



# La Granada Elementary School

## School Site Council Agenda

January 14, 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 November 12, 2020
2. Approve Comprehensive School Safety Plan
3. Approve Categorical Expenditures Requests (TI, LCFF-LI, LCFF-EL)

### III. Discussion/Information

1. Budget Reports by Funding Source
2. Training Topics:
  - Present school budget tied to SPSA actions (obtain input/document in minutes)
3. [LCAP Overview](#)
  - Thought Exchange: <https://my.thoughtexchange.com/699410928>
4. 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
5. Reports from Parent Committees
  - English Learners Advisory Committee (ELAC)
  - Action Team for Partnership (ATP)
  - District Parent Advisory Committee (PAC)
6. Program Reports
  - Professional Development Opportunities (Paraprofessionals, Teachers)
  - Parent and Family Involvement Opportunities
  - Interventions
7. 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 February 4, 2021.
2. Adjournment: Action Item



## Escuela Primaria La Granada

Concilio Escolar Agenda

14 de enero 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. Presentar el presupuesto escolar vinculado con las acciones del SPSA
3. [Resumen de LCAP](#)
  - a. Thought Exchange: <https://my.thoughtexchange.com/699410928>
4. 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
5. Reportes de los comités de padres
  - a. Reporte ELAC
  - b. Reporte ATP
  - c. Reporte PAC
6. Reportes de Programas
  - a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
  - b. Oportunidades para la participación de Familia y Padres
  - c. Intervenciones
7. 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 4 de febrero del 2021
2. Clausura: Asunto de Acción



**La Granada Elementary School**  
**School Site Council Agenda**  
**November 12, 2020**  
Zoom Meeting 2:30p.m.



- I. **Introductory Procedures**
  1. Meeting was called to order at 2:36 pm by Dr. Gomez.
  2. Establishment of Quorum: Quorum was established with **6** out of **10** with 2 parents, 2 teachers, **1** other staff, and the principal. The following members were present: Imelda Lemon, Rosa Gomez, Gina Maharaj, Melony Morales, Kayla Malins, Gabriela Renata Sosu, Abigail Maya.
  3. Pledge of Allegiance was recited.
  4. Members were introduced, welcomed and asked to sign in.
- II. **Action Items**
  1. There weren't any revisions that needed to take place in the October 28, 2020 minutes:
    - a. It was motioned by **Mrs. Maharaj**/seconded by **Mrs. Morales**/carried by all (Maharaj/Morales 6/0/0) to approve the minutes as revised.
  2. Approve Categorical Expenditures Requests (TI, LCFF-LI, LCFF-EL)
    - a. Proposed categorical expenditures on the categorical expenditure request sheet were reviewed and discussed.
      - o **Title I – Not to Exceed 3,000.00 – Laminating machine**
      - o **EL – Laptops for BIA's Not to Exceed \$2550.00**
    - b. It was motioned by **Mrs. Maharaj**/seconded by **Mrs. Morales**/carried by all (Maharaj/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 Expenditures including a laminating machine and laptops for bilingual instructional assistants. In addition to supporting PBIS initiatives and materials, the laminating machine would also support with reopening school's protocols and safety regulations. Laptops for BIAs would provide updated technology to support English Learners' language acquisition via distance learning.
  2. LCAP Overview
    - o Dr. Gomez discussed the importance of parents participating in the LCAP Advisory Meetings to learn more about the district's LCAP. She reviewed the process of how the LCAP is developed and the role that stakeholders hold. The three goals were reviewed and explained how they relate to the SPSA goals at the school site. Dr. Gomez provided the committee with the Thought Exchange link for feedback.
  3. Training Topic:
    - a. [District Parent Involvement Policy](#)
      - o While reviewing the district's Parent Involvement Policy, Dr. Gomez let the committee know that we do not currently have an active PTA. Members asked if in the future we could continue with PTA. Dr. Gomez said that as long as we have members that are willing to take on the roles of the board, we would be able to proceed. Dr. Gomez also stated that although the policy stated that parents are welcome to visit their students' class, visits need to be scheduled in advance. She also stated that the school provides multiple opportunities for parents to visit the classroom especially during Gratitude Week. Dr. Gomez

also stated that due to distance learning and students being online, we must be respect other students' privacy and the teachers. It is not allowed for families to take pictures of students and staff while online due to students being minors and confidentiality.

- b. [Uniform Complaint Procedures](#)
    - o Dr. Gomez reviewed the Uniform Complaint Procedure and the process. She also encouraged members to always communicate with site administration whenever there is a concern.
  - c. [Williams Act Notice to Parents, Guardians, Pupils, and Teachers](#)
    - o Williams Notice was reviewed and committee was notified that they are posted around campus every year and updated.
4. School Plan (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.
    - o \_\_\_\_\_.
  - b. Evaluate Effectiveness of SPSA Actions
    - o Members reviewed the effectiveness of SPSA actions.
    - o \_\_\_\_\_.
  - c. Begin reviewing and Updating SPSA goals/actions.
    - o SPSA goal 1
    - o SPSA goal 2
    - o SPSA goal 3
    - o Members discussed and provided input for the proposed goals 1-3 for SPSA 2021-2022.
      - Proposed SPSA Goal 1:
        - i. Dr. Gomez proposed similar goals for the 21-21 SPSA in the areas of ELA and math. For ELs, it was recommended by ELAC that we change our reclassification goal to 12 students instead of 20 due to the reclassification criteria changing. Dr. Gomez stated that we will be reviewing the next iReady Diagnostic data in February's meeting to determine if goals would need to be adjusted. All members were in agreement with the proposed goal.
      - Proposed actions: Dr. Gomez stated that teachers have been asking for additional support in math. Cognitive Guided Instruction training was being offered for teachers through the county. Dr. Gomez stated that we will set aside additional funds for CGI training for next year as well. Ms. Sosu asked if students can write in their math books. Dr. Gomez said yes as long they are consumables.
      - Proposed SPSA Goal 2:
        - i. Dr. Gomez proposed keeping the same goals as long as we continue to have ACHIEVE 3000 available for students. In the event that ACHIEVE 3000 is not available, we would need to find a different measure for goal 2. All members were in agreement with the proposed goal.
      - Proposed actions: There weren't any proposed actions at this time.
      - Proposed SPSA Goal 3:
        - i. After revising the 20-21 SPSA and adjusting goals, it was proposed to keep same goals for the 21-22 SPSA. All members were in agreement with the proposed goal.





**Escuela Primaria La Granada**  
**Minuta del Concilio Escolar**  
**12 de noviembre 2020**  
**Junta en Zoom 2:30 p. m.**



- I. Procedimientos de introducción
1. La Dra. Gómez llamó la junta al orden a las 2:36 p. m.
  2. Establecimiento de quórum: El quórum se estableció con **6 de 10** con 2 padres, 2 maestros y un miembro del personal y la Directora. Los siguientes miembros estuvieron presentes: Imelda Lemon, Rosa Gómez, Gina Maharaj, Melony Morales, Kayla Malins, Gabriela Renata Sosu, Abigail Maya.
  3. Se realizó el Saludo a la Bandera
  4. Los miembros se presentaron, se les dio la bienvenida y se les pidió que anotaran su nombre.
- II. Asuntos de acción
1. No se hicieron correcciones a la minuta del 28 de octubre 2020.
    - a. La Sra. Maharaj propuso la moción para aprobar la minuta y la Sra. Morales la secundó. Aprobada por unanimidad (Maharaj/Morales 6/0/0/)
  2. Aprobación de solicitud de gastos del presupuesto categórico (TI, LCFF-LI, LCFF-EL)
    - a. Se revisaron y se habló de los gastos categóricos existentes en el documento de gastos.
      - **Título I - Sin exceder 3,000.00 - Maquina para laminar.**
      - **EL - Computadoras portátiles para BIAs sin exceder \$2550.00.**
    - b. La **Sra. Maharaj** propuso la moción para aprobar todos los gastos Título I/LCFF-LI/LCFF-EL enumerados en la hoja de solicitud de gastos y la **Sra. Morales** la secundó. Aprobada por unanimidad (Maharaj/Morales 6/0/0/).
- III. Diálogo/Información
1. Reporte de presupuestos
    - a. Se revisaron los presupuestos categóricos y se habló de ellos.
      - Los gastos incluyen una máquina laminadora y computadoras portátiles para los asistentes de instrucción bilingües. Además de apoyar las iniciativas y los materiales del PBIS, la máquina laminadora también apoyaría con los protocolos de reapertura de la escuela y las regulaciones de seguridad. Las computadoras portátiles para los BIA proporcionarían tecnología actualizada para apoyar la adquisición del idioma inglés por parte de los estudiantes a través de la enseñanza a distancia.
  2. Descripción general de LCAP
    - La Dra. Gómez habló de la importancia de que los padres participen en las juntas de asesoramiento del LCAP para informarse más sobre el LCAP del Distrito. Revisó el proceso de cómo se desarrolla el LCAP y la función que tienen las partes interesadas. Se revisaron las tres metas y se explicó cómo se relacionan con las metas del Plan Escolar. La Dra. Gómez proporcionó al comité el enlace del Intercambio de Ideas para hacer comentarios.
  3. Tema de capacitación
    - a. Política de Participación de Padres de Familia
      - Mientras revisaba la política de participación de los padres del Distrito, la Dra. Gómez informó al comité que actualmente no tenemos un PTA activo. Los miembros preguntaron si en el futuro podríamos continuar con el PTA. La Dra. Gómez dijo que mientras tengamos miembros que estén dispuestos a asumir las funciones de la directiva, podremos proceder. La Dra. Gómez también dijo que aunque la política establece que los padres son bienvenidos a visitar la clase de sus hijos, es necesario programar las visitas con antelación. También informó que la escuela ofrece múltiples oportunidades para que los padres visiten el salón de clases, especialmente durante la Semana de Agradecimiento. La

- Dra. Gómez también indicó que debido al aprendizaje a distancia y a que los alumnos están en línea, debemos respetar la privacidad de los demás estudiantes y de los maestros. No se permite a las familias tomar fotos de los alumnos ni del personal mientras están en línea, debido a que los alumnos son menores de edad y por razones de confidencialidad.
- b. Procedimiento Uniforme para Presentar Quejas
    - La Dra. Gómez revisó el Procedimiento Uniforme para Presentar Quejas. También instó a los miembros a que siempre se comuniquen con la administración escolar cuando haya alguna preocupación.
  - c. Notificación a los padres, tutores, alumnos y maestros de la Ley Williams
    - Se revisó la Ley Williams y se notificó al comité que es actualizada anualmente y publicada en varios lugares de la escuela.
4. Plan Escolar SPSA
- a. Revisión y análisis de los datos de rendimiento: Datos del diagnóstico de iReady de Lectura y Matemáticas.
    - Los miembros revisaron y hablaron de las tendencias de rendimiento de la administración del diagnóstico 2020-2021 de iReady de Lectura y Matemáticas.
  - b. Evaluación de la efectividad de las acciones de SPSA
    - Los miembros revisaron la efectividad de las acciones de SPSA.
  - c. Inicio de la revisión y actualización de las metas/acciones de SPSA
    - Meta 1 de SPSA
    - Meta 2 de SPSA
    - Meta 3 de SPSA
    - Los miembros hablaron y proporcionaron recomendaciones para las metas propuestas 1 a la 3 para SPSA 2021-2022.
      - o Meta 1 propuesta para SPSA:
        - i. La Dra. Gómez propuso metas similares para el SPSA 21-21 en las áreas de ELA y Matemáticas. Para los EL, ELAC recomendó que cambiáramos nuestra meta de reclasificación a 12 estudiantes en vez de 20 debido al cambio de los criterios de reclasificación. La Dra. Gómez indicó que revisaremos los próximos datos de *iReady Diagnostic* en la junta de febrero para determinar si las metas necesitan ser ajustadas. Todos los miembros estuvieron de acuerdo con la meta propuesta.
      - o Acciones propuestas: La Dra. Gómez declaró que los maestros han estado pidiendo apoyo adicional en matemáticas. Se está ofreciendo capacitación en Instrucción Cognitiva Guiada a los maestros a través del condado. La Dra. Gómez declaró que también reservaremos fondos adicionales para la capacitación de CGI para el próximo año. La Sra. Sosu preguntó si los alumnos pueden escribir en sus libros de matemáticas. La Dra. Gómez dijo que sí, siempre y cuando sean materiales consumibles.
      - o Meta 2 propuesta para SPSA:
        - i. La Dra. Gómez propuso mantener las mismas metas mientras sigamos teniendo ACHIEVE 3000 disponible para los alumnos. En el caso de que ACHIEVE 3000 no esté disponible, necesitaríamos encontrar una medida diferente para la meta 2. Todos los miembros estuvieron de acuerdo con la meta propuesta.
      - o Acciones propuestas: Por el momento no hubo acciones propuestas.
      - o Meta 3 propuesta para SPSA:
        - i. Después de la revisión y ajuste de las metas de SPSA 20-21, se propuso mantener las mismas metas para SPSA 21-22. Todos los miembros estuvieron de acuerdo con la meta propuesta.
      - o Acciones propuestas: La Sra. Sosu propuso tener más actividades curriculares para que los alumnos participen después de clase y que proporcionen apoyo emocional y social. En la planificación para el próximo año escolar, la Sra. Morales indicó que los cordones que sostienen las cubiertas faciales podrían ser

comprados para los alumnos. La Sra. Sosu preguntó qué pasará con los estudiantes que tienen problemas respiratorios y no pueden usar tapabocas. La Dra. Gómez respondió que cada escritorio tiene un divisor de plexiglás para que los alumnos puedan quitarse los tapabocas y seguir teniendo protección a su alrededor. La Sra. Maya recomendó desinfectantes de manos de tamaño de bolsillo. La Dra. Gómez indicó que nuestro Distrito ha instalado dispensadores de desinfectante de manos en cada salón de clases y en las áreas comunes. También se recomendó a los asesores de PBIS que desarrollaran lecciones sobre el distanciamiento social y el uso de tapabocas.

- i. Todos los miembros estuvieron de acuerdo con las acciones y recomendaciones propuestas para apoyar las metas 1 - 3 del SPSA 2021-2022.

5. Reporte de los comités de padres

a. Reporte de ELAC

- o La junta de ELAC se canceló debido a la distribución de la boleta electoral para seguir el nuevo proceso para la elección de dirigentes.
- o La próxima junta de ELAC será el 8 de diciembre 2020.

b. Reporte de ATP

- o Los puntos destacados de ATP de septiembre incluyen: No hubo reporte ya que no se ha establecido el comité.

c. Reporte de PAC

- o La próxima junta de PAC será 1/12/21.

6. Reportes de programas

a. Oportunidades de desarrollo profesional (paradocentes, maestros)

- o El reciente desarrollo profesional para el personal incluyó: Los maestros de los grados K - 2º continuarán con *Early Numeracy*. La capacitación CGI se ofrecerá a todos los maestros a través de RCOE.
- o El reciente desarrollo profesional para los paradocentes incluyó: Los supervisores del capo escolar completarán la capacitación en *Play Works*, en enero 2021.

b. Oportunidades de participación de padres y familias

- o Las recientes oportunidades de participación de padres incluyeron: Universidad para padres y Asamblea de la Bandera.
- o Las próximas oportunidades de participación de padres incluyen: Semana de Agradecimiento 11/16 - 11/20.

c. Intervenciones

- o Los miembros hablaron de las opciones de intervenciones para este año escolar.
  - El horario de oficina de maestros y ELT empezarán a trabajar con los alumnos de 1º grado.

7. Reporte de la Directora

- o Los futuros eventos incluyen: Semana de Agradecimiento 11/16 - 11/20.

IV. Sesión de audiencia/comentarios del público

1. Se habló de lo siguiente:

- a. No se presentaron temas para dialogar.

V. Clausura: Asunto de acción

- a. La **Sra. Morales** propuso la moción para clausurar la junta a las 3:54 p. m. y la **Sra. Maya** la secundó - aprobada por unanimidad (Morales/Maya 6/0/0)

***La próxima junta del Concilio Escolar está programada para el 14 de enero 2021.***




**Alvord Unified School District**  
**La Granada Elementary School**  
**January 14, 2021**  
**Categorical Budget Expenditure Request 2020-2021**

<b>TI- \$42,703.64</b>						
<b>Vendor</b>	<b>Item Requested</b>	<b>Description</b>	<b>Quantity</b>	<b>Price</b>	<b>SPSA Goal</b>	<b>Justification - How Supplemental</b>
Custom Lanyards 4 All	Colored Lanyards	Colored Lanyards	2,000	NTE \$1,700	3	Lanyards will maintain students in their assigned cohorts when the hybrid program returns on site.
Trox	Printers for Classrooms	Printers	5	NTE \$1,700	1, 2	Printers will be used to support teachers in the classroom with instructional materials.
Teachers College Reading and Writing Project	Professional Development	Professional Development	1	NTE \$2,000	1, 2	PD is to support strategies for teachers with struggling readers.


<b>LCFF-LI- \$9,859.37</b>						
<b>Vendor</b>	<b>Item Requested</b>	<b>Description</b>	<b>Quantity</b>	<b>Price</b>	<b>SPSA Goal</b>	<b>Justification - How Supplemental</b>
Nicky's Folders	Student Folders	Folders for Students for Second Semester		NTE \$2,000	1, 2	Replacement folders for students for second semester to support instruction.
Oriental Trading	Student Incentives	Attendance and Social Emotional Incentives		NTE \$600	3	Incentives for students to support with attendance and social emotional lessons.
Varies	Math Manipulatives	Math Tools		NTE \$6,000	1	Math tools for each grade level.

<b>LCFF-EL- \$16,211.13</b>						
<b>Vendor</b>	<b>Item Requested</b>	<b>Description</b>	<b>Quantity</b>	<b>Price</b>	<b>SPSA Goal</b>	<b>Justification - How Supplemental</b>

\*\*revised 1/11/2021




**Alvord Unified School District**  
Our Promise: All students will realize their unlimited potential.



# LCAP

Local Control Accountability Plan

## 2021 - 2024





### LCAP Advisory Meetings

5:00 p.m. - 6:30 p.m. (ZOOM)

**December 9**  
Overview and Data

**February 17**  
Local Indicators

**April 21**  
Input on Actions



### Juntas del Comité LCAP

5:00 p. m. - 6:30 p. m.  
(ZOOM)

**9 de diciembre**  
Descripción general y datos

**17 de febrero**  
Indicadores locales

**21 de abril**  
Recomendaciones para las acciones

### LCAP Process



Stakeholder Engagement & Involvement

Review Data/Gather Input/Develop Plan & Budget

Develop 2021-2024 Plan

Review and Revise Plan

LCAP Approval

## Proceso de LCAP

Compromiso y participación de las partes interesadas

Revisar datos/recopilar sugerencias/desarrollo del plan y presupuesto

Desarrollo del plan 2021-2024

Examinar y revisar el plan

Aprobación de LCAP

## Local Control Accountability Plan (LCAP)

- A **three year plan** that is monitored and revised annually
- Includes **goals** for all students and student groups with specific **actions** to achieve those goals
- Focuses on the needs of students identified as **homeless, low income, and English Learners**

## Plan de Responsabilidad y Control Local (LCAP)

- Un **plan de tres años** que se monitorea y actualiza anualmente
- Incluye **metas** para todos los alumnos y grupos de alumnos con **acciones** específicas para lograr las metas
- Se enfoca en las necesidades de alumnos identificados **sin hogar, bajos ingresos y aprendiendo inglés**

## Local Control and Accountability Plan (LCAP)

8 Priority Areas

State Indicators

Local Indicators

**2021-2024 LCAP**

### LCAP GOALS

**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 physical condition.

**Post Outcomes**

Students will be prepared to be college and career ready when they graduate from high school.

**Engagement**

Students will be educated in an environment which fosters cultural connectedness and is inclusive of students, parents, and staff.

### Plan de Control y Responsabilidad Local (LCAP)

8 Áreas de prioridad

Indicadores estatales

Indicadores locales

#### 2021-2024 LCAP

### METAS LCAP

**Condiciones de Aprendizaje**

Los alumnos estarán inscritos en un curso de estudio integral impartido por maestros altamente calificados en escuelas limpias y en buen estado.

**Resultados Estudiantiles**

Los alumnos estarán preparados para asistir a una universidad y listos para una profesión cuando se gradúen de la escuela secundaria.

**Participación**

Se educará a los alumnos en un ambiente escolar que fomente la conectividad escolar e incluya a todos los alumnos, padres y personal escolar.

### Priority Areas

Priority	LCFF Priority Area	State Indicator	Local Indicator
1	Basic Services at Schools	Not Applicable (NA)	Basic Conditions at Schools
2	Implementation of State Academic Standards	NA	Implementation of State Academic Standards
3	Parental Engagement	NA	Parent Engagement
4	Student Achievement	Academic Indicator (3 <sup>rd</sup> -8 <sup>th</sup> , 11 <sup>th</sup> ) English Learner Indicator	NA
5	Student Engagement	Chronic Absence Indicator(K-8 <sup>th</sup> ) Graduation Rate Indicator (HS)	NA
6	School Climate	Suspension Rate Indicator	Local Climate Survey
7	Access to a Broad Course of Study	NA	Access to a Broad Course of Study
8	Outcomes in a Broad Course of Study	College/Career Indicator (HS)	NA

### Áreas de Prioridad

Prioridad	LCFF-Área de Prioridad	Indicador Estatal	Indicador Local
1	Servicios básicos en escuelas	No aplicable (NA)	Condiciones básicas en escuelas
2	Implementación de estándares académicos estatales	NA	Implementación de estándares académicos estatales
3	Participación de padres	NA	Participación de padres
4	Rendimiento estudiantil	Indicador académico (Gr. 3-8, 11) Indicador de alumnos aprendiendo inglés	NA
5	Participación estudiantil	Indicador de ausentismo crónico (K-8) Indicador de tasa de graduación (HS)	NA
6	Entorno escolar	Indicador de la tasa de suspensión	Encuesta del entorno local
7	Acceso a un amplio curso de estudios	NA	Acceso a un amplio curso de estudios
8	Resultados de un amplio curso de estudios	Indicador de universidad/profesión (HS)	NA

### Alvord's LCAP 2021-2024 Goals

**Goal One - 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.

**Goal Two - Student Outcomes**  
Students will be prepared to be college and career ready when they graduate from high school.

**Goal Three - Engagement**  
Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents and staff.

## Metas LCAP 2021-2024 de Alvord

### Primera Meta – Condiciones de Aprendizaje

Los alumnos estarán inscritos en un curso de estudio comprensivo impartido por maestros altamente calificados en escuelas limpias y en buen estado.

### Segunda Meta – Resultados Estudiantiles

Los alumnos estarán preparados para asistir a una universidad u obtener una profesión cuando se gradúen de la escuela secundaria.

### Tercera Meta - Participación

Se educará a los alumnos en un ambiente escolar que fomente la conectividad escolar e incluya a todos los alumnos, padres y personal escolar.

Los estudiantes aprenden mejor cuando se involucran en el aprendizaje.



**La Granada SPSA Monitoring Tool 2020-2021**

LCAP Goals	SPSA Goals	Measure/Metric	Base	Target	BOY	MOY	EOY
	<b>ELA</b> <i>State Measure:</i> -La Granada will decrease the average distance from standard (DFS) by 3 points in grades 3-5 in the CAASPP ELA Summative assessment.	-CAASPP ELA Summative	-2018-2019 average DFS - 43.7	-2020-2021 average DFS -40.7			-2020-2021 average DFS - ____
	<i>Local Measure:</i> -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.	-iReady BOY, MOY, and EOY Reading Diagnostic	-Kinder BOY -Tier 1 100% -Tier 2 0% -Tier 3 0%	-Kinder EOY -Tier 1 80% -Tier 2 15% -Tier 3 5%	-Kinder BOY -Tier 1 100% -Tier 2 0% -Tier 3 0%	-Kinder MOY -Tier 1 ____% -Tier 2 ____% -Tier 3 ____%	-Kinder EOY -Tier 1 ____% -Tier 2 ____% -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%.	-iReady BOY, MOY, and EOY Reading Diagnostic	-1 <sup>st</sup> BOY -Tier 1 90% -Tier 2 10% -Tier 3 0%	-1 <sup>st</sup> EOY -Tier 1 80% -Tier 2 15% -Tier 3 5%	-1 <sup>st</sup> BOY -Tier 1 90% -Tier 2 10% -Tier 3 0%	-1 <sup>st</sup> MOY -Tier 1 ____% -Tier 2 ____% -Tier 3 ____%	-1 <sup>st</sup> EOY -Tier 1 ____% -Tier 2 ____% -Tier 3 ____%
	-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%.	-iReady BOY, MOY, and EOY Reading Diagnostic	-2 <sup>nd</sup> BOY -Tier 1 48% -Tier 2 44% -Tier 3 8%	-2 <sup>nd</sup> EOY -Tier 1 58% -Tier 2 34% -Tier 3 8%	-2 <sup>nd</sup> BOY -Tier 1 48% -Tier 2 44% -Tier 3 8%	-2 <sup>nd</sup> MOY -Tier 1 ____% -Tier 2 ____% -Tier 3 ____%	-2 <sup>nd</sup> EOY -Tier 1 ____% -Tier 2 ____% -Tier 3 ____%
	-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%.	-iReady BOY, MOY, and EOY Reading Diagnostic	-3 <sup>rd</sup> BOY -Tier 1 35% -Tier 2 42% -Tier 3 24%	-3 <sup>rd</sup> EOY -Tier 1 45% -Tier 2 35% -Tier 3 20%	-3 <sup>rd</sup> BOY -Tier 1 35% -Tier 2 42% -Tier 3 24%	-3 <sup>rd</sup> MOY -Tier 1 ____% -Tier 2 ____% -Tier 3 ____%	-3 <sup>rd</sup> EOY -Tier 1 ____% -Tier 2 ____% -Tier 3 ____%
	-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	-4 <sup>th</sup> BOY -Tier 1 52% -Tier 2 23% -Tier 3 26%	-4 <sup>th</sup> EOY -Tier 1 62% -Tier 2 17% -Tier 3 21%	-4 <sup>th</sup> BOY -Tier 1 52% -Tier 2 23% -Tier 3 26%	-4 <sup>th</sup> MOY -Tier 1 ____% -Tier 2 ____% -Tier 3 ____%	-4 <sup>th</sup> EOY -Tier 1 ____% -Tier 2 ____% -Tier 3 ____%
	<b>Math</b> <i>State Measure:</i> -CAASPP Math Summative	-CAASPP Math Summative	-2018-2019 average DFS - 76.7	-2020-2021 average DFS -74.7			-2020-2021 average DFS - ____

Conditions of Learning: Students will be enrolled in a comprehensive course of study

-La Granada will decrease the average distance from standard (DFS) by 2 points in grades 3-5 in the CAASPP Math Summative assessment.							
<b>Local Measure:</b> -Kinder: Students assessed in the iReady Math Diagnostic will score ≥80% in Tier 1, ≤15% in Tier 2, and ≤5% in Tier 3.	-iReady BOY, MOY, and EOY Math Diagnostic	-Kinder BOY -Tier 1 100% -Tier 2 0% -Tier 3 0%	-Kinder EOY -Tier 1 80% -Tier 2 15% -Tier 3 5%	-Kinder BOY -Tier 1 100% -Tier 2 0% -Tier 3 0%	-Kinder MOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-Kinder EOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	
-Grade 1: Students assessed in the iReady Math Diagnostic will score ≥80% in Tier 1, ≤15% in Tier 2, and ≤5% in Tier 3.	-iReady BOY, MOY, and EOY Math Diagnostic	-1 <sup>st</sup> BOY -Tier 1 88% -Tier 2 12% -Tier 3 0%	-1 <sup>st</sup> EOY -Tier 1 80% -Tier 2 15% -Tier 3 5%	-1 <sup>st</sup> BOY -Tier 1 88% -Tier 2 12% -Tier 3 0%	-1 <sup>st</sup> MOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-1 <sup>st</sup> EOY -Tier 1 ___% -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	-2 <sup>nd</sup> BOY -Tier 1 40% -Tier 2 54% -Tier 3 6%	-2 <sup>nd</sup> EOY -Tier 1 50% -Tier 2 45% -Tier 3 5%	-2 <sup>nd</sup> BOY -Tier 1 40% -Tier 2 54% -Tier 3 6%	-2 <sup>nd</sup> MOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-2 <sup>nd</sup> 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	-3 <sup>rd</sup> BOY -Tier 1 30% -Tier 2 42% -Tier 3 28%	-3 <sup>rd</sup> EOY -Tier 1 40% -Tier 2 35% -Tier 3 25%	-3 <sup>rd</sup> BOY -Tier 1 30% -Tier 2 42% -Tier 3 28%	-3 <sup>rd</sup> MOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-3 <sup>rd</sup> 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	-4 <sup>th</sup> BOY -Tier 1 49% -Tier 2 22% -Tier 3 28%	-4 <sup>th</sup> EOY -Tier 1 59% -Tier 2 16% -Tier 3 25%	-4 <sup>th</sup> BOY -Tier 1 49% -Tier 2 22% -Tier 3 28%	-4 <sup>th</sup> MOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-4 <sup>th</sup> 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	-5 <sup>th</sup> BOY -Tier 1 38% -Tier 2 15% -Tier 3 47%	-5 <sup>th</sup> EOY -Tier 1 48% -Tier 2 12% -Tier 3 40%	-5 <sup>th</sup> BOY -Tier 1 38% -Tier 2 15% -Tier 3 47%	-5 <sup>th</sup> MOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-5 <sup>th</sup> EOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	
<b>ELs</b> <b>State Measure:</b> -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	
<b>Local Measure:</b> -By June 2021: there will be a minimum of 20 students reclassified as fluent English proficient.	Reclassification	-2019-2020 First Semester- 17 students	-2020-2021 EOY ___ students			-2020-2021 First Semester- 6 students	-2020-2021 EOY ___ students

		<p>Second Semester- 3 students</p> <p>20 students reclassified for the 2019-2020 school year</p>			<p>Second Semester- _ students</p>	<p>-2020-2021 Goal is <b>≥90%</b></p> <p>-23/25 teachers are trained <b>92%</b></p>
<p><b>College &amp; Career AVID</b></p> <p><b>State Measure:</b></p> <p>La Granada will have a minimum of 90% of classroom teachers trained in AVID Elementary.</p>	<p>-AVID Summer Institute or Pathway trainings</p>	<p>-2020-2021 23/26 teachers started the school year trained 88%</p>	<p>-2020-2021 Goal is 24/26 = 90% _/26 teachers are trained ___%</p>			
<p><b>Local Measure:</b></p> <p>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 visitation and progress will be monitored based on follow up visitations.</p>	<p>-Walkthroughs with RIMS AVID Coach and use of articulation chart</p>	<p>-2020-2021 _/6 grade levels August RIMS AVID Coach Walkthrough recommended note taking PD</p>	<p>-2020-2021 _/6 grade levels -November RIMS AVID Walkthrough increase of notetaking across 2 more grade levels in comparison to August</p>			
<p><b>ACHIEVE 3000</b></p> <p><b>State Measure:</b></p> <p>-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>-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><b>Local Measure:</b></p> <p>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><b>Attendance</b></p> <p><b>State measure:</b></p> <p>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>-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>Pupil Outcomes: Students will be prepared to be college and career ready</p>						



Engagement: Students will be educated in an environment which fosters school

<p><b>Local measure:</b> By June 2021, the average daily attendance will increase by .5% in comparison to 2018-2019's ADA of 95.39%.</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 ____%</p>
<p><b>Suspensions</b> <b>State measure:</b> 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>-CA Dashboard: Suspension</p>	<p>-2018-2019 .7% Suspension Rate</p>	<p>-2020-2021 .6% Suspension Rate</p>			<p>-2020-2021 ____% Suspension Rate</p>
<p><b>Local measure:</b> 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 -2019-2020 (8/19-3/20) 9 suspensions=16 days</p>	<p>-2020-2021 __ suspensions</p>			<p>-2020-2021 __ suspensions</p>
<p><b>MTSS</b> <b>Local measure:</b> 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 -Aeries Discipline Reports</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 Total Incidents 153 K- 1st- 2nd- 3rd- 4th- 5th-</p>

## La Granada SPSA Monitoring Tool 2021-2022

LCAP Goals	SPSA Goals	Measure/Metric	Base	Target	BOY	MOY	EOY
	<b>ELA</b> 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.	-CAASPP ELA Summative	-2018-2019 average DFS - 43.7	-2021-2022 average DFS - 40.7			-2021-2022 average DFS -
	<b>Local Measure:</b> -Kinder: Students assessed in the iReady Reading Diagnostic will score ≥80% in Tier 1, ≤15% in Tier 2, and ≤5% in Tier 3.	-iReady BOY, MOY, and EOY Reading Diagnostic	-Kinder BOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-Kinder EOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-Kinder BOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-Kinder MOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-Kinder EOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%
	-Grade 1: Students assessed in the iReady Reading Diagnostic will score ≥80% in Tier 1, ≤15% in Tier 2, and ≤5% in Tier 3.	-iReady BOY, MOY, and EOY Reading Diagnostic	-1 <sup>st</sup> BOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-1 <sup>st</sup> EOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-1 <sup>st</sup> BOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-1 <sup>st</sup> MOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-1 <sup>st</sup> EOY -Tier 1 ___% -Tier 2 ___% -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%.	-iReady BOY, MOY, and EOY Reading Diagnostic	-2 <sup>nd</sup> BOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-2 <sup>nd</sup> EOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-2 <sup>nd</sup> BOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-2 <sup>nd</sup> MOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-2 <sup>nd</sup> EOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%
	-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%.	-iReady BOY, MOY, and EOY Reading Diagnostic	-3 <sup>rd</sup> BOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-3 <sup>rd</sup> EOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-3 <sup>rd</sup> BOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-3 <sup>rd</sup> MOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-3 <sup>rd</sup> EOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%
	-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%.	-iReady BOY, MOY, and EOY Reading Diagnostic	-4 <sup>th</sup> BOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-4 <sup>th</sup> EOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-4 <sup>th</sup> BOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-4 <sup>th</sup> MOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-4 <sup>th</sup> EOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%
	-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	-5 <sup>th</sup> BOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-5 <sup>th</sup> EOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-5 <sup>th</sup> BOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-5 <sup>th</sup> MOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%	-5 <sup>th</sup> EOY -Tier 1 ___% -Tier 2 ___% -Tier 3 ___%
	<b>Math</b> State Measure: -CAASPP Math Summative	-CAASPP Math Summative	-2018-2019 average DFS - 76.7	-2021-2022 average DFS - 74.7			-2021-2022 average DFS -

Conditions of Learning: Students will be enrolled in a comprehensive course of study

<p>-La Granada will decrease the average distance from standard (DFs) by 2 points in grades 3-5 in the CAASPP Math Summative assessment.</p>						
<p><b>Local Measure:</b>          -Kinder: Students assessed in the iReady Math Diagnostic will score <math>\geq 80\%</math> in Tier 1, <math>\leq 15\%</math> in Tier 2, and <math>\leq 55\%</math> in Tier 3.          -Grade 1: Students assessed in the iReady Math Diagnostic will score <math>\geq 80\%</math> in Tier 1, <math>\leq 15\%</math> in Tier 2, and <math>\leq 55\%</math> in Tier 3.</p>	<p>-iReady BOY, MOY, and EOY Math Diagnostic</p>	<p>-Kinder BOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>	<p>-Kinder EOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>	<p>-Kinder BOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>	<p>-Kinder MOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>	<p>-Kinder EOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>
<p>-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%.</p>	<p>-iReady BOY, MOY, and EOY Math Diagnostic</p>	<p>-2<sup>nd</sup> BOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>	<p>-2<sup>nd</sup> EOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>	<p>-2<sup>nd</sup> BOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>	<p>-2<sup>nd</sup> MOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>	<p>-2<sup>nd</sup> EOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>
<p>-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%.</p>	<p>-iReady BOY, MOY, and EOY Math Diagnostic</p>	<p>-3<sup>rd</sup> BOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>	<p>-3<sup>rd</sup> EOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>	<p>-3<sup>rd</sup> BOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>	<p>-3<sup>rd</sup> MOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>	<p>-3<sup>rd</sup> EOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>
<p>-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%.</p>	<p>-iReady BOY, MOY, and EOY Math Diagnostic</p>	<p>-4<sup>th</sup> BOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>	<p>-4<sup>th</sup> EOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>	<p>-4<sup>th</sup> BOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>	<p>-4<sup>th</sup> MOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>	<p>-4<sup>th</sup> EOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>
<p>-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%.</p>	<p>-iReady BOY, MOY, and EOY Math Diagnostic</p>	<p>-5<sup>th</sup> BOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>	<p>-5<sup>th</sup> EOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>	<p>-5<sup>th</sup> BOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>	<p>-5<sup>th</sup> MOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>	<p>-5<sup>th</sup> EOY          -Tier 1 ___%          -Tier 2 ___%          -Tier 3 ___%</p>
<p><b>ELS</b>  <b>State Measure:</b>          -La Granada will maintain or increase the progress of our ELS English acquisition at 55% or greater in the English Learner Progress Indicator (ELPI).</p>	<p>-CAASPP ELPI</p>	<p>-2020-2021 &gt;55% of ELS making progress towards English language proficiency</p>	<p>-2021-2022 &gt; ___% of ELS making progress towards English language proficiency</p>			<p>-2021-2022 &gt; ___% of ELS making progress towards English language proficiency</p>
<p><b>Local Measure:</b>          - By June 2022: there will be a minimum of 12 students reclassified as fluent English proficient.</p>	<p>Reclassification</p>	<p>-2020-2021          First Semester- 6 students          Second Semester- ___ students</p>	<p>-2021-2022 EOY 12 students</p>		<p>-2021-2022          First Semester- ___ students</p>	<p>-2021-2022          First Semester- ___ students          Second Semester- ___ students</p>

Pupil Outcomes: Students will be prepared to be college and career ready									
			___ students reclassified for the 2020-2021 school year						___ students reclassified for the 2021-2022 school year
<b>College &amp; Career AVID</b> <b>State Measure:</b> La Granada will have a minimum of 90% of classroom teachers trained in AVID Elementary.	-AVID Summer Institute or Pathway trainings	-2020-2021 Goal is ≥90%	-2021-2022 Goal is ___/___ = 90% ___/___ teachers are trained ___%						-2021-2022 Goal is ≥90% ___/___ teachers are trained ___%
<b>Local Measure:</b> 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 visitation and progress will be monitored based on follow up visitations.	-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 comparison to August						
<b>ACHIEVE 3000</b> <b>State Measure:</b> -La Granada will decrease the average distance from standard (DFS) by 3 points in grades 3-5 in the CAASPP ELA Summative assessment.	-CAASPP ELA Summative	-2018-2019 average DFS - 43.7	-2020-2021 average DFS - 40.7						-2021-2022 average DFS - ___
<b>Local Measure:</b> 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.	-ACHIEVE 3000	2020-2021 -2nd EOY ___% -3rd EOY ___% -4th EOY ___% -5th EOY ___%	2nd-5th 80% -2nd EOY ___% -3rd EOY ___% -4th EOY ___% -5th EOY ___%						2nd-5th 80% -2nd EOY ___% -3rd EOY ___% -4th EOY ___% -5th EOY ___%
<b>Attendance</b> <b>State measure:</b> We will maintain or decrease the chronic absenteeism rate in the California Dashboard at 12% or less for the 2020--2021 school year.	-CA Dashboard: Chronic Absenteeism	-2018-2019 12% Chronic Absenteeism Rate	-2020-2021 ≤12% Chronic Absenteeism Rate						-2021-2022 ___% Chronic Absenteeism Rate
<b>Local measure:</b> By June 2021, the average daily attendance will increase by .5% in comparison to 2018-2019's ADA of 95.39%.	-Aeries attendance reports	-2018-2019 ADA of 95.39%	-2020-2021 ADA of 95.89%						-2021-2022 ADA of ___%

Engagement: Students will be educated in an environment which fosters school

<p><b>Suspensions</b>  <b>State measure:</b>                  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><b>Local measure:</b>                  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>-2021-2022 ___% Suspension Rate</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                  -2019-2020 (8/19-3/20)                  9 suspensions=16 days</p>	<p>-2020-2021                  5 suspensions</p>			<p>-2021-2022 ___ Suspensions</p>	
<p><b>MTSS</b>  <b>Local measure:</b>                  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                  -Aeries Discipline Reports</p>	<p>-2018-2019                  Total Incidents 161                  K-2                  1<sup>st</sup>-20                  2<sup>nd</sup>-47                  3<sup>rd</sup>-43                  4<sup>th</sup>-26                  5<sup>th</sup>-23                  -2019-2020 (8/19-3/20)                  Total Incidents 128                  K-8                  1<sup>st</sup>-8                  2<sup>nd</sup>-29                  3<sup>rd</sup>-46                  4<sup>th</sup>-16                  5<sup>th</sup>-21</p>	<p>-2020-2021                  Total Incidents 153                  K-                  1<sup>st</sup>-                  2<sup>nd</sup>-                  3<sup>rd</sup>-                  4<sup>th</sup>-                  5<sup>th</sup>-</p>	<p>-2020-2021                  Total Incidents 153                  K-                  1<sup>st</sup>-                  2<sup>nd</sup>-                  3<sup>rd</sup>-                  4<sup>th</sup>-                  5<sup>th</sup>-</p>	<p>-2021-2022 1<sup>st</sup> Semester                  Total Incidents ___                  K-                  1<sup>st</sup>-                  2<sup>nd</sup>-                  3<sup>rd</sup>-                  4<sup>th</sup>-                  5<sup>th</sup>-</p>	<p>-2021-2022                  Total Incidents ___                  K-                  1<sup>st</sup>-                  2<sup>nd</sup>-                  3<sup>rd</sup>-                  4<sup>th</sup>-                  5<sup>th</sup>-</p>	



Alvord Unified School District  
**La Granada Elementary School**  
English Learners Advisory Committee



December 8, 2020  
2:00 p.m. – Zoom Meeting ID: 990 7236 4211  
Passcode: lagranada

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## Minutes

- I. Introductory Procedures
  - a. *Dr. Cortez called the meeting to order at 2:06 P.M.*
  - b. *Dr. Cortez asked members to sign-in in the Zoom Chat Box.*
  - c. *Dr. Cortez led the flag salute.*
  
- II. Action Items (President)
  - a. *The committee reviewed and approved the Minutes from October 6, 2020.*
  - b. **Election of New ELAC Officers – (EL4.1)**
    - i. **President: Rocio Gutierrez**
    - ii. **Vice-President: Delia Carvajal**
    - iii. **Secretary: None Selected**
    - iv. **Election of DELAC Representative (EL4.2 & 5): Gloria Valdez**
    - v. **Election of DELAC Alternate: None Selected**
  - c. *The committee elected new members (#4a)*
    - i. *There were no new members to elect (#4a)*
  
- III. Discussion Information
  - a. *Mr. Cisneros provided a brief presentation regarding the Family Engagement Supports Alvord families are being provided. In addition, he reviewed the purpose of the upcoming LCAP workshops and how Thoughtexchange application can be used to provide the District valuable feedback.*
  - b. *The SPSA/LCAP goals and updates were provided. Parents were given an opportunity to provide input to the SSC regarding the new goals. At this time Goal 1 (ELA, Math, EL) was reviewed with updated iReady goals. The committee had recommendations on the EL reclassification goal. They recommended to lower the goal of 20 students to be reclassified to 12 students due to the fact only 6 students reclassified in the first semester. Dr. Cortez presented the LCAP 2021-2024 process. He discussed the eight priority areas and three LCAP goals.*
  - c. *The LCFF-EL Budget Discussion (EL4d, 4d2 & 9) was provided. Dr. Cortez reported \$16,211.50 in the current LCFF-EL budget. He informed the committee the current funds are being planned to be used for possible upcoming conferences, materials and supplies, and the purchase of 3 laptops for BIAs not to exceed \$2,500. The committee agreed these were acceptable expenditures to serve our EL students. The EL committee recommended La Granada offer extra hours to BIAs for the purpose of after school tutoring to support EL students that are close to reclassifying.*
  - d. *La Granada once again reported a 95.44% attendance rate for the 2019-2020 school year. Monthly updates cannot be provided currently due to having a Hybrid and Virtual program (EL4c2 & 9).*
  - e. *There was no DELAC meeting in November 2020. As a result, there was no report.*
  - f. *The PTA Report was presented by Mrs. Gutierrez. She informed the committee that they are interested in continuing with a PTA, however, only when it is safe to return to the school.*
  - g. **Program Reports**
    - i. **Professional Development Opportunities (Paraprofessionals, Teachers)-**  
*Dr. Cortez discussed that during the December Staff Meeting he reviewed the EL Reclassification process for teachers.*

- ii. Parent Training Opportunities- *Parents were informed the next Parent University meeting will be held in January.*
- iii. Interventions- *Dr. Cortez explained current interventions are being held by teachers during Office Hours. The committee was also informed that the ELT has been providing small group interventions during the week. Furthermore, the BIAs are supporting EL students in every classroom daily.*

IV. Open Discussion

*There was a brief discussion about parents having access to a program called Clever. Dr. Cortez explained to the committee how Clever can be used as a Single Sign-on, and easy to access, for websites commonly used in Alvord.*

V. Adjournment

- a. Next Meeting: January 12, 2021 at 2:00 p.m. via Zoom
- b. *Adjournment was at 3:20 p.m.*