

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Grunsky (G3 - 236)

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

_____ Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on _____ Date of Meeting

Attested:

Michael Sousa
Typed Name of School Principal

Michael F. Sousa
Signature of School Principal

_____ Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Grunsky Elementary	39686766042600	05/11/2022	06/28/2022

Purpose

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

Grunsky Elementary is implementing a Schoolwide Program.

Description

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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

Engaging Educational Partners

Refer to comprehensive needs assessment.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

- The Grunsky School Site Council met on February 17, 2022 as a committee to review and analyze Grunsky data in the following 4 areas of the comprehensive needs assessment process: staffing and professional development, teaching and learning, parent engagement, and school culture and climate.
- On February 22, 2022, the Grunsky staff met during a faculty meeting to review the performance data on the i-Ready Winter 2022 Diagnostic and compared it to goals, strategies, and expenditures within the 21-22 SPSA. based on the i-Ready Spring 2021 Diagnostic results.
- On March 24, 2022 the Grunsky SSC met discuss any questions and concerns related to the comprehensive needs assessment and what recommendations the Council would make to the 22-23 SPSA the four areas .
- On March 29, 2022 the Grunsky Staff met for a second time during a faculty meeting to discuss review in detail the goals, strategies and expenditure in the 21- 22 SPSA. The results of the February 22, 2022 staff survey was reviewed as to what was the greatest school need and what recommendations would best remedy the needs based on the goals and current data from I Ready.

Staffing and Professional Development

Staffing and Professional Development Summary

In the area of staffing, Grunsky has 3 non-fully credentialed teachers in grades fifth, seventh and eighth. These teachers are currently in programs to be fully credentialed and are working with the program specialist, colleagues, their site mentors and administration to develop their pedagogy and knowledge of the curriculum. The remainder of the Grunsky staff is fully credentialed. This year all Grunsky teachers had five days of designated professional staff development by the district and site. Additionally, Grunsky hosted a two-hour grade level professional development with Curriculum Associates to work on content standards, assessments, and effective use and monitoring the I Ready Pathways programs in ELA and Math. All Grunsky teachers meet bi-monthly in professional learning communities (PLC) to discuss data and develop effective lesson plans. In order to target specific planned professional development Grunsky was without the services of its instructional coaches this year due to the Covid pandemic. Instructional coaches were moved from sites to be teachers for the virtual academy. The absence of an instructional coach resulted in the program specialist and administration providing professional staff development in the areas, of ELD, formative assessments, CAASPP, and areas of the adopted curriculum.

Staffing and Professional Development Strengths

- Eighty-seven % of our teachers possess their teaching credentials.
- All of our teachers receive professional development offered by the district to enhance knowledge and application of content standards; teachers attend any onsite professional development offered by product consultants (i.e. on i-Ready)
- Teachers are adept at analyzing data using different measures.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Not all teachers at Grunsky possess their teaching credentials. Grunsky struggled with hiring credentialed teachers in the middle school for ELA since both 7th and 8th grade teachers were not fully credentialed. **Root Cause/Why:** Grunsky has 1 full-time substitute and 3 teachers working on getting their teacher credentials; the long-term sub has recently enrolled in the teacher credentialing program. The lack in fully credentialed teachers resulted in the 7th and 8th grade Math and Science teachers who are fully credentialed had to teach the designed English Language Development (ELD) classes for the 7th and 8th grade ELs

Needs Statement 2 (Prioritized): Our instructional coaches parted with Grunsky to teach Virtual Academy starting in the month of September. **Root Cause/Why:** The school district launched Virtual Academy because there was shortage of teachers for distance learning as a result there were inconsistencies in the implementation of curriculum and some assessments.

Needs Statement 3 (Prioritized): Teacher collaboration transpires bi-monthly but some teachers are left with no one to collaborate with when their grade level peers are absent. It is also unknown how teachers uphold the practices of an effective Professional Learning Community. - Not all teachers submit their grade level collaboration documents. **Root Cause/Why:** Teachers lack in-depth training on effective PLC collaborations. Some grade level peers were absent. Some teachers appear isolated.

Teaching and Learning

Teaching and Learning Summary

All teachers have been provided with standards-based curriculum that addresses all required curricular areas including the daily designated ELD time. All grade levels adhere to the required instruction minutes required by the state. Grunsky teachers were provided with pacing schedules for their grade levels, assessment guides, schedules to implement the I Ready Pathways programs and develop intervention times for closing the achievement gap. With the continuation of Covid protocols, classroom walkthroughs had to be limited as well as platooning between classrooms. What was observed was teachers were meeting their daily ELD minutes and implementing curriculum as designed with an emphasis of asking the three critical questions student needed to answer and solve a math problem, what is the problem about, what are you trying to find out, and what information is important. All students have access to computers and the internet. Library circulation increased with 3,217 books beginning checked at a rate of 5.46 books per student. Grunsky has reclassified 10 students and is on its way to meeting the goal of 15 for the year with 23 students meeting the criteria on I Ready and a level 3 on LPAC. Reading scores for students in third grade have increased from 28% at the end who were either at grade level or near grade level to 63% on the Winter I-Ready diagnostic assessment while school wide proficiency at these two levels remains at 24% and in math at 16% in ELA. Barriers in the area of learning this year stem for a number of factors in and out of the control of the school. Grunsky still has a high poverty rate, ranking it at 90.3 %, fourth of the forty kindergarten- eight grade schools in the district. It has one of the higher populations of EL students at 30%. Covid has increased the number of teacher absences *with the lack of substitutes to cover their classes. A consequence of these absences has resulted in combining of classes or administration or the program specialist covering these classes. With the additional workload teachers are reluctant to tutor. The lack of instructional coaches also has had an impact on advancing instructional strategy development and a more in depth understanding of curriculum.*

Teaching and Learning Strengths

- Teachers have been trained in their grade level curriculum whether onsite or through the district via online Professional Development Days. Curricular materials have been provided in the beginning of the school year and throughout the year as necessary. Teachers use the adopted instructional materials with fidelity to ensure alignment to content standards and ensure support for all student groups. ELD teachers teach and implement their ELD curriculum on a daily basis.
- All teachers have been trained to use the I- Ready Pathways program in ELA and Math.
- Teachers have submitted their class schedules that reflect instructional minutes for core classes as well as ELD, intervention times for ELA and Math, and the I Ready Pathways programs.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Some teachers need more time to delve deeper into their grade level curriculum. **Root Cause/Why:** Teachers are new to their grade levels; they are also non-fully credentialed. Without the instructional coach new teachers didn't get the additional support with curriculum and research based instructional strategies to advance their pedagogy.

Needs Statement 2 (Prioritized): Not all teachers administer curriculum-based assessments in the form of lesson and unit assessments. **Root Cause/Why:** Teachers were not aware of some the curriculum assessments, therefore they didn't do them and instructional decisions were not always based on data

Parental Engagement

Parental Engagement Summary

Resources available from family, school, district, and community to increase parental engagement and to assist under-achieving students include providing parents with reports after each I Ready Diagnostic assessment to keep parents updated on student progress. In order to aide parents in understanding daily instruction they have access to student lessons and work through Google Classroom. When parents want to discuss anything related to their students all teachers are required to have at least 18 hours of parent conferences available to parent. If parents just want to talk with teachers appointments can be scheduled as requested. Many teachers have other internet methods to keep parents informed as to what is going on in class such as Class Dojo or Remind App. Even during the Covid pandemic Grunsky held monthly coffee hours, and the required number of ELAC and SSC meetings via Zoom to keep parents involved in the educational process at Grunsky.

Parental Engagement Strengths

- Parents attend virtual meetings offered by the school and district. Although there are only a few of them and mostly the same individuals, they have become more knowledgeable on the current happenings at school and the district. These proactive parents have been open to voicing out their concerns and opinions and were open to learning so they could also assist their children at home. Parents who attend ELAC have been trained and have become more knowledgeable about assessments and online resources offered by the district via website. Invited community members have trained parents who attend our ELAC meetings. Parents who are more confident with technology use and carve out time have filled out online surveys from the district.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): The number of parents who attended virtual meetings for Coffee Hour, ELAC, and district-wide offerings for parents has dwindled compared to back when meetings were held in person. **Root Cause/Why:** Most parents are unable to attend virtual meetings for many personal reasons. It is assumed that the inability to connect via Zoom is the top reason for the in attendance. The second reason may be the lack of time to do so.

School Culture and Climate

School Culture and Climate Summary

Last year Grunsky had two goals to improve school culture and climate. The first was to reduce suspensions for all students from 7% to 6%, the second was to decrease chronic absenteeism for all students from 19.80% to 17%. In order to accomplish these goals Grunsky would provide students with social and emotional supportive resources and activities to positively impact student learning and behaviors. These resources and activities included: counseling, structured student engagement activities, incentive rewards and recognition for improved academics, attendance, and good conduct. Grunsky has a PLUS (Peer Leaders Uniting Students) class where student leaders act as tutors for students in the primary grades. Grunsky's PBIS (Positive Behavioral Interventions and Supports) team provides ongoing monitoring of attendance, academics, and student social/emotional concerns school wide while providing suggestions based on data about how to provide ongoing ideas to improve the school culture and climate. Additional personnel support to help meet the suspension and attendance goals include: one and half counselors, a campus safety assistant, a mental health clinician, a one day a week school site nurse, a school psychologist, and a CWA truancy outreach specialist. In order to improve the school culture and climate a team Grunsky staff members and parents regularly meet during SAP, SST, and IEP meetings to provide support for students who were having social and emotional challenges. A recent partnering between SUSD and Care Solace along with training for Grunsky administration and counseling services is helping Grunsky provide services outside the scope and services provided during the school day to further site efforts to improve school culture and climate.

School Culture and Climate Strengths

Proactive CWA personnel who provided home visits and incentives to student who were chronically absent.

The PBIS team was finally formed and a plan was developed to initiate an incentive program for behaviors, academics, and encourage attendance.

The SAP, SST and IEP meeting were regularly scheduled and attended with a site support staff.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Suspensions and referrals irate increased from 7% last year to 8.29% this year. **Root Cause/Why:** With Covid there has been an adjustment period from virtual classroom to the in person school setting which require social skills. When students returned to in person school. students social emotional state was very vulnerable. In the year and a half of not attending school in person, students did not build the tolerance for each other. Students had to relearn problem solving skills.

Needs Statement 2 (Prioritized): Chronic absenteeism has increase from 19.8% to 49.34%. **Root Cause/Why:** Covid. protocol required students to be excluded from schools. When students were suspected or identified as being positive parents were confused as to when students could return to school and under what conditions. When notification was sent home during the initial stages of Covid. sometimes large numbers of students from a class would be quarantined.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement

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

Goal 1.1

ELA: By EOY 2023, per I Ready Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 30 students, based on the EOY 2022 ELA results.

EL: By EOY 2023, per ELPAC, increase the number of students to be reclassified by 20 students.

Math: By EOY 2023, per I Ready Diagnostic 3 Growth Report, 26-31-% of Grade K-4 students will achieve the Math I Ready annual typical growth goals.

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Teachers will be provided with professional learning opportunities to supplement and reinforce core instruction through collaborative practices with instructional coaches (1 FTE Instructional Coaches - Centralized Service), Professional Learning Communities, and district Professional Development opportunities. Substitute Pay Calculation: 30 days X \$200 = \$6,000 (Title 1)

Teachers will provide extended day tutoring starting in September. Additional Hourly Pay Calculation for teachers: 150 hours X \$60 rate of pay = \$9,000 (Allocating \$9,000) (Title 1) 50 hours X \$60 rate of pay = \$3,000 (Allocating \$3,000) (LCFF) Grunsky will establish a leadership/data team that will meet monthly after school to examine and analyze quantitative and qualitative data gathered from formative assessments, instructional rounds, and site-based surveys. Additional Hourly Pay Calculation for 5 teachers @ \$60 per hour for 9 meeting during the year \$2,700 (Title 1)

Instructional Materials/Supplies - \$7,628.00 - Title I, \$10,686.00 - LCFF: Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials. These materials will support ELA, Math, and Science lessons in various grade levels. Grades 7 & 8 students will be utilizing materials that relate to STEM and Project Lead the Way. Applicable supplemental instructional materials include: novels/books, white boards, clipboards, dry erase markers, flashcards, games, TPR, copy paper, folders/ sleeves, pencils, construction paper, color printer, color printer ink, printer paper, Post It chart paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10"x 13" & 5" x 7" envelopes, ball point pens, blue masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, pipe cleaners, and composition books. The effectiveness of lessons using these instructional supplies will be measured by achievement scores from all assessments.

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

Program Specialist (1 FTE) - \$79,577 - (Title I), \$79,577 - (LCFF) 50% - Title I - The program specialist's duties or responsibilities include but are not limited to the following: assisting with the SSC or SPSA; coordinating/monitoring intervention programs; coordinating and managing local assessments; data analysis/reporting/distribution; coordinating for afterschool program; managing supplemental bilingual staff support and interventions; coordinating parent involvement activities; providing technical support; and training/demonstration of activities/processes. 50% - LCFF - The program specialist's duties or responsibilities include but are not limited to the following: coordinating and monitoring state testing, monitoring English Learners programs such as English Language Development, creating and updating EL master schedule, placing EL students accordingly, monitoring EL and RFEP students, assist in SAP meetings, resolving technological issues for teachers in need, communicating with administrators and teachers, and ensuring that teachers and students have their needed core materials.

Maintenance Agreements - \$5,000: (Title 1) Teachers will use various equipment such as the laminator, copiers, Duplo, poster maker and access to virtual/ flipped classroom instruction. Maintenance agreements ensure the equipment (copy machines) are available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$11700	50643 - Title I
\$3000	23030 - LCFF (Site)
\$undefined	50643 - Title I
\$7538	50643 - Title I
\$79577	23030 - LCFF (Site)
\$6000	50643 - Title I
\$10686	23030 - LCFF (Site)
\$79577	50643 - Title I
\$5000	50643 - Title I

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

New Students from Grades 2-5 including SDC class students who meet Accelerated Reader screening diagnostics will use this program that encourages students to read at their level thus improving and enhancing reading skills. Provide students from Grades 2-5 including SDC classes with opportunities to increase reading proficiency using the Accelerated Reader (AR) program. AR metrics and formative assessment data will be used to assess growth. Teachers will document baseline and ongoing student scores, Lexile levels, number of AR books read per student, and number of students actively participating. Students will borrow AR books from the library to read at home. Students will take their AR test at the end of each week AR/STAR Subscription 350 students License Agreement \$5,418.00 (Title 1) New Library Media Assistant is responsible for checking out library books to students, organizing the library by checking in/out and in labeling books by Lexile and AR levels, and teaching student's library skills. .4375 FTE Library Media Assistant (including benefits) - \$18,362.00 - LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$5418	50643 - Title I
\$18362	23030 - LCFF (Site)

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Maintain two-part time instructional assistants to provide support to students in grades first-third who need additional support in ELA and Math. Teachers will collaborate with the instructional assistants on daily lesson plans for small group instruction using logs. 2 @ 2 .4375 Instructional Assistants (including benefits) -

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$29495	23030 - LCFF (Site)
\$29495	50643 - Title I

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. During the course of the 2021-22 school year, the Corona Virus pandemic has continued to have an impact on the implementation of strategies and activities to advance the goals for student achievement in Math, ELA, and reclassification of EL students. With the continuation of the Corona Virus pandemic this year, teacher, student, and administration attendance was down. The district teacher shortage resulted in both site coaches being removed from the site and placed in the Virtual Academy. The teacher shortage had a major impact on instruction because when a teacher or teachers were out a majority of the time, there were no substitutes to replace them, resulting in combining classes or coverage provided by the administration or program specialist. The consequence of declining teacher/student attendance and the removal of the site coaches had a significant impact for the implementation of first group of strategies/activities under goal 1 in the following ways: The strategy/activities for professional development was considerably impacted since the onsite coaches could not work with teachers or grade levels present during regularly scheduled collaborations meetings. Teachers still met bimonthly in PLC teams, attended all district trainings, and had trainings from the administration and program specialist, but they were not tailored to the specific needs of teachers. All teachers did have an opportunity to meet with Curriculum Associates on site to continue develop their understanding of the effective use and monitoring of the I-Ready Pathways program, but this was a struggle since it was a challenge to get substitutes to cover classes. The effort to provide extra time and support through extended day tutoring for students in need was a struggle too because of teacher illness or burnout. Since teachers were covering combination classes or were afraid to catch the virus, all but two volunteered for the extended day program. Supplemental materials this year were purchased as needed, but with more funding than anticipated remaining, some of the remainder will be utilized to purchases interactive projectors for all the classrooms who did not receive them last year. Maintaining the Program Specialist position this year was one of the definite positives in terms of implementation. The program specialist provided professional development in the areas of curriculum understanding and knowledge, especially in the implementation and monitoring of ELD. The specialist coordinated ELPAC testing, I-Ready Diagnostics assessments, State CAASPP testing schedules, AR implementation, and parent involvement activities. When needed the program specialist provided technical support, materials and supplies, and was the coordinator for the after-school program. The funding provided for maintenance agreements was sufficient to cover equipment needs and ensure it was available and usable to teachers. The second group of strategies and activities under goal 1 were implemented as planned. Accelerated Reader (AR) licenses were purchased for grades 2-3 and a library media assistant was hired. Once students completed the screening process for AR, all students participated in the program. Students as well as teachers were excited about the AR program. In one third grade class alone, all but one student made the reading growth goals and in the other classes Lexile levels increased for many students. The library media assistant maintained a fully functioning library accessible to all students by developing classroom schedules, labeling books by Lexile levels, checking out books to students, and hosting a book fair. Library circulation increased with 3,217 books being checked out at a rate of 5.46 books per student. The third group strategies/activities under goal 1 proved to be difficult since no one applied for the positions until the beginning of January 2022. As of January 2022, we have one instructional assistant onsite and another waiting to be approved by the SUSD Board.

The fourth group of strategies/activities for goal 1 was implemented as planned. Grunsky preschool and kindergarten teachers communicate with each other to discuss students and scheduled classroom visits of preschoolers to the kindergarten classes took place.

The effectiveness of the strategies and activities had mixed results due to circumstances not anticipated and out of the control of school, but as of this date all student academic goals seem obtainable. According to the 21-22 Winter I-Ready reading diagnostic data, there were 185 students reading two or more grade levels below their grade level compared to baseline Spring final 20-21 reading diagnostic data of 213 students. When comparing the current data with the baseline, the goal to decrease the number by 21 students has been exceeded by 5 students.

The second goal to increase the number of reclassified EL students by 15 has yet to be met, however, currently there are 10 EL students already reclassified and 23 students who have already passed the I-Ready reading criteria and have a level three on the ELPAC. If any 5 of these students meet the ELPAC criteria of a 4 during administration of this ELPAC the goal will be met. It should be noted that one Grunsky student in the Virtual Academy has been reclassified but has not been counted toward the goal.

The third goal of having between 26-31% of kindergarten-third graders meeting the Math I-Ready annual typical growth goals by the end of year has been met. The I-Ready Winter Math diagnostic data indicates 29% (i.e. 50/168) of kindergarten to 3rd graders have met their typical growth target with an additional 9 students having yet to meet the target but are at least 90% of meeting the target.

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

The major differences between the intended implementation and budgeted expenditures to implement the strategies/activities to meet the articulated goal are as follows: providing continued professional learning opportunities were limited for two reasons, the first instructional site coaches were taken from the site and placed in the Virtual Academy. Without the site coaches tailored coaching and planned trainings sessions to enhance curricular, pedagogy, and standard knowledge did not occur. Second with the pandemic surges continuing throughout the year substitutes for professional development and trainings could not be secured.

The effort to provide an additional 234 hours of extra time and support through extended day tutoring didn't turn out as planned since teachers either were burned out because they had to classes when teachers were out ill due to lack of substitutes and they didn't what to have the extra exposure to Coronavirus. Therefore only 2 teachers volunteered for extended day tutoring for a total of 70 hours of extended day tutoring.

In the absence of site coaches and the Coronavirus' impact on teachers, program specialist and administrators covering classes for their colleagues, the leadership team was difficult to organize to be consistent. Therefore, the leadership team consisted of the site administrations and program specialist, meeting with staff during regularly scheduled Zoom where site issues and concerns could be presented and discussed to improve the school.

Another major difference was in the area of hiring two part time instructional assistants because not one applied for the job. The first one was hired at the beginning of January and second will join the Grunsky staff in mid- March.

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 changes to the goals, annual outcomes and strategies/activities to the goals will be minimal with the exception to an increased metric for ELA, Math, and reclassification rates, since targets set and strategies/activities to accomplish the goals either have been met or were obtainable this year. The plan was sound but the corona virus derailed the intention of the plans. The changes tfor next year will be to increase funding to include AR for 4th - 5th graders.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

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

Goal 2.1

By May 26, 2023, decrease suspensions for All Students from 8.29% to 6%.

By May 26, 2023, , decrease chronic absenteeism for all students from 49.34% to 17%.

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide students with social and emotional supportive resources that positively impact student learning through counseling and structured student engagement activities like PLUS (Peer Leaders Uniting Students).

School administrators will track and provide the site PBIS team and with the following: # of student being referred for social/emotional issues

of student referred to outside counseling organization agency

of student attending school

of student attending on time

of discipline referrals

of students suspended

Students social and emotional needs were supported well last year.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Grnsky will continue to have a PBIS team and will conduct periodic meetings (monthly) throughout the school year to ensure that protocols and structures are discussed and implemented at strategic locations onsite (i.e. playground and public areas). Provide teachers with additional hourly pay. 7 teachers X \$60 rate of pay for 8 meeting scheduled during the course of the year. \$3,360.00 Title 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3360	50643 - Title I

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS

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

This year the social and emotional needs of students were supported by two counselors, a part-time mental health clinician, a CWA, and part-time nurse. There was a site PLUS class and 7th and 8th grade student leaders tutored primary students. Site administration along with office staff maintained accurate records for attendances, suspensions, and referrals. Due to the omicron corona virus the PBIS it was a challenge to bring together until February. There was a high percentage of staff burnout and fear of the contagiousness of the virus to get the team formed. Even with strategies in place to increase attendance the Corona virus had an impact on chronic absenteeism. The chronic absenteeism rate increased to 49.34% from 19.80%. The pandemic also played an important role in the increase of the percentages of suspension and referrals from 7% to 8.29% even with all the support provided.

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

Instead of decreasing chronic absenteeism and suspensions the Corona virus resulted in increases. The Corona virus also impacted the meetings of the PBIS team, since teachers were over extended and were reluctant to be on the team until mid- February when the impact of the pandemic was declining.

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.

There will be a minimal change to the outcomes from the 2021-2022 school year and the 2022-2023 school year, the chronic absenteeism rate and suspension rate declines will be the same. Funding the PBIS team will be less since they will meet 2 fewer times than last year.

LCAP Goal

Goal 3: Meaningful Partnerships

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

Goal 3.1

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

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide parents with support and resources that will engage them in their student's learning such as Coffee hour meetings, parent/teacher conferences, parent training/conferences, communication, after-school academic focused activities. During Coffee hour meetings, speakers from various community agencies will conduct educational workshops on various topics such as teaching reading strategies to support students at home, wellness tips for nutrition, strategies to combat bullying, fire safety, and more. Instructional Materials: Purchase planners for students to communicate with parents on their academic status. By August 12, 2022, students will be provided with a daily planner to keep parents informed about in-class student assignments and assessment results. These planners will be signed by parents on a weekly basis. Additionally, after each I Ready assessment, parents will be provided with a student progress report.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2759	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS

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

The overall implementation of the strategies and activities for the meaningful parent partnership goal engage the parents with the school occurred through Zoom. Parent coffee hours, guest speakers, conferences, LPAC, and SSC meeting were conducted virtually. I Ready diagnostic data was sent home to parents after the Fall and Winter administration for ELA and Math. The planners, however, were not purchased.

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

The major difference between the intended implementation and budgeted expenditure to implement the strategy/ activity to meet the articulated goal was not accomplished since the school planners were not purchased since it wasn't certain students would come back to in person learning or if they come back to in person learning they would remain on site. In order to build the parent partnership, school teachers reached out to parents to inform them about class activities through Google classroom, class Do Jo, and other virtual platforms.

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 goals and outcomes will be the same as described in the 2021-22 plan. By May 25, 2023, 50% of parents will have reviewed and signed the student's planner

on a weekly basis. Planners will be purchased and provided to all students to build a bridge between the school and home. The planners will be purchased by the second Friday of the school year August, 12, 2022. Parent meeting will be held as scheduled to include parents in the educational process. All parent meeting will be in person and held on the site.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$150847
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$291967

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
50643 - Title I	\$148088
50647 - Title I - Parent	\$2759

Subtotal of additional federal funds included for this school: **\$150847**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$141120
50334 - CSI	\$[Enter Amount here]
50039 - ELSB	\$[Enter Amount here]

Subtotal of state or local funds included for this school: **\$141120**

Total of federal, state, and/or local funds for this school: **\$291967**