Grunsky Elementary

1550 N. School St. • Stockton, CA 95205 • (209) 933-7200 • Grades K-8
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https://www.stocktonusd.net/Grunsky

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Stockton Unified School District

701 North Madison St.
Stockton, CA 95202
(209) 933-7000
www.stocktonusd.net

District Governing Board

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Area 2

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District Administration

John E. Deasy, Ph.D.
Superintendent

Nik Howard
Interim Assistant Superintendent of Human Resources

MaryJo Cowan
Assistant Superintendent of Educational Support Services

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.

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, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

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.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	66
Grade 2	60
Grade 3	74
Grade 4	55
Grade 5	51
Grade 6	57
Grade 7	64
Grade 8	60
Total Enrollment	538

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	1.5
Asian	5.8
Filipino	0.9
Hispanic or Latino	76.2
Native Hawaiian or Pacific Islander	0.6
White	8.2
Two or More Races	2.8
Socioeconomically Disadvantaged	89.2
English Learners	27.3
Students with Disabilities	9.3
Foster Youth	0.4
Homeless	2.6

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 for Grunsky Elementary	17-18	18-19	19-20
With Full Credential	26	25	23
Without Full Credential	0	3	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Stockton Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1475
Without Full Credential	♦	♦	309
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at Grunsky Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	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 2019-20)

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: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 ELA/ELD, Benchmark Advance 7-8 ELA/ELD, Pearson myPerspectives & ELD Companion **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	K-8, Ready Mathematics, Adopted in 2019 Calculus, HM 2006 Statistics, McDougal 2008 K-8 Math, Algebra I & Geometry, Adopted in 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	FOSS (Full Option Science System) K-5 Science, Adopted in 2007 6-8 Science, CK-12 Earth, Life and Physical Science, Adopted in 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	K-5 California Studies Weekly 6-8 California McGraw Hill Impact 6 - World History and Geography: Ancient Civilizations 7 - World History and Geography: Ancient Civilizations: Medieval and Early Modern Times 8 - United States History and Geography: Growth and Conflict Adopted 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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: 6/18/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	RM-20: mondo floor 1 tile section damage-hole-replace RM-27: ceiling tiles stained-replace some tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Kitchen: pest-monitors are set up-north wall screw holes-fill in, floor rust stains by sink-deep scrub,
Electrical: Electrical	Good	P-3: light cover crack-replace, white boards damages-replace, south windowsills-paint, entrance door and frame both sides-paint, ramp & handrails-paint, north east wall dumtar-repair, north center beam wall paper-replace, ceiling tiles stained-replace some
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P-3: light cover crack-replace, white boards damages-replace, south windowsills-paint, entrance door and frame both sides-paint, ramp & handrails-paint, north east wall dumtar-repair, north center beam wall paper-replace, ceiling tiles stained-replace some
Overall Rating	**Good**	

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	18	21	28	31	50	50
Math	19	19	21	21	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	28.3	5.0	6.7
7	21.3	16.4	9.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	368	364	98.91	20.88
Male	200	196	98.00	19.90
Female	168	168	100.00	22.02
Black or African American	18	17	94.44	17.65
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00	25.00
Filipino	--	--	--	--
Hispanic or Latino	288	285	98.96	21.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100.00	16.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	332	329	99.10	18.84
English Learners	168	166	98.81	19.28
Students with Disabilities	49	48	97.96	6.25
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	11	10	90.91	9.09

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 2018-19 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	370	365	98.65	19.45
Male	201	197	98.01	20.30
Female	169	168	99.41	18.45
Black or African American	18	17	94.44	11.76
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00	25.00
Filipino	--	--	--	--
Hispanic or Latino	290	286	98.62	19.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100.00	16.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	334	330	98.80	18.79
English Learners	168	168	100.00	17.86
Students with Disabilities	49	48	97.96	4.17
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	13	10	76.92	23.08

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 2019-20)

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.2	12.3	7.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.6	6.9	6.0
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	538.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.8

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	2	6		24		6		13	9		
1	20	3	6		17	3	6		18	3	6	
2	26	1	4		23	1	6		15	7	2	
3	22	2	4		21	4	4		23	1	6	
4	24	2	4		20	2	4		21	2	4	
5	26	2	2	2	24	2	2	2	18	2	4	
6	22	4	2	2	21	4	4		18	4	4	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Stockton Unified School District is dedicated to providing high quality professional development. A minimum of 3 full days are provided from the district to all sites. Supplemental days are provided by the school sites as opportunities are available.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,710	$48,612
Mid-Range Teacher Salary	$75,625	$74,676
Highest Teacher Salary	$95,270	$99,791
Average Principal Salary (ES)	$127,877	$125,830
Average Principal Salary (MS)	$0	$131,167
Average Principal Salary (HS)	$136,722	$144,822
Superintendent Salary	$285,461	$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	34%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$7,713	$1,150	$6,563	$70,242
District	N/A	N/A	$6,928	$75,370.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.4	-3.7
School Site/ State	-18.2	-13.9

Note: Cells with N/A values 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.