



# Grunsky Elementary

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

Michael F. Sousa, Principal

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<https://www.stocktonusd.net/Grunsky>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
[www.stocktonusd.net](http://www.stocktonusd.net)

#### District Governing Board

Cecilia Mendez  
AngelAnn Flores  
Kathleen Garcia  
Lange Luntao  
Maria Mendez  
Scot McBrian  
Candelaria Vargas

#### District Administration

John E. Deasy, Ph.D.  
**Superintendent**

Dr. Reyes Gauna  
**Assistant Superintendent of  
Educational Support Services**

Craig Wells  
**Assistant Superintendent of  
Human Resources**

Sonjhia Lowery  
**Assistant Superintendent of  
Educational Services**

### School Description

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

**Vision:** 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.

**Principal’s Message:** Grunsky Elementary offers a solid academic program that focuses on promoting maximum academic achievement for every child. Teacher instruction and assessments are based on the California Common Core Content Standards. Individual student learning profiles are utilized to identify each student’s learning needs and to place him/her in an appropriate program. Teachers use formative Unit of Study and MAP assessments to monitor student progress and to adjust their instruction so that all learners meet their academic goals. A Program Specialist and Instructional Coach 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 and Stockton Assistance League 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 an increase in academic achievement and we will continue to strive to close the achievement gap for all students.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	71
Grade 1	64
Grade 2	73
Grade 3	72
Grade 4	52
Grade 5	65
Grade 6	70
Grade 7	67
Grade 8	60
<b>Total Enrollment</b>	<b>594</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	1.7
Asian	6.1
Filipino	0.7
Hispanic or Latino	74.9
Native Hawaiian or Pacific Islander	0.7
White	7.9
Socioeconomically Disadvantaged	93.8
English Learners	32.2
Students with Disabilities	9.3
Foster Youth	0.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	16-17	17-18	18-19
With Full Credential	21	26	25
Without Full Credential	2	0	3
Teaching Outside Subject Area of Competence	1	0	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Grunsky Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

\* Note: "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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>K-8 Math, Algebra I &amp; Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>FOSS (Full Option Science System) Adopted in 2007</p> <p>CK-12 Earth Science Adopted in 2016</p> <p>CK-12 Life Science Adopted in 2016</p> <p>CK-12 Physical Science Adopted in 2016</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>K-5 California Studies Weekly Adopted in 2017</p> <p>6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Note: Cells with N/A values do not require data.

### 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.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 7/30/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	P-2: rips on carpet,cabinets need to be painted. P-31: broken floor tiles,rips on walls, rm 1: flooring has bubbles. rm 8: stained ceiling tiles. rm19: rips on walls.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Over all: cracks on walkway by rm6, trip hazad by rm5 primary playground, asphalt walkway bin front of portables lots of cracks,ramps flooring needs painting and skirting replaced have wood rot and holes.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Over all: cracks on walkway by rm6, trip hazad by rm5 primary playground, asphalt walkway bin front of portables lots of cracks,ramps flooring needs painting and skirting replaced have wood rot and holes.
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	15.0	18.0	26.0	28.0	48.0	50.0
Math	14.0	19.0	20.0	21.0	37.0	38.0

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.3	16.7	5.0
7	31.7	30.2	17.5

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	372	365	98.12	18.36
<b>Male</b>	199	195	97.99	14.87
<b>Female</b>	173	170	98.27	22.35
<b>Black or African American</b>	16	16	100.00	12.50
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	21	21	100.00	19.05
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	288	281	97.57	17.79
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	23	23	100.00	26.09
<b>Two or More Races</b>	14	14	100.00	21.43
<b>Socioeconomically Disadvantaged</b>	348	342	98.28	18.13
<b>English Learners</b>	187	180	96.26	12.78
<b>Students with Disabilities</b>	45	45	100.00	0.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	372	368	98.92	19.29
Male	199	197	98.99	22.34
Female	173	171	98.84	15.79
Black or African American	16	16	100	12.5
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100	33.33
Filipino	--	--	--	--
Hispanic or Latino	288	284	98.61	17.96
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100	17.39
Two or More Races	14	14	100	21.43
Socioeconomically Disadvantaged	348	344	98.85	18.9
English Learners	187	183	97.86	18.03
Students with Disabilities	46	45	97.83	2.22
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2018-19)

Parent Involvement: Grunsky seeks to develop a strong partnership with parents and community members. 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 Teacher Student Association
- Parenting Partners Classes (nutrition and computer classes)
- District Advisory Committee
- Classroom volunteering
- Coffee Socials
- Back to School Night / Title 1 Annual Parent Meeting
- Math Night / Literacy/Data Night
- Parent/Student/ Teacher Conferences/Parent-Teacher Team Collaborations

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 State priority: School Climate (Priority 6):

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

**School Safety Plan**

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 the summer or other extended breaks. The state Williams Team inspects Grunsky annually to verify state health and safety regulations are met. 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 2015 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 ParentLink 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	2015-16	2016-17	2017-18
Suspensions Rate	8.6	6.2	12.3
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

**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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	.02
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	0.25
Social Worker	.12
Nurse	0.20
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	1
Other	2.00
Average Number of Students per Staff Member	
Academic Counselor	0

\* 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.



Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	21	24		2		6	6	6			
1	25	20	17	2	3	3	4	6	6			
2	26	26	23		1	1	5	4	6			
3	25	22	21	1	2	4	5	4	4			
4	26	24	20	2	2	2	4	4	4			
5	31	26	24		2	2	5	2	2		2	2
6	19	22	21	2	4	4	4	2	4		2	
Other	8			3								

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Professional Development provided for Teachers

Professional Development:

The focus of professional development during the last two years continued to be on learning Common Core State Standards (CCSS), Unit of Study development and working together as a Professional Learning Community (PLC). During this year we meet bi-monthly as a PLC to refine our understanding of CCSS and planning lessons based on student need. Additionally, for professional development this year (18-19) we sent 4 teachers, the program specialist, and the principal to the AVID training to learn more about research based instructional. Our full time onsite coach has been exclusively working with teachers new to the profession and grade level. She provides in class coaching, assistance with planning, demo lessons, observation, feedback and small group PD. Grunsky teachers also have attended two days of onsite and three days of district-provided staff development.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7069.44	1130.93	5938.52	80880.51
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-4.4	16.1
Percent Difference: School Site/ State			-10.2	2.1

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded**

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

Teacher Induction Program

Extended Day Programs

English Language Acquisition Program (ELAP)

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.