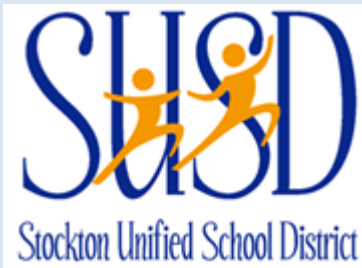


Grunsky Elementary

1550 N. School St. • Stockton, CA 95205 • (209) 933-7200 • Grades K-8

Michael Sousa, Principal
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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Stockton Unified School District

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District Governing Board

Gloria Allen

Andrea Burrise

Kathleen Garcia

Colleen Keenan

Maria Mendez

Angela Phillips

Steve Smith

District Administration

Ms. Julie Penn
Superintendent

Vision:

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

Mission:

Grunsky Elementary School embraces our district's motto of "People Working Together, Sharing Responsibility Toward A Common Goal-- Student Success." Our school offers a solid academic program that focuses on promoting maximum academic achievement for every child. Teacher instruction and assessments are based on the California Content Standards. Individual student learning profiles are utilized to identify each student's learning needs and to place him/her in an appropriate program. Teachers use curriculum embedded, formative and MAP assessments to monitor student progress and to adjust their instruction so that all learners meet their academic goals. A Program Specialist, Literacy and Numeracy Coaches support/coach our staff in the implementation of school wide researched-based strategies and implement small group instruction for at risk learners. Students are given an opportunity to attend after school tutoring for additional academic or language support. We work collaboratively with our families and outside community agencies to increase family involvement in our school community. University of Pacific provides ongoing support to our school by offering services. We promote good citizenship through the implementation of our character education program. Grunsky students are continually demonstrating increases in academic achievement and we will continue to strive at meeting our Adequate Yearly Progress.

School Description:

Grunsky is a kindergarten through eighth grade campus of approximately 575 students not including 48 preschoolers. The vast majority of our students are Hispanics (73%). One hundred percent of our students fall into the Socioeconomically Disadvantaged (SED) sub-group receiving free and reduced lunch. Grunsky's staff is comprised of 20 general education teachers from K-8, 2 Special Education teachers, 2 preschool teachers (a.m. & p.m.), part-time resource teacher, speech pathologist, numeracy and literacy coaches, counselor, and a full-time program specialist. Grunsky has a full-functioning library with a part-time librarian. Additionally, Grunsky has one bilingual paraprofessional who provides primary language support to ELLs with CELDT levels 1 & 2.

The primary goal of the Grunsky Staff and Teachers is to ensure a safe and secure learning environment where all students can learn to be good citizens and achieve at their highest academic level. In order to accomplish this goal Grunsky teachers are committed to working together as a Professional Learning Community (PLC) whereby not only is student achievement the highest priority but teacher improvement through ongoing weekly collaboration and professional development. Our commitment to the PLC process and the continuous use of student data allows us to monitor student progress on an ongoing basis. Grunsky follows the Response to Intervention (RTI) model where students who are progressing rapidly are provided with enrichments and the students falling behind are provided with interventions. Students are provided additional academic support through Grunsky's after-school tutorial (i.e. STEP Up & SES programs).

Technology infusion in the classrooms plays an integral part of student learning and preparation for the 21st century. Grunsky has 567 computers that are available to students. These computers are utilized for the following: administration of assessments and reinforcement of skills in both ELA and Math. In order to provide students with additional learning of math concepts, students work weekly on ST Math to develop algebraic concept skills. To provide appropriate intervention in English Language Arts and Math, students are assessed in the Measures of Academic Progress (MAP) that determines skills that need to be retaught or reinforced. Additionally, students are given access to Compass Learning at home and school. Compass Learning allows students to strengthen their ELA skills through assignments that are based on the MAP test. In order to develop computer literacy skills and to prepare for SBAC assessments, students are provided scheduled computer time to further develop these skills.

Grunsky seeks to develop a strong partnership with parents and community members through Back-to-School Night, Literacy Nights, PTA, Coffee Hour, ELAC, & SSC meetings. Grunsky's teachers and staff believe that student success is a product of collaboration between home and school with all stakeholders actively participating in the process.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (209) 933-7200.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.8
American Indian or Alaska Native	1.8
Asian	4.9
Filipino	0.4
Hispanic or Latino	73.9
Native Hawaiian/Pacific Islander	0.5
White	10.6
Two or More Races	2.2
Socioeconomically Disadvantaged	91.5
English Learners	33.6
Students with Disabilities	9.2

SOURCE: California Department of Education

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	68
Gr. 1	62
Gr. 2	62
Gr. 3	59
Gr. 4	56
Gr. 5	59
Gr. 6	68
Gr. 7	68
Gr. 8	54
Total	556

SOURCE: California Department of Education

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Grunsky Elementary	12-13	13-14	14-15
Fully Credentialed	21	23	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	1472
Without Full Credential	◆	◆	65
Teaching Outside Subject Area of Competence	◆	◆	7

SOURCE: This information is provided by the school district.

◆ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Grunsky Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	2	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

SOURCE: This information is provided by the school district.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	96.03	3.97
High-Poverty Schools	95.92	4.08
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

SOURCE: California Department of Education

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

Textbooks and Instructional Materials

Year and month in which data were collected: September 23, 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	FOSS (Full Option Science System) Adopted in 2007 Earth Science Adopted in 2007 Life Science Adopted in 2007 Physical Science Adopted in 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	K-5 Scott Foresman Adopted in 2006 6-8 Glencoe: Discovering Our Past Adopted in 2006

School Facility Conditions and Planned Improvements (Most Recent Year)

Grunsky's main campus was built in 1977. In 2010-2011 Grunsky's permanent building was completely remodeled and students returned to a new modern facility during the 2011-2012 school year. Grunsky has 34 classrooms which include 10 portables. Grunsky has a remodeled multipurpose room, library, administration office and modern computer lab.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

A scheduled maintenance program is administered by Stockton Unified School District to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/15/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[]	[X]	boys & girls restrooms: door hinge loose, toilet paper all over walls r.r by cafeteria. P-1: rips and holes in wall, carpet torn coming aprt at the seam. P-6: carpet torn, replace outlet cover on east wall, broken window. rm-1: water stains on ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	Overall: portables lot of wood rot, weeds in play box, asphalt walk way by portable bad condition
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	Overall: portables lot of wood rot, weeds in play box, asphalt walk way by portable bad condition
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[X]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	44	25	50	35	34	34	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	33	39	35	36	38	37	54	56	55
Math	48	55	45	34	34	34	49	50	50
HSS	27	13	9	26	27	27	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	1	2	1
Similar Schools	6	7	1

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

SOURCE: California Department of Education

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.1	14.1	7.8
7	20.0	14.3	5.7

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	34
All Student at the School	50
Male	43
Female	56
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	54
Native Hawaiian/Pacific Islander	
White	23
Two or More Races	
Socioeconomically Disadvantaged	50
English Learners	14
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	11	34	-59
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	25	19	-70
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	10	34	-57
English Learners	37	24	-58
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

SOURCE: California Department of Education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

We understand the huge impact that parent involvement makes on student achievement. Parents benefit the school's programs by their direct and indirect participation in:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- District English Language Advisory Committee (DELAC)
- Parent Booster Club
- Parenting Partners Classes
- District Advisory Committee
- Classroom volunteering
- Coffee Socials
- Back to School Night / Title 1 Annual Parent Meeting
- Math Night / Data Night

We welcome all parents or guardians to the school and those wishing to volunteer may contact Michael Sousa, Principal, at (209) 933-7200.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended break. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan, which was most recently reviewed in March 2012 by the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The school's Readiness and Emergency Management for Schools Plan (REMS) Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis. The Connect Ed message system informs parents in a timely manner of any important safety concerns occurring on campus.

Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, a full time Campus Safety Assistant, teachers, site administrators and school staff provide supervision for students before, during and after school. At 8:05 a.m. all school gates are locked and visitors must sign in at the office to receive proper authorization to be on campus. While on campus visitors must display their passes at all times.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	7.8	5.4	9.1
Expulsions Rate	0.0	0.2	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.2	11.0	10.1
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

SOURCE: California Department of Education

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

SOURCE: California Department of Education

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		51
Percent of Schools Currently in Program Improvement		87.9

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

SOURCE: California Department of Education

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	.04
Library Media Services Staff (Paraprofessional)	.43
Psychologist	.33
Social Worker	.10
Nurse	.20
Speech/Language/Hearing Specialist	.50
Resource Specialist	0
Other	2.2
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

SOURCE: This information is provided by the school district.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	20	18	16	3	4	6	0			0		
Gr. 1	19	31	26	3		1	0	2	2	0		
Gr. 2	20	18	25	2	1	1	0	1	2	0	1	
Gr. 3	18	14	19	3	2	2	0	1	2	0		
Gr. 4	18.5	15	13	2	3	3	0		2	0	1	
Gr. 5	21.3	15	12	2	3	4	1		2	0	1	
Gr. 6	22	20	14	2	1	4	0	1	2	0	1	
Other	17			1			0			0		
English	20.2	25	10	10	2	2	0	3		0	1	
Math	20.2	28	28	5			0	6	1	0		
Science	20.5	26		2			0	4		0		
SS	20.3	23		4	2		0	2		0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

SOURCE: California Department of Education

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,408	\$41,761
Mid-Range Teacher Salary	\$59,951	\$66,895
Highest Teacher Salary	\$75,526	\$86,565
Average Principal Salary (ES)	\$104,770	\$108,011
Average Principal Salary (MS)	\$0	\$113,058
Average Principal Salary (HS)	\$111,283	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of District Budget		
Teacher Salaries	36	38
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

SOURCE: California Department of Education

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,146	\$1,872	\$4,274	\$64,069
District	♦	♦	\$4,980	\$61,189
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			-14.2	4.7
Percent Difference: School Site/ State			-8.9	-9.4

SOURCE: Information is provided by the school district and California Department of Education.

♦ no data required.

Types of Services Funded at Grunsky Elementary

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

Professional Development provided for Teachers at Grunsky Elementary

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.