies, and expenditures within the 22-23 SPSA based on the prior year i-Ready Winter Diagnostic results
- March 9, 2023: School Site Council as a committee to review and analyze Grunsky data in the following 4 areas of the comprehensive needs assessment process: staffing and professional development, teaching and learning, parent engagement, and school culture and climate

Standards, Assessment, and Accountability

Staffing and Professional Development

Staffing and Professional Development Summary

- 20 out of 23 Grunsky teachers hold clear credentials, 1 has an intern credential, 1 is a pre-intern, and we have 1 vacancy
- Instructional coach will retire October 9, 2023
- 14 out of 23 Grunsky teachers are AVID trained
- 4 Grunsky teachers and principal will participate in the 2023 AVID Summer Institute
- All teachers will have district AVID support PD during the 23-24 school year
- On-site staff development for 23-24 will focus on AVID, the writing process, and science
- Teachers will have access to our full time program specialist for help with curriculum, testing, and tech support
- All teachers collaborate twice a month using the PLC process

Staffing and Professional Development Strengths

- 87% of Grunsky teachers hold clear credentials
- Grunsky leadership team meets monthly on topics that include AVID, writing, science, PBIS, and community involvement
- All teachers receive on site professional development on a monthly basis
- 18 out of 23 Grunsky teachers will have had AVID training by the start of the 23-24 school year
- Grunsky teachers work in verticle collabortive groups to review school wide writing goals and expectations/writing across the disciplines
- K-3 Implementation of Systematic Instruction in Phoneme Awareness and Sight Words (SIPPS)
- Instructional coach works with new teachers, TK-8 writing, and K-8 science curriculum implementation

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Not all students have access to high qualified teachers   **Root Cause/Why:** Not all teachers possess a clear teaching credential. Grunsky struggles with hiring credentialed teachers due to the current teacher shortage in California.

Needs Statement 2 (Prioritized): Teachers do not have access to ongoing instructional support.   **Root Cause/Why:** Our instructional coach will retire on October 9, 2023, we need a new instructional coach to fill the vacancy.

Needs Statement 3 (Prioritized): We do not have full implementation of WICOR.   **Root Cause/Why:** We need continued professional development in AVID.

Teaching and Learning

Teaching and Learning Summary

- 20 out of 23 Grunsky teachers have clear credentials
- All Grunsky teachers teach 360 minutes daily
- At Lottie Grunsky all eligible ELD students receive ELD instruction daily (K-6 30 minutes, 7-8 one period a day) Grunsky K-3 teachers use SIPPS for reading intervention
- Grunsky grades 2-5, and both SDC classes (4-8) use Accelerated Reader for reading intervention
- Grunsky grades 2-3 are supported by daily instructional assistants for Math and ELA intervention
- All Grunsky students in grades K-8 newcomer and emerging ELD students are supported by a full-time bilingual assistant
- The Grunsky Program Specialist identifies students needing Tier 3 support, those students get priority in the Step-Up after-school program
- Grunsky teachers have been or will be trained in AVID strategies by the end of the 23-24 school year
- Writing is a priority for our school, all Grunsky teachers committed to a year long writing goal
- All Grunsky teachers have committed to teaching the district adopted NGSS science curriculum
- Five curriculum walk throughs will be completed by the end of the 2023-2024 school year, each walk will focus on a specific goal area (writing, AVID, science, ELD, etc...)

Teaching and Learning Strengths

- AVID organizational strategies are implemented school-wide
- All Grunsy classrooms have a "writing wall" where student writing is displayed showing growth through the school year
- Grunsky has a designate science lab where teachers can take students to do hands-on NGSS science activities
- SIPPS intervention for all K-3 students
- Grunsky implements the PLC process school-wide

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): We do not have full implementation of WICOR. **Root Cause/Why:** All staff needs to finish AVID training by the end of the 2023-2024 school year.

Needs Statement 2 (Prioritized): The students do not have a strong foundation in writing process. **Root Cause/Why:** Teachers and students need training on how to use rubrics to enhance their writing.

Needs Statement 3 (Prioritized): According CAST 90% percent of our students have not shown mastery in the NGSS science standards. **Root Cause/Why:** Teachers need additional training on how to work with the NGSS science standards across the curriculum and the need for students to have the opportunity to experience hands on science experiences.

Parental Engagement

Parental Engagement Summary

- Grunsky holds monthly parent coffee hours in person
- Grunsky has five ELAC meetings per year
- School Site Council meetings are held seven times per year at Lottie Grunsky
- Grunsky hosts annual family events, Title 1 Back to School Night, AVID night, and Integrated Curriculum Night
- Parent teacher conferences are scheduled for all students at the start of the school year, a follow-up confrence is held for those in need mid-year
- All Grunsky teachers use a parent communication tool (DOJO, Google Classroom, Remind App, etc...)

Parental Engagement Strengths

- All teachers participate in parent-teacher conferences, in person and on ZOOM
- Grunsky family events are well attended
- Immediately following the return to school from COVID our coffee hour group averaged 10 parents, we now have an average of 25 attending meetings
- All communication from the school is provided in both English and Spanish

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1: We need to continue to grow our parent group.   **Root Cause/Why:** Even though our numbers have grown since returning from the pandemic we have a small percentage of our families represented at our meetings. Not all people are comfortable in large public settings yet.

Needs Statement 2: We would like more of our teachers to participate in family activity nights. Administrators will put together an events calendar for the year so all dates will be known in advance.   **Root Cause/Why:** In the past Grunsky has not had events calendared for the year for advanced planning. Some teachers do not attend due to other commitments.

School Culture and Climate

School Culture and Climate Summary

- Grunsky school promotes citizenship, safety, and academics by following the "Grunsky Five"
- PBIS strategies are implemented school-wide at Lottie Grunsky
- The PBIS team meets monthly
- The Grunksy attendance team meets weekly (admin, counselors, mental health, and CWA)
- Eighteen Grunsky middle school students participate in our PLUS and Leadership elective class
- Additional personnel (counselors, school psychologist, school nurse, and CWA outreach) all support our school to help us meet our attendance, behavior, and safety goals
- Lottie Grunsky has an active CARE/SST team that meets monthly to focus on students with significant needs
- Every Friday we hold "Lottie Buck" drawings at lunch, Lottie Bucks are distributed by all personell to students who are modeling the Grunsky Five
- Every Friday we do whole school announcements recognizing students with improved attendence
- Classes compete on a montly basis for the Leopard trophy for the classes with the best average attendence in the the life level
- Every day at lunch recess students have activity choices (this helps reduce potential incidents)

School Culture and Climate Strengths

- Grunsky has a strong CARE/SST team
- Grunsky is fully staffed with support personnel
- Student activitiesduring lunch recess
- Our PBIS expectations for the common areas, cafeteria, passing period, and restrooms are fully implemented
- Weekly attendance meetings with the attendance team CWA representative to address chronic absenteeism (we have gone from 49% and we are currently at 32%) the caseload is distributed between CWA representative and counselors for weekly home visits

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): We need to decrease suspensions.   **Root Cause/Why:** Too many students are being suspended for education code 48900 fighting. When they are suspended they are missing instruction. Since students need help in conflict resolution, our counselors hold small group to teach students coping skills.

Needs Statement 2 (Prioritized): Chronic absenteeism rate needs to decrease.   **Root Cause/Why:** We have too many students missing school. We have yet reached pre-COVID attendance levels. Students do not feel a connection to school according to our Healthy Kids Survey.

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 Goal

Goal 1: Student Achievement

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELA: By June 2024 the percentage of students on or above grade level on the third iReady test will increase by 10 percent as compared to the 2022-2023 school year.
 EOY: 2023-

EL: By June 2024 we will increase the reclassification rate at Grunsky by 3 percentage points of our total EL students.
EOY: 2023- 9.49%

Math: By June 2024 the percentage of students on or above grade level on the third iReady test will increase by 10 percent as compared to the 2022-2023 school year
EOY: 2023-

Identified Need

Not all students have access to high qualified teachers

Teachers do not have access to ongoing instructional support.

We do not have full implementation of WICOR.

We do not have full implementation of WICOR.

The students do not have a strong foundation in writing process.

According CAST 90% percent of our students have not shown mastery in the NGSS science standards.

Chronic absenteeism rate needs to decrease.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students on or above grade level	ELA-28% Math-20%	ELA-30% Math-22%
Percentage points of EL students reclassified	EL-13%	EL-16%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

  Teachers will be provided with professional learning opportunities to supplement and reinforce core instruction through collaborative practices with administration and instructional coaches (1 FTE Instructional Coaches - Centralized Service), Professional Learning Communities (PLC) and district Professional Development opportunities. Professional development will include: Advancement Via Individual Determination (AVID), PLC, Systematic Instruction in Phoneme Awareness and Sight Words (SIPPS), Math Engineering Science Achievement (MESA), Multi-Tiered Systems of Support (MTSS), Science Technology Engineering Art and Mathematics (STEAM), academic conferences, curriculum walks, and conference attendance.

Substitute Pay Calculation: 35 days X $200 = $7,000 (Title 1)

To be used to provide teachers with professional learning opportunities to review school-wide data and continued learning to support school wide goals through academic conferences, site based coaching, in the areas of SST/CARE, AVID, SIPPS, MTSS, MESA, and STEAM.

Conferences/Training/Workshops: $860 (Title 1)
To be used for administration, teachers, program specialists, instructional coach, and counselors for advanced training in the areas SST/CARE, AVID, SIPPS, MTSS, MESA, and STEAM.

After hours compensation for professional development in the areas SST/CARE, AVID, SIPPS, MTSS, MESA, and STEAM. Teachers rate of pay at $60 per hour. Total funds $3,000 - title 1.

Site based tutoring: 56 hours at $60 per hour, maximum 1 teachers (Allocating $3,360) (Title 1)
Teachers will provide extended day tutoring starting in October16, 2023 through March 15, 2024. Teachers will submit tutoring proposals in September.

 Instructional Materials/Supplies - $14,219 - Title I $540 - LCFFF
Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials, science specific project materials, and 3D printers. These materials will support ELA, Math, and Science lessons in various grade levels. Additional 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, paint, 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. Instructional supplies for physical well being such as athletic and team building supplies. Physical Education supplies would be things such as; balls, jump ropes, frisbees, hula hoops, yoga mats, etc...

AVID strategies are implemented school wide, as a result specific supplies are needed such as: Nicky folders, binders, binder dividers, pencil pouches, highlighters, pencil boxes, pocket folders, sticky notes, pencil sharpeners, crayons, markers, colored pencils, envelop folders, three prong folders, and giant sticky note pads. The effectiveness of lessons using these instructional supplies will be measured by achievement scores from all assessments.
****General supplies are unallowable using State & Federal funds. ****

Program Specialist (1 FTE) - $84,000 - (Title I), $84,000 - (LCFF) 50% - Title I
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, 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, and poster make. Maintenance agreements ensure the equipment (copy machines) are available and usable to provide a print rich environment.

Duplicating/Reprographics - $2,500 (Title 1): The SIPPS and AVID programs rely on duplicating materials to support the programs.

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

Amount(s)	Source(s)
$84,000	23030 - LCFF (Site)
$5,000	50643 - Title I
$7,000	50643 - Title I
$3,360	50643 - Title I
$14,219	50643 - Title I
$84,000	50643 - Title I
$2,500	50643 - Title I
$860	50643 - Title I

$3,000	50643 - Title I
$11,046	50643 - Title I Salary Contingency
$13,905	23030 - LCFF Salary Contingency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Grades 2-5 including SDC classes who qualify Accelerated Reader (AR) will use this program that encourages students to read at their level thus improving and enhancing reading skills. 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 is for 235 student License Agreements $3,781 (Title 1). Administrators and Program Specialist will track the use of AR to determine if we will continue using AR as a part of reading intervention for the following year.
The 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 library skills. .4375 FTE Library Media Assistant (including benefits) $11,839 Title 1 - $17,935-LCFF

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

Amount(s)	Source(s)
$3,781	50643 - Title I
$17,935	23030 - LCFF (Site)
$11,839	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Maintain two-part time instructional assistants 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) -$26,460 Title 1, $25,280 LCFF

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

Amount(s)	Source(s)
$25,280	23030 - LCFF (Site)
$26,460	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

  Summer Bridge Program provides opportunities for students 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, visiting library, transitions and recess time. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

  CSI- Teachers will work alongside an educational consultant to focus in the area of writing, analyze SBAC writing rubrics, standards and how writing should be aligned with the core instruction in the different disciplines in order to impact student achievement. In working closely with the consultant's, they will be able to identify areas of improvement, and develop action plans to address the issues. With the guidance of the educational consultants, teachers will enhance their skills, and ultimately, become more effective in their roles. This will not only benefit the teachers themselves but also contributes to a better learning experience for the students.
Studies show that implementing increased writing in all content areas increases student achievement and increases scores on standardized tests. Students who process course material through writing retain that information longer, improve critical thinking skills, and become more nuanced readers and writers.

7 Teacher PD by grade level, 2 grade levels each day, 2 consultants each day, 2 subs needed each day
7X$5,000 + 14X$200 = $37,800

18 days of direct in class support, 2 consultants each day
18X$5,000 =$90,000

5 days admin support 2 consultants each day
5X$4,000=$20,000

4 days Academic Conferences, 2 consultants each day, 2 subs per day
 4X$5,000 +8X$200= $20,800

Consulting report out at faculty meetings $41,188

Grand Total $173,588

Grunsky will seek and utilize appropriate consultants such A2Z and others, attend conferences, and provide any additional compensation/substitute costs needed for collaboration and training.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$4,400	50345 - CSI 2022/23
$169,188	50345 - CSI 2022/23

Annual Review

SPSA Year Reviewed: 2022-2023 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.

During the 2022-2023 school year teachers took advantage of professional development opportunities in the area of math, science and AVID. As a result we have implemented AVID strategies school wide and have started the certification process. Our instructional coach was returned to our site from the district this year. The focus areas she helped with included science, writing, and new teacher support. The instructional coach worked with all teachers at Grunsky on how to integrate writing across the curriculum which correlates with AVID strategies. Extended day tutoring was provided for grades TK, 3rd, 5, and 6th grade. In past years Grunsky has had a higher participation rate for staff and students in our site based tutoring. This year was low due to other district opportunities offered through ELOP, ELD, and Migrant education. Next year we will continue to offer site based tutoring, after listening to the recommendations from ELAC, SSC and Parent Coffee Hour. Maintaining the Program Specialist position this year helped Grunsky in terms of implementation of academic strategies. The Program Specialist provided professional development in the areas of ELD and IAB's. She monitored ELD, SIPPS and became our AVID coordinator. The Program Specialist coordinated ELPAC testing, I-Ready Diagnostics assessments, state CAASPP testing schedules, AR implementation, and parent involvement activities. When needed the Program Specialist provided technical support, materials and supplies. She also served as the coordinator for the after-school program. The library media assistant maintained a fully functioning library accessible to all students by developing classroom schedules, labeling books by Lexile levels, checking out books to students, and hosting a book fair. All TK-8 grade students had scheduled time in the school library. The school librarian conducted real a louds for the TK-5, school wide literacy activities, contests and weekly check in with teachers. She also helped with our AR. We will continue with the AR program next year for grades 2-5 and SDC. In the 2022-2023 school year we retained one Instructional Assistant and hired another. They worked in the 2nd and 3rd grade classroom. They helped with SIPPS testing, small group instruction, documentation for the SAP process and worked collaboratively with the teachers assigned. In July of 2022 one of our kindergarten teachers participated in the Summer Bridge program. There were a total of 12 students that participated in the program. The teacher reported that the students that participated in the program assimilated to school. In the first days of school these students were very successful transitioning from home to full day instruction. iReady Fall to Winter Data: Reading Fall iReady August 2022 to Winter iReady December 2022 Tier 3 (Red): 56% Tier 3 (Red) 48% Tier 2 (Yellow): 33% Tier 2 (Yellow) 29% Tier 1 (Green): 13% Tier 1 (Green) 23% iReady Fall to Winter Data: Math Fall iReady August 2022 Winter iReady December 2022 Tier 3 (Red): 53% Tier 3 (Red) 42% Tier 2 (Yellow): 41% Tier 2 (Yellow) 42% Tier 1 (Green): 6% Tier 1 (Green) 16%

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

The major differences between the intended implementation and budgeted expenditures to implement the strategies/activities to meet the articulated goal are as follows: providing continued professional learning opportunities were limited due to substitute shortage. Instructional Assistants budget had an overflow due to one of the positions being not fully staffed for the entire year. The Accelerated Reader program has been utilized in grades 2,3 & 4-6 SDC. Grades 4 and part of 5th grade did not utilize the program with fidelity, due to lack of training. Our SDC middle school teacher was out on maternity leave until the end of January, therefore they did not use the program. Moving forward our intention is to maximize the AR program at Grunsky with intentional monitoring throughout the year.

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.

In the 2022-2023 school year the majority of the strategies will remain the same. The exception will be: the tracking of AR, to make sure everyone is using it with fidelity.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

By June 2024 the percentage of Lottie Grunsky students that are suspended will decrease by 10 percent as compared to the 2022-2023 school year.

By June 2024 the percentage of chronic absenteeism at Lottie Grunsky will decrease by 10 percent as compared to the 2022-2023 school year.

By June 2024 the percentage of students in K-8 will have 100% participation in the Xello program.

Identified Need

We do not have full implementation of WICOR.

We need to decrease suspensions.

Chronic absenteeism rate needs to decrease.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Discipline and Chronic Absenteeism Percentage of students utilizing Xello	Chronic Absenteeism-36.6% Suspension- 6.7% 45%	Chronic Absenteeism-33% Suspension-13% 100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Monthly PBIS meetings are held with teachers, counselors, administration, and mental health. The PBIS/AVID/ leadership team will meet monthly after school to examine and analyze quantitative and qualitative data gathered from discipline, attendance, formative assessments, instructional rounds, and site-based surveys. Teachers Additional Comp Pay: Additional Hourly Pay Calculation for 6 teachers @ $60 per hour for 9 meeting during the year, two counselors at $50 per hours for 9 meetings $4,140 (Title 1).

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

Amount(s)	Source(s)
$4,140	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Peer Leaders Uniting Students (PLUS) - We have a PLUS team to promote leadership, inclusion, and positive school climate. PLUS students participate in student led forums focusing on inclusion. The activities promote awareness and varied perspectives and how our actions impact our social and emotional well-being. PLUS students plan and lead school-wide activities such as; White Out Tobacco, Red Ribbon Week, Suicide Prevention, Kindness Week, Anti-bullying, etc...

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Weekly attendance team meetings are a part of the Grunsky Multi-tiered System of Support (MTSS) .   The purpose of the meeting is to meet weekly with counselors, administrators, CWA, and mental health to review chronic absenteeism data and create caseloads for team follow-up.

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Counselor support services are offered at Lottie Grunsky. Counselors conduct group and individual sessions based on referrals from the SAP process in the areas of: social emotional learning, academics, and career readiness. In order to support academics and career readiness counselors will monitor the use of Xello in the classrooms to meet our Grunsky smart goal of 100% of students participating in the Xello program. In the 2023-2024 school year counselors will offer and manage a social emotional room (SEL calming room).

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

This year the PLUS team was supported by our two counselors. They met twice a month with the team to plan for school wide events such as; White Out Tobacco, Bullying Prevention, Suicide Prevention, Red Ribbon Week, No One Eats Alone etc. The PLUS team worked on forums to promote inclusion and diversity. From the beginning of the year until now, the counselors have seen growth in the students becoming positive peer leaders. During the 2022-2023 school year the PBIS team met bi-monthly with the team of 5 teachers, 1 counselor and 1 administrator. The team reflected on PBIS practices and reviewed school wide data to address trends and needs. Based on this data the team made recommendations to the staff on how to improve in the areas of students feeling safe and students building relationships. The result of the conversations was a unanimous decision to implement affirmation Thursdays, where all teachers would pass out affirmations to their students and let them know how valuable they were in grade TK-8. The team also voted on the need for our counselors to educate parents, teachers and students on the differences of conflict vs bullying. The counselors successfully conducted these lessons in classrooms, Parent Coffee Hour, and at staff meetings. The PLUS team created a poster to solidify the differences. By implementing all of these activities and educating students we are aiming to decrease our suspension rate from 12.3% to 12%. Our Chronic absenteeism has also decreased 49% to 34%.

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

In the 2022-2023 school year our PLUS team did not meet enough on a regular basis due to lack of personnel and training. Our advisor teacher, which is our PE teacher, was new and did not get trained in PLUS due to lack of substitutes. Our second counselor did receive training but not until November.

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.

Our goal for the 2023-2024 school year will remain the same to decrease suspension rate and chronic absenteeism. We will keep two of the strategies which are: PLUS team and PBIS team. What will change is the metric to decrease by 10% on both chronic absenteeism and suspension rate. We will also add two other strategies in order to achieve this goal. They are; weekly attendance team meetings and counselors support services in the specific areas of social emotional learning, academics and career readiness.

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

By June 2024, Grunsky will increase parent/community participation and other meaningful partnerships by 10 percent as reflected in our Parent Coffee Hour sign-in sheets.

By June 2024, all teachers will have held at least one teacher-parent conference with all their students and a follow up conference mid-year with parents whose children continue to be at risk as reflected on their conference sign-in sheet and contact logs.

Identified Need

We need to decrease suspensions.

Chronic absenteeism rate needs to decrease.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Conference sign-in sheets and contact logs	22 Teachers participated in 2022-2023 school year in 2023-2024 All teachers (23) are expected to participate	More family involvement and families will have more knowledge of student progress

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Parent Coffee hour meetings are held every month. In order to increase participation we invite parents in person, through Blackboard messages, flyers, website, and post information on our marquee. Meeting agendas include topics such as; how to become more involved at school, academics, mental wellness, and the importance of parent conferences. Community leaders and service groups present on topics related to education, health and financial assistance. Parents have the opportunity to ask for specific trainings related to academics, social emotional, health and community. Parents are provided light snacks and refreshments during meetings and trainings . Non-instructional materials are needed during the coffee hours meetings such as chart paper, toner, markers, pens, sticky notes, etc... to support parent learning. (Title 1 funds $1,200)

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

Amount(s)	Source(s)
$1,200	50647 - Title I - Parent

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Grusky has three family engagement events each year Back to School Night, AVID Open House, and an Integrated Curriculum Night. These events build meaningful partnership between parents, community and the school. Materials for these events include: STEAM supplies, toner, poster board, etc... These materials are essential to provide hands-on activities for our families to build a community of learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$1,772	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2022-2023 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.

At Grunsky our Parent Coffee Hour group grew in the 2022-2023 school year as compared to the year before. We had a parent that took it upon herself to be a parent advocate and contact parents via text messages to remind them of our meetings. Administrators made sure to send Blackboard Messages, flyers and placed the meeting days and time on the marquee. As a result we grew from 10 attendees to 26 attendees at these meetings. Teacher parent conferences were held by 99.9 % of our teachers at Grunsky, one conference for every student and a second conference for those students at risk.

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

We did not meet our goal of 50% of our parents utilizing the student planners. This was due to other options that were given by teachers as a form of communication via Class Dojo, Remind or Google Classroom. Only one teacher used the planners this year with fidelity.

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.

We have modified our goals for meaningful partnerships for the 2023-2024 school year to reflect the following; By June 2024 Grunsky will increase parent community participation and other meaningful partnerships by 10% as reflected in our Parent Coffee Hour sign in sheets, By June 2024 all teachers will have held at least one teacher parent conference with all their students and a follow up conference mid year with parents whose children continue to be at risk as reflected on their conference sign in sheet and contact log.

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	$353,765.00
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$494,885.00

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 ($)
50643 - Title I	$166,159.00
50647 - Title I - Parent	$2,972.00
50643 - Title I Salary Contingency	$11,046.00
50345 - CSI 2022/23	$173,588.00

Subtotal of additional federal funds included for this school: $353,765.00

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 ($)
23030 - LCFF (Site)	$127,215.00
23030 - LCFF Salary Contingency	$13,905.00

Subtotal of state or local funds included for this school: $141,120.00

Total of federal, state, and/or local funds for this school: $494,885.00

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature　　　　　　　　　　　**Committee or Advisory Group Name**

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. 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 11/02/2023.

Attested:

Addendums

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	[American Council on Education](#) (Outside CDE Source)
ACSA	[Association of California School Administrators](#) (Outside CDE Source)
ACT	[American College Testing](#) (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	[Audits and Investigations Division](#) – CDE
AIECE	[American Indian Early Childhood Education](#)
AMARD	[Analysis, Measurement, and Accountability Reporting Division](#) – CDE
AP	[Advanced Placement](#)
API	[Academic Performance Index](#)
ARP	[American Rescue Plan Act of 2021 (Stimulus 3)](#)
APR	[Accountability Progress Reporting](#)
ATSI	[Additional Targeted Support and Improvement](#)
AVID	[Advancement Via Individual Determination](#)

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	[California Association of Administrators of State and Federal Education Programs](#) (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	[California Association of Bilingual Education](#) (Outside CDE Source)
CALPADS	[California Longitudinal Pupil Achievement Data System](#)
CalSTRS	[California State Teachers' Retirement System](#) (Outside CDE Source)
CalWORKS	[California Work Opportunity and Responsibility to Kids](#)

CARES	[Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)](#)
CARS	[Consolidated Application and Reporting System](#)
CASBO	[California Association of School Business Officials](#) (Outside CDE Source)
CBEDS	[California Basic Educational Data System](#)
CBEST	[California Basic Educational Skills Test](#) (Outside CDE Source)
CCC	[California Community Colleges](#) (Outside CDE Source)
CCCCO	[California Community Colleges Chancellor's Office](#) (Outside CDE Source)
CCEE	[California Collaborative for Educational Excellence](#) (Outside CDE Source)
CCI	[College/Career Indicator](#)
CCR	[California Code of Regulations](#)
CCSESA	[California County Superintendents Educational Services Association](#) (Outside CDE Source)
CCSS	[Common Core State Standards](#)
CCSSO	[Council of Chief State School Officers](#) (Outside CDE Source)
CCTD	[Career and College Transition Division](#) – CDE
CDC	[Centers for Disease Control and Prevention](#) (Outside CDE Source)
CDE	[California Department of Education](#)
CDS Code	[County/District/School Code](#)
CEI	[Community Engagement Initiative](#) (Outside CDE Source)
CFIRD	[Curriculum Frameworks, and Instructional Resources Division](#) – CDE
CFR	[Code of Federal Regulations](#) (Outside CDE Source)
CFT	[California Federation of Teachers](#) (Outside CDE Source)
CHKRC	[California Healthy Kids Resource Center](#)(Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	[California High School Proficiency Examination](#)
CLAD	[Crosscultural, Language, and Academic Development](#) (Outside CDE Source)
CMD	[Clearinghouse for Multilingual Documents](#)
CMT	[California Department of Education Monitoring Tool](#)

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description

I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description

K

Acronym	Description

L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description

MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	[Western Association of Schools and Colleges](#) (Outside CDE Source)
WestEd	[WestEd](#) (Outside CDE Source)
WIC	[Women, Infants, and Children](#) (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)