

## School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

### CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

### ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
<b>Grunsky Elementary</b>	39686766042600	09/26/2024	11/12/2024

## Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Grunsky's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Comprehensive School Improvement (CSI) plan.

## **Educational Partner Involvement**

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

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

Grunsky staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Grunsky's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- September 14th, 2023
- November 2nd, 2023
- February 22nd, 2024
- March 28th, 2024
- September 12th, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title I Parent Meeting

- Monthly Coffee Hour on February 26th, 2024
- English Language Advisory Committee on April 22nd, 2024
- English Language Advisory Committee on September 10th, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on February 27th, 2024
- Leadership Meeting on March 14th, 2024
- Faculty Meeting on September 17th, 2024
- Leadership Meeting on September 5th, 2024

## Resource Inequities (CSI and ATSI Only)

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

**Differentiated Assistance:** Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Grunsky, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
<b>English Learner</b>	99.7 points below standard (Orange)	120 points below standard (RED)	X	X	X	N/A
<b>Foster Youth</b>	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
<b>Homeless Youth</b>	X	X	3.6% Suspended at least one day	X	X	N/A

<b>Students with Disabilities</b>	159.9 points below standard (Red)	183.3 points below standard (Red)	12.4% Suspended at least one day	X	N/A	N/A
<b>American Indian/Alaskan Native</b>	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

**Comprehensive School Improvement(CSI):** Grunsky has been identified by the California Department of Education for CSI status under the category Low Performing. Low Performing means that Grunsky is part of the lowest performing 5% of Title I schools.

Grunsky has identified a lack of teacher training as the cause for student inequities. Many of the site based staff have not received professional development or coaching on professional learning communities, PBIS, or Restorative Practices. Staff are not all fully credentialed and require additional support to help student achieve at high levels. Due to the lack of training for teachers and support staff, student are not receiving high quality first instruction causing them to perform below grade level. Differentiation and Interventions are not being performed at high levels which makes them moderately effective resulting in inequities for students.

# Comprehensive Needs Assessment

## Comprehensive Needs Assessment Summary

The Administrative team met with the leadership team, District CSI support team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. Grunsky has been identified for Comprehensive School Improvement(CSI) for the 2024-25 school year under the classification of "Low Performing". The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	76.3 points below standard (Orange)	104.5 points below standard (Red)	8% suspended at least one day (Red)			
Foster Youth						
English Learner	99.7 points below standard (Orange)	120 points below standard (Red)	4.8% suspended at least one day (Orange)			
Long Term English Learner						
Homeless Youth						
Socioeconomically Disadvantaged	81 points below standard (Orange)	108.2 points below standard (Red)	8.3% suspended at least one day (Red)			
Student with Disabilities	159.9 points below standard (Red)	183.3 points below standard (Red)	12.4% suspended at least one day (Red)	36.5% (Orange)		
African American						
American Indian/ Alaskan Native						
Asian						
Filipino						
Hispanic	79.8 points below standard (Orange)	105.6 points below standard (Red)	7.4% suspended at least one day (Red)			
Two or More Races						
Pacific Islander/ Native Hawaiian						
White			18.8% suspended at least one day (Red)	43.3% (Orange)		

No major gaps were observed between student groups on the CA Dashboard Indicators for Grunsky Elementary School.

Trend data was also reviewed year over year which resulted in observing a gradual decline in Math scores. Data was reviewed utilizing a Decision Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified Math as an area of focus for this 2024-2025 school year due to our regression every year by 1%. When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

- Teacher PD and Support for innovative and interactive teaching strategies in math
- Staff PD and Support to implement Professional Learning Communities
- Additional staff to support the implementation of initiatives and interventions, allocation of resources, and additional student support services
- Supplemental resources and programs focused on interventions and acceleration of learning
- Targeted support for English learners

# Staffing and Professional Development

## Staffing and Professional Development Summary

### Needs Statements Identifying Staffing and Professional Development Needs

**Needs Statement 1 (Prioritized):** Students are not achieving at high levels **Root Cause/Why:** Teachers need ongoing support for high quality first instruction, differentiation, and classroom interventions.

**Needs Statement 2 (Prioritized):** Students are performing 76.3 points below standard in ELA and 104.5 points below standard in Math **Root Cause/Why:** Instructional strategies and supports are not implemented with fidelity.

# Teaching and Learning

## Teaching and Learning Summary

### Needs Statements Identifying Teaching and Learning Needs

**Needs Statement 1 (Prioritized):** Students do not have a strong foundation in the writing process. **Root Cause/Why:** Teachers have not been provided training or supplemental materials to support writing across the curriculum.

**Needs Statement 2 (Prioritized):** According to 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.

**Needs Statement 3 (Prioritized):** According to i-Ready students at Grunsky are at 16% proficient in Math (winter). **Root Cause/Why:** Teachers are not providing Math interventions on a daily basis.

**Needs Statement 4 (Prioritized):** English Learner Progress declined by 25.8% **Root Cause/Why:** Teachers need support in providing integrated and designated ELD.



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# Parental Engagement

## Parental Engagement Summary

### Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1 (Prioritized):** Students and parents do not feel a connection to the school. **Root Cause/Why:** Many teachers are not attending afterschool events.

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# School Culture and Climate

## School Culture and Climate Summary

### Needs Statements Identifying School Culture and Climate Needs

**Needs Statement 1 (Prioritized):** Suspension rate increased 1.1% from last year and is now 8% **Root Cause/Why:** Students are being suspended under Education Code (EC) 48900 fighting.

**Needs Statement 2 (Prioritized):** 38.2% of all students are chronically absent **Root Cause/Why:** According to our School Climate Survey 32% of our students do not feel they are part of the school.

**Needs Statement 3 (Prioritized):** Suspension rate increased 1.1% from last year and is now 8% **Root Cause/Why:** According to our school climate survey students feel that there is tension among the races.

# Goals, Strategies/Activities, and Expenditures

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

## Goal 1.1

Goal #	Description
Goal 1.1	<p>CAASPP Goals: By the end of the 2024-2025 school year, Grunsky Elementary will increase overall in Math by 4% met or exceed standard and decrease the Did not meet by 7% as compared to the previous school year on the California Dashboard, by implementing small-group interventions and using formative/non-formative assessments to track student progress.</p> <p>By the end of the 2024-2025 school year, Grunsky Elementary will increase in ELA by 7% and decrease the Did not meet by 10% as compared to the previous school year on the California Dashboard, by implementing small-group interventions and using formative/non-formative assessments to track student progress.</p> <p>IReady Goals: By the end of the 2024-2025 school year Grunsky will increase the number of students who score Early on grade level or mid or Above grade level on the iReady Diagnostic Math exam by 5% as compared to the previous year, by implementing small-group interventions and using formative assessments to track student progress.</p> <p>By the end of the 2024-2025 school year Grunsky will increase the number of students who score Early on grade level or mid or Above grade level on the iReady Diagnostic ELA exam by 5% as compared to the previous year, by implementing small-group interventions and using formative assessments to track student progress.</p> <p>EL Goal: By the end of 2024 - 2025 school year Grunsky will increase the number of RFEPS by 14 students (35) as compared to the previous school year on the California Dashboard, by implementing ELD strategies in Designated and Integrated ELD.</p>

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students are not achieving at high levels

Students are performing 76.3 points below standard in ELA and 104.5 points below standard in Math

Students do not have a strong foundation in the writing process.

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

According to i-Ready students at Grunsky are at 16% proficient in Math (winter).

English Learner Progress declined by 25.8%

Students and parents do not feel a connection to the school.

Suspension rate increased 1.1% from last year and is now 8%

38.2% of all students are chronically absent

Suspension rate increased 1.1% from last year and is now 8%

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Percentage of students who meet standard in Math	17.7%	22%
CAASPP Percentage of students who did not meet standard in ELA	22.9%	27%
CAASPP Percentage of students who did not meet standard in Math	62.6%	55%
CAASPP Percentage of students who did not meet standard in ELA	56.3%	46%
iReady Math Diagnostic % at or above grade level	29% - 136 students	34% 160 students
iReady ELA Diagnostic % at or above grade level	28% - 149 students	33% - 173 students
Number of EL students reclassified (166 Els)	21 Students Reclassified	35 Students Reclassified

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career &amp; Technical Education</p> <p>Grunsky participates in the District supported MESA program and STEAM supports.</p> <p>Title I Funding Allocation: Field Trip Transportation - \$9,000 Field Trip - \$8,510 Instructional Materials - \$5,000</p> <p>LCAP 1.1 Career &amp; Technical Education: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$8,510</p> <p>\$9,000</p> <p>\$5,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
1.1.2	<p>College Readiness</p> <p>Counselors will support academics and career readiness by monitoring the use of the XELLO program in the classrooms to meet our Grunsky goal of 100% student participation.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

1.1.4	<p>Bilingual Instructional Support</p> <p>Bilingual assistant (Centralized Funding) provide in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting. This strategy will be measured by the academic data the instructional assistants are collecting from the students they work with.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	English Learners	#[Enter amount here]	[Specify the funding source(s)]
1.1.5	<p>English Learner Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
1.1.6	<p>English Learner Programs and Supports</p> <p>Grunsky will purchase culturally relevant literature reflecting EL student's backgrounds, books with rich visuals, and context clues in a range of reading levels to increase EL-friendly books in our school library to support English Language Development.</p> <p>Title I Funding Allocation: Instructional Materials - \$3,278</p> <p>LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	English Learners	\$3,278	3010 - Title I

1.1.7	<p>Teacher Collaboration, Professional Development, &amp; Academic Support</p> <p>Teachers will be provided with professional learning opportunities to supplement and reinforce core instruction through collaborative practices with administration and Program Specialist, 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), academic conferences, curriculum walks, and conference attendance.</p> <p>Substitute teachers are to be used to provide teachers with professional learning opportunities during the school day 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.</p> <p>After hours compensation for professional development in the areas SST/ CARE, AVID, SIPPS, MTSS, MESA, and STEAM.</p> <p>Title I Funding Allocation :  Substitute Teacher Pay Calculation - \$10,000  Teacher Additional Compensation - \$4,000  Duplicating and Reprographics - \$5,500</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development, &amp; Academic Support:  Conferences/Workshops/Professional Development for teachers - \$30,268</p> <p>Comprehensive School Improvement (CSI):  No site CSI funding have been allocated for this strategy.</p>	All Students	<p>\$30,268</p> <p>\$10,000</p> <p>\$5,500</p> <p>\$6,000</p>	<p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
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<p>1.1.8</p>	<p>School Site Administrators Leadership Professional Development</p> <p>Administrators will attend conferences, training, and workshops for advanced training in the areas of PLC, PBIS, SST/CARE, AVID, SIPPS, MTSS, MESA, and STEAM.</p> <p>Title I Funding Allocation: Conferences/Training/Workshops: \$6,000</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development LCFF is being allocated for this strategy: Conferences/Training/Workshops: \$10,484</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	<p>All Students</p>	<p>\$10,484</p> <p>\$6,000</p>	<p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p>
<p>1.1.9</p>	<p>Professional Learning Community Implementation, Professional Learning &amp; Curriculum Implementation</p> <p>Teachers will be participating in professional learning communities after school. In addition, counselors will be providing additional support and assistance during professional learning communities.</p> <p>Title I Funding Allocation: Additional compensation PLC teachers: 138 hours at \$65 per hour allocating \$8,970 Additional compensation PLC counselors: 24 hours at \$50 per hour allocating \$1,200</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning &amp; Curriculum Implementation: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$8,970</p> <p>\$1,200</p>	<p>3010 - Title I</p> <p>3010 - Title I</p>



1.1.10	<p>Data Analysis and Evaluation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
1.1.11	<p>Access to Foundational &amp; Outdoor Learning Spaces</p> <p>To enhance the physical education program at all levels, teachers will have access to additional physical education supplies which will engage students in teamwork and conflict management in a fun and engaging way. Additional physical education supplies are needed to provide a wider range of activities for students. Items may include but are not limited to balls, jump ropes, frisbees, hula hoops, yoga mats, etc...</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational &amp; Outdoor Learning Spaces: Physical Education Supplies: \$6,858.00</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$6,858	0100 - LCFF/S&C (site)

<p>1.1.12</p>	<p>Acceleration of Learning</p> <p>-1.1.12.A-  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. The effectiveness of this strategy will be measured by 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.</p> <p>Title I Funding Allocation:  AR/STAR Subscription / License Agreements \$3,884.90</p> <p>LCAP 1.12 Acceleration of Learning  No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI):  No site CSI funding have been allocated for this strategy.</p> <p>-1.1.12.B-  Provide students with access to additional instructional materials to improve lessons within the core curriculum and supplemental programs. Applicable supplemental instructional materials include but are not limited to math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEAM 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" &amp; 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.</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities, All Students</p>	<p>\$43,241</p> <p>\$3,884.43</p>	<p>3010 - Title I</p> <p>3010 - Title I</p>
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	<p>Title I Funding Allocation: Instructional Materials and Supplies: \$43,241</p> <p>LCAP 1.12 Acceleration of Learning No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>			
1.1.13	<p>Literacy and Library Supports</p> <p>A Library Media Assistant will be used to help students check out library books, and will maintain and organize the library by checking in/out. Additionally, the Library Media Assistant will label books by Lexile and AR levels, and will teach library use and skills.</p> <p>Title I Funding Allocation: Books and Class Sets - \$10,000</p> <p>LCAP 1.13 Literacy and Library Supports: No additional site LCFF is being allocated for this strategy</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	<p>English Learners, Low Income, Foster Youth, Students with Disabilities, All Students</p>	\$10,000	3010 - Title I

1.1.14	<p>Advancement Via Individual Determination (AVID)</p> <p>AVID strategies are implemented school wide. Students in grades 7th and 8th have an opportunity to select AVID as an elective course. Students in grades Kindergarten through 6th are learning AVID strategies as they are integrated into all subject matter and instructional delivery. As a result, applicable supplemental 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, envelope folders, three prong folders, giant sticky note pads, and etc. The effectiveness of this strategy will be monitored by the monthly AVID meetings and instructional walkthroughs.</p> <p>Title I Funding Allocation:  Duplicating and Reprographics - \$3,000  Instructional and Materials - \$10,000  Transportation - \$8,362.57</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID):  Instructional Materials for AVID: \$7,000</p> <p>Comprehensive School Improvement (CSI):  No site CSI funding have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$10,000  \$7,000  \$8,362.57  \$3,000	3010 - Title I  0100 - LCFF/S&C (site)  3010 - Title I  3010 - Title I
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<p>1.1.15</p>	<p>Recapturing Learning Loss</p> <p>-1.1.15.A- Maintain two-part time instructional assistants to provide support to students in grades first-third who need additional support in ELA and Math. Possible additional compensation for instructional assistants to be able to collaborate with Teachers after hours to ensure seamless support for students. Teachers will collaborate with the instructional assistants on daily lesson plans for small group instruction using logs.</p> <p>Title I Funding Allocation: Instructional Assistant 0.4375 (including salary &amp; benefits): \$29,106</p> <p>LCAP 1.15 Recapturing Learning Loss: Instructional Assistant 0.4375 (including salary and benefits): \$27,808</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p> <p>-1.1.15.B- Targeted Support Model provides teachers with differentiated model of support based on the teachers' experience, knowledge of content and strategies, as well as classroom practices. The Model gives teachers additional opportunities to work with content area experts in order to maximize their knowledge of curriculum content, standards and effective strategies, in an effort to hone their skills and increase student achievement. A2Z's Associates observe classroom lessons, provide teachers with feedback and lead collaborative discussions focused on learned practices and processes.</p> <p>The Targeted Support process takes an in-depth look at the learning, the development of mathematical thinking, and the way math concepts are constructed. Techniques such as collaborative group work, writing as a tool for learning, and using manipulative materials and diagrams as a way to represent thinking are all employed.</p> <p>A2Z's Targeted Support and Lesson Study process includes developing and observing model lessons, as well as, participating in facilitated discussions and coaching. It gives teachers the opportunity to work with content area experts in order to maximize their knowledge of curriculum content, standards and effective strategies, in an effort to hone their skills and increase student achievement.</p> <p>Research has shown that effective staff development becomes even more effective with feedback and collaborative discussions to facilitate implementation</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities, All Students</p>	<p>\$29,106</p> <p>\$5,000</p> <p>\$152,808</p> <p>\$27,808</p>	<p>3010 - Title I</p> <p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p> <p>0100 - LCFF/S&amp;C (site)</p>
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	<p>of learned practices and processes.</p> <p>Consultants will be utilized to provide PLC Planning and Classroom Push-ins as well as substitute teachers .</p> <p>Title I Funding Allocation: No additional site to Title 1 funding has been allocated for this strategy.</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF funding is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): A2Z Consultants: 4 days per month x 5 months x 2 Consultants x @ \$3,000 per Consultants = \$120,000 10 days Teacher PD x \$ 3,000 a day for 1 consultant= \$ 30,000.00. Administrator Consultation A2Z - \$2,808 Grand total for Consultant/PD = \$152,808 20 Substitute Teachers x \$250 = \$5,000</p>			
1.1.16	<p>Outdoor Education/Science Camp</p> <p>Students from Grunsky will have the opportunity to attend science camp either at Sky Mountain science camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of science camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend science camp and participate in the same experiences as the rest of our students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\${Enter amount here}	[Specify the funding source(s)]

# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

The overall implementation of the program specialist at Grunsky is working because we have successfully implemented SIPPS in grades K-6 and monitored the Accelerated Reader program in grades 2-5 & SDC. This contributed to the rise of our ELA scores in CASP by 8.6 points as indicated on the California Dashboard. In addition providing teachers the opportunity for professional development, conferences, workshops and after hour compensation for SST/CARE, AVID, SIPPS, MTSS, MESA, PBIS and STEAM has increased our teacher efficacy and participation in all of the programs. This is reflected on iReady data in ELA and Math we met our 10% growth from the prior year. AVID strategies are now implemented school wide and after the review of our CCI Grunsky will be AVID certified in Elementary in the 2024-2025 school year. In maintaining two-part time instructional assistants to provide support to students in grades first-third who need additional support in ELA and Math Grunsky tier 1 and 2 intervention have increased in the classrooms as evidenced by the data presented at CARE/SST meetings. With Grunsky CSI funding teachers have work alongside educational consultants A2Z in the area of writing, analyzing SBAC rubrics, standards and how writing should be aligned with core instruction. Teachers skills have been enhanced in the area of writing and is evident by the writing walls in the classrooms and the writing conferences teachers hold with their students.

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 implementation of site based after school tutoring was not effective this school year, due to the ELOP program offering the same opportunity to the teachers. This school year only 1 teacher participated in site based after school tutoring. Our EL scores on the California Dashboard declined 25.8%. During the school year we conducted 2 EL walkthroughs.

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.

The annual outcomes in ELA and Math will be modified to reflect CASP in grades 3-8th to align with the California Dashboard. The instructional assistants will support 1st and 3rd grade students for additional support in ELA and Math. There will be no money allocated to site based tutoring rather teachers will have the opportunity to collaborate with grade level teams on upcoming units after the last day of school in the 204-2025 school year. The Program Specialist will coach teachers EL strategies, demonstration lessons, debriefs and provide PD on EL strategies during the staff meeting. The EL walkthroughs will increase to 4 per year.

## Goal 2.1

Goal #	Description
Goal 2.1	<p>By June 2025 Grunsky will decrease the amount of students suspended by 2 students as indicated on the California Dashboard by implementing mentorship program for our at risk students.</p> <p>By June 2025 the percentage of chronic absenteeism at Grunsky will decrease by 5 percentage points as compared to the 2023-2024 school year according to the California Dashboard by conducting weekly attendance meetings, check-ins and schoolwide PBIS strategies.</p> <p>By June 2025, Grunsky will hold 3 Parent/Community Open Houses to be held after school for AVID, Curriculum, and Multicultural Nights as evidenced by Grunsky website</p>

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students are not achieving at high levels

Students are performing 76.3 points below standard in ELA and 104.5 points below standard in Math

Students do not have a strong foundation in the writing process.

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

According to i-Ready students at Grunsky are at 16% proficient in Math (winter).

English Learner Progress declined by 25.8%

Students and parents do not feel a connection to the school.

Suspension rate increased 1.1% from last year and is now 8%

38.2% of all students are chronically absent

Suspension rate increased 1.1% from last year and is now 8%

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Total Number of Suspensions	44 students	20 students



Percentage of students who are chronically absent (Missed 10 or more days)	38.2%	33%
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Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.5	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>Monthly PBIS meetings are held with teachers, counselors, administration, and mental health clinician. 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. Possible consultant or conference for teachers, administrators and counselors. This strategy will be monitored by AVID (CCI), PBIS (TFI) and monthly district suspension reports.</p> <p>Title I Funding Allocation: Certificated Additional Comp: 8 staff x \$65 x 9 meetings: \$4,680 Counselor Additional Comp: 2 staff x \$50 x 9 meetings: \$900</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$900 \$4,680	3010 - Title I 3010 - Title I
2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP) No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	[\$[Enter amount here]]	[Specify the funding source(s)]

2.1.7	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

2.1.11	<p><b>Student Attendance and Truancy</b></p> <p>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. The team hosts Super Recess for the classrooms and students that have met their attendance goals. The classrooms with the highest attendance monthly in the life level are presented with a trophy, awards and prizes. Throughout the year there are 30-day attendance challenges and the students that meet the goal are invited to Super Recess.</p> <p>The effectiveness of this strategy will be monitored by district monthly suspension and chronic absenteeism reports.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	All Students	\$[Enter amount here]	[Specify the funding source(s)]
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2.1.12	<p><b>Health and Wellness Services and Supports</b></p> <p>Counselor support services are offered at Lottie Grunsky schoolwide. Counselors conduct group and individual sessions, core and intentional school wide lessons, student individual planning (goal setting), tobacco prevention, behavior intervention plans, consultations (teachers, parents, mental health) data analysis and classroom observations based on referrals from the MTSS process in the focus areas of social emotional learning, academics, and career readiness. In the 2024-2025 school year counselors will offer and manage a social emotional room (SEL calming room).</p> <p>The effectiveness of this strategy will be monitored by monthly counselor data analysis, ASCA standards and classroom pre- and post- tests.</p> <p>Title I Funding Allocation:  Additional Counselors Compensation: \$50.00 per hour up to 40 hours = up to \$2,000  Conferences/Workshops - \$15,000</p> <p>LCAP 2.12 Health and Wellness Services and Supports:  No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI):  No site CSI funding have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$15,000  \$2,000	3010 - Title I  3010 - Title I
2.1.13	<p><b>Mental Health Resources and Supports for Students</b></p> <p>Title I Funding Allocation:  No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students:  No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI):  No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\$[Enter amount here]	[Specify the funding source(s)]

2.1.14	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.15	<p>School Connectedness</p> <p>Grunsky has four family engagement events each year AVID Open House, Integrated Curriculum Open House Night Multi-Cultural Open House and Lunch On The Lawn. Parents will participate in an academic walkthrough. These events build meaningful partnership between parents, community and the school. Materials for these events include: STEAM supplies, toner, poster board, Grunsky spirit wear, family game activities etc... These materials are essential to provide hands-on activities for our families to build a community of learning.</p> <p>Title I Funding Allocation: Non-instructional materials: \$1,616 Title I Parent Funds Instructional Materials - \$2,000</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$1,616 \$2,000	3010 - Title I - Parent 3010 - Title I
2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

<p>2.1.17</p>	<p><b>Additional School Site Support</b></p> <p>Grunsky will utilize a Program Specialist (1 FTE - Centralized Funding) to provide direct support for students with day to day needs in a variety of capacities. The Program Specialist ensures teachers have access to curriculum materials, working laptops, projectors, Chromebooks, printers, and document cameras. Core curriculum consists of varied multimedia materials that teachers will use during instruction and the Program Specialist supports integration and accessibility through troubleshooting and professional development on utilizing programs and reports. The Program Specialist will monitor the progress of students in target groups to ensure they are receiving the proper supports to meet the school goals. The Program Specialist will provide coaching to teachers and will support teachers with the implementation of instructional supports and interventions. The Program Specialist will over see and monitor the English Learners program which includes English Language Development instruction and supports, creating and updating EL master schedule, placing EL students accordingly, monitoring EL and RFEP students, coaching teachers in ELD.</p> <p>Title I Funding Allocation: No additional site Title I funds have been allocated for this strategy.</p> <p>LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>2.1.18</p>	<p><b>Instructional Minutes Above &amp; Beyond the State Minimum for Extended Student Learning</b></p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above &amp; Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

2.1.19	<p>Technology and Innovation Support</p> <p>Increase and/or improve unduplicated pupil access to learning resources through the use of paper copies. Teachers will use various equipment such as the laminator, copiers, Duplo, and poster make. Maintenance agreements will be utilized to ensure various equipment are accessible, available, and usable for a print rich environment.</p> <p>Title I Funding Allocation: Maintenance Agreements - \$5,000.00</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	All Students, Foster Youth, English Learners, Low Income, Students with Disabilities	\$5,000	3010 - Title I
2.1.20	<p>Instructional Technology</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.20 Instructional Technology: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.21	<p>Instruction and Teacher Staffing</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]



2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.23	<p>School Facilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.24	<p>Student and Campus Safety</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

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

The monthly PBIS/AVID/Leadership meetings where we allocated funds to pay the teachers and counselors at Grunsky had a positive impact on the climate and culture. Fall School Climate Survey indicated that 100% of our 4th and 5th grade students feel that there is a teacher or an adult who believes they will be successful. At Grunsky 77% of our 6-8th grade students are willing to report a fight on campus. PBIS strategies are implemented school wide as evidenced by our ACER walkthroughs, Tier Fidelity Inventory (TFI) and our state recognition for the 20224-2025 school year of Silver implementation award. In 2024-2025 school year Grunsky will also be certified at the elementary level for AVID. Our PLUS team has been taking the lead in peer leadership and lead forums in other classrooms to unite our students. The activities on campus such as White out Tobacco, Red Ribbon Week, and others have united the student body in a positive manner, since PLUS students help plan and execute these activities with the help of our counselors. Our counselors at Grunsky are a key factor in building this culture by their social emotional lessons, groups and offering and managing a social emotional room. Due to the positive culture and weekly attendance meetings our chronic absenteeism rate according to the California Dashboard has decreased by 7.5%.

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

Xello this school year has been a tool that we could only use for the first trimester, due to system flaws. We are hoping that Xello will be available next school 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.

The annual outcome metrics for suspension rate will align with the California Dashboard in achieving a Smart Goal that is based on the number of students suspended versus the decline of a percentage. Following the recommendations of ELAC and Parent Coffee hour our counselors will focus on our lowest performing sub group.

### Goal 3.1

Goal #	Description
Goal 3.1	By June 2025, Grunsky's Peer Leaders Uniting Students (PLUS) Team will increase student connectedness by decreasing racial tension from 33% in May 2024 to 28% in May 2025 as measured on the school climate survey question "There is a lot of racial tension at my school between different cultures, races, or ethnicities."

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Suspension rate increased 1.1% from last year and is now 8%

38.2% of all students are chronically absent

Suspension rate increased 1.1% from last year and is now 8%

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate Survey 2023-24 - "I believe there is a lot of racial tension at Grunsky between different cultures, races, and ethnicities."	33% of students agreed	28% of students agreed

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities</p> <p>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. The effectiveness of this strategy will be monitored by the School Climate Survey.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	All Students	\${Enter amount here}	[Specify the funding source(s)]
3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\${Enter amount here}	[Specify the funding source(s)]
3.1.3	<p>Arts Programming</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\${Enter amount here}	[Specify the funding source(s)]

3.1.4	<p>Expanded Learning and Enrichment Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
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## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

At Grunsky our Parent Coffee hour meetings are really working in creating meaningful partnerships between the school and our families. This year we met our SMART Goal of increasing the Parent Coffee hour attendance by 10%. We also provided mental health wellness, academic, social emotional, and financial lessons for our parents to benefit from. We successfully completed the parent teacher conferences for all of our students schoolwide. Grunsky also introduced our AVID open house night and will hold the Integrated Curriculum Night in the upcoming month. All of these events were possible because of all of our parent support.

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

On our Parent Coffee our agendas we did not have a lot of community support this year due to the lack of reaching out to our community vendors.

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.

One change that will occur will be that the recommendations from ELAC and Parent Coffee Hour groups are to add a parent academic walkthrough and lunch on the lawn. Administrators and counselors will also meet with community businesses' to have them to come to present at Parent Coffee hour and ELAC.

## Goal 4.1

Goal #	Description
Goal 4.1	<p>By June 2025, Grunsky will increase Parent Coffee Hour participation by 10 new parents as evidenced by the Parent Coffee Hour sign in sheets.</p> <p>By June 2025, 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.</p>

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students and parents do not feel a connection to the school.

38.2% of all students are chronically absent

Suspension rate increased 1.1% from last year and is now 8%

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of teachers who participate in AVID open house	20 Teachers	24 Teachers
Number of Parents Attending Parent Coffee Hours as measured by sign in sheets	N/A	Increase by 10 parents
Number of students/families attending parent-teacher conferences as measured by sign-in sheets and contact logs	N/A	N/A

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	<p>Family and Community Communication, Empowerment, and Engagement</p> <p>Parent-teacher conferences (The first conference is mandatory for all students and the second conference is for those who needs it).</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\${Enter amount here}	[Specify the funding source(s)]
4.1.2	<p>District Strategic Planning and Communication</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\${Enter amount here}	[Specify the funding source(s)]
4.1.3	<p>Community Schools Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.3 Community Schools Supports and Resources No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\${Enter amount here}	[Specify the funding source(s)]

4.1.4	<p>Parent Advisory Committee Supports and Resources</p> <p>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. The Parent Advisory Committee provides opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community. Additionally, parent trainings and school events will be conducted to empower the community in supporting student achievement and build capacity for school relations and partnerships. There may be possible consultant or conference opportunity for this strategy.</p> <p>Title I Funding Allocation: Parent / Community Meetings: \$1,500 Title I Parent Funds</p> <p>LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$1,500	3010 - Title I - Parent
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## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.



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

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

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.

## Goal 5.1

Goal #	Description
Goal 5.1	.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	<p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

5.1.2	<p>Developing Student Individual Transition Plans</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.8	<p>Enhancing School Engagement and Attendance for Students with Disabilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

## Goal 6.1

Goal #	Description
Goal 6.1	.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students and parents do not feel a connection to the school.

38.2% of all students are chronically absent

Suspension rate increased 1.1% from last year and is now 8%

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	<p>Student Achievement Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]

6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum &amp; Pedagogy</p> <p>Purchase culturally responsive books for the school library that portray diverse and positive representations of African American life. We will choose books by African American authors and include non-fiction books about African American history, culture, and achievements.</p> <p>Title I Funding Allocation: Books and Reference Materials: \$3,000</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum &amp; Pedagogy: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\$3,000	3010 - Title I

6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.7	<p>BSAP School Climate &amp; Wellness Personnel Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate &amp; Wellness Personnel Support No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.8	<p>BSAP Community -Based Safety Pilots</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]



# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

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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.

# Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$206,748.00
Total Federal Funds Provided to the School from the LEA for CSI	\$157,808.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$446,974.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
3010 - Title I	\$203,632.00
3010 - Title I - Parent	\$3,116.00
3182 - CSI 2023/24	\$157,808.00

Subtotal of additional federal funds included for this school: \$364,556.00

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 (\$)
0100 - LCFF/S&C (site)	\$82,418.00

Subtotal of state or local funds included for this school: \$82,418.00

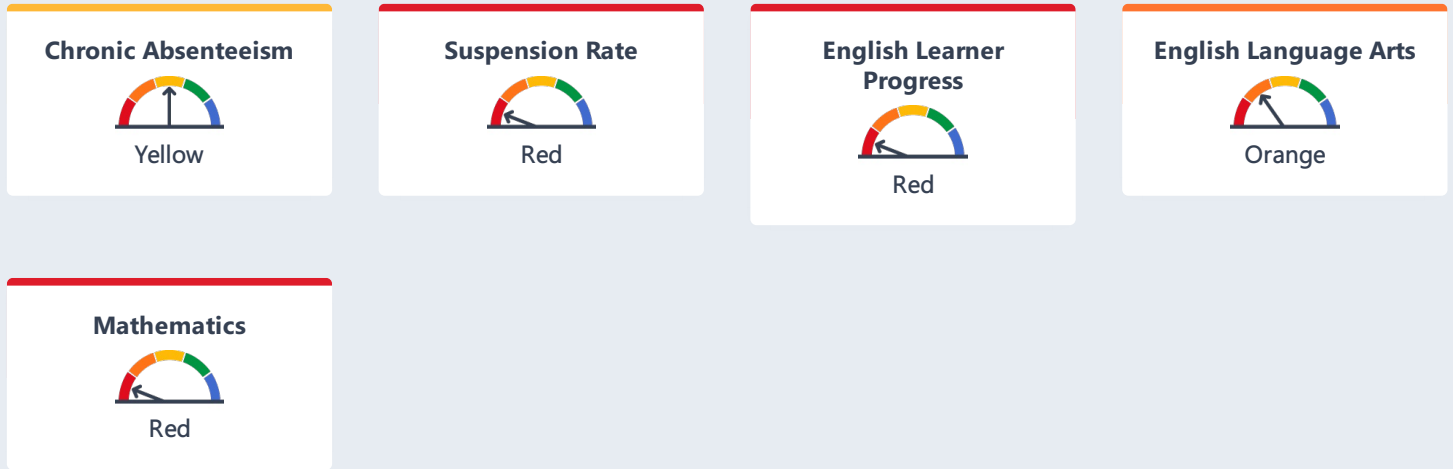
Total of federal, state, and/or local funds for this school: \$446,974.00

# Addendums



# Grunsky Elementary

Explore the performance of Grunsky Elementary under California's Accountability System.



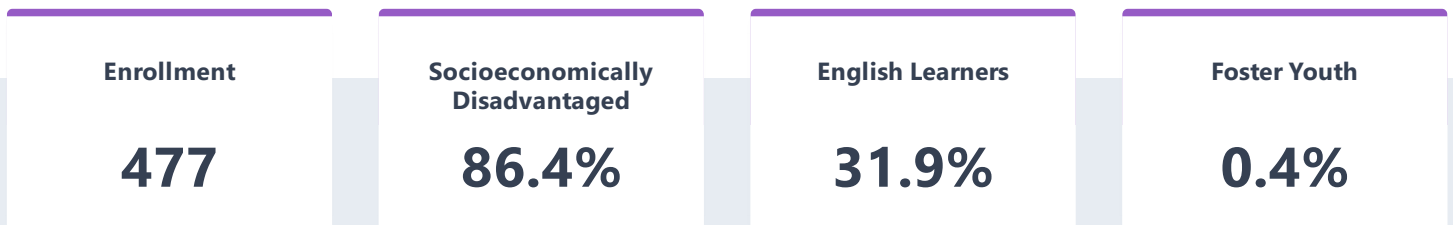
## School Details

<b>NAME</b> Grunsky Elementary	<b>ADDRESS</b> 1550 North School Street Stockton, CA 95205-3420	<b>WEBSITE</b> N/A	<b>GRADES SERVED</b> K-8
<b>CHARTER</b> No	<b>DASHBOARD ALTERNATIVE SCHOOLS STATUS</b> No		

### GRUNSKY ELEMENTARY

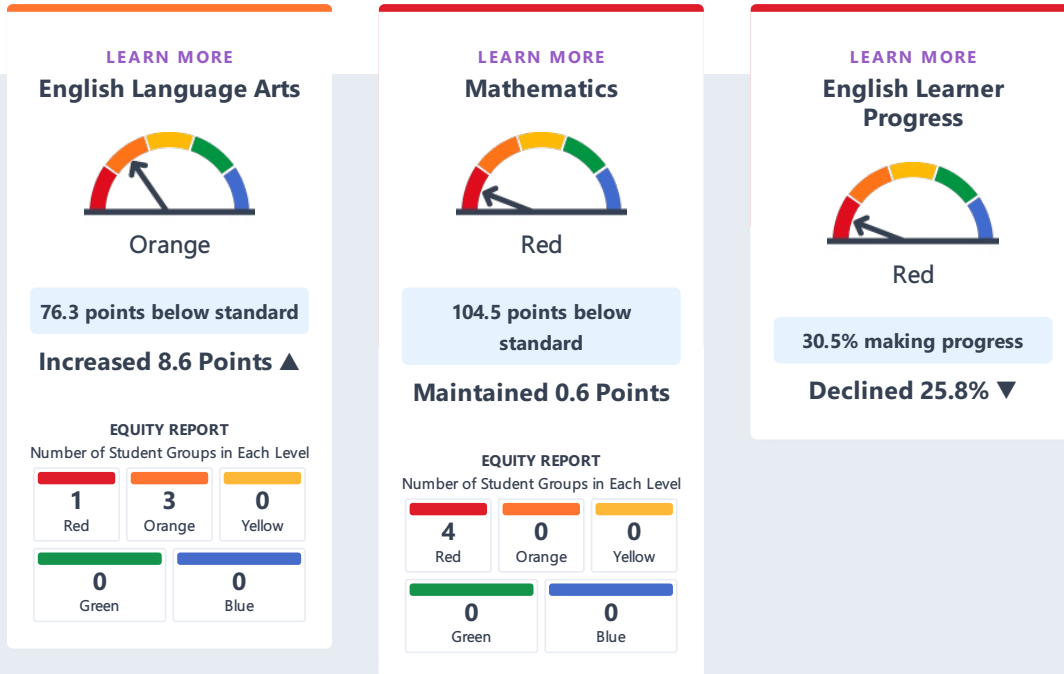
## Student Population

Explore information about this school's student population.



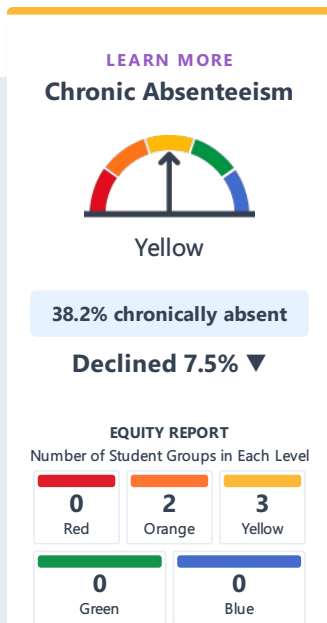
# Academic Performance

View Student Assessment Results and other aspects of school performance.



# Academic Engagement

See information that shows how well schools are engaging students in their learning.




GRUNSKY ELEMENTARY

# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



Red

8% suspended at least one day

Increased 1.1% ▲

**EQUITY REPORT**  
Number of Student Groups in Each Level

4 Red	1 Orange	0 Yellow
0 Green	0 Blue	

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Orange

76.3 points below standard

Increased 8.6 Points ▲

Number of Students: 312

### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups



Red

Students with Disabilities



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White



### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Asian



No Performance Color

32.2 points below standard

Increased 33 Points ▲

Number of Students: 14

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Homeless



No Performance Color

151.5 points below standard

Maintained -2.4 Points

Number of Students: 12

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### White



No Performance Color

74.7 points below standard

Increased 17.5 Points ▲

Number of Students: 15

### Students with Disabilities



Red

159.9 points below standard

Maintained 1.9 Points

Number of Students: 67

### English Learners



Orange

99.7 points below standard

Increased 6.2 Points ▲

Number of Students: 111

### Hispanic



Orange

79.8 points below standard

Increased 5.3 Points ▲

Number of Students: 258

### Socioeconomically Disadvantaged



Orange

81 points below standard

Increased 7.8 Points ▲

Number of Students: 263

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	84.9 points below standard	76.3 points below standard

## English Language Arts Data Comparisons: English Learners

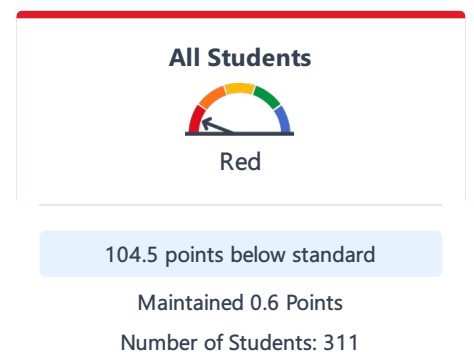
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



## Mathematics

### All Students

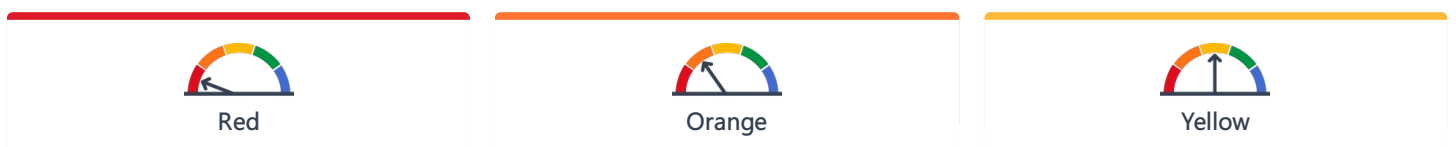
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups



English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

No Student Groups

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White



### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Asian



No Performance Color

73.6 points below standard

Declined 19.8 Points ▼

Number of Students: 14

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Homeless



No Performance Color

163.8 points below standard

Declined 22.6 Points ▼

Number of Students: 11

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### White



No Performance Color

104.7 points below standard

Increased 30.3 Points ▲

Number of Students: 15

### English Learners



Red

120 points below standard

Declined 3.1 Points ▼

Number of Students: 111

### Hispanic



Red

105.6 points below standard

Maintained -1.9 Points

Number of Students: 257

### Socioeconomically Disadvantaged



Red

108.2 points below standard

Maintained 0.7 Points

Number of Students: 263

### Students with Disabilities



Red

183.3 points below standard

Maintained -1.9 Points

Number of Students: 67

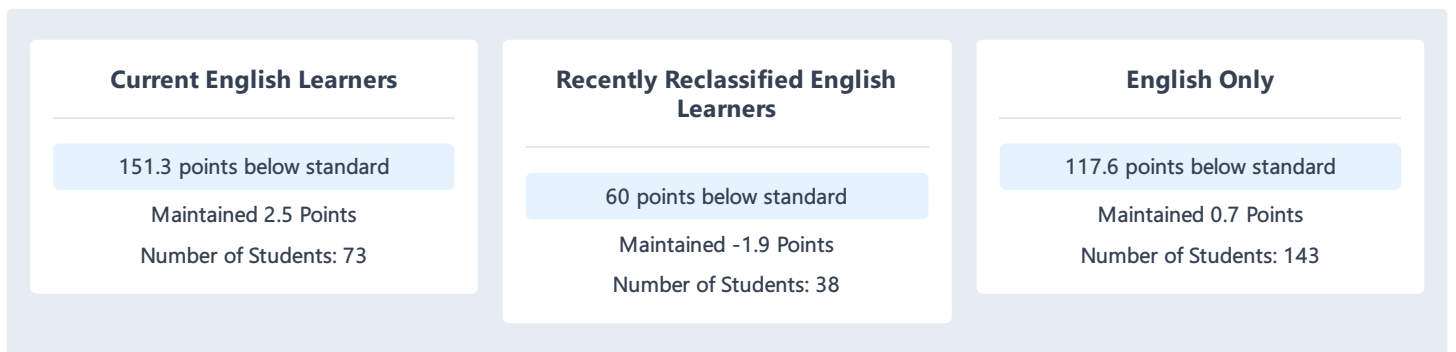
## Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	105.2 points below standard	104.5 points below standard

## Mathematics Data Comparisons: English Learners

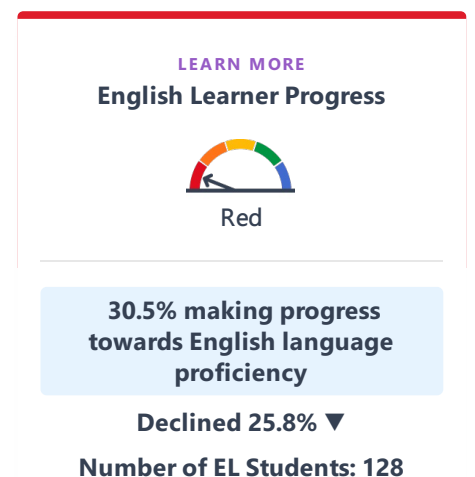
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.



## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



## Student English Language Acquisition Results

### Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?aggllevel=School&cds=39686766042600&year=2022-23>

#### All Students



Yellow

38.2% chronically absent

Declined 7.5% ▼

Number of Students: 537

### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups



Red

No Student Groups



Orange

Students with Disabilities

White



Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

### African American



No Performance Color

84.2% chronically absent

Increased 28% ▲

Number of Students: 19

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Asian



No Performance Color

25% chronically absent

Maintained 0%

Number of Students: 20

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Homeless



No Performance Color

77.8% chronically absent

Increased 25.4% ▲

Number of Students: 27

### Two or More Races



No Performance Color

25% chronically absent

Declined 20.5% ▼

Number of Students: 16

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Students with Disabilities



Orange

36.5% chronically absent

Declined 4.8% ▼

Number of Students: 96

### White



Orange

43.3% chronically absent

Declined 3.7% ▼

Number of Students: 30

### English Learners



Yellow

32.4% chronically absent

Declined 8.1% ▼

Number of Students: 185

### Hispanic



Yellow

36.6% chronically absent

Declined 10.2% ▼

Number of Students: 437

### Socioeconomically Disadvantaged



Yellow

39.6% chronically absent

Declined 7.2% ▼

Number of Students: 472



# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

#### All Students



Red

8% suspended at least one day

Increased 1.1% ▲

Number of Students: 550

### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups



Red

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

White



Orange

English Learners



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

### African American



No Performance Color

10.5% suspended at least one day

Declined 9.5% ▼

Number of Students: 19

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Asian



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 21

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Homeless



No Performance Color

3.6% suspended at least one day

Declined 0.4% ▼

Number of Students: 28

### Two or More Races



No Performance Color

5.9% suspended at least one day

Declined 9.5% ▼

Number of Students: 17

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Hispanic



Red

7.4% suspended at least one day

Increased 1% ▲

Number of Students: 446

### Socioeconomically Disadvantaged



Red

8.3% suspended at least one day

Increased 0.8% ▲

Number of Students: 483

### Students with Disabilities



Red

12.4% suspended at least one day

Increased 1.1% ▲

Number of Students: 97

### White



Red

18.8% suspended at least one day

Increased 7% ▲

Number of Students: 32

### English Learners



Orange

4.8% suspended at least one day

Increased 0.4% ▲

Number of Students: 189

# Suspension Rate By Year

Percentage of students who were suspended.

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	2022	2023
Suspension Rate	6.9%	8%

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

## B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

## C

Acronym	Description
CAASFEP	<a href="#">California Association of Administrators of State and Federal Education Programs</a> (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	<a href="#">California Association of Bilingual Education</a> (Outside CDE Source)
CALPADS	<a href="#">California Longitudinal Pupil Achievement Data System</a>
CaSTRS	<a href="#">California State Teachers' Retirement System</a> (Outside CDE Source)
CaWORKS	<a href="#">California Work Opportunity and Responsibility to Kids</a>

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

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

## D

Acronym	Description
Dashboard	<a href="#">California School Dashboard</a>
DASS	<a href="#">Dashboard Alternative School Status</a>
DHCS	<a href="#">Department of Health Care Services</a>
DOF	<a href="#">Department of Finance</a> (Outside CDE Source)
DOL	<a href="#">U.S. Department of Labor</a> (Outside CDE Source)
DSS	<a href="#">Department of Social Services</a> (Outside CDE Source)

## E

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

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

## F

Acronym	Description
FASD	<a href="#">Fiscal and Administrative Services Division</a>
FM	Fiscal Monitoring
FPM	<a href="#">Federal Program Monitoring</a>
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	<a href="#">Foster Youth Services</a>

## G

Acronym	Description
GAD	<a href="#">Government Affairs Division</a> – CDE
GATE	<a href="#">Gifted and Talented Education</a>
GED	<a href="#">General Educational Development Test</a>

GEER	<a href="#">Governor's Emergency Education Relief Fund</a>
GL	General Ledger
GMART	<a href="#">Grant Management and Reporting Tool</a>
GPA	Grade Point Average

**H**

Acronym	Description
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**I**

Acronym	Description
IB	International Baccalaureate
IDEA	<a href="#">Individuals with Disabilities Education Act</a> (Outside CDE Source)
IEP	Individualized Education Program
IS	<a href="#">Independent Study</a>
ISSPO	Integrated Student Support and Programs Office

**J**

Acronym	Description
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**K**

Acronym	Description
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**L**

Acronym	Description
LAC	<a href="#">Legal, Audits, and Compliance Branch</a>
LASSO	<a href="#">Local Agency Systems Support Office</a>
LCAP	<a href="#">Local Control and Accountability Plan</a>
LCFF	<a href="#">Local Control Funding Formula</a>
LEA	Local Educational Agency
LTEL	Long-term English Learner

**M**

Acronym	Description
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MSD	<a href="#">Multilingual Support Division</a> – CDE
MTSS	<a href="#">Multi-tiered System of Support</a> (Outside CDE Source)

## N

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

## O

Acronym	Description
OMB	Office of the Management and Budget
OSE	<a href="#">Office of the Secretary of Education</a> (Outside CDE Source)
OSHA	<a href="#">Occupational Safety and Health Administration</a> (Outside CDE Source)

## P

Acronym	Description
PCA	Program Cost Account
PFT	<a href="#">Physical Fitness Testing</a>
PSAT	<a href="#">Preliminary Scholastic Achievement Test</a> (Outside CDE Source)
PTA	<a href="#">Parent Teacher Association (State)</a> (Outside CDE Source)

## Q

Acronym	Description
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## R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	<a href="#">Regional Occupational Centers and Programs</a>
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**S**

Acronym	Description
SACS	<a href="#">Standardized Account Code Structure</a>
S and C Funds	Supplemental and Concentration Funds
SARB	<a href="#">School Attendance Review Board</a>
SARC	School Accountability Report Card
SASD	<a href="#">Student Achievement and Support Division</a> – CDE
SAT	<a href="#">Scholastic Achievement Test</a>
SB	Senate Bill
SBE	<a href="#">State Board of Education</a>
SBP	<a href="#">School Breakfast Program</a>
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	<a href="#">Special Education Division</a> – CDE
SELPA	<a href="#">Special Education Local Plan Area</a>
SELPA Content Leads	SELPA Content Leads <a href="https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp">https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp</a>
SES	<a href="#">Supplemental Educational Services</a> (Outside CDE Source)
SFSD	<a href="#">School Fiscal Services Division</a>
SIG	<a href="#">School Improvement Grant</a>
SIL	<a href="#">SELPA Systems Improvement Leads</a> (Outside CDE Source)
SNP	<a href="#">School Nutrition Program</a>
SnS	<a href="#">Supplement not Supplant</a>
SpED	Special Education
SPSA	<a href="#">School-Plan for Student Achievement</a>
SSC	Schoolsite Council

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

## T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	<a href="#">Technical Assistance</a>
TAS	<a href="#">Targeted School Assistance</a>
TSD	<a href="#">Technology Services Division</a>
TSI	<a href="#">Targeted Support and Improvement</a>
TUPE	<a href="#">Tobacco-Use Prevention Education</a>

## U

Acronym	Description
UC	<a href="#">University of California</a> (Outside CDE Source)
UCOP	<a href="#">University of California Office of the President</a> (Outside CDE Source)
UCP	<a href="#">Uniform Complaint Procedures</a>
UGG	Uniform Grant Guidance
USDA	<a href="#">U.S. Department of Agriculture</a> (Outside CDE Source)

## V

Acronym	Description
VAPA	<a href="#">Visual and Performing Arts</a>

## W

Acronym	Description
WASC	<a href="#">Western Association of Schools and Colleges</a> (Outside CDE Source)
WestEd	<a href="#">WestEd</a> (Outside CDE Source)
WIC	<a href="#">Women, Infants, and Children</a> (Outside CDE Source)

## X, Y, Z

Acronym	Description
YRE	<a href="#">Year-round Education</a>

Questions: Felicia Novoa | [fnovoa@cde.ca.gov](mailto:fnovoa@cde.ca.gov)