



La Granada Elementary School

School Site Council Agenda

February 4, 2021

Join Zoom Meeting

<https://zoom.us/j/5422993962?pwd=NkhHYXdSUjdaYXRVcDVzeVg0ZjZWZz09>

Meeting ID: 542 299 3962

Passcode: lagranada

2:30p.m.



I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items

1. Approve minutes of meeting held January 14, 2021
2. Approve Categorical Expenditures Requests (TI, LCFF-LI, LCFF-EL)

III. Discussion/Information

1. Budget Reports by Funding Source
2. Training Topics:
 - iReady Data-2020-2021 SPSA Goal 1
 - [LCAP Overview](#)
 - Thought Exchange: <https://my.thoughtexchange.com/699410928>
3. School Plan for Student Achievement (SPSA)
 - Review/analyze achievement data
 - Evaluate effectiveness of SPSA actions
 - Begin reviewing and updating SPSA goals/actions
 - Document Input from SSC members
4. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC)
 - Action Team for Partnership (ATP)
 - District Parent Advisory Committee (PAC)
5. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers)
 - Parent and Family Involvement Opportunities
 - Interventions
6. Principal's Report

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

1. The next SSC meeting is scheduled for March 11, 2021.
2. Adjournment: Action Item



Escuela Primaria La Granada

Concilio Escolar Agenda

4 de febrero del 2021

Join Zoom Meeting

<https://zoom.us/j/5422993962?pwd=NkhHYXdSUjdaYXRvcDVzeVg0ZjZWZz09>

Meeting ID: 542 299 3962

Passcode: lagranada

2:30p.m.



I. Procedimientos de Introducción

1. Llamar al orden
2. Establecer el Quórum
3. Juramento a la bandera
4. Bienvenida e introducción de miembros de SSC

II. Asuntos de Acción

1. Aprobación los Minutas de la reunión del 28 de octubre 2020
2. Aprobar Plan integral de seguridad escolar
3. Solicitudes de Gastos Propuestos de los fondos categóricos (TI, LCFF-LI, LCFF-EL)

III. Diálogo/Información

1. Reporte de los presupuestos de acuerdo al fondo
2. Tema de Capacitación
 - a. Datos de iReady-2020-2021 Meta 1 del SPSA
 - b. [Resumen de LCAP](#)
 - c. Thought Exchange: <https://my.thoughtexchange.com/699410928>
3. Plan Escolar Para Logros Estudiantiles (SPSA)
 - a. Repasar/Analizar los datos del rendimiento
 - b. Evaluar la eficacia de las acciones del SPSA
 - c. Comenzar a repasar y actualizar las metas/acciones del SPSA
 - d. Documentar las opiniones de los miembros del SSC
4. Reportes de los comités de padres
 - a. Reporte ELAC
 - b. Reporte ATP
 - c. Reporte PAC
5. Reportes de Programas
 - a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
 - b. Oportunidades para la participación de Familia y Padres
 - c. Intervenciones
6. Reporte de la Directora

IV. Sesión de Audiencia/Comentarios del Público

Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio tomar acción sobre asuntos que no estén en la agenda.

V. Clausura:

1. La próxima reunión del Concilio Escolar está programada para el 11 de marzo del 2021
2. Clausura: Asunto de Acción



La Granada Elementary School
School Site Council Minutes
January 14, 2019
Zoom Meeting 2:30p.m.



- I. Introductory Procedures
 1. Meeting was called to order at 2:31 by Dr. Gomez.
 2. Establishment of Quorum: Quorum was established with 6 out of 10 with 2 parents, 2 teachers, and 1 other staff. The following members were present: Melony Morales, Ericka Cruz, Abigail Maya, Gabriela Renata Sosu, Imelda Lemon, and Rosa Gomez.
 3. Pledge of Allegiance was recited.
 4. Members were introduced, welcomed and asked to sign in.
- II. Action Items
 1. The following revisions were noted in the November 12, 2020 minutes:
 - a. Change "agenda" to "minutes" on the minutes document.
 - b. It was motioned by Mrs. Cruz/seconded by Mrs. Morales/carried by all (Cruz/Morales, 6/0/0) to approve the minutes as revised.
 2. Approve Comprehensive Safety Plan:
 - a. Reviewed areas of suspensions, ethnicity, parent responses, staff responses are all anonymous. Information pulled from the CA healthy kids survey. Parent Involvement Strategies – some of the tools and activities to involve parents are: Parent Handbook, Compact, Back to School Night, PBIS Rotations, SSC, ELAC and PTA, translation services and Parent University. Collaboration Strategies – documented and tracked through home visits, attendance and discipline data and vandalism report just to name a few tools. Prevention/Intervention – use Lion Bucks, Caught Being Good, Red Ribbon Week, Anti-bullying Week, Gratitude Week. Staff also receive training on suicide prevention. Emergency Evacuation Procedures – use school map, drills such as fire and earthquake. Review medical emergency plans. Staff have emergency assignments; everyone has a role to play during an emergency. Mrs. Morales pointed out that there is a discrepancy with the aerial map where rooms 11 and 16 are marked. Revisions would be made.
 - b. It was motioned by Mrs. Morales/seconded by Mrs. Cruz/carried by all (Morales/Cruz 6/0/0) to approve the Comprehensive Safety Plan.
 3. Approve Categorical Expenditures Requests (TI, LCFF-LI, LCFF-EL)
 - a. Proposed categorical expenditures on the categorical expenditure request sheet were reviewed and discussed.
 - o Dr. Gomez went over budget balances. She stated that the reason we still show some large budgets balances are due to activities that were cancelled due to COVID. Additionally, there are some orders that have not yet been charged against the balances. Balances are before expenditures. Mrs. Cruz – asked if the purchase of Chromebooks that are touch screen and headphones was a possibility. Ms. Sosu stated that not all websites necessary to complete work are free. Dr. Gomez stated that all work should be completed using websites at no charge to parents. Mrs. Morales – some games/websites give you options to purchase premium access.
 - c. It was motioned by Mrs. Cruz/seconded by Mrs. Morales/carried by all (Cruz/Morales 6/0/0) to approve all Title 1/LCFF-LI/LCFF-EL expenditures as listed on the expenditure request sheet.

III. Discussion/Information

1. Budget Reports

- a. Categorical budgets were reviewed and discussed.
 - o Explained funding and how each goal is funded. Explained budget codes and how they are linked to funds

2. Training Topic:

- a. Present school budget tied to SPSA actions
 - o Members reviewed and discussed the school budget tied to the SPSA actions.

3. LCAP Overview

- a. Thought Exchange link was shared with members for feedback. Dr. Gomez reviewed the LCAP meeting dates with all members.
- b. 2/17/20 next meeting

4. School Plan for Student Assessment (SPSA)

- a. Review/Analyze Achievement Data: iReady Reading and Math Diagnostic
 - o Members reviewed and discussed student achievement trends from the 2020-2021 administration of iReady Reading and Math Diagnostic.
- b. We only have 84% of students who have completed iReady assessment. Check with your teacher if you are not sure if your student has completed his/her assessment. Ms. Maya stated that her son's computer would not load iReady. Dr. Gomez said there was an issue with clever but it is being addressed. If you are still having issues, let the teacher know. Ms. Sosu asked for clarification on what the iReady assessment is. Dr. Gomez stated that the iReady assessment replaced DIBELS focusing on reading and math. We use iReady for data but it is not like the state data. We are not making up last year only doing this year. Next meeting, we will have more data to review student accomplishments. We had 6 EL reclassifications. Achieve – 80% to have 100+ lexile. Rosa Gomez has created template to help log stats for the 21-22 school plan.
- c. Begin reviewing and Updating SPSA goals/actions.
 - o Dr. Gomez reviewed the SPSA monitoring tool for 21-22 and stated that the template contains the same goals from the 20-21 template until we can analyze data from this school year.

5. Parent Committee Reports

a. ELAC Report

- o ELAC minutes from December were reviewed.
- o December ELAC highlights included: Minutes for the December meeting were reviewed, input for SPSA goal 1 to continue offering additional hours for after school tutoring for EL students. ELAC also recommended that reclassification goal changes from 20 to 12 students per year.
- o Next ELAC meeting will be February 2, 2021.

b. ATP Report

- o No report there isn't an established committee.

c. PAC Report

- o January PAC highlights included: LCAP review and input
- o Next PAC meeting will be March 9, 2021.

6. Program Reports

a. Professional Development Opportunities (Paraprofessionals, Teachers)

- o Recent staff professional development included: Lower grade teachers will continue the K-2nd Early Numeracy. All teachers will be offered voluntary CGI training through RCOE.

- o Recent paraprofessional staff development included: campus supervisors will be completing Play works Training in January 2021
 - b. Parent and Family Involvement Opportunities
 - Recent parent involvement opportunities included: Science Fair.
 - Upcoming parent involvement opportunities include Parent University and Flag Assembly.
 - c. Interventions
 - o Members discussed intervention options for this school year.
 - EL tutoring will begin in February for EL students 2nd-5th grade.
- 7. Principal's Report
 - Upcoming events include: Parent University and Flag Assembly.
- IV. Hearing Session/Public Comments
 - 1. The following discussion was brought forward:
 - a. There weren't any other topics up for discussion.
- V. Adjournment: Action Item
 - a. It was motioned Mrs. Cruz/seconded Mrs. Morales/carried by all (Cruz/Morales 6/0/0) to adjourn the meeting at 3:45 pm.

The next School Site Council meeting is scheduled for February 4, 2021.



Escuela Primaria La Granada

Minuta del Concilio Escolar

14 de enero 2019

Junta Zoom

2:30p.m.



- I. Procedimientos de introducción
 1. La Dr. Gomez llamó la junta al orden a las 2:31.
 2. Establecimiento de quórum: El quorum se estableció con la presencia de 6 de 10 incluyendo 2 padres de familia, 2 maestros y 1 otro miembro del personal. Los siguientes miembros estuvieron presentes: Melony Morales, Ericka Cruz, Abigail Maya, Gabriela Renata Sosu, Imelda Lemon y Rosa Gomez.
 3. Se realizó el juramento a la Bandera.
 4. Los miembros se presentaron, se les dio la bienvenida y se les pidió registrar su asistencia.
- II. Asuntos sección
 1. Se hicieron las siguientes revisiones a la minuta de la junta del 12 de noviembre 2020:
 - a. Cambiar “agenda” a “minuta” en el documento de la minuta.
 - b. La Sra. Cruz propuso la moción/la Sra. Morales la secundó/todos a favor para aprobar de la minuta con las revisiones (Cruz/Morales, 6/0/0).
 2. Aprobación del Plan Integral de Seguridad:
 - a. Se revisaron las áreas de suspensiones, etnia, respuestas de padres de familia, las respuestas del personal son todas anónimas. La información se obtuvo de la encuesta de Niños Saludables en California (CA healthy kids survey). Estrategias para participación de padres – Algunas de las herramientas y actividades para la participación de padres de familia son: Manual para padres de familia, Acuerdo, Noche de Inauguración de Año Escolar, Rotaciones PBIS, SSC, ELAC y PTA, servicios de traducción y Universidad para Padres. Estrategias de colaboración– documentadas y monitoreadas por medio de visitas al hogar, datos de asistencia escolar y disciplina, además de reportes de vandalismo entre otras herramientas. Prevención/intervención – uso de *Lion Bucks*, sorprendido actuando bien, Semana de Listón Rojo, semana de *anti-bullying*, semana de gratitud. El personal escolar también recibió capacitación en relación con la prevención de suicidio. Procedimientos de evacuación por emergencia- uso del mapa escolar, simulacros tales como en caso de incendio y terremoto. Revisión de planes médicos para emergencia. Los miembros del personal tienen asignaciones en caso de emergencia; todos tienen una función durante una emergencia. La Sra. Morales indicó que existe una discrepancia con el mapa aéreo donde los salones 11 y 16 están marcados. Se harán las correcciones.
 - b. La Sra. Morales propuso la moción/ la Sra. Cruz secundó/todos a favor para aprobar el Plan Integral de Seguridad (Morales/Cruz 6/0/0).
 3. Aprobación de solicitudes de gastos categóricos (TI, LCFF-LI, LCFF-EL)
 - a. Los gastos categóricos propuestos en la hoja de solicitudes de gastos se revisaron y dialogaron.
 - o La Dra. Gomez revisó los balances de presupuestos. Indicó que la razón por la que aún se muestran altos balances se debe a las actividades canceladas como consecuencia del COVID. Además, hay algunas órdenes que no se han deducido del balance. Los balances muestran las cantidades antes de los gastos. La Sra. Cruz – preguntó si es posible la compra de los Chromebooks con pantalla sensible al tacto y los audífonos. La Sra. Sosu indicó que no todos los sitios de internet necesarios para completar el trabajo son gratuitos.

- La Dra. Gomez indicó que todo el trabajo debe completarse usando los sitios web sin costo a los padres de familia. La Sra. Morales – Algunos juegos/sitios web te dan la opción de comprar acceso *premium*.
- c. La Sra. Cruz propuso la moción/ la Sra. Morales la secundó/ todos a favor para aprobar todos los gastos de Título 1/LCFF-LI/LCFF-EL según listados en la hoja de solicitudes de gastos (Cruz/Morales 6/0/0).

III. Diálogo/información

1. Reportes de presupuestos
 - a. Se revisaron y dialogaron los gastos categóricos
 - o Se explicaron los fondos y cómo se financia cada meta. Se explicaron los códigos de presupuestos y cómo están relacionados con los fondos.
2. Temas de capacitación:
 - a. Presupuesto escolar actual vinculado a las acciones del SPSA
 - o Los miembros revisaron y dialogaron sobre el presupuesto escolar vinculado con las acciones del SPSA.
3. Descripción general del LCAP
 - a. Se compartió con los miembros el enlace para Intercambio de Ideas para proporcionar retroalimentación. La Dra. Gomez Repasó con todos los miembros las fechas de juntas para LCAP.
 - b. Próxima junta: 2/17/20
4. Plan Escolar de Rendimiento Estudiantil (SPSA)
 - a. Revisar/analizar los datos de rendimiento: Diagnóstico *iReady* Lectura y Matemáticas
 - o Los miembros revisaron y dialogaron sobre las tendencias de rendimiento estudiantil de la administración del diagnóstico *iReady* en Lectura y Matemáticas para el año escolar 2020-2021.
 - b. Únicamente 84% de nuestros alumnos han completado la evaluación *iReady*. Pregunte al maestro si no estás seguro de si su hijo completo o no la evaluación. La Sra. Maya Indicó que la computadora de su hijo no se tiene acceso a *iReady*. La Dra. Gomez Dijo que había un problema con Clever pero ya se solucionó. Si sigue teniendo problemas infórmele al maestro. La Sra. Sosu pidió aclaración acerca de lo que es la evaluación *iReady*. La Dra. Gomez indicó que la evaluación *iReady* reemplazó a DIBELS enfocándose en lectura y matemáticas. Usamos *iReady* para datos, pero no son como los estatales. No estamos reponiendo el año pasado únicamente se hace lo de este año. En la próxima Junta tendremos más datos para revisar los logros estudiantiles. Tuvimos 6 reclasificaciones de alumnos EL. En *Achieve* – 80% para tener un *lexile* de 100+. Rosa Gomez ha creado una plantilla para ayudar a registrar estadísticas para el plan escolar 21-22.
 - c. Empezar a revisar y actualizar las metas/acciones de SPSA.
 - o La Dra. Gomez revisó la herramienta de monitoreo del SPSA 20-21 e indicó que la plantilla contiene las mismas metas del 20-21 hasta que podamos analizar los datos de este año escolar.
5. Reportes de comité de padres
 - a. Reporte ELAC
 - o Se revisó la minuta de la junta de ELAC de diciembre.
 - o Lo destacado de la junta ELAC de diciembre incluyó: Se revisó la minuta de la Junta de diciembre, sugerencias en cuanto a la Meta 1 de SPSA continuar ofreciendo horas adicionales para tutoría después de clases para alumnos EL.

ELAC también recomendó que la meta de reclasificación cambie de 20 a 12 alumnos por año.

- o La próxima junta de ELAC será el 2 de febrero 2021.
- b. Reporte ATP
 - o No hubo reporte, no se ha establecido un comité.
- c. Reporte PAC
 - o Lo destacado de la junta PAC de enero incluyó: revisión y sugerencias para LCAP
 - o La próxima junta PAC será el 9 de marzo 2021.
- 6. Reportes de programas
 - a. oportunidades de desarrollo profesional (paradocentes, maestros)
 - o El desarrollo profesional para el personal incluyó: Los maestros de los grados inferiores continuarán con la enseñanza de habilidades básicas de matemáticas para K-2°. A todos los maestros se les ofrecerá capacitación voluntaria para CGI por medio de RCOE.
 - o La capacitación reciente para los paradocentes incluyó: Los supervisores del plantel completarán capacitación de *Play Works* en enero 2021
 - b. Oportunidades para participación de padres y familias
 - Las recientes oportunidades para participación de padres incluyeron: Feria de Ciencias.
 - las próximas oportunidades para participación de padres incluyen Universidad para Padres y asamblea a la Bandera.
 - c. Intervenciones
 - o Los miembros dialogaron sobre las opciones de intervención para este año escolar.
 - Tutoría para alumnos EL iniciará en febrero para alumnos de 2° a 5° grado.
- 7. Reporte de la directora
 - Los próximos eventos incluyen: Universidad para Padres y asamblea a la Bandera.
- IV. Sesión de audiencia/comentarios públicos
 - 1. Se presentó el siguiente diálogo:
 - a. No se presentó ningún otro tema para dialogar.
- V. Clausura: Asunto de acción
 - a. La Sra. Cruz propuso la moción/la Sra. Morales la secundó/todos a favor para aprobar la clausura de la junta a las 3:45 pm (Cruz/Morales 6/0/0).

La próxima junta del Concilio Escolar está programada para el 4 de febrero 2021.

**Alvord Unified School District
La Granada Elementary School
February 4, 2021
Categorical Budget Expenditure Request 2020-2021**

TI- \$28,481.81						
Vendor	Item Requested	Description	Quantity	Price	SPSA Goal	Justification - How Supplemental
DigiCoach	License	Coaching Tool	1	NTE \$2,500	1, 2, 3	Coaching license tool to support classroom instruction.
Heinemann Publishing	Teachers College Reading and Writing Project	Phonics Kits K-2 & K-5 kits	21	NTE \$18,000	1, 2	Supplemental material to support literacy.
Heinemann Publishing	Teachers College Reading and Writing Project	Virtual Units of study	1	NTE \$1,850	1, 2	Supplemental material to support reading and writing.
Star Educational Systems	True Touch Screens	Digital screens to replace Smart Boards	4	NTE \$10,500	1, 2, 3	Technology to replace Smart Boards in the classrooms.

LCFF-LI- \$9,859.37						
Vendor	Item Requested	Description	Quantity	Price	SPSA Goal	Justification - How Supplemental

LCFF-EL- \$14,430.60						
Vendor	Item Requested	Description	Quantity	Price	SPSA Goal	Justification - How Supplemental

**revised 2/2/2021

LG HYBRID IREADY DATA

2020-2021



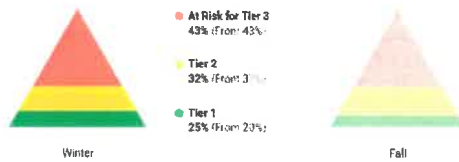
LG READING- STANDARD VIEW

Academic Year: Current Year | Diagnostic: Winter (12/07/20 - 01/29/21) | Post-Diagnostic: Fall (08/27/20 - 10/02/20)

Criterion Referenced: 3-Level Placement | **Enhanced 5-Level Placement** | Placement Definition: Standard View

Students Assessed/Total: 284/334

Overall Placement



Placement By Domain



KINDER READING- STANDARD VIEW

Academic Year: Current Year
 Diagnostic: Winter (12/07/20 - 01/29/21)
 Prior Diagnostic: Fall (08/27/20 - 10/02/20)

Criterion Referenced

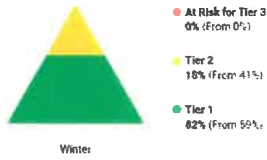
3-Level Placement

Enhanced
5-Level Placement

Placement Definition
Standard View

Students Assessed/Total: 34/47

Overall Placement



Placement By Domain



1ST GRADE READING- STANDARD VIEW

Academic Year: Current Year
 Diagnostic: Winter (12/07/20 - 01/29/21)
 Prior Diagnostic: Fall (08/27/20 - 10/02/20)

Criterion Referenced

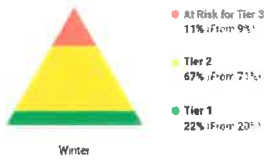
3-Level Placement

Enhanced
5-Level Placement

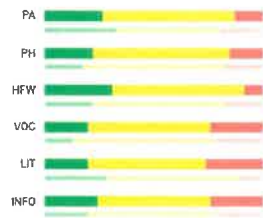
Placement Definition
Standard View

Students Assessed/Total: 45/55

Overall Placement



Placement By Domain



2ND GRADE READING- STANDARD VIEW

Academic Year
 Current Year Winter 12/07/20 - 01/29/21
 Diagnostic Winter 12/07/20 - 01/29/21
 Prior Diagnostic Fall 08/27/20 - 10/02/20

Criterion Referenced

3-Level Placement

Enhanced
 5-Level Placement

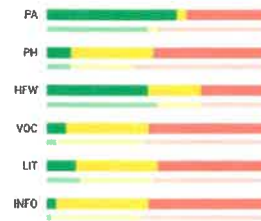
Placement Definition
 Standard View

Students Assessed/Total: 46/46

Overall Placement



Placement By Domain



3RD GRADE READING- STANDARD VIEW

Academic Year
 Current Year Winter 12/07/20 - 01/29/21
 Diagnostic Winter 12/07/20 - 01/29/21
 Prior Diagnostic Fall 08/27/20 - 10/02/20

Criterion Referenced

3-Level Placement

Enhanced
 5-Level Placement

Placement Definition
 Standard View

Students Assessed/Total: 44/55

Overall Placement



Placement By Domain



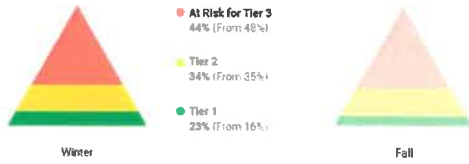
4TH GRADE READING- STANDARD VIEW

Academic Year: Current Year | Diagnostic: Winter (12/07/20 - 01/29/21) | Prior Diagnostic: Fall (08/27/20 - 10/02/20)

Criterion Referenced: 3-Level Placement | **Enhanced** 5-Level Placement | Placement Definition: Standard View

Students Assessed/Total: 62/68

Overall Placement



Placement By Domain



5TH GRADE READING- STANDARD VIEW

Academic Year: Current Year | Diagnostic: Winter (12/07/20 - 01/29/21) | Prior Diagnostic: Fall (08/27/20 - 10/02/20)

Criterion Referenced: 3-Level Placement | **Enhanced** 5-Level Placement | Placement Definition: Standard View

Students Assessed/Total: 53/63

Overall Placement



Placement By Domain



LG MATH- STANDARD VIEW

Academic Year: Current Year
 Diagnostic: Winter (12/07/20 - 01/19/21)
 Prior Diagnostic: Fall (08/27/20 - 10/02/20)

Criterion Referenced

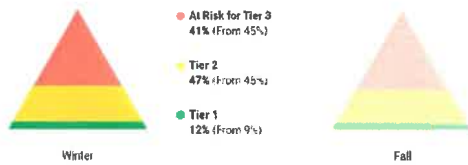
3-Level Placement

Enhanced
 5-Level Placement

Placement Definition
 Standard View

Students Assessed/Total: 274/334

Overall Placement



Placement By Domain



KINDER MATH- STANDARD VIEW

Academic Year: Current Year
 Diagnostic: Winter (12/07/20 - 01/29/21)
 Prior Diagnostic: Fall (08/27/20 - 10/02/20)

Criterion Referenced

3-Level Placement

Enhanced
 5-Level Placement

Placement Definition
 Standard View

Students Assessed/Total: 28/47

Overall Placement



Placement By Domain



1ST MATH- STANDARD VIEW

Academic Year: Current Year
 Diagnostic: Winter 12/07/20 - 01/29/21
 Pre-Diagnostic: Fall 08/27/20 - 10/02/20

Criterion Referenced

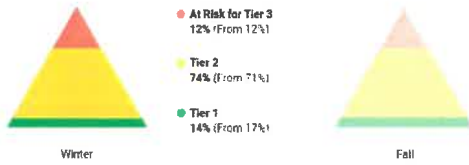
3-Level Placement

Enhanced
 5-Level Placement

Placement Definition
 Standard View

Students Assessed/Total: 42/55

Overall Placement



Placement By Domain



2ND MATH- STANDARD VIEW

Academic Year: Current Year
 Diagnostic: Winter 12/07/20 - 01/29/21
 Pre-Diagnostic: Fall 08/27/20 - 10/02/20

Criterion Referenced

3-Level Placement

Enhanced
 5-Level Placement

Placement Definition
 Standard View

Students Assessed/Total: 46/46

Overall Placement



Placement By Domain



3RD MATH- STANDARD VIEW

Academic Year
 Current Year
 Diagnostic: Winter 12/07/20 - 01/29/21
 Prior Diagnostic: Fall 08/27/20 - 10/02/20

Criterion Referenced

3-Level Placement

Enhanced
 5-Level Placement

Placement Definition

Standard View

Students Assessed/Total: 44/55

Overall Placement



Placement By Domain



4TH MATH- STANDARD VIEW

Academic Year
 Current Year
 Diagnostic: Winter 12/07/20 - 01/29/21
 Prior Diagnostic: Fall 08/27/20 - 10/02/20

Criterion Referenced

3-Level Placement

Enhanced
 5-Level Placement

Placement Definition

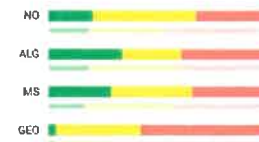
Standard View

Students Assessed/Total: 61/68

Overall Placement



Placement By Domain



5TH MATH- STANDARD VIEW

Academic Year: Current Year
Diagnostic: Winter (12/07/20 - 01/29/21)
Prior Diagnostic: Fall (08/27/20 - 10/02/20)

Criterion Referenced

3-Level Placement

Enhanced
5-Level Placement

Placement Definition
Standard View

Students Assessed/Total: 53/63

Overall Placement



Placement By Domain





ALVORD NEEDS YOUR INPUT!

What are your thoughts and questions about LCAP and what are the most important things to focus on as we continue our work to support all students?

To provide feedback visit
my.thoughtexchange.com/196005056

or

scan the QR code shown below





¡ALVORD NECESITA SUS SUGERENCIAS!

¿Cuáles son su ideas y preguntas de LCAP y cuáles son las cosas más importantes para enfocarnos mientras continuamos nuestro trabajo para apoyar nuestros estudiantes?

Para proporcionar comentarios, visite my.thoughtexchange.com/196005056

o

escanee este código:





ALVORD NEEDS YOUR INPUT!

Parents, Staff, Students, & Community Members are invited to participate in Alvord's

LOCAL CONTROL AND ACCOUNTABILITY PLAN ADVISORY MEETINGS

What is the Local Control and Accountability Plan (LCAP)?

A three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for districts to share their stories of how, what, and why programs and services are selected to meet the local needs.

LCAP Priorities

- Conditions of Learning
- State Standards
- Parent and Family Engagement
- Pupil Achievement
- Pupil Engagement
- School Climate
- Course Access
- Other Pupil Outcomes

Advisory Meeting Dates

- LCAP Overview:** Wednesday, December 9th, 2020 5:00pm - 6:30pm
- Local Indicators:** Wednesday, February 17th, 2021 5:00pm - 6:30pm
- Input on Actions:** Wednesday, April 21st, 2021 5:00pm - 6:30pm

All meetings held virtually on [Zoom](#)

[Click here to join](#) -or-

Meeting ID 993 9073 6000

Join by phone at 1 669 900 6833

Contact Us:

Elementary Education, Director III:

Emily Devor, Ed.D., emily.devor@alvordschools.org, 951 509-5036

Educational Services, Assistant Superintendent:

Sherri Kemp, Ed.D., sherri.kemp@alvordschools.org, 951 509-5064



**ALVORD
UNIFIED
SCHOOL
DISTRICT**

Our Promise:

All students will realize their unlimited potential.



¡ALVORD NECESITA SUS SUGERENCIAS!

Se invita a padres de familia, personal escolar, alumnos y miembros de la comunidad de Alvord a participar en las:

JUNTAS DE ASESORAMIENTO PARA EL PLAN DE CONTROL Y RESPONSABILIDAD LOCAL

¿Qué es el Plan de Control y Responsabilidad Local (LCAP)?

Un plan de tres años que describe las metas, acciones, servicios y gastos para apoyar los resultados estudiantiles positivos que aborden las prioridades estatales y locales. LCAP brinda a los distritos la oportunidad de compartir información acerca del método, motivo y tipo de programas y servicios elegidos para cubrir las necesidades locales.

Prioridades de LCAP

- Condiciones de aprendizaje
- Estándares estatales
- Participación de padres y familias
- Rendimiento estudiantil
- Participación estudiantil
- Ambiente escolar
- Acceso a cursos
- Otros resultados estudiantiles

Fechas de juntas de asesoramiento

Descripción general de LCAP: Miércoles, 9 de diciembre 2020 5:00pm - 6:30pm

Indicadores locales: Miércoles, 17 de febrero 2021 5:00pm - 6:30pm

Sugerencias sobre las acciones: Miércoles, 21 de abril 2021 5:00pm - 6:30pm

Todas la juntas se realizan virtualmente por [Zoom](#) [Presione aquí para ingresar](#) -o-
ID para la junta: 993 9073 6000 [llame al 1 669 900 6833](#)



Comuníquese con nosotros:

Educación Primaria, Directora III:

Emily Devor, Ed.D., emily.devor@alvordschools.org, 951 509-5036

Servicios Educativos, Asistente del Superintendente:

Sherri Kemp, Ed.D., sherri.kemp@alvordschools.org, 951 509-5064



**DISTRITO
ESCOLAR
UNIFICADO
ALVORD**

Nuestra promesa:

Todos los alumnos realizarán su potencial ilimitado.

La Granada SPSA Monitoring Tool 2020-2021

LCAP Goals	SPSA Goals	Measure/Metric	Base	Target	BOY	MOY	EOY
		-CAASPP ELA Summative	-2018-2019 average DFS - 43.7	-2020-2021 average DFS -40.7			-2020-2021 average DFS -
	ELA State Measure: -La Granada will decrease the average distance from standard (DFS) by 3 points in grades 3-5 in the CAASPP ELA Summative assessment. Local Measure: -Kinder: Students assessed in the iReady Reading Diagnostic will score $\geq 80\%$ in Tier 1, $\leq 15\%$ in Tier 2, and $\leq 5\%$ in Tier 3. -Grade 1: Students assessed in the iReady Reading Diagnostic will score $\geq 80\%$ in Tier 1, $\leq 15\%$ in Tier 2, and $\leq 5\%$ in Tier 3. -Grade 2: Students assessed in the iReady Reading Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 maintain at 8% or decrease, and Tier 2 will decrease by 10%. -Grade 3: Students assessed in the iReady Reading Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 4%, and Tier 2 will decrease by 7%. -Grade 4: Students assessed in the iReady Reading Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 5%, and Tier 2 will decrease by 5%. -Grade 5: Students assessed in the iReady Reading Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 5%, and Tier 2 will decrease by 5%.	-iReady BOY, MOY, and EOY Reading Diagnostic -iReady BOY, MOY, and EOY Reading Diagnostic -iReady BOY, MOY, and EOY Reading Diagnostic -iReady BOY, MOY, and EOY Reading Diagnostic -iReady BOY, MOY, and EOY Reading Diagnostic -iReady BOY, MOY, and EOY Reading Diagnostic -iReady BOY, MOY, and EOY Reading Diagnostic -iReady BOY, MOY, and EOY Reading Diagnostic -iReady BOY, MOY, and EOY Reading Diagnostic	-Kinder BOY -Tier 1 100% -Tier 2 0% -Tier 3 0% -1 st BOY -Tier 1 90% -Tier 2 10% -Tier 3 0% -2 nd BOY -Tier 1 48% -Tier 2 44% -Tier 3 8% -3 rd BOY -Tier 1 35% -Tier 2 42% -Tier 3 24% -4 th BOY -Tier 1 52% -Tier 2 23% -Tier 3 26% -5 th BOY -Tier 1 31% -Tier 2 33% -Tier 3 36%	-Kinder EOY -Tier 1 80% -Tier 2 15% -Tier 3 5% -1 st EOY -Tier 1 80% -Tier 2 15% -Tier 3 5% -2 nd EOY -Tier 1 58% -Tier 2 34% -Tier 3 8% -3 rd EOY -Tier 1 45% -Tier 2 35% -Tier 3 20% -4 th EOY -Tier 1 62% -Tier 2 17% -Tier 3 21% -5 th EOY -Tier 1 41% -Tier 2 28% -Tier 3 31%	-Kinder BOY -Tier 1 100% -Tier 2 0% -Tier 3 0% -1 st BOY -Tier 1 90% -Tier 2 10% -Tier 3 0% -2 nd BOY -Tier 1 48% -Tier 2 44% -Tier 3 8% -3 rd BOY -Tier 1 35% -Tier 2 42% -Tier 3 24% -4 th BOY -Tier 1 52% -Tier 2 23% -Tier 3 26% -5 th BOY -Tier 1 31% -Tier 2 33% -Tier 3 36%	-Kinder MOY -Tier 1 81% -Tier 2 19% -Tier 3 0% -1 st MOY -Tier 1 21% -Tier 2 69% -Tier 3 10% -2 nd MOY -Tier 1 11% -Tier 2 41% -Tier 3 48% -3 rd MOY -Tier 1 23% -Tier 2 15% -Tier 3 62% -4 th MOY -Tier 1 22% -Tier 2 35% -Tier 3 43% -5 th MOY -Tier 1 11% -Tier 2 14% -Tier 3 75%	-Kinder EOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___% -1 st EOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___% -2 nd EOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___% -3 rd EOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___% -4 th EOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___% -5 th EOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%
	Math State Measure: -La Granada will decrease the average distance from standard (DFS) by 2 points in grades 3-5 in the CAASPP Math Summative assessment. Local Measure: -Kinder: Students assessed in the iReady Math Diagnostic will score $\geq 80\%$ in Tier 1, $\leq 15\%$ in Tier 2, and $\leq 5\%$ in Tier 3. -Grade 1: Students assessed in the iReady Math Diagnostic will score $\geq 80\%$ in Tier 1, $\leq 15\%$ in Tier 2, and $\leq 5\%$ in Tier 3.	-CAASPP Math Summative	-2018-2019 average DFS - 76.7	-2020-2021 average DFS -74.7			-2020-2021 average DFS -
		-iReady BOY, MOY, and EOY Math Diagnostic -iReady BOY, MOY, and EOY Math Diagnostic -iReady BOY, MOY, and EOY Math Diagnostic	-Kinder BOY -Tier 1 100% -Tier 2 0% -Tier 3 0% -1 st BOY -Tier 1 88% -Tier 2 88%	-Kinder EOY -Tier 1 80% -Tier 2 15% -Tier 3 5% -1 st EOY -Tier 1 80% -Tier 2 15% -Tier 3 5%	-Kinder BOY -Tier 1 100% -Tier 2 0% -Tier 3 0% -1 st BOY -Tier 1 88% -Tier 2 88%	-Kinder MOY -Tier 1 67% -Tier 2 33% -Tier 3 0% -1 st MOY -Tier 1 16%	-Kinder EOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___% -1 st EOY -Tier 1 ___%

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

					-Tier 2 12% -Tier 3 0%	-Tier 2 15% -Tier 3 5%			-Tier 2 12% -Tier 3 0%	-Tier 2 70% -Tier 3 14%	-Tier 2 ____% -Tier 3 ____%
-Grade 2: Students assessed in the iReady Math Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 1%, and Tier 2 will decrease by 9%.	-iReady BOY, MOY, and EOY Math Diagnostic			-2nd BOY -Tier 1 40% -Tier 2 54% -Tier 3 6%	-2nd EOY -Tier 1 50% -Tier 2 45% -Tier 3 5%			-2nd BOY -Tier 1 40% -Tier 2 54% -Tier 3 6%	-2nd MOY -Tier 1 10% -Tier 2 53% -Tier 3 47%	-2nd EOY -Tier 1 ____% -Tier 2 ____% -Tier 3 ____%	
-Grade 3: Students assessed in the iReady Math Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 3%, and Tier 2 will decrease by 7%.	-iReady BOY, MOY, and EOY Math Diagnostic			-3rd BOY -Tier 1 30% -Tier 2 42% -Tier 3 28%	-3rd EOY -Tier 1 40% -Tier 2 35% -Tier 3 25%			-3rd BOY -Tier 1 30% -Tier 2 42% -Tier 3 28%	-3rd MOY -Tier 1 8% -Tier 2 27% -Tier 3 65%	-3rd EOY -Tier 1 ____% -Tier 2 ____% -Tier 3 ____%	
-Grade 4: Students assessed in the iReady Math Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 3%, and Tier 2 will decrease by 6%.	-iReady BOY, MOY, and EOY Math Diagnostic			-4th BOY -Tier 1 49% -Tier 2 22% -Tier 3 28%	-4th EOY -Tier 1 59% -Tier 2 16% -Tier 3 25%			-4th BOY -Tier 1 49% -Tier 2 22% -Tier 3 28%	-4th MOY -Tier 1 5% -Tier 2 55% -Tier 3 40%	-4th EOY -Tier 1 ____% -Tier 2 ____% -Tier 3 ____%	
-Grade 5: Students assessed in the iReady Math Diagnostic will increase the % of students in Tier 1 by 10%, decrease Tier 3 by 7%, and Tier 2 will decrease by 3%.	-iReady BOY, MOY, and EOY Math Diagnostic			-5th BOY -Tier 1 38% -Tier 2 15% -Tier 3 47%	-5th EOY -Tier 1 48% -Tier 2 12% -Tier 3 40%			-5th BOY -Tier 1 38% -Tier 2 15% -Tier 3 47%	-5th MOY -Tier 1 5% -Tier 2 30% -Tier 3 64%	-5th EOY -Tier 1 ____% -Tier 2 ____% -Tier 3 ____%	
ELs State Measure: - La Granada will maintain or increase the progress of our ELs English acquisition at 55% or greater in the English Learner Progress Indicator (ELPI).	-CAASPP ELPI	-2018-2019 58% of ELs making progress towards English language proficiency	-2020-2021 >55% of ELs making progress towards English language proficiency								-2020-2021 > ___% of ELs making progress towards English language proficiency
Local Measure: - By June 2021: there will be a minimum of 20 students reclassified as fluent English proficient.	Reclassification	-2019-2020 First Semester- 17 students Second Semester- 3 students 20 students reclassified for the 2019-2020 school year	-2020-2021 EOY ___ students								-2020-2021 EOY 6 students
College & Career AVID State Measure: La Granada will have a minimum of 90% of classroom teachers trained in AVID Elementary.	-AVID Summer Institute or Pathway trainings	-2020-2021 23/26 teachers started the school year trained 88%	-2020-2021 Goal is 24/26 = 90% ___/26 teachers are trained ___%								-2020-2021 Goal is >90% -23/25 teachers are trained 92%
Local Measure: La Granada will evaluate the progress of this goal through the AVID Elementary Site Visitation Forms. Based on the recommendations of the RIMS AVID Coach, LG will have at least 80% of the grade level or AE trained teachers following the recommendation such as note-taking, communication system, or organizational skills. Baseline data will be collected on the first.	-Walkthroughs with RIMS AVID Coach and use of articulation chart	-2020-2021 ___/6 grade levels August RIMS AVID Coach Walkthrough recommended note taking PD	-2020-2021 ___/6 grade levels -November RIMS AVID Walkthrough increase of notetaking across 2 more grade levels in								

	visitation and progress will be monitored based on follow up visitations.	-CAASPP ELA Summative	-2018-2019 average DFS - 43.7	comparison to August			
<p>Fupil Outcomes: Students will be prepared for college and career ready when they graduate from high school.</p>	<p>visitation and progress will be monitored based on follow up visitations.</p>	<p>-CAASPP ELA Summative</p>	<p>-2018-2019 average DFS - 43.7</p>	<p>-2020-2021 average DFS -40.7</p>	<p>-2020-2021 average DFS -</p>	<p>-2020-2021 average DFS -</p>	<p>-2020-2021 average DFS -</p>
<p>ACHIEVE 3000 State Measure: -La Granada will decrease the average distance from standard (DFS) by 3 points in grades 3-5 in the CAASPP ELA Summative assessment.</p>	<p>Local Measure: La Granada will evaluate the progress of this goal through ACHIEVE 3000 lexile over time reports with the intent to have 80% of students in 2nd-5th grade increase their lexile levels on ACHIEVE 3000 level set by at least 100 points as compared to beginning of the year data.</p>	<p>-ACHIEVE 3000</p>	<p>2019-2020 -2nd MOY 27% -3rd MOY 22% -4th MOY 17% -5th MOY 8%</p>	<p>2nd,5th 80% -2nd EOY % -3rd EOY % -4th EOY % -5th EOY %</p>	<p>2020-2021 -2nd MOY % -3rd MOY % -4th MOY % -5th MOY %</p>	<p>2nd,5th 80% -2nd EOY % -3rd EOY % -4th EOY % -5th EOY %</p>	<p>2nd,5th 80% -2nd EOY % -3rd EOY % -4th EOY % -5th EOY %</p>
<p>Attendance State measure: We will maintain or decrease the chronic absenteeism rate in the California Dashboard at 12% or less for the 2020-2021 school year.</p>	<p>Local measure: By June 2021, the average daily attendance will increase by .5% in comparison to 2018-2019's ADA of 95.39%.</p>	<p>-CA Dashboard: Chronic Absenteeism</p>	<p>-2018-2019 12% Chronic Absenteeism Rate</p>	<p>-2020-2021 ≤12% Chronic Absenteeism Rate</p>	<p>-2020-2021 Chronic Absenteeism Rate</p>	<p>-2020-2021 Chronic Absenteeism Rate</p>	<p>-2020-2021 Chronic Absenteeism Rate</p>
<p>Suspensions State measure: The 2018-2019 preliminary California Dashboard results state that the suspension rate was .7%. The goal is to decrease the suspension rate by .1% making .6% or less.</p>	<p>Local measure: By June 2020, suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 3 suspensions in comparison to the 2018-2019 suspension data.</p>	<p>-Aeries attendance reports</p>	<p>-2018-2019 ADA of 95.39% -2019-2020 ADA of 95.44% (8/19-3/20)</p>	<p>-2020-2021 ADA of 95.89%</p>	<p>-2020-2021 ADA of 93.41%</p>	<p>-2020-2021 ADA of 93.41%</p>	<p>-2020-2021 ADA of 93.41%</p>
<p>Suspensions State measure: The 2018-2019 preliminary California Dashboard results state that the suspension rate was .7%. The goal is to decrease the suspension rate by .1% making .6% or less.</p>	<p>Local measure: By June 2020, suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 3 suspensions in comparison to the 2018-2019 suspension data.</p>	<p>-CA Dashboard: Suspension</p>	<p>-2018-2019 .7% Suspension Rate</p>	<p>-2020-2021 .6% Suspension Rate</p>	<p>-2020-2021 .6% Suspension Rate</p>	<p>-2020-2021 .6% Suspension Rate</p>	<p>-2020-2021 .6% Suspension Rate</p>
<p>Suspensions Local measure: By June 2020, suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 3 suspensions in comparison to the 2018-2019 suspension data.</p>	<p>Local measure: By June 2020, suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 3 suspensions in comparison to the 2018-2019 suspension data.</p>	<p>-Aeries discipline reports</p>	<p>-2018-2019 8 suspensions=72 days (19 days without suspended expulsions) 2 suspended Expulsion=53 days 6 suspensions= 9 days</p>	<p>-2020-2021 suspensions</p>	<p>-2020-2021 suspensions</p>	<p>-2020-2021 suspensions</p>	<p>-2020-2021 suspensions</p>

<p>Engagement: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.</p>	<p>MTSS Local measure: PBIS CICO tier 2 intervention will be implemented to decrease the number of incidents in grades K-5 by 5%.</p>	<p>-PBIS Tier 1 and Tier 2 meetings, presentations, agendas, sign-ins -Aertes Discipline Reports</p>	<p>9 suspensions=16 days</p>	<p>-2018-2019 Total Incidents 161 K-2 1st-20 2nd-47 3rd-43 4th-26 5th-23 -2019-2020 (8/19-3/20) Total Incidents 128 K-8 1st-8 2nd-29 3rd-46 4th-16 5th-21</p>	<p>-2020-2021 Total Incidents 153 K- 1st- 2nd- 3rd- 4th- 5th-</p>	<p>-2020-2021 1st Semester Total Incidents 4 K- 0 1st- 0 2nd- 1 3rd- 3 4th- 0 5th- 0</p>	<p>-2020-2021 Total Incidents ____ K- 1st- 2nd- 3rd- 4th- 5th-</p>
---	--	--	------------------------------	--	--	--	---