



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Grunsky Elementary School
Address:	1550 North School St.
CDS Code:	6042600
District:	Stockton Unified School District
Principal:	Michael F. Sousa
Revision Date:	February 8, 2018
District Governing Board approved:	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Michael F. Sousa
Position:	Principal
Phone Number:	209-933-7200
E-mail Address:	msousa@stocktonusd.net

Contents

SECTION I: BACKGROUND	3
Purpose/Intent	3
Recommendations and Assurances	4
Mission	5
Vision.....	5
School Site Story.....	5
SECTION II: EVALUATION	7
Plan Priorities	7
Plan Implementation.....	7
Strategies and Activities	8
Involvement/Governance.....	9
Outcomes	10
Summary of Review of Overall Performance.....	11
Greatest Progress.....	11
Greatest Needs.....	11
Performance Gaps.....	12
SECTION III: STAKEHOLDER OUTREACH	13
Stakeholder Involvement.....	13
SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS....	14
Strategic Planning Details and Accountability	14
LCAP Goal 1: Student Achievement.....	14
Strategic Area of Focus	14
LCAP GOAL 2: Safe and Healthy Learning Environments	21
Strategic Area of Focus	21
LCAP Goal 3: Meaningful Partnerships	25
Strategic Area of Focus	25
Section V: School Site Council Membership	29
Section VI: Budget Allocation Spreadsheets	30

SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.


During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances

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**):

- State Compensatory Education Advisory Committee _____
Signature
- English Learner Parent Involvement Committee 
Signature
- Special Education Advisory Committee _____
Signature
- Gifted and Talented Education Program Advisory Committee _____
Signature
- District/School Liaison Team for schools in Program Improvement _____
Signature
- Compensatory Education Advisory Committee _____
Signature
- Departmental Advisory Committee (secondary) _____
Signature
- Other committees established by the school or district (list): _____
Signature

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.
6. This SPSA was adopted by the SSC at a public meeting on February 8, 2018

Attested:

Michael F. Sousa _____ <small>Typed Name of School Principal</small>	 _____ <small>Signature of School Principal</small>	<u>March 20, 2018</u> _____ <small>Date</small>
Sabrina Vargas _____ <small>Typed Name of SSC Chairperson</small>	 _____ <small>Signature of SSC Chairperson</small>	<u>3-20-18</u> _____ <small>Date</small>

Mission

Insert the school site's mission.

Grunsky Elementary School embraces our district's motto of "People Working Together, Sharing Responsibility toward a Common Goal-- Student Success." The Grunsky Mission is to ensure high levels of learning for all students.

Vision

Insert the school site's vision.

Grunsky, in partnership with parents and community, will establish foundational skills by providing a positive, safe, supportive school and have students strive for academic, social, and emotional excellence.

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

Lottie Grunsky Elementary is located on the east side of Stockton, California. The area where Grunsky is located is well known for its high crime rate and poverty. Over 89% of the Grunsky student body come from socioeconomically disadvantaged families. About 37% of these students are English Language Learners and 1.25% live in foster families. Grunsky is comprised of approximately 600 students from Kindergarten through Eighth Grade and 48 preschool students. Grunsky has 25 fully credentialed teachers on the staff. Additional teaching staff includes a Program Specialist, an Instructional Coach, a part-time Librarian, a Speech therapist, a Resource teacher, and a Bilingual Paraprofessional. Grunsky staff values and supports high academic achievement, safe and healthy learning environment, as well as meaningful partnerships with parents and the community. To promote literacy, Grunsky has a fully functional library staffed by a part-time librarian.

Grunsky Elementary offers a solid academic program that focuses on promoting maximum academic achievement for every child. Teachers work in Professional Learning Communities (PLCs) to improve instructional practices and develop formative assessments based on the California Common Core Content Standards. Individual student learning profiles are utilized to identify each student's learning needs and to place him/her in an appropriate program so that all learners meet their academic goals. A Multi-Tiered Support System (MTSS) structure is utilized when learning does not occur during initial instruction. Students

who do not acquire the requisite knowledge and skills during initial instruction receive systematic and targeted interventions based on data to reteach and enrich. Students who need additional support receive an intensive intervention by trained specialists. A Program Specialist and Instructional Coach support our staff in the implementation of Units of Study and school-wide research-based strategies. For additional academic or language support, students are provided after-school tutoring. To enhance learning, technology is infused in all classrooms as an integral part of student learning to prepare students for the 21st century. Grunsky students are continually demonstrating an increase in academic achievement and we will continue to strive to close the achievement gap for all students.

Grunsky provides a safe and healthy learning environment for our students. Teachers have been trained on the Positive Behavior Interventions and Supports (PBIS) to promote the social and emotional well-being of students. Strategies to alleviate behavioral issues include tangible incentives for students and counseling. Empowering students as peer leaders in the PLUS program. A part-time nurse is also available onsite on certain days.

Partnership with parents and the community is important to us. We work collaboratively with our families and outside community agencies to increase family involvement in our school community. University of the Pacific Jacoby Center, Assistance League of Stockton, Junior League of San Joaquin County, American Association of University Women (AAUW), and the Stockton Rotary provide ongoing support to our school by offering services. We promote good citizenship through the implementation of our character education program. To build home-school connections to promote communication between teachers and parents, Grunsky welcomes parents by inviting them to Back-to-School or Literacy Nights, ongoing Academic Parent Teacher Team meetings throughout the year, onsite parent trainings, Coffee Hour meetings, English Learner Advisory Committee (ELAC), School Site Council (SSC) meetings, and Book Fair.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

Top priorities:

- Increase student achievement in ELA and Math by improving instruction through collaborations in PLC or Professional Learning Community
- Improve instruction through ongoing professional development

Major expenditures supporting these priorities:

- Program Specialist
- Bilingual Paraprofessional
- Library Media Assist
- Instructional Coach
- Purchase of equipment (e.g. computers/laptops, headphones, and mice)
- Purchase of supplemental instructional materials

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.

- Formation of PBIS teams
- Implementation of core instructional materials (i.e. Units of Study)
- Professional Learning Community bimonthly meetings
- Hire an Instructional coach

Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

- Grunsky was unable to hire an intervention teacher.
- Grunsky was unable to form an effective leadership team.

What specific actions related to those strategies were eliminated or modified during the year?

- Due to the absence of intervention teacher, Grunsky provided after-school tutorial to students.
- Leadership team was modified due to a lack of available substitutes; administrative team met on a weekly basis.

Identify barriers to full or timely implementation of the strategies identified above.

- There was a lack of consistent substitutes.
- There was a lack of qualified personnel for intervention.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

- Site administrative team met on a regular basis in lieu of a full leadership team.
- Ten teachers committed to tutoring after school as an intervention in lieu of an intervention teacher.

What impact did the lack of full or timely implementation of these strategies have on student outcomes?

- Students did not progress as well as expected.

What data did you use to come to this conclusion?

- MAP data
- SBAC data
- Units of Study data

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

Identify those strategies or activities that were particularly effective in improving student achievement.

- Formation of PBIS (Positive Behavior Intervention System) teams
- Implementation of supplemental instructional materials to support the core curriculum (i.e. Units of Study)
- Professional Learning Community bimonthly meetings
- Hire an Instructional Coach
- Implementation of MTSS or Multi-Tiered Support System

What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

- Formation of PBIS teams--PBIS reduces suspensions and increased attendance; created a more positive school climate; allowed more student-teacher time due to good attendance.
- Implementation of supplemental instructional materials to support the core curriculum (i.e. Units of Study)--teachers became more familiar with CCSS (Common Core State Standards) with their grade levels which allowed for more effective instruction.
- Professional Learning Community bimonthly meetings--allowed teachers to collaborate, design effective lesson plans and common formative assessments, and refine instructional pedagogy in action research cycles.
- Hire an Instructional Coach--the coach effectively implemented coaching cycle with all teachers to assist in developing instructional strategies to engage students in learning.
- Implementation of MTSS or Multi-Tiered Support System by those teachers who provided interventions at Tier 2 saw students' academic achievement gap decrease.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

- Outside of not having enough substitutes for trainings and not being able to hire an intervention teacher, most strategies utilized in the school year had a positive impact in student learning.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement.

- Outside of not being able to hire adequate personnel, the strategies that had a positive impact still have room for improvement for the following reasons:
- PBIS: some teachers did not effectively implement the schoolwide rules and character traits for good citizenship; some teachers did not follow or utilize any of the intervention strategies in the PBIS toolbox but relied on administrators to handle difficult students before trying any intervention protocol.
- UOS: teachers are still learning the UOS and some teachers were new to the grade level.
- PLC: teachers are resistant while working as a team; 7th and 8th grade teachers are singletons in their subject areas.
- Coaching: some teachers were resistant to coaching

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

How was the School Site Council (SSC) involved in development of the plan?

The School Site Council was involved in development of the plan by reviewing data identifying areas of need and what strategies and personnel would be effective to address a safer learning environment and increased student achievement.

How were advisory committees involved in providing advice to the SSC?

The ELAC committee was involved in providing advice to the SSC by communicating directly with the president of the ELAC who is also on the SSC.

How was the plan monitored during the school year?

The plan was monitored during the school year by reviewing attendance, suspension, reclassification, and academic data depending when reports are created or made available.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

The changes that are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes are the following:

- Implement APTT--Academic Parent Teacher Teams
- Keep parents informed of assessment administration and results by sending home results after each assessment is administered
- Improve school-home communication to engage parents at home on a weekly/monthly basis.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.

- We did not meet any of our goals in the 2016-2017 Single Plan for Student Achievement (SPSA).

Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.

- We did not meet our goal of 10% growth in both ELA and Math on SBAC.
- We did not meet our goal of 10% growth in making RIT scores in both ELA and Math on MAP.
- We did not meet our 10% growth target goal in ELA and Math on MAP.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

- Formation of PBIS (Positive Behavior Intervention System) teams--not fully implemented;
- Implementation of supplemental instructional materials that support the core curriculum (i.e. Units of Study)--minimally effective;
- Professional Learning Community bimonthly meetings--minimally effective
- Hire an Instructional coach--minimally effective
- Implementation of MTSS or Multi-Tiered Support System--not fully implemented

Based on this information, what might be some recommendations for future steps to meet this goal?

- Grunsky’s PBIS team needs to continue to meet regularly to develop a more complete behavioral support intervention plan;
- Grunsky’s implementation of the UOS need to be refined and continually developed;
- Grunsky’s PLC bimonthly collaboration meetings need to be refined by developing instructional lesson plans and common formative assessments within a 6-week cycle;
- Grunsky’s instructional coaching may be improved when teachers are more receptive towards the coaching process;
- Grunsky’s implementation of MTSS should strategically target students in dire need of academic support by periodically reviewing test scores and platooning students with teachers from the same grade level.

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

According to the California School Dashboard, the data did not meet the criteria for identifying greatest progress; however, Grunsky's combined percentage for standard met and standard exceeded on the ELA SBAC administered in Spring 2017 increased by 2.31% compared to the combined total in the previous school year. Spring 2017 ELA combined percentage for standard met and standard exceeded was 15.31% while Spring 2016 was 13%. On MAP assessments in ELA, we increased from 16% in 2016 to 18% in 2017 with 2 percentage point gain schoolwide for students who met their RIT scores. On the MAP assessment, we increased from 47% in 2016 to 50% in 2017 on meeting growth target schoolwide. Grunsky plans on building upon this success by focusing on improving ELA instruction through coaching, PLC collaboration, and providing additional support through tutoring and monitoring.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Indicators:

The following indicators with the greatest need for improvement based on the CA School Dashboard data are the following: suspension rate, EL progress, and English Language Arts. To improve the area of suspension rate, the school plans to effectively implement PBIS strategies in-class and schoolwide by providing incentives for positive behaviors through paw stickers that will be used to purchase items in the ROAR store. Grunsky will develop an effective PLUS team to promote student leadership. In the area of English Learners, Grunsky will monitor ELD instruction on a weekly basis as well as twice a year using the EL and RFEP monitoring forms. ELA MAP scores of EL students will be monitored after each testing session to determine student reclassification. In the area of English Language Arts, the end-of-unit assessments will be monitored after administration of each assessment. Academic conferences will be held three times a year to identify by grade levels which strategies teachers are using to close the achievement gap.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Although there is no performance gap as evidenced by the California School Dashboard data among the following indicators--suspension rate, EL progress, and ELA, Math indicator shows a 2-band performance gap between students with disabilities and all students. Grunsky will strive to address the gap between students with disabilities and all students by providing additional support and closely monitoring student assessments.

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

ELAC--English Learner Advisory Committee

Meeting Dates:

August 29, 2017

November 28, 2017

January 30, 2018

March 20, 2018

SSC--School Site Council

Meeting Dates:

February 8, 2018

March 8, 2018

April 12, 2018

May 10, 2018

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>1.1 Academic Student Achievement</p>	<p>Teachers will be provided with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences (e.g. PLC, AVID, etc.), data analysis, etc.</p>	<p># of co-teaching events # of demo lessons # of academic conferences # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended</p>	<p>Monthly</p>	<p>\$55,702.00 (Salaries/Benefits) \$26,746.00 (Substitute Pay) \$0.00 (Teacher Additional Comp) \$35,601.00 \$100,503.00 (Salaries/Benefits)</p>	<p>Title I LCFF</p>	<p>19101 11700 19101</p>
<p>1.2 Academic Student Achievement</p>	<p>Provide students with opportunities to increase reading proficiency through literacy programs (e.g. Accelerated Reader-AR, Storia, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy.</p>	<p># of classes scheduled to use the library # of student showing growth Intervention Program Student Usage and Growth Reports</p>	<p>Monthly</p>	<p>\$17,621.00 (Salaries/Benefits) \$4,000.00 (Substitute Pay)</p>	<p>LCFF</p>	<p>29101 11700</p>
<p>1.3 Academic Student Achievement</p>	<p>To provide EL students with primary language supports through small group instruction, monitoring, etc.</p>	<p># of EL students # of EL students making growth # of EL students reclassified</p>	<p>Monthly</p>	<p>\$51,377.00 (Salaries/Benefits)</p>	<p>LCFF</p>	<p>21101</p>

		# of EL students monitored # of EL students assessed (initial) # of EL students reassessed				
1.4 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention programs (e.g. Accelerated Reader, etc.), project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, doc camera, interactive monitors, etc.)	Student usage of technology Teacher usage of technology (# of days used)	Monthly	\$26,575.00 \$9,869.00 (Supplies/Materials) \$4309.00 \$295.00 (Maintenance Agreements) \$19,455.00 (Technology equipment)	Title I LCFF	43110 56590 44000

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>2.1 Academic Student Achievement</p>	<p>Teachers will be provided with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences (e.g. PLC, AVID, etc.), data analysis, etc.</p>	<p># of co-teaching events # of demo lessons # of academic conferences # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended</p>	<p>Monthly</p>	<p>\$55,702.00 (Salaries/Benefits) \$26,746.00 (Substitute Pay) \$0.00 (Teacher Additional Comp) \$35,601.00 \$100,503.00 (Salaries/Benefits)</p>	<p>Title I LCFF</p>	<p>19101 11700 19101</p>
<p>2.2 Academic Student Achievement</p>	<p>Provide students with opportunities to increase reading proficiency through literacy programs (e.g. Accelerated Reader-AR, Storia, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy.</p>	<p># of classes scheduled to use the library # of student showing growth Intervention Program Student Usage and Growth Reports</p>	<p>Monthly</p>	<p>\$17,621.00 (Salaries/Benefits) \$4,000.00 (Substitute Pay)</p>	<p>LCFF</p>	<p>29101 11700</p>
<p>2.3 Academic Student Achievement</p>	<p>To provide EL students with primary language supports through small group instruction, monitoring, etc.</p>	<p># of EL students # of EL students making growth # of EL students reclassified</p>	<p>Monthly</p>	<p>\$51,377.00 (Salaries/Benefits)</p>	<p>LCFF</p>	<p>21101</p>

		# of EL students monitored # of EL students assessed (initial) # of EL students reassessed				
2.4 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention programs (e.g. Accelerated Reader, etc.), project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, doc camera, interactive monitors, etc.)	Student usage of technology Teacher usage of technology (# of days used)	Monthly	\$26,575.00 \$9,869.00 (Supplies/Materials) \$4309.00 \$295.00 (Maintenance Agreements) \$19,455.00 (Technology equipment)	Title I LCFF	43110 56590 44000

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>3.1 Academic Student Achievement</p>	<p>Teachers will be provided with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences (e.g. PLC, AVID, etc.), data analysis, etc.</p>	<p># of co-teaching events # of demo lessons # of academic conferences # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended</p>	<p>Monthly</p>	<p>\$55,702.00 (Salaries/Benefits) \$26,746.00 (Substitute Pay) \$0.00 (Teacher Additional Comp) \$35,601.00 \$100,503.00 (Salaries/Benefits)</p>	<p>Title I LCFF</p>	<p>19101 11700 19101</p>
<p>3.2 Academic Student Achievement</p>	<p>Provide students with opportunities to increase reading proficiency through literacy programs (e.g. Accelerated Reader-AR, Storia, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy.</p>	<p># of classes scheduled to use the library # of student showing growth Intervention Program Student Usage and Growth Reports</p>	<p>Monthly</p>	<p>\$17,621.00 (Salaries/Benefits) \$4,000.00 (Substitute Pay)</p>	<p>LCFF</p>	<p>29101 11700</p>
<p>3.3 Academic Student Achievement</p>	<p>To provide EL students with primary language supports through small group instruction, monitoring, etc.</p>	<p># of EL students # of EL students making growth # of EL students reclassified</p>	<p>Monthly</p>	<p>\$51,377.00 (Salaries/Benefits)</p>	<p>LCFF</p>	<p>21101</p>

		# of EL students monitored # of EL students assessed (initial) # of EL students reassessed				
3.4 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention programs (e.g. Accelerated Reader, etc.), project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, doc camera, interactive monitors, etc.)	Student usage of technology Teacher usage of technology (# of days used)	Monthly	\$26,575.00 \$9,869.00 (Supplies/Materials) \$4309.00 \$295.00 (Maintenance Agreements) \$19,455.00 (Technology equipment)	Title I LCFF	43110 56590 44000

LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>1.1 School Climate</p>	<p>Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc.</p>	<p># 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</p>	<p>Monthly</p>	<p>see Goal 1</p>	<p>see Goal 1</p>	<p>see Goal 1</p>

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>2.1 School Climate</p>	<p>Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc.</p>	<p># 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</p>	<p>Monthly</p>	<p>see Goal 1</p>	<p>see Goal 1</p>	<p>see Goal 1</p>

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>3.1 School Climate</p>	<p>Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc.</p>	<p># 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</p>	<p>Monthly</p>	<p>see Goal 1</p>	<p>see Goal 1</p>	<p>see Goal 1</p>

LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, parent trainings/conferences, communication, after school academic focused activities	# of meetings coordinated # of parents attending meetings # of students making academic growth # of parents attending parent/teacher conferences # of trainings/conference parents attended	Trimester	\$1,046.00 (Meeting Supplies) \$2,000.00 (Non-Instructional Materials)	Title I	43200 43400

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent/teacher conferences, parent trainings/conferences, communication, after school academic focused activities	# of meetings coordinated # of parents attending meetings # of students making academic growth # of parents attending parent/teacher conferences # of trainings/conference parents attended	Trimester	\$1,046.00 (Meeting Supplies) \$2,000.00 (Non-Instructional Materials)	Title I	43200 43400

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent/teacher conferences, parent trainings/conferences, communication, after school academic focused activities	# of meetings coordinated # of parents attending meetings # of students making academic growth # of parents attending parent/teacher conferences # of trainings/conference parents attended	Trimester	\$1,046.00 (Meeting Supplies) \$2,000.00 (Non-Instructional Materials)	Title I	43200 43400

Section V: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Christina Stevens	1/23/18	2/23/20		x		
Edward Willmette	1/23/18	2/23/20		x		
Daniel Piombo	1/23/18	2/23/20		x		
Deborah Infante	1/23/18	2/23/20				x
Maria Lucio	1/23/18	2/23/20				x
Maria Ramirez	1/23/18	2/23/20				x
Sabrina Vargas	1/23/18	2/23/20				x
Elizabeth Zamudio	1/23/18	2/23/20				x
Maria Rocio Robles	1/26/18	2/26/20			x	
Michael Sousa	1/26/18	2/26/20	x			
Numbers of members of each category:			1	3	1	5

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: GRUNSKY ELEMENTARY

Revised Preliminary Allocations 2017-18 with 2016-17 Carryover 2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 Instructional- General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp					\$ -	
11700	Teacher Substitute			26,746		\$ 26,746.00	Goal 3 - 1
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist			35,601		\$ 35,601.00	
19101	Instructional Coach			55,702		\$ 55,702.00	Goal 1 - 2
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	Goal 2 - 1
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
	Montessori Assistant					\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 118,049.00	\$ -	\$ 118,049.00	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials			9,869		\$ 9,869.00	
43200	Non-Instructional Materials		2,000			\$ 2,000.00	Goal 3 - 1
43400	Parent Meeting		1,046			\$ 1,046.00	Goal 3 - 1
44000	Equipment			19,455		\$ 19,455.00	Goal 1 - 1
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 3,046.00	\$ 29,324.00	\$ -	\$ 32,370.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			4,309		\$ 4,309.00	Goal 1 - 1
56530	Equipment Repair					\$ -	
52150	Conference					\$ -	Goal 1 - 1
59140	Telephone					\$ -	
58450	License Agreement					\$ -	Goal 1 - 1
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ -	\$ 4,309.00	\$ -	\$ 4,309.00	
	Total		\$ 3,046.00	\$ 151,682.00	\$ -	\$ 154,728.00	
	Differential		-	-		-	
	2016-17 Carryover		29	41,229		41,258	
	Revised 2017-18 Allocation		3,046	110,453		113,499	
			3,075	151,682		154,757	

SCHOOL NAME: GRUNSKY ELEMENTARY
Preliminary Budget Allocation - LCFF
2017-2018

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET	
			23030	23031		
			Instructional-SC E/General	Extended Day/Year		SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp				\$ -	
11700	Teacher Substitute		4,000		\$ 4,000.00	Goal 2 - 1
12151	Counselor				\$ -	
13201	Assistant Principal				\$ -	
19101	Program Specialist		100,503		\$ 100,503.00	Goal 1 - 1
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant		51,377		\$ 51,377.00	Goal 1 - 3
24101	Library Media Clerk		17,621		\$ 17,621.00	Goal 1 - 2
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 173,501.00	\$ -	\$ 173,501.00	
Books & Supplies						
42000	Books				\$ -	
43110	Instructional Materials		26,575		\$ 26,575.00	Goal 1 - 4
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment				\$ -	
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 26,575.00	\$ -	\$ 26,575.00	
Services						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement		295		\$ 295.00	Goal 1 - 4
56530	Equipment Repair				\$ -	
52150	Conference				\$ -	
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ 295.00	\$ -	\$ 295.00	
	Total		\$ 200,371.00	\$ -	\$ 200,371.00	
	Differential		-		-	
	Allocations		200,371		200,371	