

2018-2019
School Plan for Student Achievement (SPSA)

La Granada Elementary School

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Approved by District Board of Education on March 14, 2019.

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Programs

This plan represents the coordination of the following resources to support student achievement:

Federal Programs		State Programs	
S	Title I Part A School-wide Program (SWP)	S	School-Based Coordinated Programs
N/A	Title I Part A Targeted Assistance School (TAS)	D/S	Local Control Funding Formula (LCFF-LI and LCFF-EL)
D	Title I Part A – Services to Homeless Students	D	Special Education
D	Title II, Preparing, Supports Effective Instruction	D	Gifted And Talented Education (GATE)
D	Title III, Language Instruction for English-Learners	D	Expanded Learning Safe Neighborhoods Partnership Program PrimeTime/HalfTime
D	Title III, Immigrant Students		
Other plans that are coordinated in this plan include:			
D	Local Education Agency Plan (LEA)	D	District Technology Use Plan
D	Local Control and Accountability Plan (LCAP)	S	Western Association of Schools and Colleges (WASC)
S	Other (Action Team for Partnership (ATP))		
KEY:D=District, S=Site, N/A= Not Applicable			
Technical Assistance Provided by Local Education Agency (LEA)			

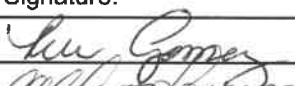
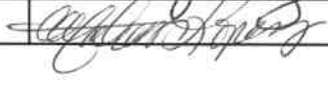
* - Improving the Academic Achievement of the Disadvantaged

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan. Meeting documentation is on file at the school site and district. (Check those that apply and list date of meeting)
☒ English Learner Advisory Committee: 10/18/18, 11/8/18, 1/17/19, 2/7/19
☒ Leadership Team/Department Advisory Committee: 1/7/19, 2/4/19
☒ Other committees established by the school (LIST): Action Team for Partnerships (ATP) 10/15/18, 11/7/18
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan (LEAP).
5. This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The SSC has reviewed the School Based Coordinated Program legislation and has decided to participate in this program because of the added flexibility it provides.
7. This SPSA was approved by the SSC at a public meeting on: 2/7/19

Attested:

Typed Names:	Signature:	Date:
Principal: Rosa Gomez		2/7/19
SSC Chairperson: Marlene Lopez		2-7-19

School Profile (Elementary Schools)

Purpose

The school profile provides a description of the school that is helpful in understanding the school and district.

Site Description

Student Demographics

Student Demographic by Subgroup

Student Subgroup	2016-17	2017-18	2018-19
American Indian or Alaska Native	3 (0.5%)	2 (0.3%)	3 (0.5%)
Asian	2 (0.3%)	2 (0.3%)	3 (0.5%)
Pacific Islander	0 (0.0%)	0 (0%)	0 (0%)
Filipino	0 (0.0%)	0 (0%)	0 (0%)
Hispanic or Latino	610 (95.3%)	578 (94.3%)	594 (94.9%)
African American	6 (0.9%)	9 (1.5%)	8 (1.3%)
White (not Hispanic)	19 (3.0%)	20 (3.3%)	17 (2.7%)
Multiple or No Response	0 (0.0%)	2 (0.3%)	1 (0.1%)
English Learners (EL)	452 (64.0%%)	392 (66.4%%)	387 (61.8%)
Socio-Economically Disadvantaged (SED)	672 (95.2%)	567 (92.5%)	592 (94.6%)
Students with Disabilities	85 (12%)	78 (12.7%)	86 (13.7%)
Total Enrollment	640	613	626

Datasource

CALPADS with 2016-17 rendered 12/7/2016; 2017-18 rendered 12/2/2017; and 2018-19 rendered 1/9/2019.

La Granada Elementary School is in the Alvord Unified School District located in southwestern Riverside County. The district has fourteen elementary schools, four intermediate schools, three high schools, one continuation and one adult school. The school district offers the following instructional support services to school staff members: staff development, English Language Development support and materials center.

Local business and industry consists of several colleges and universities, a number of large factories and plants, light agriculture and a typical range of goods and services. La Granada's campus adjoins a Riverside County School campus which serves developmentally handicapped, severely handicapped, autistic students and a Head Start eligible preschool.

La Granada currently serves about 630 students in grades TK-5. There are four self-contained Special Education classrooms. Ninety-two percent (92%) of the school's population receives free or reduced priced lunches. English Learner (EL) students represent sixty-two percent (61.8%) of the student population. Approximately ninety-five percent (95%) are Hispanic, one percent (1.3%) are African American, one percent (.5%) are Asian Pacific and three percent (2.7%) are White.

La Granada coordinates LCFF LI, LCFF EL, Special Education, and Title I program services and funds under its SPSA. The SBCEP provides staff, students and parents the opportunity to work together to design and to implement a program in which school resources are coordinated and utilized to ensure that all students acquire the knowledge and skills of the California State Standards. La Granada's Title I Program provides extra assistance for parents and students, extended learning day tutorials in Language Arts and Math, staff developments, grade level meetings, additional equipment, materials, supplies and technology.

All Title I programs are supplementary and are designed to provide students with additional avenues to the core curriculum. La Granada's EL program provides supplemental services to EL students and parents. Funding is allocated for materials, supplies, equipment, resources, books, and parent involvement activities. Additionally, bilingual assistants work in the classrooms with EL students to support success in the core curriculum. La Granada's SPSA includes more detailed descriptions of supplementary instructional and auxiliary services provided to the special needs of the students with the overall school improvement services. Funds are used to supplement the district-provided base program.

Enrollment

School Enrollment Trends

Grades	2014-15	2015-16	2016-17	2017-18	2018-19
K	122	130	126	116	109
1	136	115	96	115	99
2	91	135	95	93	111
3	112	87	126	95	100
4	118	119	82	115	92
5	108	120	115	79	115

Facilities and Technology

La Granada school consists of twenty-eight (28) classrooms, one multi-purpose room, one library, one computer lab, and a main office. The computer lab houses forty computers whereby students have weekly access to a variety of support software. Each classroom houses 5 computers for students to have direct access to the internet for research purposes and designated time to work with programs as assigned by the teacher. Additionally, every 1st-5th grade classroom has ten laptops for student use as means to engage students in the use of technology as we solidify our instruction to the Common Core State Standards and meet the needs of 21st Century Learners. All classes attend at least one library session every two weeks for story reading, research and check out of appropriate grade level reading materials. Classes also visit the computer lab at least once every two weeks to practice typing skills, technology/computer skills and/or use computer based intervention/supplementary programs. This year, classes in 2nd-5th grade use their computer lab time to engage in the ACHIEVE 3000 program so that students are exposed and engaged in lexile leveled informational text.

Instructional Minutes

Transitional Kindergarten and Kindergarten students attend a total of 36,985 instructional minutes per year, grades one through three attend 52,955 instructional minutes per year and fourth and fifth grade students attend 55,555 instructional minutes per year. La Granada participates in weekly early release days to facilitate teacher collaboration.

Alvord Strategic Plan

During 2013-2014 a district Strategic Planning Committee was formed to develop a district strategic plan that would align with district and school site plans. The committee was composed of school board members, district leaders, teachers, parents, classified, and certificated bargaining unit representatives, elected city officials, community leaders from businesses, higher education, and non-profit organizations. The process included creating a receptive climate, assembling relevant information, selection of the planning team, conducting planning sessions to develop district values, beliefs, vision, mission statement, parameters, objectives, and strategies.

District Priorities

Our priorities are: students, teachers and instructional content.

District Values

- Courage
- Inclusiveness
- Innovation
- Integrity

District Vision

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

District Mission Statement

Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:

- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

District Parameters

- We will collaboratively develop policies that support equitable learning opportunities for all.
- We will hold everyone to a high level of accountability.
- We will not allow economic, social and academic barriers to impede the safety and education of our students.
- We will respect and value the diverse roles of all individuals and their contributions.
- We will only tolerate beliefs, decisions and actions that inspire students to succeed.

District Beliefs

We believe:

- In individual empowerment
- Everyone has the right to a world-class education
- Success is our shared responsibility
- Engaged learning strengthens our organization
- Our community is enriched by its diversity
- Innovation with inspiration transforms lives
- Excellence is within everyone

District Objectives

- All students will graduate from high school, ready for college and career
- All students will contribute to a high quality of life in our community.
- All students will be inspired to fulfill their own unlimited potential.

District Strategies

- We will redefine and establish programs for students who pursue an alternative educational pathway.
- We will collaborate with all partners and each other for the benefit of our students and the future of our community.
- We will develop a comprehensive PreK-12 program that ensures quality and engaging instruction.
- We will communicate effectively with all stakeholders in a clear and timely manner.
- We will develop the character of each student to build a better and more unified community.
- We will ensure, develop and support exemplary staff at all levels of the organization.
- We will develop a system for meaningful family engagement.
- We will develop a learning environment that challenges all students to achieve excellence.
- We will develop a learning organization to address the unique situation of each student.

Areas of Pride and Strength

Students, staff and parents report that La Granada consists of a professional staff that always puts academics and student safety first. Positive Behavior Interventions and Supports are evident in classrooms and during student transitions. The emphasis and use of common language centered on the character traits of responsibility, respect, trustworthiness, fairness, caring and citizenship are evident. For the last five years, La Granada has emphasized the character traits of grit, gratitude, optimism, curiosity, and self-control. La Granada hosts a clean campus including sidewalks, restrooms and gardens. Students report feeling safe when on campus. Many students feel that the adults on campus provide caring relationships and hold high expectations for student behavior and academic performance.

The school's culture is one of dedication and commitment to the needs of students with high expectations for learning for all students. During the 2018-2019 school year we continued our AVID Elementary focus to all classes in grades TK through 5th. In each of these classes there is consistent emphasis on goal setting, organization, and rich academic environments. Teachers are eager to share ideas and work with staff, students and parents. It is evident that learning is valued at La Granada.

La Granada hosted the first annual Music in Education community event in partnership with the Riverside Arts Academy. Several distinguished guests were keynote speakers for university students that are following the music in education path. Students from surrounding universities such as University of California Riverside, La Sierra University, and California Baptist University followed four breakout sessions in which they observed Alvord Unified School District's elementary's music program. University students got to experience lessons through the Harmony Boost classes as well as our fifth grade music classes. La Granada students were part of each of the modeled lessons.

Central Focus on School Reform

Purpose

The purpose of the central focus on school reform is to describe the reform strategies that provide opportunities for all children to achieve academically.

The purpose of all school reform at La Granada is to ensure our students achieve their unlimited potential. A critical component of the reform effort is La Granada's commitment to the collaborative process. La Granada has early release days each Tuesday of the month which provides time for teachers to plan and to collaborate during their professional learning communities (PLC's). During this time grade levels work collaboratively as data teams to review student data, plan for assessment, discuss at-risk students, brainstorm instructional strategies, and cognitively plan lessons. At La Granada, we additionally schedule two or three all-day release days for each grade level throughout the year. The purpose of these all-day release days is to provide scheduled opportunities for teachers to work together to cognitively plan lessons, review assessment results to guide instruction and discuss at-risk students and interventions.

All professional development is centered around one common goal – to increase student achievement. With Common Core State Standards, professional development has focused on learning the standards, reading the framework, using the Rigorous Curriculum Design Units of study and adopted curriculum to drive instruction. Further professional development has focused on the idea of a growth mindset and creating and maintaining effective Professional Learning Communities. For 2018-19, we have continued our work on mindset but have structured additional PD around Designated ELD, mathematics and reading foundational skills. Teachers have developed common expectations routines around the standards and have engaged in learning walks and PD that center on the standards.

Collaboration Process (EPC 5,6,8)

The collaboration process at La Granada is an essential part of how we do our important work. The staff is committed to a regular, on-going structured process where teachers work together to analyze data and to improve their classroom practice. Grade level teams meet two or three times a year during all day collaborations to develop professionally and plan collaboratively. A central focus of these collaborations has been analysis of student data, collaborative planning for ELD and proficiency blocks, cognitive lesson planning and determining strategies for improving student achievement. During the 2018-2019 school year, the main focus of collaboration has been mathematical CCSS standards and providing the time for teachers to daily lesson plan using the Units of Study as the guide. Additionally, the staff meets four times a month on minimum day Tuesdays to analyze data, plan daily instruction and discuss students that are at-risk. Collaboration meetings may focus on the following:

- Review of professional development
- Cognitive Lesson Planning
- Writing daily lesson plans
- Analysis of assessments
- Analysis of student work
- Discuss of at-risk students

Cite Research/Resources for Central Focus on School Reform

Ruby Payne's work on the culture of poverty and Damen Lopez's work on Turn Around Schools guides our efforts to provide exceptional systems that are specifically designed to meet the needs of our at-risk populations (SES, ELL)

Douglas Reeves and Robert Marzano's work on curriculum and instruction are at the forefront of our reform efforts on instructional practices.

Victoria L. Bernhardt's Data, Data, Everywhere serves as our tool to support in using data to guide instructional decisions.

Richard DuFour's professional learning communities are the cornerstone of our collaboration practices.

Further work by Paul Tough on how children succeed and Carol Dweck's work on growth mindset guide the central focus on school reform.

Research on Cognitively Guided Instruction

Cathy Fosnot's work on mathematics has led our professional development and lesson planning to focus in on mathematical CCSS.

School Site Council Membership

2018-19 School Site Council					
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rosa Gomez	[X]	[]	[]	[]	[]
Virginia Evans	[]	X			
Erika Lueskow	[]	X			
Carmen Vega	[]	X			
Noreen Neal	[]		X		
Alyssa Garcia	[]			X	
Jessica Hernandez	[]			X	
Marlene Lopez	[]			X	
Alice Lucero	[]			X	
Reynalda Nolasco	[]			X	
Numbers of members of each category	1	3	1	5	

At the elementary level, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents; or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group

Leadership Team

Purpose

The purpose of a school leadership team is to involve the school community in the development, implementation, and monitoring of the school plan. The composition of the leadership team includes the principal, grade level representatives, department representatives, teachers of English Learners, GATE students, Special Education students, support personnel for the at-risk students, school advisory committee representatives, and parent representatives, as much as possible.

The leadership team at La Granada is comprised of a leader from each grade level, a special education teacher, the instructional coach, the assistant principal and the principal. The leadership team meets once a month on the first Monday of the month to discuss data, SPSA, organizational and instructional leadership items.

2018-19 Leadership Team	
Name of Members	Title
Amy Bennett	Special Education Teacher
Tiffany Lodge	Kindergarten Teacher
Melissa Whisler	First Grade Teacher
Donna Roycroft	Second Grade Teacher
Erika Lueskow/Nancy Bojorquez	Third Grade Teacher
Dora Patini	Fourth Grade Teacher
Melony Morales	Fifth Grade Teacher
Danielle Romain	Instructional Coach
Melvin Cortez	Assistant Principal

2018-19 Leadership Team	
Rosa Gomez	Principal

Comprehensive Needs Assessment Components

The school plan is based on a comprehensive school-wide needs assessment of the school's instructional program which includes program planning, monitoring, and evaluation activities conducted during the previous school year with the input of stakeholders which includes the analysis of student performance data in relation to state academic content standards. Program planning activities are conducted at leadership and grade level/departmental team meetings, staff meetings, ELAC and SSC meetings. Current programs are monitored and reviewed on an on-going basis by discussion with staff and the SSC. Evaluation of the SPSA is conducted by analyzing data, reviewing student work, surveys, and discussions with staff and parents. Financial, material, and human resources are considered. Staff, students and parents are involved throughout the evaluation process of all consolidated programs.

Data Analysis and Assessments

Disaggregated assessment data are utilized in the annual updating of the school plan. Principals and Leadership Team members review and evaluate disaggregated assessment results to make determinations about program improvement. They also analyze assessment data to determine strengths and weaknesses of various programs and in areas of instruction. Areas for improvement are then determined using the information gathered from the assessment data in conjunction with surveys and other achievement data. Teachers meet and discuss how students would be assessed. Please refer to the School and Student Performance Data section where an analysis is provided.

Procedures for Analyzing Data

Teachers utilize a variety of assessments to determine students' success. Analysis of the data from these assessments provides teachers, students, and parents with information needed to drive instruction. The data is also used to guide individual and group instruction needed to remediate and/or address areas of weakness.

Procedures for Reporting Results

The school ensures that the results of the CAASPP and ELPAC (if applicable), are made available to the teachers, students, and parents in a timely manner. Teachers are trained on reporting the results to parents and discuss questions regarding the results in a manner that equates them to the student's classroom performance. Information from a variety of assessments such as grades, prompt scores, portfolios, and state assessments are included in the discussion. This information is shared with the student and parents in a productive manner that emphasizes strengths and details steps needed for improvement.

Release time is provided for principals, teachers, and support staff to analyze student information throughout the year. The principal and Leadership Team plan activities to analyze data at staff development and grade level meetings to inform instruction and plan interventions.

Parents are informed of their student's progress in the following ways:

- Aeries Parent Portal
- Ongoing progress reports
- Phone calls
- Blackboard Connect
- Report cards
- Parent/Teacher conferences
- Dojo messages
- Remind application
- Email
- Notes home

Analysis of Site's Current Instructional Program

The following statements are adapted from the Elementary and Secondary Education Act (ESEA), and the California Essential Program Components (EPC). In conjunction with the needs assessments, these categories are used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration is given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Academic Program Survey

Discussion of each of these statements should result in succinct and focused findings based on verified facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

La Granada used the APS and the nine Essential Program Components to assist in the development of the school plan. La Granada adheres to the instructional program and the instructional time but according to the APS La Granada needed more time to provide intervention to those students not meeting a standard. As a result, La Granada increased the amount of time that teachers dedicate to intervention by scheduling a proficiency block at least four times a week. In light of strengthening the CCSS , the proficiency block time was restructured to allow for teacher led small group skills based intervention. Collaboration time is sacred at La Granada but a specific time for teachers to collaborate only existed two times a month seven years ago. The APS helped drive the weekly minimum day collaboration plan for the site. As a ATSI school, La Granada must continue to move forward with professional development opportunities and ongoing instructional assistance and support. Significant portions of the school plan are focused on professional development and the work of the coach.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

At La Granada analysis of data and analyzing student work and progress on common assessments that address key standards. Each week, grade levels meet to analyze student data (benchmarks, common formative assessments, performance tasks) and to determine areas of strength and areas of need. Grade levels brainstorm instructional strategies to address identified areas of need.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Each week, our grade levels meet to analyze student data (benchmarks, common formative assessments, performance tasks, writing prompts) to determine areas of strength and areas of need. Grade levels brainstorm instructional strategies to address identified areas of need.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All instructional staff at La Granada, certificated and classified, meet the state and federal requirements.

4. Sufficiency of credentialed teachers and teacher professional development (e.g. access to instructional materials training on SCE-adopted instructional materials) (EPC)

All teachers are fully credentialed and no teachers are mis-assigned. All teachers have received appropriate professional development for current shifts within the district. La Granada was 100% compliant on the Williams Textbook visit.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development is based on the CCSS and student and staff needs. This year staff development is focused on the Common Core State Standards in all grades and the understanding and delivery of first instruction using the district adopted curriculum in ELA and D-ELD.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

One instructional coach provides on-going assistance in Language Arts, Writing, Math and ELD.

7. Teacher collaboration by grade level (K-8) and department (9-12) (EPC)

Collaboration around data occurs at minimum four times a month during early release days. Three or four grade-level release days are planned throughout the school year to provide grade levels collaboration time.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curricular materials and resources are state adopted and aligned to state standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers turn in and post classroom schedules with appropriate instructional minutes in Language Arts, Mathematics and D-ELD.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade levels follow district provided pacing guides in both RLA and Math. An intervention block is scheduled for at least 30 minutes at least four times a week.

11. Availability of standards-aligned instructional materials appropriate to all student groups (ESEA)

La Granada is 100% Williams Textbook compliant. All students have access to core materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

La Granada is 100% Williams Textbook compliant. All students have access to core and intervention materials in Language Arts and Math.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

There are many services provided in the regular program to serve underperforming students. In the Response to Instruction and Intervention Plan, underperforming students are served in Tier 1, Tier 2, and Tier 3. The in-depth descriptions in Tier 1, Tier 2 and Tier 3 (listed below) describe the services provided to underperforming students to meet their needs in the regular program.

14. Research-based educational practices to raise student achievement

La Granada believes in research-based practices to improve student achievement. Teachers are ensuring that appropriate direct instruction is balanced with student-driven research and inquiry that is a focus on the CCSS. The CCSS Framework for ELA/ELD and math help to support teachers in choosing intentional approaches to delivering CCSS lessons. La Granada believes in the professional learning communities model and provides time each week to do the good work of collaboration. La Granada uses the research-based practices of SDAIE, vocabulary development and other research-based strategies to meet the needs of English Learners. A focus at La Granada over the last five years has been differentiated instruction to meet the needs of all students. Teachers focus on data to drive their instruction using such strategies as sentence frames, language stations, diverse engagement strategies, visuals, and graphic organizers.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The following resources are available from the school and district to support under-achieving students:

- Halftime After School program (site based but provided by the district)
- On-site tutoring (school)
- Elementary Literacy Teacher (site)
- District Counseling (site)

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932) Such as described in School Plans. Schools shall be deemed to have met this requirement by establishing a school site council.

La Granada values parent involvement and encourages both family and community involvement. La Granada's Parent Involvement Policy includes a three-way compact that parents, students and staff sign at the beginning of each school year. All written communication is provided in English and Spanish. Translators and childcare are provided when possible for all school events. A Principal's Coffee is held monthly as an open forum for parents to have access to school administration.

La Granada has an active PTA, ATP, ELAC, and SSC with dedicated core members who are directly involved in the development and implementation of the school program. Participation and attendance in these groups also provide parents the opportunity to fully understand the workings of the public educational programs. Attendance is discussed at least twice a year at Principal's Coffee, ELAC and SSC to inform parents of the importance of student attendance. Meeting times have been adjusted to the morning hours as requested by parents.

Involvement in school programs is encouraged through these subsequent services:

- The school library is open to parents each Tuesday and Thursday morning from 7:15 a.m.- 8:15 am. Parents are encouraged to visit the library and utilize the resources.
- The computer lab and library supplies videos and reading materials that support parent training and homework help.
- Teachers include parents in school assemblies, programs, classroom activities and elicit parent support as needed.
- The school provides newsletters every month to keep parents informed of all school events, important dates, parenting tips, explanation of programs, and educational strategies for their children.

Parent workshops/activities provided at La Granada consist of:

- Parent University (series of workshops centered around increasing student achievement and parenting skills)- This year the workshops have focused on AVID Elementary, mathematics, technology, ELPAC and A-G requirements for high school graduation.
- Kinder Camp
- How to Help Your Child (classes in literacy and math)
- Family Science Night
- Gratitude Day
- Career Day-Parent Support Component
- Family Picnic Days
- International Walk to School Day
- Sweetheart Dance

Parents are informed of special programs and extended learning times (LCFF, T-I, EL, etc.). Students with special needs (i.e. Special Education, EL) may require special consideration with assessments. These considerations, along with suggestions, are provided to the parent. Special Education teachers notify parents of student progress on their individualized goals and objectives with an IEP. Special Education students receive report cards every semester. IEP meetings are held with parents who are part of the IEP process and decision-makers of their child's education.

Parents are informed of their student's progress in the following ways: progress reports, report cards, student work, school reports, teacher newsletters, and homework reports. Parents are also informed of their children's various assessment data results as well as all other aspects of their child's academic progress at parent-teacher conferences. We continue to poll parents for areas of interest and/or need in the area of parent training. Parent involvement and parent communication training for staff are essential additions to be added to the staff development opportunities at La Granada.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The following services are provided by categorical funds:

- Site-based tutoring for kindergarten
- Site-based tutoring for LTELs and ELs

18. Fiscal support (EPC)

La Granada's Categorical program supports student achievement by providing the following:

- Personnel: project specialist/instructional coach, bilingual assistants, instructional computer assistant,
- Support material (i.e. Big Brainz, MobyMax, BrainPop).
- After school tutoring
- Supplemental instructional materials

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What actions were particularly effective in meeting the goal?

Performance goal 1.1- After reviewing our 2018-2019 DIBELS Composite Score data we are reporting that:

- Kindergarten has met the goal with 28% in the beginning of the year to 46% in the middle of the year of students who met or exceeded the benchmark goal.
- Actions that supported Kindergarten in meeting the goal was after school intervention. Students met three times a week for 30 minutes and teachers focused on basic letter recognition, letter sounds, and letter identification skills.

In regards to performance goal 1.2- The amount of students in grades 3-5 in the "at near standards" band will increase by 10% as measured by CAASPP's Interim Assessment Blocks (IAB) as compared to baseline data are as follows:

- Third grade began with a baseline data of 87% of students in the "Below Standards" band and decreased the number of students to 62% in the Numbers and Operations in Base Ten IAB.
- Third grade gave the IAB pretest and then focused on the skills within the Numbers and Operations in Base Ten domain to meet the goal by 25% instead of 10% as stated. We were able to accomplish this because of the support each grade level received with professional development, protected cognitive planning time, and assistance from our instructional coach.

Performance goal 3:

- Suspensions decreased to 3 days in comparison to 28 days in 2017-2018 school year. Actions that are effective are the collaboration with the school counselor and psychologist to create interventions and supports through MTSS that will address goals for expected behaviors.
- 100% of staff will have been exposed to tiered I and II supports in the Multi-Tiered System of Supports. The professional development for Tiered intervention was provided by the SST team and Special Education team that explained the different levels of supports in academics for our students.

Performance goal 4- 100% of teachers will have established a consistent , developmentally appropriate parent communication system that requires all students to acquire organization and time management skills pertaining to Elementary AVID Essentials as measured by school data. We are currently meeting this goal as all of our teachers have established a parent communication system that requires students to acquire organizational skills. These skills meet the organizational component of Essential #1 Instruction in our AVID Elementary school wide implementation. In addition, eight teachers that had not been trained were sent to AVID Pathway Training to reinforce our school wide AVID Elementary implementation of essentials 1-4.

Identify goals in the most recent SPSA that was not met, or was only partially met. What actions related to this goal were ineffective or minimally effective? Identify barriers to full or timely implementation of the actions identified. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Performance goal 1.1- After reviewing our 2018-2019 DIBELS Oral Reading Fluency (ORF) Words Correct data we are reporting that:

- First grade has not yet met the goal with 59% in the middle of the year of students who met or exceeded the benchmark goal. ORF Words Correct is only assessed in the middle and end of the year for first grade.
- Second grade has not yet met the goal with 49.5% at the beginning of the year to 51% in the middle of the year of students who met or exceeded the benchmark goal.
- Third grade has not yet met the goal with 45% at the beginning of the year to 34.4% in the middle of the year of students who met or exceeded the benchmark goal.
- Fourth grade has not yet met the goal with 45.7% at the beginning of the year to 43.7% in the middle of the year of students who met or exceeded the benchmark goal.
- Fifth grade has not yet met the goal with 35% at the beginning of the year to 38.4% in the middle of the year of students who met or exceeded the benchmark goal.

The actions that were effective in monitoring and supporting our students were differentiating students' foundational skills instruction, one on one data meetings with administration, teachers, and our instructional coach, grade level cognitive planning, and targeted EL tutoring intervention, and our ongoing professional development. After analyzing data we have adjusted our instruction and support to better meet the needs of our students by organizing flexible groupings that are closely monitored every six weeks. We have developed progress monitoring goals for students that are in the Well Below Benchmark band in DIBELS in the areas of accuracy, ORF words correct, and comprehension. We are using multiple measures of assessments which include BPST, DIBELS, DIBELS Progress Monitoring, CFAs, and ACHIEVE 3000. In addition, we have adjusted our progress monitoring of at-risk students within our MTSS model.

Performance goal 1.2- The number of students in grades 3-5 in the "Below Standards" band will decrease by 10% as measured by CAASPP's Interim Assessment Blocks (IAB) as compared to baseline data:

- Fourth grade began with a baseline data of 43% of students in the "Below Standards" band in the Number and Operations in Base Ten IAB.
- Fifth grade began with a baseline data of 49% of students in the "Below Standards" band in the Number and Operations in Base Ten IAB.
- Both fourth and fifth grade have not given the post-test in this IAB. After analyzing our baseline data, we have adjusted our instruction to align with professional development that has been provided and will be upcoming to develop lessons that will support areas of needs for our students.

Performance goal 2- After reviewing our Limited English Proficient student data we have not yet met our goal of reclassifying 30 students for the 2018-2019 school year. There were 27 students that were reclassified in the first semester. We are waiting on data to determine whether at least three additional students will meet the reclassification criteria. We have also implemented after-school tutoring for LTEL and EL students to help them meet the reclassification criteria. These after-school tutoring groups are flexible. Students selected are at levels 2-4 in the reading and writing domains in ELPAC.

Performance Goal 3:

- The average daily attendance will increase by .5% in comparison to 2017-2018's ADA. We are currently not meeting this goal due to attendance only increasing by .37% in the first semester. In 2017-2018 the ADA was 95.22% and our first semester attendance is at 95.59% for 2018-2019.

Performance goal 4- All students in 2nd-5th grade will have increased their Lexile levels on ACHIEVE 3000 level set by at least 100 points as compared to the beginning of the year data. We have partially met our goal.

ACHIEVE 3000 data from 2017-2018 and 2018-2019 is as follows:

Grade 2017-2018 Lexile Level increase of 100+ points 2018-2019 Lexile Level increase of 100+ points

Second BOY to EOY 74.7% BOY to MOY 32%

Third BOY to EOY 72.16% BOY to MOY 16%

Fourth BOY to EOY 77.47% BOY to MOY 24%

Fifth BOY to EOY 77.33% BOY to MOY 21%

We have implemented incentives that will get them to complete two activities per week at a score of 75% or higher to increase their Lexile levels. We have discussed the appropriate use of ACHIEVE 3000 and goal setting with students during data chats.

Involvement/Governance

How was the SSC, ELAC and staff involved in the development and evaluation of the plan?

Our SSC, ELAC, ATP, and staff have been involved with our school plan throughout the year. We have provided SPSA trainings for our parent groups and elicited feedback from them which is reflected in our plan. In addition, we have offered our staff site surveys which have helped to adjust and modify our school plan.

How was the plan monitored during the school year?

Our plan was regularly monitored during Leadership Meetings, Staff Meetings, ELAC, SSC, ATP, and PTA meetings. In addition administration reviewed data and expenditures weekly.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

In order to continue to focus on improving it will be necessary to include our students by providing them with data so that their actions will support our goals.

Description of Barriers and Related School Goals

Barriers to School-Related Goals:

- Students need extra language support because they enter school with limited vocabulary and language
- Parent involvement
- Awareness of early education such as preschool and/or headstart
- Socio-economic levels
- Limited access to technology and resources
- Chronic Absenteeism

Performance Data & Conclusions

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	81	128	96	81	127	94	81	127	94	100	99.2	97.9
Grade 4	119	84	117	119	82	116	119	82	107	100	97.6	99.1
Grade 5	115	113	77	113	112	77	113	112	77	98.3	99.1	100
All Grades	315	325	290	313	321	287	313	321	278	99.4	98.8	99

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2387.8	2381.9	2395.8	16	10.24	17.02	14	15.75	13.83	22	32.28	27.66	48	41.73	41.49
Grade 4	2423.6	2421.7	2438.1	13	12.20	13.08	19	21.95	24.30	16	17.07	26.17	51	48.78	36.45
Grade 5	2464.7	2447.8	2470.8	9	3.57	7.79	23	29.46	29.87	32	20.54	25.97	36	46.43	36.36
All Grades	N/A	N/A	N/A	12	8.41	12.95	19	22.12	22.30	23	24.30	26.62	45	45.17	38.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	11.02	18.09	42	38.58	48.94	48	50.39	32.98
Grade 4	12	13.41	12.15	40	52.44	54.21	48	34.15	33.64
Grade 5	11	14.29	12.99	44	42.86	54.55	45	42.86	32.47
All Grades	11	12.77	14.39	42	43.61	52.52	47	43.61	33.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	9.45	12.77	36	43.31	36.17	48	47.24	51.06
Grade 4	8	9.76	11.21	42	40.24	53.27	50	50.00	35.51
Grade 5	12	10.71	14.29	54	44.64	48.05	35	44.64	37.66
All Grades	12	9.97	12.59	45	42.99	46.04	44	47.04	41.37

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	11.81	13.83	64	62.99	59.57	25	25.20	26.60
Grade 4	15	8.54	16.82	58	56.10	66.36	27	35.37	16.82
Grade 5	12	10.71	10.39	63	58.93	66.23	26	30.36	23.38
All Grades	13	10.59	14.03	61	59.81	64.03	26	29.60	21.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	9.45	15.96	44	53.54	48.94	37	37.01	35.11
Grade 4	16	18.29	13.08	44	40.24	53.27	40	41.46	33.64
Grade 5	15	14.29	18.18	60	41.07	50.65	25	44.64	31.17
All Grades	16	13.40	15.47	50	45.79	51.08	34	40.81	33.45

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	81	128	96	81	127	95	81	127	95	100	99.2	99
Grade 4	118	84	117	118	83	117	118	83	117	100	98.8	100
Grade 5	115	113	77	114	112	77	114	112	77	99.1	99.1	100
All Grades	314	325	290	313	322	289	313	322	289	99.7	99.1	99.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2385.6	2386.4	2392.9	1	1.57	6.32	22	23.62	21.05	26	29.92	27.37	51	44.88	45.26
Grade 4	2417.3	2422.1	2412.2	1	2.41	0.85	14	12.05	9.40	38	46.99	44.44	47	38.55	45.30
Grade 5	2440.3	2433.6	2446.5	1	1.79	3.90	5	5.36	10.39	36	33.93	31.17	58	58.93	54.55
All Grades	N/A	N/A	N/A	1	1.86	3.46	13	14.29	13.49	34	35.71	35.29	52	48.14	47.75

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	8.66	13.68	30	41.73	35.79	58	49.61	50.53
Grade 4	5	9.64	3.42	25	28.92	27.35	69	61.45	69.23
Grade 5	3	4.46	6.49	24	15.18	27.27	74	80.36	66.23
All Grades	6	7.45	7.61	26	29.19	30.10	68	63.35	62.28

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	7.87	9.47	51	52.76	44.21	44	39.37	46.32
Grade 4	4	3.61	5.13	42	44.58	42.74	54	51.81	52.14
Grade 5	2	4.46	3.90	32	36.61	42.86	67	58.93	53.25
All Grades	4	5.59	6.23	40	45.03	43.25	56	49.38	50.52

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	7.09	9.47	56	59.06	49.47	37	33.86	41.05
Grade 4	3	3.61	4.27	48	45.78	46.15	49	50.60	49.57
Grade 5	1	3.57	2.60	43	41.07	46.75	56	55.36	50.65
All Grades	3	4.97	5.54	48	49.38	47.40	49	45.65	47.06

CAASPP Results Data Analysis**English-Language Arts/Literacy****All Students**

The CAASPP Summative Assessment data indicates that students at La Granada are not meeting the CCSS benchmarks however we are making small gains when comparing data from the last three school years.

Third Grade:

There were 41.49% of students did not meet the standards compared to 41.73% during the 2016-17 school year. Approximately, 28% of students in third grade nearly met the standards and 13.83% of students met standards with 17.02% of students exceeding the standards.

Fourth Grade:

There were 36.45% of students did not meet the standards compared to 48.78% during the 2016-17 school year. Approximately, 26% of students in fourth grade nearly met the standards and 24.30% of students met standards with 13.08% of students exceeding the standards.

Fifth Grade:

There were 36.36% of students did not meet the standards compared to 46.43% during the 2016-17 school year. Approximately, 26% of students in fifth grade nearly met the standards and 29.87% of students met standards with 7.79% of students exceeding the standards.

La Granada Overall (grades 3-5):

- In grades 3-5, La Granada has decreased the percentage of students in the Standards Not Met band over the last three years by 6.87%
- In grades 3-5, La Granada has increased the percentage of students in the Standards Nearly Met band over the last three years by 3.62%
- In grades 3-5, La Granada has increased the percentage of students in the Standards Met band over the last three years by 4%
- In grades 3-5, La Granada has increased the percentage of students in the Standards Exceeded band over the last three years by .95%

Claims:

- All three grades had the least percentage of students on the At or Near and Above Standard band in Claim 2-Writing.
- All three grades had the greatest percentage of students on the At or Near and Above Standard band in Claim 3-Listening.
- Claim 2 states that students should be able to respond to literature and informational texts as well as compose, revise, and/or edit - a variety of shorter and longer literary and informational texts for different purposes.

Mathematics

All Students

The CAASPP Summative Assessment data indicates that students at La Granada are not meeting the CCSS benchmarks however we are making small gains when comparing data from the last three school years.

Third Grade:

There were 45.26% of students did not meet the standards compared to 44.88% during the 2016-17 school year. Approximately, 27% of students in third grade nearly met the standards and 21.05% of students met standards with 6.32% of students exceeding the standards.

Fourth Grade:

There were 45.3% of students did not meet the standards compared to 38.55% during the 2016-17 school year. Approximately, 44% of students in fourth grade nearly met the standards and 9.4% of students met standards with .85% of students exceeding the standards.

Fifth Grade:

There were 54.55% of students did not meet the standards compared to 58.93% during the 2016-17 school year. Approximately, 31% of students in fifth grade nearly met the standards and 10.39% of students met standards with 3.9% of students exceeding the standards.

La Granada Overall (grades 3-5):

- In grades 3-5, La Granada has decreased the percentage of students in the Standards Not Met band over the last three years by 4.25%
- In grades 3-5, La Granada has increased the percentage of students in the Standards Nearly Met band over the last three years by 1.29%
- In grades 3-5, La Granada has increased the percentage of students in the Standards Met band over the last three years by .49%
- In grades 3-5, La Granada has increased the percentage of students in the Standards Exceeded band over the last three years by 2.46%

Claims:

- All three grades had the least percentage of students on the At or Near and Above Standard band in Claim 1- Concepts and Procedures.
- All three grades had the greatest percentage of students on the At or Near and Above Standard band in Claim 3-Communicating Reasoning.
- Claim 1 states that students should be able understand how concepts relate to one another and look for patterns (SMP, 7), know why math procedures work the way they do (SMP,8), fluently (accurately and efficiently) do math (SMP, 6), and attend to precision (SMP, 6).

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1417.2	1425.9	1396.9	76
Grade 1	1470.1	1465.5	1474.1	67
Grade 2	1481.3	1479.1	1483.1	63
Grade 3	1494.0	1482.0	1505.4	62
Grade 4	1517.9	1500.2	1535.1	78
Grade 5	1532.0	1512.2	1551.3	45
All Grades				391

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	18	23.68	21	27.63	25	32.89	12	15.79	76
Grade 1	27	40.30	27	40.30	*	*	*	*	67
Grade 2	25	39.68	24	38.10	*	*	*	*	63
Grade 3	*	*	20	32.26	16	25.81	16	25.81	62
Grade 4	30	38.46	27	34.62	15	19.23	*	*	78
Grade 5	24	53.33	15	33.33	*	*	*	*	45
All Grades	134	34.27	134	34.27	79	20.20	44	11.25	391

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	20	26.32	28	36.84	17	22.37	11	14.47	76
Grade 1	33	49.25	25	37.31	*	*	*	*	67
Grade 2	34	53.97	22	34.92	*	*	*	*	63
Grade 3	18	29.03	21	33.87	*	*	13	20.97	62
Grade 4	34	43.59	26	33.33	11	14.10	*	*	78
Grade 5	27	60.00	12	26.67	*	*	*	*	45
All Grades	166	42.46	134	34.27	52	13.30	39	9.97	391

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	20	26.32	*	*	34	44.74	16	21.05	76
Grade 1	26	38.81	20	29.85	13	19.40	*	*	67
Grade 2	21	33.33	21	33.33	11	17.46	*	*	63
Grade 3	*	*	13	20.97	21	33.87	19	30.65	62
Grade 4	24	30.77	29	37.18	13	16.67	12	15.38	78
Grade 5	18	40.00	18	40.00	*	*	*	*	45
All Grades	118	30.18	107	27.37	98	25.06	68	17.39	391

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	39	51.32	30	39.47	*	*	76
Grade 1	37	55.22	26	38.81	*	*	67
Grade 2	40	63.49	21	33.33	*	*	63
Grade 3	20	32.26	31	50.00	11	17.74	62
Grade 4	36	46.15	35	44.87	*	*	78
Grade 5	25	55.56	19	42.22	*	*	45
All Grades	197	50.38	162	41.43	32	8.18	391

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	14	18.42	43	56.58	19	25.00	76
Grade 1	34	50.75	29	43.28	*	*	67
Grade 2	35	55.56	24	38.10	*	*	63
Grade 3	20	32.26	25	40.32	17	27.42	62
Grade 4	46	58.97	26	33.33	*	*	78
Grade 5	29	64.44	14	31.11	*	*	45
All Grades	178	45.52	161	41.18	52	13.30	391

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	13	17.11	49	64.47	14	18.42	76
Grade 1	33	49.25	21	31.34	13	19.40	67
Grade 2	29	46.03	20	31.75	14	22.22	63
Grade 3	*	*	27	43.55	25	40.32	62
Grade 4	13	16.67	48	61.54	17	21.79	78
Grade 5	14	31.11	26	57.78	*	*	45
All Grades	112	28.64	191	48.85	88	22.51	391

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	36	47.37	26	34.21	14	18.42	76
Grade 1	22	32.84	39	58.21	*	*	67
Grade 2	12	19.05	47	74.60	*	*	63
Grade 3	18	29.03	33	53.23	11	17.74	62
Grade 4	47	60.26	28	35.90	*	*	78
Grade 5	31	68.89	13	28.89	*	*	45
All Grades	166	42.46	186	47.57	39	9.97	391

Conclusions indicated by the ELPAC data:

The ELPAC Summative Assessment data are as follows based on the first year of the ELPAC assessment.

Kinder:

There were 51.31% of students that scored in levels 3 and 4 in their Overall Language. The Listening domain was the one with the greatest percentage of students at 51.32% in the Well Developed band. The Reading domain had the least percentage of students at 17.11% in the Well Developed band.

First Grade:

There were 80.6% of students that scored in levels 3 and 4 in their Overall Language. The Listening domain was the one with the greatest percentage of students at 55.22% in the Well Developed band. The Writing domain had the least percentage of students at 32.84% in the Well Developed band.

Second Grade:

There were 77.78% of students that scored in levels 3 and 4 in their Overall Language. The Listening domain was the one with the greatest percentage of students at 63.49% in the Well Developed band. The Writing domain had the least percentage of students at 19.05% in the Well Developed band.

Third Grade:

There were 32.26% of students that scored in levels 3 and 4 in their Overall Language. The Listening and Speaking domains were the ones with the greatest percentage of students at 32.26% in the Well Developed band. The Reading domain had the least percentage of students at 0% in the Well Developed band.

Fourth Grade:

There were 73.08% of students that scored in levels 3 and 4 in their Overall Language. The Writing domain was the one with the greatest percentage of students at 60.26% in the Well Developed band. The Reading domain had the least percentage of students at 16.67% in the Well Developed band.

Fifth Grade:

There were 86.66% of students that scored in levels 3 and 4 in their Overall Language. The Writing domain was the one with the greatest percentage of students at 68.89% in the Well Developed band. The Reading domain had the least percentage of students at 31.11% in the Well Developed band.

La Granada Overall (grades K-5):

- In grades K-5, the Listening domain was the one with the greatest percentage of students at 50.38% in the Well Developed band.
- In grades K-5, the Reading domain had the least percentage of students at 28.64% in the Well Developed band.

Action Plan: Planned Improvements in Student Performance
Performance Goal 1.1: English-Language Arts

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

- LEA PERFORMANCE GOAL:** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.
- LCAP PUPIL OUTCOMES GOAL 2:** Students will be prepared to be college and career ready when they graduate from high school.
- LCAP ENGAGEMENT GOAL 3:** Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:
(Specific, Measurable, Achievable, Results Oriented, Time Bound)
By June 2019:
Kinder- Students scoring at or above benchmark for EOY Reading Composite Score (RCS) will increase by 15% as compared to the MOY.
Grade 1-5- Students scoring at or above benchmark for EOY for Oral Reading Fluency (ORF) Words Correct will increase by 10% as compared to MOY.

Data Used to Form this Goal:

DIBELS data from the 2017-2018 school year was analyzed. Current DIBELS data and Basic Phonics Skills Tests (BPST) will also be analyzed using Common Core aligned lexile level bands.

Grade 2017-2018 Grade level Composite Score

Kinder	BOY 36% to EOY 52%
First	BOY 47% to EOY 50%
Second	BOY 52% to EOY 46%
Third	BOY 46% to EOY 44%
Fourth	BOY 34% to EOY 39%
Fifth	BOY 33% to EOY 40%

Kindergarten was the only grade level that met the goal for the 2017-2018 school year.

Findings from the Analysis of this Data:

Students at La Granada continue to struggle with foundational skills at all grade levels. Specific and targeted instruction of grade level foundational skills, structure that provides differentiated support and daily structure that provides time for immediate intervention is critical. The data below represents the beginning of the year (BOY) and end of the year (EOY) DIBELS Composite Scores (DCS) for the 2017-2018 school year that shows the percentage of students reading at grade level or above. There is also 2018-2019 BOY and middle of the year (MOY) DIBELS Reading Composite Score (RCS) for Kindergarten and Oral Reading Fluency (ORF) for grades 1-5 data to monitor current progress.

Grade	2017-2018 Grade level Composite Score	2018-2019 Grade level RCS and ORF
Kinder	BOY 36% to EOY 52%	BOY 28% to MOY 46% to EOY __%
First	BOY 47% to EOY 50%	MOY 59% to EOY __%
Second	BOY 52% to EOY 46%	BOY 49.5% to MOY 51% to EOY __%
Third	BOY 46% to EOY 44%	BOY 45% to MOY 34.4% to EOY __%
Fourth	BOY 34% to EOY 39%	BOY 45.7% to MOY 43.7% to EOY __%
Fifth	BOY 33% to EOY 40%	BOY 35% to MOY 38.4% to EOY __%

We expect that with targeted focus and planned intervention, we can increase the number of students by 15% in Kindergarten and 10% in grades 1-5 from MOY to EOY across all grade levels.

How the School will Evaluate the Progress of this Goal:

The school will evaluate the progress of this goal through data chats, data analysis, progress monitoring, benchmark DIBELS, and lexile scores.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Teachers share students for targeted foundational skills instruction for at least 30 minutes a day. Teachers will follow reading intervention for assessment benchmarks using DIBELS	8/18	6/19			
	8 - Learning environment to achieve excellence	Teachers will use common grade level schedules that include blocks for fluency, language and phonics at each grade level to ensure balanced literacy instruction	8/18	6/19			
	3 - Comprehensive PreK-12 program	Instructional Coach to provide support with implementation of core curriculum (demonstration lessons, cognitive planning assistance, and professional development)	8/18	6/19	1000-1999: Certificated Personnel Salaries	Title I	136107
	8 - Learning environment to achieve excellence	Substitute teacher costs to allow for protected grade level collaboration 100 minutes per week for first best instruction.	8/18	6/19	1000-1999: Certificated Personnel Salaries	Title I	13775
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Instructional Coach to provide support with implementation of core curriculum (demonstration lessons, cognitive planning assistance and professional development) Estimated cost is included in salary as noted in 1.1 Standards Based Core Curriculum and Assessments	8/18	6/19			
	8 - Learning environment to achieve excellence	A minimum 30 minutes of Proficiency block four times a week in grades K-5- supplemental materials - proficiency block is teacher directed small groups where skill based intervention is the focus.	8/18	6/19			
	8 - Learning environment to achieve excellence	Additional materials to supplement core curriculum	8/18	6/19	4000-4999: Books And Supplies	Title I	30300
	6 - Support exemplary staff	Maintenance and lease contracts for copy machines to support teachers to be able to create CCSS aligned supplemental materials.	8/18	6/19	5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	4244
					5800: Professional/Consulting Services And Operating Expenditures	Title I	1000
	8 - Learning environment to achieve excellence	Use of ACHIEVE 3000 in grades 2nd-5th grade two activities a week to support CCSS aligned instruction with a focus on informational text and text complexity.	8/18	6/19			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	8 - Learning environment to achieve excellence	Instructional Computer Assistant-Support- Assistant Assigns standards-based computer tutorials to meet the diverse needs of students and facilitates computer based testing. District funded	8/18	6/19			
	8 - Learning environment to achieve excellence	Scholastic Magazines to supplement core curriculum with current, informational text for grades TK-5.	8/18	6/19	4000-4999: Books And Supplies	Title I	7500
	8 - Learning environment to achieve excellence	Use of computer based intervention programs: Imagine Learning and Smarty Ants to support basic literacy, foundational skills in grades K-2 for targeted EL and EO students	8/18	6/19			
	8 - Learning environment to achieve excellence	Technology licences to support core curriculum (BrainPop, Starfall, Reading A-Z)	8/18	6/19	5000-5999: Services And Other Operating Expenditures	Title I	3650
	3 - Comprehensive PreK-12 program	Local workshops for Kindergarten through 5th grade teacher representatives, coach and administration to implement AVID ELEMENTARY school wide.	8/18	6/19	5000-5999: Services And Other Operating Expenditures	Title I	6500
	3 - Comprehensive PreK-12 program	Technology to support the core curriculum (e.g., document cameras, computers, projectors, etc.)	8/18	6/19	4000-4999: Books And Supplies	Title I	16560
	8 - Learning environment to achieve excellence	After school tutoring for at-risk students to develop their literacy skills.	8/18	6/19	2000-2999: Classified Personnel Salaries	LCFF-LI	1725
	8 - Learning environment to achieve excellence	Additional hours for after school programs that support physical education, literacy, math, and science skills. These programs will also promote positive behavior and increase attendance.	8/18	6/19	1000-1999: Certificated Personnel Salaries	Title I	9450
Targeted Professional Development	6 - Support exemplary staff	Sub costs for Grade levels to be released determine for all day collaborations- Collaborations include combination of professional development and cognitive planning with administration and instructional coach - Include Learning Walks among grade level peers Emphasis on systems and how ELD/ELA framework guides our work (funding includes benefits)	8/18	6/19	1000-1999: Certificated Personnel Salaries	LCFF-LI	300
	6 - Support exemplary staff	Additional hours to pay teachers to return for one day of professional development prior to school year starting- Day of systems and instruction and day of systems for developing character and supporting behavior	8/18	6/19	1000-1999: Certificated Personnel Salaries	Title I	10250
	6 - Support exemplary staff	Sub costs for teachers in grades 2nd-5th grade will participate in ACHIEVE 3000 trainings that include demonstration lessons and curriculum mapping (ACHIEVE 3000 is supported by district funds)	8/18	6/19	1000-1999: Certificated Personnel Salaries	Title I	775

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Achievement/Data Driven Structure and Support	6 - Support exemplary staff	Weekly collaboration to support effective PLC's and data driven instruction	8/18	6/19			
	6 - Support exemplary staff	Data meetings at least twice a year with grade levels or individual teachers to review data and plan for intervention whether strategic or intensive.	8/18	6/19	0001-0999: Unrestricted: Locally Defined		
	3 - Comprehensive PreK-12 program	Teachers will DIBEL students at least three times a year but will progress monitor at risk students, review data, analyze data and plan their response. Coach to support with data analysis and ideas for instructional response.	8/18	6/19			
Academic-Centered Family and Community Engagement	7 - Family engagement	Parent University Topics- 6 a year	8/18	6/19	4000-4999: Books And Supplies	Title I	500
	7 - Family engagement	Kindergarten Camp for TK and Kindergarten students	5/19	5/19	4000-4999: Books And Supplies	Title I	1,000
	7 - Family engagement	Parent Involvement Activities – materials and resources purchased, childcare, personnel provided to support program and training	8/18	6/19	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	Title I Title I	1500 300
	7 - Family engagement	Continue to encourage families to attend Family Picnic Days and bring books to read with their children.	8/18	6/19			
	7 - Family engagement	Access to library for parents and students every Tuesday and Thursday mornings	8/18	6/19			
	7 - Family engagement	Additional hours funds for parent literacy and science events--AVID night, science night, and Summer Send off	10/18	6/19	1000-1999: Certificated Personnel Salaries	Title I	500

Planned Improvements in Student Performance Performance Goal 1.2: Mathematics
The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:
LEA PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in mathematics. LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school. LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.
SCHOOL SMART GOAL: (Specific, Measurable, Achievable, Results Oriented, Time Bound) By June 2019, the amount of students in grades 3-5 in the “below standards” band will decrease by 10% as measured by CAASPP’s Interim Assessment Blocks (IAB) in Number and Operation in Base Ten (NBT) as compared to baseline data.

Data Used to Form this Goal:

Observational walkthrough data, teacher observational notes, mini mac data, CAASPP, and Interim Assessment Blocks (IAB) will be used to form this goal.

Students continue to struggle with application of math concepts in real world contexts as based on the SBAC data. The Math SBAC scores for 2017-2018 were our data that guided our goals for the 2018-2019 school year. The data are as follows:

- Third grade ____% of students are not meeting standards and ____% of students are nearly meeting standards with a total of ____% of third graders not meeting standards in mathematics.
- Fourth grade ____% of students are not meeting standards and ____% of students are nearly meeting standards with a total of ____% of fourth graders not meeting standards in mathematics.
- Fifth grade ____% of students are not meeting standards and ____% of students are nearly meeting standards with a total of ____% of fifth graders not meeting standards in mathematics.

Approximately __% of our third through fifth grade students are not meeting mathematics standards. This data helped focus in on IAB assessments to drive and focus instruction in 2017-2018. Here are the data for the IABs:

- Third grade began with a baseline data of 36.5% of students in the "near standards" band and increased the number of students to 44% in the Operations in Algebraic Thinking IAB.

Below Standards Near Standards Above Standards

58.75% to 48% 36.5% to 44% 4.75% to 8%

Based on the pre and post IABs, third grade was able to decrease the number of students not meeting standards and increase the number of students that are near and above standards.

- Fourth grade began with a baseline data of 31.75% of students in the "near standards" band and increased the number of students to 47.25% in the Operations in Algebraic Thinking IAB.

Below Standards Near Standards Above Standards

65.25% to 48.25% 31.75% to 47.25% 3% to 4.5%

Based on the pre and post IABs, fourth grade was able to decrease the number of students not meeting standards and increase the number of students that are near and above standards.

- Fifth grade began with a baseline data of 50.6% of students in the "near standards" band and decreased the number of students to 41% in the Number and Operations Fractions IAB.

Below Standards Near Standards Above Standards

49% to 56.6% 48.7% to 41% 2.3% to 2.3%

Based on the pre and post IABs, the number of students below standards increased and the number of students that are near increased. Fifth grade also took a different IAB than third and fourth grade.

Findings from the Analysis of this Data:

Approximately ___% of our third through fifth grade students are not meeting mathematics standards based on the 2017-2018 math Summative Assessments from CAASPP. This data helped focus in on IAB assessments to drive and focus instruction in 2018-2019. Here are the data from 2018-2019 for the IABs:

- Third grade began with a baseline data of 87% of students in the "below standards" band and decreased the number of students to 62% in the Number and Operations in Base Ten IAB.

Below Standards Near Standards Above Standards

87% to 62% 13% to 36% 0% to 2%

Based on the pre and post IABs, third grade was able to decrease the number of students in the "Below Standards" band by 25% and increase the number of students that are near and above standards.

- Fourth grade began with a baseline data of 43% of students in the "below standards" band and increased/decreased the number of students to ___% in the Number and Operations in Base Ten IAB.

Below Standards Near Standards Above Standards

43% to ___% 46% to ___% 11% to ___%

Based on the pre and post IABs, fourth grade was able to decrease/increase the number of students in the "below standards" band and increase/decrease the number of students that are near and above standards.

- Fifth grade began with a baseline data of 49% of students in the "near standards" band and decreased the number of students to ___% in the Number and Operations in Base Ten IAB.

Below Standards Near Standards Above Standards

49% to ___% 42% to ___% 9% to ___%

Based on the pre and post IABs, fifth grade was able to decrease/increase the number of students in the "below standards" band and increase/decrease the number of students that are near and above standards.

How the School will Evaluate the Progress of this Goal:

Administration will monitor instruction through classroom walkthroughs and data chats. Mini Mac data and the interim assessments blocks will be used to monitor effectiveness of implementation. IAB will be given as pre and post assessments to progress monitor students' needs.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Daily lessons to include Number Talks, problem solving and Number Strings.	8/18	6/19			
	3 - Comprehensive PreK-12 program	Instructional Coach to provide support with demonstration lessons, cognitive planning assistance, professional development. Estimated cost is included in salary as noted in 1.1 Language Arts Standards-Based Core Curriculum and Assessment	8/18	6/19			
Research-based Strategy Instruction/ Supplemental Instruction	8 - Learning environment to achieve excellence	Books will support professional growth and development in academic areas to impact student outcomes for at risk students	8/18	6/19	4000-4999: Books And Supplies	Title I	1000
	8 - Learning environment to achieve excellence	Materials will support core instruction for at risk students	8/18	6/19	4000-4999: Books And Supplies	LCFF-LI	11957
	6 - Support exemplary staff	Instructional Coach to provide support with demonstration lessons, cognitive planning assistance, and professional development. Estimated cost is included in salary as noted in 1.1 Language Arts Standards-Based Core Curriculum and Assessment	8/18	6/19			
	8 - Learning environment to achieve excellence	Technology of Big Brainz to support fluency of facts in grades 1st-5th grades (3 year license renewal-buy two years get one free promotion)	8/18	6/19	4000-4999: Books And Supplies	Title I	
	5 - Develop character of students	Instructional planners/folders to support students in notemaking for assignments-AVID strategies	8/18	6/19	4000-4999: Books And Supplies	Title I	
	8 - Learning environment to achieve excellence	Technology to support the core curriculum (e.g., document cameras, computers, projectors, etc.)- Estimated costs are noted in 1.1 Language Arts Research based strategy/instruction/supplemental instruction	8/18	6/19	4000-4999: Books And Supplies	Title I	
	8 - Learning environment to achieve excellence	Additional hours for after school programs that support physical education, literacy, math, and science skills. These programs will also promote positive behavior and increase attendance.	8/18	6/19	1000-1999: Certificated Personnel Salaries	Title I	
	3 - Comprehensive PreK-12 program	Technology to support the core curriculum (e.g., document cameras, computers, projectors, etc.)	8/18	6/19	4000-4999: Books And Supplies	Title I	
Targeted Professional Development	6 - Support exemplary staff	Instructional Coach to provide support with demonstration lessons, cognitive planning assistance, and professional development. Estimated cost is included in salary as noted in 1.1 Language Arts Standards-Based Core Curriculum	8/18	6/19			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
		and Assessment					
	6 - Support exemplary staff	Substitute for collaboration days to develop a math Scope and Sequence/pacing guide to drive instruction.	8/18	6/19	1000-1999: Certificated Personnel Salaries	Title I	2825
Achievement/Data Driven Structure and Support	6 - Support exemplary staff	Weekly collaboration to support effective PLC's and data driven instruction--Estimated cost is noted in 1.1 Language Arts Targeted Professional Development.	8/18	6/19			
	6 - Support exemplary staff	Data meetings at least twice a year with grade levels or individual teachers to review data and plan for intervention whether strategic or intensive.	8/18	6/19	1000-1999: Certificated Personnel Salaries	Title I	700
Academic-Centered Family and Community Engagement	7 - Family engagement	Parent University: Family Math Night(s),Family Science Night (correlates to math)	8/18	6/19	4000-4999: Books And Supplies	Title I	500
	7 - Family engagement	Parent Involvement Activities – materials and resources purchased, childcare, personnel provided to support program and training (eg Principal's coffee, Gratitude Day)	8/18	6/19			
	7 - Family engagement	Additional Hours for Childcare/translation to support family engagement events.	8/18	6/19			

Planned Improvements in Student Performance

Performance Goal 2: English Learners

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All limited-English-proficient students will attain proficiency in English, at minimum meeting annual measurable achievement objectives (AMAO).

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2019, there will be a minimum of 30 students reclassified as fluent English proficient.

Data Used to Form this Goal:

The data used to form this goal was the 2017-2018 reclassification data. In 2017-2018 La Granada had 12 students meet the reclassification data. Based on these numbers, we decided to increase the number of students being reclassified in 2018-2019.

Findings from the Analysis of this Data:

In 2017-2018 La Granada had 12 students meet the reclassification data. There were 27 students that were reclassified in the first semester in 2018-2019. We are waiting for second semester data to determine whether three additional students will meet the reclassification criteria for reclassification. Based on the increase of students reclassified during the first semester of 2018-2019, we decided to increase the number of students being reclassified in 2018-2019 to 30 students.

After reviewing our Limited English Proficient student data we have/have not yet met our goal of reclassifying 30 students for the 2018-2019 school year. The total number of students reclassified for the 2018-2019 school year was ____.

How the School will Evaluate the Progress of this Goal:

The school will monitor this through ELPAC, report cards, and ELA SBAC data which are measures of the reclassification criteria. The school will closely monitor designated ELD instruction to support EL students' language acquisition. In addition, we will also closely monitor after school EL tutoring data.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	Implementation of ELD standards through daily instruction and 30 minutes of daily D-ELD.	8/18	6/19			
	6 - Support exemplary staff	EL Facilitators to provide guidance and support with regards to adherence to the core EL program	8/18	6/19	1000-1999: Certificated Personnel Salaries	LCFF-EL	3307
	3 - Comprehensive PreK-12 program	Instructional Coach to provide support with implementation of the core curriculum (demonstration lessons, cognitive planning assistance, and professional development) Estimated cost is included in salary as noted in 1.1 Standards-Based Core Curriculum and Assessment	8/18	6/19			
	8 - Learning environment to achieve excellence	Instructional Coach will continue to provide ongoing professional development of designated and integrated ELD standard expectations	8/18	6/19			
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Bilingual assistants to work directly with designated students (not during 30 minutes of D-ELD) District funded Title III and District Title I	8/18	6/19	2000-2999: Classified Personnel Salaries		
	8 - Learning environment to achieve excellence	Use of computer based program, Imagine Learning or Smarty Antz for target EL and EO students at risk in reading.	8/18	6/19	4000-4999: Books And Supplies		
	8 - Learning environment to achieve excellence	Rosetta Stone to support EL with L1 language acquisition.	8/18	6/19	4000-4999: Books And Supplies		
	8 - Learning environment to achieve excellence	Books and materials to support reading instruction for at-risk EL's and EO's during small group instructional block.	1/18	6/18	4000-4999: Books And Supplies	LCFF-EL	7208
	8 - Learning environment to achieve excellence	Additional hours for Bilingual Assistants to tutor at risk long term EL students	2/18	6/18	2000-2999: Classified Personnel Salaries	LCFF-EL	6300
	8 - Learning environment to achieve excellence	Technology to support the language acquisition of ELs during after school intervention.	1/19	6/19	4000-4999: Books And Supplies	LCFF-EL	5167
Targeted Professional Development	6 - Support exemplary staff	On-going professional development on using ELD standards to plan for designated and integrated ELD blocks	8/18	6/19	1000-1999: Certificated Personnel Salaries	LCFF-EL	4600
	6 - Support exemplary staff	Bilingual assistants participate in district professional development	8/18	6/19	2000-2999: Classified Personnel Salaries	LCFF-EL	
	6 - Support exemplary staff	Bilingual Instructional Assistant to support with administration of ELPAC 1 on 1 assessment	1/19	5/19	2000-2999: Classified Personnel Salaries	LCFF-EL	465
	6 - Support exemplary staff	Materials for on-going professional development on using ELD standards to plan for designated and integrated ELD blocks	8/18	6/19	4000-4999: Books And Supplies	LCFF-EL	200
Achievement/Data Driven Structure and Support	8 - Learning environment to achieve excellence	Data analysis to support intervention for at risk students	8/18	6/19	2000-2999: Classified Personnel Salaries	LCFF-LI	1725

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Academic-Centered Family and Community Engagement	7 - Family engagement	Interpretation and Translation services to parents including during conferences and parent involvement at parent meetings.	8/18	6/19	2000-2999: Classified Personnel Salaries	LCFF-EL	1150
	7 - Family engagement	Library available to parents Tuesdays and Thursdays for book check out. Books available in Spanish	8/18	6/19			
	7 - Family engagement	Monthly ELAC meetings focus on needs assessment trainings and provide opportunities for parents to give input for school based program	8/18	6/19	4000-4999: Books And Supplies	LCFF-EL	150
	7 - Family engagement	Parent Involvement Activities (Parent University)– materials and resources purchased, childcare, personnel provided to support program and training	8/18	6/19	4000-4999: Books And Supplies	LCFF-EL	150
	7 - Family engagement	Parent involvement training such as CAFE	8/18	6/19	5000-5999: Services And Other Operating Expenditures	LCFF-EL	1922

Planned Improvements in Student Performance

Performance Goal 3: Safe and Drug-Free Environment Conducive to Learning

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2019, the average daily attendance will increase by 0.5%.

By June 2019, suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 5%.

By June 2019, 100% of staff will have been exposed to tiered I and II supports in the Multi-Tiered System of Supports.

Data Used to Form this Goal:

The data used for this goal is ADA data and suspension data. In order to increase the safe school environment and focus on positive intervention, we used suspension data and attendance data to help assess the safe environment.

- In 2017-2018 the ADA was 95.22%
- Suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 5% in comparison to the 2017-2018 suspension data. In 2017-2018 data are as follows; 11 suspensions, a total of 28 days.
- Due to the decrease in attendance and increase in suspensions, we will continue our training in the MTSS model to support the positive behavior incentive system for students. We have also began to focus on our chronic absenteeism and provide assistance to families with the support of our school counselor. In addition, we have increased the incentives that we offer to students who have positive attendance. Each classroom has a daily attendance chart and teacher incentives have also been implemented.

Findings from the Analysis of this Data:

- The average daily attendance will increase by .5% in comparison to 2017-2018's ADA. We are currently not meeting this goal due to attendance decreasing. In 2017-2018 the ADA was 95.22% and our attendance is at 95.59% for 2018-2019 after the first semester. In comparison to last school 2017-2018, our attendance has only increased by .37% for the first half of the school year.
- Suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 5% in comparison to the 2017-2018 suspension data. We are meeting this goal due to numbers of suspensions decreasing this current school year. In 2017-2018 we had 11 suspensions, total of 28 days, and we currently have 2 suspensions, a total of 3 days for the 2018-2019.
- Due to the decrease in attendance and decrease in suspensions, we will continue our training in the MTSS model to support the positive behavior incentive system for students by exposing staff to tiered I and II supports in the Multi-Tiered System of Supports. We have also began to focus on our chronic absenteeism and provide assistance to families with the support of our school counselor. In addition, we have increased the incentives that we offer to students who have positive attendance. Each classroom has a daily attendance chart and teacher incentives have also been implemented. Chronic absenteeism is closely monitored through the use of incentive calendars in the office.

How the School will Evaluate the Progress of this Goal:

The school will evaluate this goal by monitoring attendance and suspension data each month. We will also provide chronic absenteeism students additional interventions to improve their attendance. Further, administration will ensure MTSS training and participation and monitor progress by reviewing agendas, sign-ins and minutes.

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	5 - Develop character of students	Each class will schedule a morning meeting in order to review social skills, behavior expectations.	8/18	6/19			
	7 - Family engagement	Administration will create and execute six Parent University meetings. Parents will learn how to best support their children at school and home.	8/18	6/19	4000-4999: Books And Supplies	LCFF-LI	300
	7 - Family engagement	Administration will support the facilitation of Parent Nutrition Classes which will be taught by a Wellness Lead representative. The nutrition classes will be a series of five classes focusing on healthy diets and food choices for students and adults.	8/18	6/19	1000-1999: Certificated Personnel Salaries	Title I	1175
	7 - Family engagement	Administration will support the facilitation of Healthy Runs which will be lead by the Wellness Lead representative. The Healthy Runs will be a series of four classes focusing on exercising to promote wellness for students and adults and increase student attendance.	8/18	6/19	4000-4999: Books And Supplies	LCFF-LI	300
	8 - Learning environment to achieve excellence	Morning supervision to reinforce attendance, positive behavior (PBIS), and support at-risk students.	8/18	6/19	2000-2999: Classified Personnel Salaries	Title I	3192
Research-based Strategy Instruction/ Supplemental Instruction	4 - Communicate effectively	College Readiness Activities	8/18	6/19	4000-4999: Books And Supplies	Title I	500
	4 - Communicate effectively	Purchase of student planners to facilitate home school communication and establish systems for students to be productive and responsible citizens as stated in Goal 4.	8/18	6/19			
	5 - Develop character of students	Materials and supplies to support implementation of Postiive Behavior Intervention Support activities (eg printing, books from Boys Town)	8/18	6/19	4000-4999: Books And Supplies	Title I	1000
	5 - Develop character of students	Review of character focus each day on morning announcements, during morning meetings and through character bulletin boards in classrooms	8/18	6/19			
	7 - Family engagement	District Provided Counselor FULL TIME	8/18	6/19			
	5 - Develop character of students	All students will participate in Red Ribbon Week during the month of October. Students will be educated on the importance of living a drug-free life.	9/18	10/18			
	8 - Learning environment to achieve excellence	Additional hours for after school programs that support physical education, literacy, math, and science skills. These programs will also promote positive behavior and increase attendance.	8/18	6/19	1000-1999: Certificated Personnel Salaries	Title I	
Targeted Professional Development	5 - Develop character of students	Additional hours to pay teachers to return for one day of professional development prior to school year starting- Day of systems and instruction and day of systems for developing character and supporting behavior	8/18	6/19	1000-1999: Certificated Personnel Salaries	Title I	

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Achievement/Data Driven Structure and Support	7 - Family engagement	Sign in sheets and surveys given to parents to inform us of our programs and activities we provide for parent involvement.	8/18	6/19			
	5 - Develop character of students	Incentives fro students to increase attendance, positive behavior, and at-risk students.	8/18	6/19	5000-5999: Services And Other Operating Expenditures	LCFF-LI	605
Academic-Centered Family and Community Engagement	7 - Family engagement	During ELAC, SSC, PTA and Parent University, present PBIS, attendance policies and incentives to La Granada Community	8/18	1/19			
	7 - Family engagement	Annual Red Ribbon Week Activities	10/18	10/18			
	7 - Family engagement	Attendance Meetings with families	8/18	6/19			
	7 - Family engagement	Family Picnic Days will occur four times this school year. Families will be encouraged to join their children with a healthy lunch, a blanket, and a book.	8/18	6/19			
	8 - Learning environment to achieve excellence	Support student attendance efforts	8/18	6/19			
	7 - Family engagement	Child care to facilitate parent involvement	8/18	6/19	2000-2999: Classified Personnel Salaries	Title I	
	2 - Collaborate with partners	Office staff to support with community resource programs that support at risk students (i.e. Shoes that fit, donations..) and communicate with families to support other student subgroups. These programs an resources will increase student attendance and parental involvement.	7/18	6/19	2000-2999: Classified Personnel Salaries	LCFF-LI	3470

Planned Improvements in Student Performance		
Performance Goal 4: High School Graduation and College Readiness		
The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:		
LEA PERFORMANCE GOAL: All students will graduate from high school and be college/ career ready.		
LCAP CONDITIONS OF LEARNING GOAL 1: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.		
LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.		
LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.		
SCHOOL SMART GOAL: (Specific, Measurable, Achievable, Results Oriented, Time Bound) By June 2019, 100% of teachers will have established a consistent , developmentally appropriate parent communication system that requires all students to acquire organization and time management skills pertaining to Elementary AVID Essentials as measured by using school data. All students in 2nd-5th grade will have increased their lexile levels on ACHIEVE 3000 level set by at least 100 points as compared to beginning of the year data.		
Data Used to Form this Goal: The data used was the AVID Elementary Self-Study Continuum , school data, and ACHIEVE 3000 Lexile Level data from 2017-2018. ACHIEVE 3000 data from 2016-2017 and 2017-2018 is as follows:		
Grade	2016-2017 Lexile Level increase of 100+ points	2017-2018 Lexile Level increase of 100+ points
Second	BOY to EOY 96.8%	BOY to EOY 74.7%
Third	BOY to EOY 61.4%	BOY to EOY 72.16%
Fourth	BOY to EOY 67.5%	BOY to EOY 77.47%
Fifth	BOY to EOY 56.1%	BOY to EOY 77.33%

Findings from the Analysis of this Data:

To support College Readiness at LG, we will use AVID Elementary essentials such as organizational skills.

100% of teachers will have established a consistent , developmentally appropriate parent communication system that requires all students to acquire organization and time management skills pertaining to Elementary AVID Essentials as measured by the use of school data. We are currently meeting this goal as all of our teachers have established a parent communication system that requires students to acquire organizational skills. These skills meet the organizational component of Essential #1 Instruction in our AVID Elementary schoolwide implementation.

Based on the grade level responses in the AVID Elementary Self-Study Continuum and other school data, we need to increase the consistent use of student planners on a daily basis and request parent signatures on them in grades 3-5. We also need to do more planner/folder checks to have more concrete data.

ACHIEVE 3000 data from 2017-2018 and 2018-2019 are as follows:

Grade	2017-2018 Lexile Level increase of 100+ points	2018-2019 Lexile Level increase of 100+ points
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Second	BOY to EOY 74.7%	BOY to MOY 32%
Third	BOY to EOY 72.16%	BOY to MOY 16%
Fourth	BOY to EOY 77.47%	BOY to MOY 24%
Fifth	BOY to EOY 77.33%	BOY to MOY 21%

How the School will Evaluate the Progress of this Goal:

The school will evaluate the progress of this goal through the AVID Elementary Self-Study Continuum, school data, and ACHIEVE 3000 lexile over time reports.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	8 - Learning environment to achieve excellence	Teachers will incorporate ACHIEVE 3000 in to their daily lesson plans for ELA as appropriate. Teacher resources, articles and student accounts all can support daily, standards based instruction.	8/18	6/19			
Research-based Strategy Instruction/ Supplemental Instruction	8 - Learning environment to achieve excellence	Teachers will ensure that their daily schedules/weekly schedules support two weekly sessions of ACHIEVE 3000.	8/18	6/19			
	8 - Learning environment to achieve excellence	Teachers will explicitly teach strategies, give reading "foci" and ensure that students goal set.	8/18	6/19			
	8 - Learning environment to achieve excellence	AVID Lead to support organization of instruction and AVID Elementary	8/18	6/19	1000-1999: Certificated Personnel Salaries	Title I	1135
	4 - Communicate effectively	Support AVID Elementary organization and culture of a college and career ready environment. Purchase of student planners to facilitate home school communication and establish systems for students to be productive and responsible citizens (Expenditure in goal 3)	8/18	6/19	4000-4999: Books And Supplies	Title I	2000
	5 - Develop character of students	Promote positive school wide culture	8/18	6/19	0000: Unrestricted		700
	6 - Support exemplary staff	Teams will be able to analyze data, develop interventions, and progress monitor at risk students within the MTSS model	8/19	6/19	0000: Unrestricted		4500
Targeted Professional Development	6 - Support exemplary staff	ACHIEVE 3000 consultant will provide targeted PD based on classroom demo lessons and working with teachers to read data reports and ensure practice and alignment with SBAC (ACHIEVE contract is district paid. Sub costs incurred by site.)	8/18	6/19	1000-1999: Certificated Personnel Salaries		
Achievement/Data Driven Structure and Support	6 - Support exemplary staff	Teachers will be trained on how to pull reports and monitor student usage. They will be trained on goal setting and ensuring that students are goal setting	8/18	6/19			
	6 - Support exemplary staff	Coach and administration will run reports and celebrate success to encourage students to continue to goal set and persevere.	8/18	6/19			

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Academic-Centered Family and Community Engagement	7 - Family engagement	ATP materials-To support and engage community stakeholders for at risk students	8/18	6/19	4000-4999: Books And Supplies	Title I	250
					4000-4999: Books And Supplies	LCFF-LI	250
	2 - Collaborate with partners	ATP Facilitator- To support and engage community stakeholders for at risk students.	8/18	6/19	1000-1999: Certificated Personnel Salaries	Title I	1175

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF-EL	30,619	0.00
LCFF-LI	24,876	0.00
Title I	255,119	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF-EL	30,619.00
LCFF-LI	24,876.00
Title I	255,119.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel	LCFF-EL	7,907.00
2000-2999: Classified Personnel	LCFF-EL	7,915.00
4000-4999: Books And Supplies	LCFF-EL	12,875.00
5000-5999: Services And Other	LCFF-EL	1,922.00
1000-1999: Certificated Personnel	LCFF-LI	300.00
2000-2999: Classified Personnel	LCFF-LI	6,920.00
4000-4999: Books And Supplies	LCFF-LI	12,807.00
5000-5999: Services And Other	LCFF-LI	605.00
5800: Professional/Consulting Services	LCFF-LI	4,244.00
1000-1999: Certificated Personnel	Title I	177,867.00
2000-2999: Classified Personnel	Title I	3,492.00
4000-4999: Books And Supplies	Title I	62,610.00
5000-5999: Services And Other	Title I	10,150.00
5800: Professional/Consulting Services	Title I	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	186,074.00
2000-2999: Classified Personnel Salaries	18,327.00
4000-4999: Books And Supplies	88,292.00
5000-5999: Services And Other Operating Expenditures	12,677.00
5800: Professional/Consulting Services And Operating	5,244.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Area	Total Expenditures
Reading/Language Arts	245,936.00
Mathematics	16,982.00
History/Social Studies (Secondary Only)	
Science (Secondary Only)	
Limited English Proficient Students	32,344.00
Highly Qualified Teacher/Paraprofessional	
Safe and Drug-Free Learning Environment	10,542.00
High School Graduation/College Readiness	4,810.00

Program Descriptions School Based Coordinated Program (SBCP)

Intent

To provide school site flexibility in the use of certain state-funded categorical resources.

Description of Site Program

The SBCP legislation provides greater flexibility for schools and school districts to better coordinate the funds they receive while ensuring that schools continue to receive funds to meet their needs. This legislation focuses authority to exercise such flexibility at the school level, with the approval and under the policy direction of the governing board. The School Site Council decides which funding sources it wishes to coordinate. The funding sources are:

- a) Local Control Funding Formula-Low Income (LCFF-LI)
- b) Local Control Funding Formula-English Learners (LCFF-EL);
- c) Title I (if applicable)

The greatest benefits of becoming a SBCP school is the opportunity afforded teachers, other school staff, the Principal, parents, and students (in secondary schools) to work together to design and implement a program in which resources received by the school are coordinated and utilized to ensure that all students acquire the knowledge, the understanding, and the skills of the core curriculum of the district. It is the opportunity to focus the attention of the entire school community on what is and should be happening for all the students in the school, rather than looking at what the separate funding resources seem to be dictating for certain groups of students within the school population. By providing an integrated program, planned jointly by classroom teachers and specialist teachers, a SBCP also presents the opportunity to more effectively coordinate instructional delivery systems needed by students who have a combination of special needs. A SBCP plan must address the needs of all students, even when funding for those students is not included in the plan. Funds must be expended as specified in the school plan.

Coordination of Services

Expenditures are directly related to the core curriculum and advance the goals in the Local Education Agency Plan, and achievement of the student outcomes in the district's Strategic Plan, and the Local Control Accountability Plan. Coordination between categorically funded staff and regular staff is emphasized to provide a cohesive program for all students. Grade-level and subject-specific meetings as well as Leadership Team meetings are designed to facilitate coordination and planning. Paraprofessionals and teachers also meet regularly to implement a well-articulated program that enables student learning. This site's teaching staff continuously assesses and modifies instruction to ensure that students are experiencing success with the core curriculum. Staff development is structured to promote student success in meeting state/district standards in all subject areas. Teachers, parents, and students have opportunities for input to the curriculum throughout the school year. All staff members work together to provide a coherent program for all students on a continuous basis.

To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

- o Local Control Funding Formula-Low Income (LCFF-LI)
- o Control Funding Formula-English Learners (LCFF-EL);
- o Title I (if applicable);
- o Special Education (including specially designed academic instruction and related services).

Objectives

Design and implement a program in which resources received by the school are coordinated and utilized to ensure that all students acquire the knowledge, the understanding, and the skills of the core curriculum of the district, to become proficient and successful students.

Program Descriptions
Title I Schoolwide (SWP) or Targeted Assistance School (TAS) Program

Intent

The intent of Title I, Part A, is to improve the teaching and learning of children who are at risk of not meeting challenging academic standards and who reside in areas with high concentrations of children from low-income families. In addition, to support effective, research-based educational strategies that close the achievement gap between high and low-performing students and enable the students to meet the state's challenging academic standards.

Description of District Program

Each eligible Title I SWP or TAS school develops, in consultation with the LEA, a comprehensive School Plan for Student Achievement (SPSA). The SPSA is used to guide the instructional program and ensure alignment with the goals and targets of the LEAP. The SPSA provides opportunities for all students to meet proficient and advanced levels of student academic achievement as defined by the state.

This SPSA describes how each school will implement the following Title I components:

- o A comprehensive needs assessment of the entire school using School Data Profiles, and State/District assessment data that has been reviewed and analyzed to develop reform strategies;
- o School wide reform strategies
 - opportunities for all children to meet the State's proficient and advanced levels of academic achievement
 - use effective methods and instructional strategies that are based on scientifically-based research that strengthen the core academic program in the school;
 - increase the amount and quality of learning time, such as providing an extended school year, before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
 - include strategies for meeting the educational needs of historically underserved populations such as females and African Americans
 - include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards, which may include counseling, pupil services, and mentoring services; college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and the integration of vocational and technical education programs; and address how the school will determine if such needs have been met; and are consistent with, and are designed to implement the State and local improvement plans.
- o Instruction by highly qualified teachers.
- o High-quality and ongoing professional development for teachers, principals, and paraprofessionals, parents, community members, and other staff to enable all students in the school to meet the State's student academic achievement standards.
- o Strategies to attract high-quality highly qualified teachers to high-need schools.
- o Parental involvement strategies include participating in plan writing (developing, implementing, evaluating), developing School-Parent Compact, Parent Involvement Policy, attending Site/District committees, partnering with Site/District professional development activities, and decision-making regarding how funds are allocated for parental involvement activities.
- o Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. The District provides a variety of school-based and work-based learning opportunities aligned to academic content standards. Through the Regional Occupation Program, career academies, and other career technical programs, students have access to programs that meet University of California a-g requirements and are articulated with the community college and California State University system. Through partnerships with the Riverside Community College and California State University campuses, teachers collaborate and articulate curriculum, pathways are defined, and the need for remediation in English, ELD and mathematics are being addressed prior to graduation from high school.

- o Measures to include teachers in the decisions regarding the use of academic assessments described in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- o Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement shall be provided with effective, timely additional assistance which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- o Coordination and integration of Federal, State, and local services and programs, including violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- o Supplemental programs reflect the needs of at-risk, ELL, GATE, RSP/SDC, and disabled students, and may include services for social, emotional and physical challenges through access to psychologists, personal services consultants, counselors, and nurses.
- o Homeless students are provided with immediate enrollment, transportation, age-appropriate tutorial sessions, peer counseling, and mentoring and parenting skill development. Additional support includes college/career awareness and preparation, the integration of vocational and technical education, applied learning, and team teaching.

Title I funds may only be used to supplement, not supplant.

District Objectives

The District goal for Title I School wide (SWP) and Targeted Assisted Schools (TAS) is to improve student achievement to meet the State's proficient and advanced skills in the language arts and mathematics program

Description of Site Program

La Granada's Title I program provides students with supplemental instructional learning opportunities, resources and materials to provide those opportunities; individual intense remediation in reading and math beyond the regular classroom program; staff professional development and parent programs. The services supplement the student with materials in individual or small group instruction not always available or possible in the regular classroom. Extended learning opportunities are provided through after-school tutorials funded through TI. Federal funds support professional development opportunities for all teachers, parent involvement opportunities, services, conferences, in-service training, materials and equipment to assist at-risk students in achieving grade level standards. Ten percent of allocated TI funds will be allocated for professional development activities. TI funds are used to provide pre-kindergarten classes for parents. Many materials are available for parent checkout such as games, books, videos, flash cards. The use of a laminator, poster maker, and additional materials in locations throughout the school are made available to staff to support the core curriculum for identified at-risk students and support parent involvement activities and train parents in how to help their child become successful at meeting grade level standards. Title I funds are also used to purchase technology so that students are using the most updated equipment available. Expenditures must be aligned to meet the goals and objectives as outlined in the SPSA.

Personnel (List the staff to be paid from Categorical Funds. DO NOT list additional hours. List the positions, percentage and cost for each funding amount.)

Instructional Coach: 100% Title I Site (\$136,048)

Title	Description
Instructional Coach	Coach teachers in core content areas, build capacity, improve student achievement, provide district assessments and results, coordinate mandated state assessments, provide in-service training on testing and analysis of data, develop summary of evaluation data, assist site with data interpretation, oversee and monitor implementation of after school tutorial as well as planning of tutoring lessons, increase parent involvement, activities and trainings.

Objectives

Assist identified students who are at-risk of not meeting grade level standards.

Student support system; after school tutorial

Tutorials to provide interventions for at-risk students.

Parent involvement activities and trainings.

Encourage parents to attend PTA, SSC, parent trainings, Principal's Coffee, pre-kindergarten training and to volunteer at La Granada

Pre-kindergarten training for parents.

Materials and supplies to support and assist at-risk and/or economically disadvantaged students.

Funds to provide: Instructional Coach and Instructional Computer Assistant

Program Descriptions English Learner (EL) Program

Intent

To develop English Learners' proficiency in English and in the district's core curriculum as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study with curriculum designed for such students.

EL students who acquire a good working knowledge of English during a temporary transition period and meet the district's transfer criteria are then transferred into English-language mainstream classrooms. EL students are re-classified as fluent English proficient after meeting established criteria to ensure that these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school district's average native English-language speakers.

Description of District Program

The Alvord Unified School District currently provides the following basic instructional service programs to identified English Learner (EL) students:

- o **Structured English Immersion (SEI)**: K-12 EL students who are assessed on the English Language Proficiency Assessments for California (ELPAC) and score at "less than reasonable levels of fluency in English" receive a minimum of 30 minutes daily English Language Development (ELD) instruction at their fluency level, and access to core content subjects through specially designed academic instruction in English (SDAIE) techniques and primary language support. The district uses ELPAC levels 1-3 to identify the SEI students. Standards-based ELD instruction focuses on essential English listening, speaking, reading and writing skills, and is directed to students' English proficiency levels. Teachers provide comprehensible core content instruction, based on state grade-level standards, and appropriate SDAIE instructional strategies. Bilingual Instructional Assistants provide primary language support for core content instruction. In the SEI program, both ELD and content courses are taught by teachers with appropriate EL State authorizations or interim teachers in training for the appropriate EL State authorizations.
- o **English Language Mainstream (ELM)**: K-12 EL students who are assessed on the ELPAC and score at "reasonable levels of fluency in English" (ELPAC levels 4 - 5) receive standards-based ELD instruction daily, with listening, speaking, reading and writing skills at students' English proficiency levels. SDAIE strategies continue to be used in the core content subjects. Teachers in the ELM classroom are responsible for providing services and instruction that continues the students English Language Development, prepares them for reclassification, and recoups any academic deficits that may have been incurred in the core curriculum as a result of language barriers. Teachers in the ELM program hold appropriate State EL authorizations or, as interim teachers, are in training for those authorizations.
- o **Alternative bilingual program**: Spanish speaking K-12 EL students whose parents sign and are granted a parental waiver are enrolled in the district alternative bilingual program. Students enrolled in this program receive daily standards-based academic instruction through their primary language in core content subjects and daily standards-based English instruction in ELD. As students increase their English proficiency, they receive access to increasing amounts of English core instruction, provided through SDAIE instructional strategies.

The Alvord Unified School District uses state LCFF funds and federal funds, including Title III funding to provide the following supplemental services to increase the effectiveness of instruction for EL students:

- o Professional Development, mentoring, and coaching of district stakeholders including teachers, administrators, paraprofessionals, other staff, parents, or community members to increase the linguistic and academic achievement of English learners
- o Staff development includes use of Instructional Specialists-English Learners to provide research-based support for elementary and/or secondary teachers, staff, and parents of EL students involved with instruction for English Learners, including tutorials (before and after school hours), intervention programs (during the school day), or summer school classes targeted to EL student needs.
- o Bilingual assistants at each school to provide primary language support in core academic subjects for English Learners with a focus on EL students at lower proficiency levels.

A District Title III Year 4 Action Plan has been implemented to meet the Proficient goals of Annual Measureable Achievement Objective (AMAO) 3 in Reading/Language Arts and mathematics and maintain continued achievement of AMAO 1 & 2. The Plan incorporates quarterly monitoring of site/District strategies including:

- o use of EL assessment data
- o collaborative EL lesson planning
- o administrator supervision of differentiated instruction
- o implementation of EL differentiated professional development strategies
- o improved EL access to core, intervention and advanced materials and courses
- o increased EL parent/advisory training to understand/assist their own children's educational needs

Title III funds may only be used to supplement, not supplant.

Description of Site Program

The curriculum for English Learners is the ELD Standards. At La Granada, teachers teach the CCSS ELA standards via the ELD standards. Each EL student receives a minimum of 30 minutes of D- ELD instruction daily, appropriate to each student's proficiency level. EL students are grouped according to proficiency level for D-ELD. ELs are grouped by no more than two proficiency levels and are instructed by an appropriately authorized (BCLAD/CLAD, SB91969/395) teacher. Teachers meet regularly to record and evaluate student progress and ensure proper placement of students in D-ELD. D-ELD is a planned, specific, explicit component of the curriculum.

All English Learners are placed in English-language classrooms unless parental waivers have been granted. Teachers and bilingual assistants may use the student's primary language in content instruction to motivate and clarify instruction. SDAIE strategies are critical for facilitating student access to the core curriculum. School programs are based on English learner language proficiency level as completed at the Language Assessment Center upon the student's enrollment. Parents choose a program setting for their student and inform the school of their program choice. Teachers who have the authorizations including BCC, CLAD, BCLAD or LDA are assigned to work with EL students. Bilingual instructional assistants provide additional primary language support and receive school and district training to further meet the needs of EL students.

A number of assessments are used to diagnose and prescribe instruction and to monitor student progress through English Language Development Standards. Assessments embedded in textbooks, authentic assessments, student work samples, teacher made assessments aligned with ELD standards, and CELDT scores are used by teachers to monitor and record student progress. Additional and appropriate services are provided as needed to assist all students in becoming fluent speakers of English.

Personnel (List the staff to be paid from Categorical Funds. DO NOT list additional hours. List the positions, percentage and cost for each funding amount.)

Three Bilingual Assistants: Multi-funded 50% Title I District and 50% Title III District (TI-\$7,161, \$10,574 & \$3,615) and (TIII-\$7,161, \$10,574 & \$3,615)

English Learner Facilitator Stipend: 100% LCFF-EL Site (\$3,307)

Title	Description
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Title	Description
Bilingual Instructional Assistants	Three bilingual assistants provide primary language support for EL students primarily at the beginner and early intermediate levels. At risk students are provided supplemental academic support.
EL Facilitator	EL Facilitator provides guidance and support to staff regarding implementation of the core EL program, assists with redesignation and ELAC meetings..

Objectives

Assist English Learners in overcoming language barriers

Monitor reclassified EL students to ensure they have overcome barriers

Ensure equal access to the core curriculum; support ELs in recouping academic deficits incurred in the areas of the curriculum

Provide a variety of language support services, personnel, materials and resources

Promote opportunities for ELs to demonstrate English Language proficiency and academic opportunities equal to that of the school district's average native English language speaker

Provide parents involvement in monthly ELAC meetings to impart information on a regular basis regarding student progress in classroom and individual activities, as well as opportunity to provide input into those programs.

Encourage parents to attend PTA, ELAC, parent trainings, Principal's Coffee, pre-kindergarten training and to volunteer at La Granada

Provide translation of informal and formal communications

Provide parents with all required notification and information required by ESSA

Provide assistance and instructional support to teachers of SEI and ELM classes

Provide assistance and support to new EL teachers in classroom organization and management and other curricular areas as needed to ensure EL student support.

Funds to provide: Instructional Coach, Computer Assistant, Bilingual Assistants, and EL facilitators.

Program Descriptions
Gifted and Talented Education (GATE) Services

Intent

To identify gifted and talented students, including those from diverse racial, socio-economic, linguistic, and cultural backgrounds, and provide high quality differentiated learning opportunities that meet the students' particular abilities and talents.

Description of District Services

Gifted and Talented Education services shall be available to provide unique learning environments and opportunities for pupils who are identified as gifted and talented as measured by tests and demonstrations of intellectual achievement and unique production. Full participation of pupils from economically disadvantaged and varying cultural backgrounds shall be ensured.

The Alvord Unified School District is committed to providing appropriate and challenging services to meet the diverse needs of gifted and talented students. Administrators, teachers and parents are provided with growth opportunities in meeting these needs. Given a stimulating learning environment, students meet their full potential and demonstrate their unique productive talents as they work through challenging situations

The Alvord Unified School District GATE services have provisions for:

- o Differentiated opportunities for learning commensurate with abilities and talents of individuals
- o Development of sensitivity and responsibility to others
- o Assistance in developing self-generating problem-solving abilities
- o Support in developing a realistic and healthy self-concept
- o Alvord Unified School District has a wide range of options for GATE students at varying sites:
 - Differentiation within the regular classroom
 - Enrichment opportunities
 - Special group instruction away from the regular class
 - Classes in which GATE students are clustered
 - Seminars and study trips
 - Grade level advancement
 - College level courses (Honors, Advanced Placement, International Baccalaureate)

GATE students receive differentiated curriculum and instruction throughout the regular school day, as well as during enrichment opportunities. Appropriate differentiation refers to the following principles, when applied to the standard adopted instruction and curriculum: Depth, Complexity, Novelty, and Acceleration, according to standards adopted by the California Association for the Gifted (CAG).

Description of Site Services

The program for Gifted and Talented (GATE) students is planned and organized as an integrated differentiated learning experience within the regular school day, primarily in the regular classroom. Differentiated opportunities are provided for students based on individual needs and interests as determined through appropriate program assessment. Additionally, GATE students are provided the opportunity to participate in school and district sponsored activities. The classroom teacher collaborates with the instructional coach regarding differentiated curriculum and extracurricular activities. Parents provide insight about their participating students and their capabilities and behaviors. All classroom teachers of GATE students are in given support by administration and instructional coach as to the implementation of GATE activities and other resources available for use by the GATE students including supplies, materials and technology. Students in grades 4 and 5 are served through the GATE program. There is also a GATE facilitator for the school that attends district meetings and provides feedback based on the program.

Objectives

Provide a program based on high and challenging standards where all GATE students demonstrate an increase in academic achievement.

Provide an appropriate and challenging program that extends and supplements the regular curriculum through various principles of differentiation, including depth and complexity, to meet the needs of gifted and talented students throughout the regular school day.

Provide equal access and opportunity for all students to be identified and served in programs for gifted and talented students including under-served populations within the school community.

Provide staff with ways to increase awareness of the characteristics of GATE students, multiple intelligences and ways to differentiate instruction in heterogeneous classrooms.

Provide parents opportunities to participate in GATE program planning and activities.

Ensure access to technology to provide enrichment and extended learning opportunities.

Program Descriptions Special Education Program

Intent

All individuals with exceptional needs have a right to participate in free appropriate public education. Special educational instruction and services for these persons are needed in order to ensure the right to an appropriate educational opportunity to meet their unique needs, prepare them for further education, employment and independent living.

Description of District Services

Special Education ensures that all individuals with exceptional needs are appropriately identified and assessed. Students are provided a free appropriate public education program to meet their unique needs, prepare them for further education, employment and independent living. A full continuum of program options for special education and related services is available to meet the educational and service needs of these students, including general education, Specially designed academic instruction, related services, and transportation.

Students are offered full and equitable opportunities which promote maximum interaction with non-disabled peers in the least restrictive environment. Steps are taken to ensure that individuals with exceptional needs participate in academic, nonacademic, and extracurricular services and activities to promote maximum interaction with the general school population. Policies and procedures regarding parent involvement and IEP development are clearly defined, consistently used, and documented through SELPA. There is coordination of instruction and curriculum with special and regular education staff.

Objectives

- o All individuals with exceptional needs are appropriately identified, assessed in all areas of suspected disability.
- o Students with disabilities are provided free appropriate public education programs and services to meet their unique needs, prepare them for further education, employment and independent living.
- o Increase collaboration between Special education teachers, related service providers and general education teachers to best support students.

Description of Site Services

La Granada's school program includes a cohesive special education team; teachers, resource specialist, 1.2 speech and language pathologists, psychologist, and special education instructional assistants. Teachers collaborate regularly with the resource specialist, psychologist, and speech and language pathologist to coordinate instruction and curriculum for identified special education students. In addition, the COST/Student Success Team provides a forum for the articulation of students' special needs regarding instruction curriculum, and behavior modification. A district provided adaptive physical education teacher and assistant support student needs as identified in the IEP for goals and objectives relating to the physical needs of our students.

La Granada hosts four Special Day classes; one for students in transitional kindergarten/ kindergarten/first grade, one for students in grades 2-3, one for students in grades 4-5 and another for pre-kindergarten students. Students are offered academic instruction based on identified goals and objectives as outlined in the student's Individualized Education Plan. Several students are mainstreamed into the regular program classes for academic, non-academic and extracurricular services and activities.

La Granada's campus adjoins a Riverside County School campus which serves developmentally handicapped, severely handicapped, autistic students and a Head Start eligible preschool.

Special Education ensures that all individuals with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs. A continuum of program options for special education and related services is available to meet the educational and service needs of these students including general education, resource specialist program, designated instruction and services, special day classes, and transportation. Students are offered full and equitable opportunities, which promote maximum interaction with non-disabled peers in the least restrictive environment. Steps are taken to ensure that individuals with exceptional needs participate in academic, nonacademic, and extracurricular services and activities to promote maximum interaction with the general school population. Policies and procedures regarding parent involvement and Individualized Education Programs are clearly defined, consistently used, and documented through SELPA.

Objectives

To facilitate and meet the goals and objectives as defined in student IEP profiles.

To facilitate successful achievement in mainstream classes.

Provide assistance and instructional support to teachers of mainstream students.

Provide assistance and support to new mainstream teachers in classroom organization and management and other curricular areas as needed to ensure special education/student support.

Program Descriptions Technology Program

Intent

To provide students with up-to-date technology to enhance their academic proficiency in language arts, math, science, and history.

Description of District Services

The District believes that through the meaningful integration of technology, student academic achievement can be improved. To facilitate this integration, the District developed a comprehensive technology plan that includes both curriculum and professional development components detailing how teachers and students will incorporate technology into the teaching and learning processes. The overall goal of integrating technology into the learning and teaching processes is to help all students attain proficiency in mathematics and language arts and enable all students to earn a high school diploma.

Before developing this plan, the District assessed the current practices and access to technology of all its elementary, middle and high schools. The course of action to bring technology to teachers and students include:

- o Using technology to improve teaching and learning
- o Assisting students acquire technology and information literacy skills
- o Utilizing technology that ensures appropriate access to all students
- o Using technology for efficient student record keeping and assessment
- o Making teachers and administrators more accessible to parents via utilizing technology
- o Providing professional development opportunities for administrators and teachers

The District will monitor its success and progress with implementing the curriculum content and professional development technology components on an annual basis.

The school's current technology practices and site technology objectives are described in the next two sections.

Description of Site Program

Recognizing the increasing importance of technology, the La Granada staff, in adherence with Alvord district wide technology plan, is committed to the exploration of exemplary programs in educational technology and their implementation into the curriculum. Infusion of technology into all subject areas and the development of ways to aid in the management of instruction is a main focus at La Granada. The school's plan is to integrate effective technological methods and tools in classrooms at all grade levels. In addition, teachers at La Granada are provided with the opportunity to receive training in the selection and utilization of appropriate technologies. Computer assisted instruction is integrated throughout language arts, math, science, social studies, and fine arts. Software is housed in the computer lab and is available for check-out through a full time instructional computer assistant. The instructional computer assistant oversees the purchasing, cataloging, and upgrading of hardware and software.

La Granada has a computer lab for student and staff use which consists of 40 Dell PC computers. Each classroom hosts a computer station with five computers. Further, each classroom in grades first through fifth have received ten laptop computers in order to facilitate increased technology use as a result of the Common Core State Standards. All of these laptops are able to utilize wireless connectivity and meet the requirements for SBAC testing. Classroom computers are used by teachers to facilitate student use of several computer based intervention programs and software: Achieve 3000, Smarty Antz, Imagine Learning, and Big Brainz. Students can also access these programs at the computer lab. La Granada also has 38 laptop computers for teacher use. All of the classrooms at La Granada have Smart Boards to be used for instruction and student interaction.

Objectives

Empower learners (students, staff, parents) by providing the technological skills to acquire, practice, analyze and present information.

Assist teachers and students in integrating the use of technology throughout the curriculum.

Ensure that all teachers have the knowledge, skills and disposition to use technology to facilitate project based learning.

Provide classroom teachers with a data link to enhance collaboration and communication.
Ensure that students and staff have an understanding of the ethical use, function, impact and possibilities of technology.
Provide parents training in the use of computers and the link to the core curriculum.

**Program Descriptions
School Safety Program****Intent**

To provide counseling services to students and families to reduce and prevent drug, alcohol, tobacco use, and violence.

Description of District Services

Student Services supports drug, alcohol, tobacco, and violence prevention and reduction counseling services in order for all students to attend safe and drug-free schools. The focus is to reduce barriers to learning and build resiliency factors leading to student success, academically, emotionally, socially, and physically.

The district contracts with providers to offer counseling services to students and families at each school site throughout the school year. Counseling services consist of drug, alcohol, and violence prevention and reduction training. Students learn to recognize and relinquish harmful behaviors and habits, and develop strategies for a successful school career and life.

Description of Site Program

La Granada hosts high-level caring relationships between teachers, other adults, and students that are sustained by a culture that establishes high expectations for all students provides meaningful opportunities for student engagement, promotes positive conflict management and fosters daily attendance. For the last five years, La Granada has begun the work to move toward creating a positive management system based on Positive Behavior Intervention and Support in conjunction with an emphasis on social skills.

Students, staff and parents report that La Granada consists of a professional staff that always puts academics and student welfare and safety first. Discipline and an orderly disposition in classrooms are apparent when visiting the campus. La Granada hosts a clean campus including sidewalks, restrooms and gardens. Students report feeling safe when on campus. While on the playground all students and staff members follow the Peaceful Playgrounds rules. Our playground has been designed to optimize student activity and minimize conflict. The golden rule on the playground is that all games are open and a student can't say that another student can't participate in a game. When there is a conflict students have three options to solve their problem: 1-walk away, 2-step away from the game and discuss the conflict, or 3-rock, paper, scissors. Many students feel that the adults on campus provide caring relationships and hold high expectations for student behavior and academic performance. The school's culture is one of a dedication and commitment to the needs of students with high expectations for learning for all students. Teachers are eager to share ideas and student work with staff, students and parents. It is evident that learning is valued at La Granada. Staff reviews the School Safety Plan annually. Social Emotional Learning (SEL) program is used by the school counselor to promote social skills among La Granada students. The school counselor delivers SEL lessons on a regular basis to every classroom throughout the school year. All students participate in the annual Red Ribbon Week activities to teach the negative consequences of alcohol, tobacco, and other drug use and the benefits of a drug-free lifestyle. Student assemblies are held annually to review and discuss the Student Parent handbook which outlines expectations for student behavior, disciplinary guidelines and education codes in alignment with student behavior, as well as, positive rewards and recognition for positive choices in student behaviors. The district supports student intervention and support by providing counseling services to students through our full time credentialed counselor who is on site five days a week. Students are referred by classroom teachers, staff or the SST team for counseling intervention and support.

Objectives

Discipline Policies and Procedures — A student handbook outlining discipline policies and disciplinary consequences will be made available to students and parents.

Professional Development Activities — School personnel receive training pertaining to new laws related to student behavior and safety issues, crisis response training, school strategies, etc.

Counseling and Guidance Services — A referral system in place to ensure that these services are available to all students.

Collaborative Relationships — Students, parents, community organizations, and law enforcement agencies will be involved in the development and updating of the safety plan.

Safe School Programs and Strategies — Prevention/intervention programs and strategies to be used consistently to help create a safe school environment to reduce or eliminate violence and school safety issues.

Campus Security —The campus will be appropriately restricted. The use of campus supervisors, security systems and other devices to be utilized to maximize security concerns.

Funding Sources — Available funding sources identified along with other funding needs in order to fully implement the school safety plan.

Safety Drills— Safety drills will be conducted once a month to prepare all students and staff for a possible emergency (fire drills, lockdown drills, etc.)

Program Descriptions

Parent and Family Engagement Program

Intent

To establish strong, healthy, and systematic school, family, and community partnerships which lead to effective family engagement that supports student achievement and closes the achievement gap.

Description of District Services

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

Parent involvement is encouraged through Board Policy and School Parent Compacts as a step in improving student achievement. All parents are kept informed of their child's progress toward meeting grade level standards through report cards and progress reports, parent workshops, conferences and meetings. District-wide expenditures from supplemental programs are designed to provide students additional support for succeeding with the core curriculum and to enhance parents' abilities to assist their children in the learning process.

In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall ensure that staff members at each school:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.
4. Receive training that fosters effective and culturally sensitive communication with the home, including training and how to communicate with non-English speakers and how to give parents/guardians opportunities to assist in the instructional process in both at school and at home.
5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

Alvord schools have received Parent Engagement Initiative Leadership training (Parent PELI) and are forming Action Teams for Partnership (ATP) as an arm of their School Site Councils (SSC). These teams are made up of school staff, parents and community members who work together to set school goals and plan activities around Joyce Epstein's 6 Types of Parent Involvement in order to increase parent engagement and increase student achievement. All District parent involvement programs are built around these 6 types of parent involvement: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

Description of Site Services

La Granada believes in working collaboratively with parents and families. In order to facilitate this relationship and expand on the systems already in place at La Granada, an Action Team for Partnership comprised of four parents, one teacher, and the principal. The one classroom teacher attended the Parent Engagement Initiative Leadership training during the fall of 2018. The team developed an action plan for the year that resulted in planning presentations for a Parent University, collaborating with the Wiley Center to bring the Triple P Parenting classes to La Granada, execution of our Gratitude Day during the National Parent Volunteer Week in November. On Gratitude Day, families were able to collaborate on gratitude projects in their child's classroom and then gathered for refreshments and a discussion in which parents generated a list of how parents can volunteer in diverse ways. Further, the team has initiated small changes such as ensuring communication is initiated with families for positive reasons instead of just negative reasons. Since the inception of our ATP group, we have grown our group to include our site counselor and our PTA adviser, who also serves as a regular active community member. The team has continued to work cohesively to benefit family engagement during the subsequent school years. The school counselor and a classroom teacher have led the ATP team in planning six

Parent University seminars to support family involvement and family learning. We have also expanded to not only celebrating Gratitude Day but celebrating Gratitude Week. During Gratitude Week every day encourages families to be on campus supporting their child's academic success in a variety of ways. The Action Team for Partnership has also planned four Family Picnic days where families are encouraged to bring a healthy lunch, a blanket, and a book to spend quality time with their child. Further, the team has collaborated with Student Council to host a Harvest Festival, Friendship Dance, and they initiated regularly scheduled Fun Family Runs.

Objectives

Our objectives are to build strong relationships between home and school, increase parent involvement, build a culture of caring, and support student success for every La Granada Lion.

**Program Descriptions
Expanded Learning Program
Prime-Time / Half-Time**

Intent

Provide a safe and positive expanded learning environment for students of the Alvord Unified School District during the after school hours by providing daily educational, recreational, and enrichment activities. The main academic goal of the Expanded Learning Program is to assist students in increasing proficiency in Reading and Mathematics.

Description of District Services

Alvord's After School Programs is provided at 12 elementary schools and four middle schools. The program is aligned to the regular school day through the use of curriculum binders with activities that are aligned to the school day curriculum and a coach liaison at each site to provide instructional support.

The program provides both homework assistance and tutoring in order to support classroom instruction and help students attain state standards in Math, Language Arts, Science and Social Science. Materials used include technology based products and technology-based instruction to ensure the students are receiving individualized instruction in an interactive manner. Reinforcement and practice of skills taught takes place in a disguised manner using games and other non-traditional tools so that the students remain engaged after a long day at school. Alvord students are also engaged in high interest, high movement, motivational and enrichment activities. Enrichment activities are research based and promote asset development, character and leadership development, movement, collaboration and team building, creative expression, anger management, conflict resolution, and tolerance and appreciation of others. All activities provide high interest practice in academics, reinforce newly acquired skills, and promote the physical and emotional well-being of our students.

A few of the enrichment activities seen frequently at sites include board games to reinforce thinking, strategy and problem solving; craft projects that develop creativity; cooking including discussions about nutrition; and campus beautification and gardening projects. Each site provides an opportunity for student to showcase their enrichment talents. At the Elementary level, students participate in sports tournaments in Soccer and Soccer, or Basketball. At the Middle School level, a tournament is planned for these 5 sports: Soccer, Basketball, Football, Soccer, Volleyball, and Softball. Middle school students also have skateboarding, music (musical instruments), art and Wii clubs. The "Extravaganza" is a culminating event held at the end of each year for middle school students to showcase their projects, compete against each other in a variety of athletic events, and come together to show their school spirit.

Objectives

- Provide homework assistance.
- Improve students' attendance in school.
- Improve or maintain students' grades.
- Provide students opportunities to engage in cultural enrichment activities.
- Reduce/avoid harmful risk-taking behaviors among students.

Categorical and Local Control Funding Formula Allocation Narrative

2018-2019

Directors, Coordinators, Instructional Specialists, Director's Assistant, Assessment/Evaluation Technician, Secretary, Clerks, and part-time clerical assistance staff the Categorical/English Language Learners Offices and provide indirect services. Bilingual assistants, project specialists/instructional coaches, intervention teachers, librarians, elementary library assistants, and instructional computer assistants provide direct support to school sites. These positions are single and multi-funded from a combination of sources including, Title I (TI), Title III (TIII) and Local Control Funding Formula (LCFF) funds. LCFF supplemental and concentration grants are targeted to increase and improve services for students from low-income families, English learners, and foster youth.

Funding for Title I is applied for annually through the Consolidated Programs Application process. Funding allocations to the schools are on a per pupil basis. The Central Office monitors the expenditures of program funds for a variety of programmatic considerations. Foremost among the considerations are guidelines for the use of the funds that will meet the needs of students and the annual audit requirements including the Federal Program Monitoring (FPM) criteria. The school's portion of each program is as follows:

LCFF-LI funds provide targeted support for students from low income families and foster youth at each site which supplements and supports the district's educational program. The school's allocation is \$24,876.

LCFF-EL funds provide targeted support for English Language Learners (ELL) at each site which supplements and supports the district's educational program for ELL students. The school's allocation is \$30,619.

Title I funds provide support for students at risk of not meeting academic standards and who reside in areas with high concentrations of children from low-income families. The school's allocation for Title I is \$255,119. There is a carryover of 0 for a total allocation of 255,119

*Supplemental and Concentration grant portion of Local Control Funding Formula (LCFF)

Categorical Budget Narrative		
Object Code	Description	Narrative
1110	Teacher's Salaries - Extra Duty	<ul style="list-style-type: none"> Hourly rate for certificated staff to perform leadership duties, grade level planning/articulation, parent education/involvement activities and other duties related to categorical programs. Salaries for Special Projects Personnel to manage and conduct categorically related duties. Includes Certificated Personnel Salaries (Project Specialists/Instructional Coach). Includes Classified Personnel Salaries (Clerks, Instructional Assistant/Computer, Instructional Assistants, and Bilingual Assistants). Hourly rate for classified staff to perform additional duties related to categorical programs may be necessary.
1130	Teacher's Salaries - Substitutes	
1140	Teacher Salaries - Stipends	
1900	Teacher's Salaries Project Specialists/Instructional Coaches	
2100	Instructional Aide's Salary	
2110	Instructional Aide's Salary - Hourly	
2200	Classified Support Salaries	
2400	Clerical, Technical, Office Staff Salaries	
2410	Clerical, Technical, Office Staff Salaries - Hourly	
2900	Other Classified Salaries	
2910	Other Classified Salaries - Hourly	
3000	Employee Benefits	Contributions to retirement plans and health and welfare benefits. Includes STRS, PERS, SS, HW, SUI, Workers' Compensation.
4200	Books/Other Ref Materials (Instructional Books Other Than Textbooks)	Books to enhance students' language development. Materials to maintain and enhance classroom programs, parent workshops, and professional development (VENDOR).
4300	Instructional Materials and Supplies	Instructional materials and supplies that are used (student workbooks, supplies, etc). Non-instructional supplies and resources used for support, efficiency, organization, and enhancement of program i.e., maintenance, parent workshops, office supplies, identifying equipment. (VENDOR)
4405	Equipment \$500.00 - \$4999.99	Equipment and supplies \$500.00 through \$4999.99 per item.
5200	Travel, Conferences	Professional development related to focus areas in the SPSA.
5300	Dues and Memberships	Memberships and dues in professional associations.
5620	Leases	Expenditures for rental by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide leased equipment for the use of resource development for the instructional program.
5630	Repairs	Expenditures for repairs or maintenance by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide repairs or maintenance for the use of resource development for the instructional program.
5640	Maintenance Contract	Expenditures for maintenance agreements by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide maintenance contract for equipment for the use of resource development for the instructional program.
5800	Assemblies/Other Services	Assemblies
5815	Consultants	Consultants
5845	Printing	Outside printing. Copies to maintain supplemental programs.
5850	Software license	Purchase site license rights for technology applications across the curriculum for use in the computer lab and classrooms.
5910	Postage	Postage for various communications, i.e., parent involvement, parent advisory council, business-related communication.
5920	Telephone	Cover telephone costs incurred in the management of categorical programs.
6400	Equipment over \$5,000.00	Equipment and supplies over \$5,000.00 per item.

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

[Attach School-Parent Compact \(Title I Schools\)](#)

ALVORD UNIFIED SCHOOL DISTRICT

La Granada Elementary School

School Parental Involvement Policy

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PART I. GENERAL EXPECTATIONS

The La Granada Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The **La Granada Elementary School** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

The School Site Council (SSC) and the Leadership Team meet regularly to revisit and review the District and School Parental Policies. Information is also shared with English Language Advisory Committee (ELAC) and at staff collaborative meetings and the monthly Principal's Coffee. Staff and parents review the school-parent-student compact to insure implementation and update as needed.

Parent and staff input are essential in meeting the needs of the students, teachers and parents. Some procedure is embedded into the data, information gathering and goal setting of the SPSA process which takes place every two years, as well as independent meetings and discussions with the SSC, ELAC, Principal's Coffee, Leadership Team and staff collaborative meetings.

2. The **La Granada Elementary School** will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

The school announces via notices home when the School Parental Involvement Policy will be reviewed and open for discussion. SSC, ELAC, Principal's Coffee and Back To School Night agendas and parent notification fliers are distributed.

The principal and project specialist distribute and discuss the Title 1 requirements and rights at Back to School Night annually.

3. The **La Granada Elementary School** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

The School Site Council and the Leadership Team meet regularly to revisit and review the District and School Parental Policies. Information is also shared with ELAC and at staff collaborative meetings and the monthly Principal's Coffee. Staff and parents review the school-parent-student compact to insure implementation and update as needed.

Parent and staff input are essential in meeting the needs of the students, teachers and parents. Some procedure is embedded into the data, information gathering and goal setting of the SPSA process which takes place every year, as well as independent meetings and discussions with the SSC, ELAC, Principal's Coffee, Leadership Team and staff collaborative meetings.

4. The **La Granada Elementary School** will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title I,
- About the requirements of Title I,
- Of their rights to be involved,
- about their school's participation in Title I:

At the beginning of every year, the principal will distribute and discuss the Title 1 requirements and rights at Back to School Night. Parents receive invitations to Back to School Night with information that a meeting will be held before classroom visitations to discuss the Title 1 program (including tutoring). Handouts are distributed and as the presentation is made, translation is made available. All parents are encouraged to attend. A sign in sheet provides staff with the information about to which parents were in attendance.

5. The **La Granada Elementary School** will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:

- At the beginning of each school year, the initial meetings for SSC, ELAC,
- Principal's Coffee, Parent Teacher Association (PTA) are held in the morning in the multi-purpose room.
- Childcare is provided for every parent meeting or training on the campus.
- Parents are polled as to what meeting time would best suit their needs for participation and the meetings are then scheduled.
- Review of the meeting time is reviewed at various times during the year to insure the needs of the parents are being met.
- Parents are provided with incentives to increase attendance and participation in parent involvement activities.

6. The **La Granada Elementary School** will provide timely information about Title I programs to parents of participating children in a timely manner:

- Parents will receive notice and agenda of SSC and ELAC meetings a minimum of 72 hours in advance
- Results of annual state testing will be mailed home in a timely manner

7. The **La Granada Elementary School** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

The School provides parents a copy of the School Accountability Report Card (SARC) annually. Parents are exposed to samples of each content curriculum at SSC, ELAC and Principal's Coffee meetings. Teachers explain some of the curriculum and units of study to parents at Parent Teacher Conferences held each fall. Teachers hand parents printed copies of the Language Arts and Mathematics California Standards at Back to School Night and at Parent Teacher Conferences. Academic assessment and student progress is discussed with parents at Back to School Night and Parent Teacher conferences, or whenever a parent needs to conference with a teacher about his/her student's progress.

- Back to School Night
- Parent Conferences
- Annual Title I Meeting
- Parent Council Meetings (i.e. SSC, ELAC, ATP)

8. The **La Granada Elementary School** will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as

appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

La Granada hosts an open forum for parents to participate in decision making and voicing their concerns and suggestions monthly at the Principal's Coffee. Also, parents are invited to attend any SSC or ELAC meeting. Flyers are sent home regularly and/or posted to announce meeting times of all said meetings. Childcare and translation is made available at all meetings.

9. The **La Granada Elementary School** will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- School-wide plan will be shared with parents during SSC and ELAC parent meetings
- If any parent comments dissatisfaction regarding the school-wide plan content, the comments will be forwarded to the Office of Special Projects and Accountability and to the Deputy Superintendent
- All efforts will be made to revise the plan so that it meets with the satisfaction of all parents.

10. The **La Granada Elementary School** will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:

- Notices/flyers sent home in English and Spanish
- Translation services available for meetings and workshops
- Family Nights
- ELAC meetings
- Principal's Coffee Meetings
- Kinder Camp
- CAFE Conference
- Parent University
- Child care will be provided for all meetings
- ATP Meetings

PART III. **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. The **La Granada Elementary School** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- *Family Reading Night*
- *Family Math Nights*
- *Family Science Night*
- *Parent University*
- *Parent Workshops*

- *AVID Elementary*
2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
 - Parent input will be given regarding the school-parent compact
 - The school-parent compact will be shared during Back To School Night and at the parent conferences held the first trimester of the school year
 - The school-parent compact will be signed by all stakeholders indicated on the compact
 - Copies of the school-parent compact will be sent home with all students
 3. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph --
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Title I,
 - how to monitor their child's progress, and
 - how to work with educators:

Parent Workshops
 Parent Conferences
 Annual Title 1 Night
 Back to School Night
 CAFE attendance
 4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Parent University
 - Family Literacy Program
 5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Professional Development trainings regarding parent involvements and partnership for teachers
 - Professional Development trainings regarding parent involvements and partnership for paraprofessionals

6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - Kinder Camp to be held each spring for incoming kindergarten and Transitional Kindergarten students and their parents/caregivers
 - Summer Sendoff
7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - All event notices will be sent home in English and Spanish

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by as evidenced by parent council meetings, leadership team meetings.

This policy was adopted by the **La Granada Elementary School** on May 24, 2018 and will be in effect for the period of 2018-2019. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2018. It will be made available to the local community on or before September 2017. The **La Granada Elementary School** notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

Signature (official authorization)

Date

DISTRITO ESCOLAR UNIFICADO ALVORD
Escuela Primaria La Granada
Política de Participación Escolar de Padres

* * * * *

PARTE I. EXPECTATIVAS GENERALES

La Escuela Primaria La Granada está de acuerdo en implementar los siguientes requisitos legales:

- La escuela desarrollará junto con los padres y distribuirá a los padres de los alumnos participantes, una Política de Participación Escolar de Padres con la que estén de acuerdo la escuela y los padres de los alumnos que están participando.
- La escuela notificará a los padres acerca de la Política de Participación Escolar de Padres en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma que los padres puedan entender.
- La escuela tendrá disponible para la comunidad la Política de Participación Escolar de Padres.
- La escuela proveerá acceso y oportunidad a los padres limitados en el idioma inglés, con discapacidades y con estudiantes migratorios.

La escuela periódicamente actualizará la Política de Participación Escolar de Padres para cubrir las necesidades cambiantes de los padres y la escuela.

La escuela adoptará el acuerdo escuela-padres como un componente de su Política de Participación Escolar de Padres.

- La escuela está de acuerdo en regirse por la definición de los siguientes estatutos de participación de padres y producirán programas, actividades y procedimientos de acuerdo con esta definición.

La Participación escolar de los Padres significa la colaboración de los padres en forma regular, mutua y con comunicación significativa implicando el aprendizaje académico del estudiante y otras actividades escolares, asegurando que:

(A) los padres tienen un papel esencial ayudando en el aprendizaje de sus hijos;

(B) se anime a los padres a participar activamente en la educación de sus hijos en la escuela;

(C) los padres son socios mayoritarios en la educación de sus hijos y están incluidos, cuando es apropiado, en la toma de decisiones y en comités consultivos para ayudar en la educación de sus hijos;

(D) la realización de otras actividades, tales como las descritas en la sección 1118 del ESEA.

PARTE II. DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLIMENTARÁ LOS COMPONENTES REQUERIDOS DE LA POLÍTICA DE PARTICIPACIÓN ESCOLAR DE PADRES

1. La **Escuela Primaria La Granada** tomará las siguientes acciones para incluir a los padres en el desarrollo y acuerdo común de la Política de Participación Escolar de Padres y el plan escolar cuando sea apropiado de una manera organizada, continua y oportunamente bajo la sección 1118 (b) de ESEA:

El Concilio Escolar (SSC) y el Equipo de Liderazgo se reunirán regularmente para repasar y revisar las Políticas de Padres del Distrito y de la Escuela. También, mensualmente se comparte información con el Comité Consejero para Aprendices del Idioma Inglés (ELAC), en juntas de colaboración del personal y los Cafés con la Directora. El personal escolar y los padres repasan el acuerdo entre la escuela-padres-estudiantes para asegurar su implementación y actualización según sea necesario.

Las opiniones de los padres y el personal escolar son esenciales para cubrir las necesidades de los estudiantes, maestros y padres. Algunos procedimientos ya están incluidos en los datos, en la recopilación de información y establecimiento de metas del proceso SPSA lo cual ocurre cada dos años, así como juntas y diálogos independientes con SSC, ELAC, Cafés con la Directora, Equipo de Liderazgo y juntas de colaboración.

2. La **Escuela Primaria La Granada** tomará las siguientes acciones para distribuir la Política de Participación de Padres a los padres de niños participantes y a la comunidad local:

La escuela notifica a los hogares por medio de avisos cuando se vaya a revisar la Política de Participación de Padres y esté abierta para opiniones. Se distribuyen avisos, notificación para padres y agendas de SSC, ELAC, Café con la Directora y Noche de Regreso a la Escuela.

Anualmente, durante la Noche de Regreso a la Escuela la directora y especialista en proyectos distribuyen y dialogan los requisitos y derechos de Título I.

3. La **Escuela Primaria La Granada** periódicamente actualizará su Política Escolar de Participación de Padres para cubrir las cambiantes necesidades de los padres y de la escuela:

El Concilio Escolar y el Equipo de Liderazgo se reúnen regularmente para revisar las Políticas de Padres del Distrito y de la Escuela. También se comparte información con ELAC, juntas de colaboración y el Café con la Directora mensual. El personal escolar y los padres revisan el acuerdo escuela-padres-estudiante para asegurar su implementación y actualizarlo según sea necesario.

La opinión de los padres y el personal son esenciales para satisfacer las necesidades de los estudiantes, maestros y padres de familia. Algunos procedimiento se incluyen con los datos, recopilación de información y el establecimiento de metas del proceso de SPSA, que se lleva a cabo cada año, así como juntas independientes y diálogos con SSC, ELAC, Café con la Directora, Equipo de Liderazgo y juntas de colaboración del personal.

4. La **Escuela Primaria La Granada** organizará una junta anual para informar a los padres de lo siguiente:

- Que la escuela de sus hijos participa en Título I.
- Acerca de los requisitos de Título I.
- Acerca de sus derechos para participar.

- Acerca de la participación de su escuela en Título I.

Al principio de cada año durante la Noche de Regreso a la Escuela, la directora distribuirá y hablara sobre los requisitos y derechos de Título 1. Los padres reciben invitaciones para la Noche de Regreso a la Escuela con la información que la junta se llevará a cabo antes de las visitas a los salones para discutir el programa de Título 1 (incluyendo tutoría). Documentos se distribuyen mientras se hace presentación, hay traducción disponible. Todos los padres están invitados a asistir. Las hojas de registro de asistencia proporcionan al personal información de cuales padres asistieron.

5. La **Escuela Primaria La Granada** tendrá un número flexible de juntas a diferentes horas y proveerá transportación, cuidado de niños y/o visitas a los hogares pagadas con los fondos de Título I, siempre y cuando este servicio esté relacionado con la participación de padres.

- A principios de cada año escolar, las juntas iniciales de SSC, ELAC, Café con la Directora y Asociación de Padres y Maestros (PTA) se llevan a cabo en la mañana en el auditorio MPR.
- Se proporciona cuidado para niños en cada junta o entrenamiento dentro del campo escolar.
- Se realiza una encuesta con los padres para saber, de acuerdo a sus actividades, cuál es la mejor hora que se adapte a sus necesidades para que participen.
- El horario de las juntas se revisa varias veces durante el año para asegurar que las necesidades de los padres sean cubiertas.
- Se proporcionan incentivos (reconocimientos etc.) a los padres para incrementar su asistencia y participación en las actividades para padres.

6. La **Escuela Primaria La Granada** proveerá información actual acerca de los programas de Título I para los padres de los estudiantes participantes cuando sea necesario:

- Los padres recibirán un aviso y agenda de las juntas de SSC y ELAC por lo menos con 72 horas de anticipación.
- Los resultados anuales de los exámenes estatales se enviarán por correo a casa de manera oportuna.

7. La **Escuela Primaria La Granada** proporcionará a los padres de los niños participantes una descripción y explicación del currículo usando en la escuela, las formas de evaluación académica usadas para medir el progreso y los niveles de dominio que se espera que los estudiantes logren.

La escuela proporciona anualmente a los Padres una copia del Reporte de Responsabilidad Escolar (SARC). Durante las juntas de SSC, ELAC y Café con la Directora, los padres son expuestos a ejemplos de cada contenido del currículo. Los maestros explican algunos puntos sobre el currículo y las unidades de estudio durante las Conferencias de padres y maestros que se llevan a cabo cada otoño. Durante la Noche de Regreso a la Escuela y Conferencias de Padres o cuando los padres necesitan hablar con maestro acerca del progreso de sus hijos, los maestros entregan a los padres copias impresas de los Estándares de California para Artes de Lenguaje y Matemáticas.

- Noche de Regreso a Clases
- Conferencias de Padres
- Junta anual de Título I
- Juntas de Concilio para Padres (SSC, ELAC, ATP)

8. La **Escuela Primaria La Granada** proveerá a padres de niños participantes, cuando lo soliciten, oportunidades para juntas regulares para formular sugerencias y participar, cuando sea apropiado, en decisiones relacionadas a la educación de sus hijos y responderá a dichas sugerencias lo más pronto posible.

La Granda proporciona un foro abierto para que los padres participen en la toma de decisiones expresando mensualmente sus preocupaciones y sugerencias durante el Café con la Directora. También se invita a los padres para que participen en las juntas de SSC o ELAC. Regularmente se exhibe y/o envía información a casa para anunciar el horario de todas las juntas mencionadas. Durante todas las juntas se proporciona cuidado de niños y servicio de traducción.

9. La **Escuela Primaria La Granada** presentará al distrito cualquier comentario de los padres en caso de que el plan escolar bajo la sección (1114) (b) (2) no sea satisfactorio para los padres de los estudiantes participantes.
- El Plan Escolar será compartido con los padres durante las juntas para padres de SSC y ELAC.
 - En caso de que algún padre exprese no estar satisfecho en cuanto al contenido del plan escolar, los comentarios serán dirigidos a la Oficina de Proyectos Especiales y Responsabilidades y al Asistente del Superintendente.
 - Se harán todos los esfuerzos para revisar el plan, de manera que sea del agrado de los padres.
10. La **Escuela Primaria La Granada** tomará las siguientes acciones para proporcionar acceso y oportunidades para los padres con habilidades limitadas en el idioma inglés, con discapacidades y con estudiantes migratorios.
- Avisos/boletines enviados a casa en inglés y español
 - Servicios de traducción disponibles en juntas y talleres
 - Noches Familiares
 - Juntas ELAC
 - Juntas de Café con la Directora
 - Kinder Camp
 - Conferencia CAFE
 - Universidad para Padres
 - Proporcionar cuidado de niños para todas las juntas
 - ATP

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA QUE LOS ESTUDIANTES TENGAN ALTOS LOGROS ACADÉMICOS

1. La **Escuela Primaria La Granada** desarrollará la capacidad de la escuela y de los padres para una sólida participación para asegurar la efectiva participación de los padres y para apoyar una sociedad entre los participantes escolares, padres y comunidad para mejorar los logros académicos de los estudiantes a través de las siguientes actividades específicamente descritas a continuación:
- Noche Familiar de Lectura
 - *Noche Familiar de Matemáticas*
 - *Noche Familiar de Ciencias*
 - *Universidad para Padres*
 - *Talleres para Padres*
 - *AVID para escuelas primarias*

2. La escuela incorporará el Acuerdo Escuela-Padres, como componente de su Política Escolar de Participación de Padres:
 - Los padres darán sus opiniones en cuanto al Acuerdo entre Escuela-Padres
 - El Acuerdo Escuela-Padres se compartirá durante la Noche de Regreso a Clases y en las conferencias para padres del primer trimestre escolar.
 - El Acuerdo entre Escuela-Padres, será firmado por todos los participantes indicados dentro del mismo.
 - Se enviarán copias del Acuerdo Escuela-Padres con todos los estudiantes.
3. La escuela, con la ayuda del distrito, proporcionará ayuda a los padres de los estudiantes a quienes da servicio, en la comprensión de temas tales como los que se mencionan a continuación, responsabilizándose de las acciones descritas en este párrafo:
 - El contenido académico de los estándares del Estado
 - Los estándares del Estado para los logros académicos de los estudiantes
 - Evaluaciones académicas del Estado y locales, incluyendo evaluaciones alternas
 - Los requisitos de Título I
 - Como monitorear el progreso de sus hijos
 - Como trabajar con los educadores

Talleres Para Padres
Conferencias de padres y maestros
Junta Anual Título I
Noche de Regreso a Clases
Asistencia a CABA
4. La escuela, con la ayuda del distrito, proporcionará materiales y entrenamiento para ayudar a los padres a trabajar con sus hijos para mejorar sus logros académicos, tales como entrenamiento en alfabetización y uso de tecnología, según sea necesario para fomentar la participación de padres por medio de:
 - Universidad para Padres
 - Programa de Alfabetización Familiar
5. La escuela, con la ayuda del distrito y de los padres, educará a sus maestros, personal de servicios a estudiantes, directores y otros empleados en como pedir ayuda, comunicarse y trabajar con los padres como socios igualitarios en el valor y utilidad de las contribuciones de los padres y en cómo implementar y coordinar programas para formar lazos de unión entre los padres y las escuelas por medio de:
 - Entrenamientos de desarrollo profesional para maestros, relacionados con la participación y sociedad con los padres
 - Entrenamientos de desarrollo profesional para semi-profesionales, relacionados con la participación y sociedad con los padres.
6. La escuela, hasta donde sea posible y apropiado, coordinará e integrará los programas y actividades de participación de padres con el programa preescolar *Head Start*, programas de lectura *Reading First* y *Early Reading First*, programa *Even Start*, Programa de Instrucción en casa *Home Instruction Programs for Preschool Youngsters*, programas para padres y maestros, preescolar pública y otros programas así como conducir otras actividades tales

como centros de recursos para padres que los motiven y apoyen a participar a mayor escala en la educación de sus hijos por medio de:

- Kinder Camp se llevará a cabo cada primavera para los nuevos estudiantes de Kindergarten, Transición a Kindergarten y sus padres/guardianes.
 - Summer Sendoff
7. La escuela, hasta donde sea posible y apropiado, ejecutará las siguientes acciones para asegurar que la información relacionada con la escuela y programas para padres, juntas y otras actividades, sean mandadas a los padres de los estudiantes participantes en un formato uniforme y fácil de entender, incluyendo un formato alternativo si se solicita y hasta donde sea posible en el idioma que los padres puedan entender:
- Todos los avisos de la escuela se enviarán a casa en inglés y en español

PARTE IV. ADOPCIÓN

Esta Política Escolar de Participación de Padres ha sido desarrollada en equipo y de acuerdo con padres de estudiantes participando en programas Título I, Parte A, según la evidencia de las minutas de las juntas del concilio de padres.

Esta Política fue adoptada por la **Escuela Primaria La Granada** el 24 de mayo del 2018 y estará en efecto durante el período de los años escolares 2018-2019. La escuela distribuirá esta Política a todos los padres de estudiantes participantes en Título I, Parte A, en o antes de septiembre del 2018. Estará disponible para la comunidad en o antes de septiembre, 2018. La notificación de la **Escuela Primaria La Granada** para los padres se hará en un formato uniforme y fácil de entender y de ser posible se proveerá a los padres una copia de la Política en el idioma que puedan entender.

Firma (autorización oficial)

Fecha

IMPORTANT – PLEASE READ CAREFULLY, SIGN AND RETURN

LA GRANADA ELEMENTARY SCHOOL PARENT-SCHOOL COMPACT 2018-2019	TEACHER RESPONSIBILITIES	PARENT RESPONSIBILITIES	STUDENT RESPONSIBILITIES
	<p>~Provide high-quality instruction for all students by teaching grade level standards through a quality curriculum</p> <p>~Provide on-going communication with parents regarding standards and strategies for working with their child at home</p> <p>~Engage all students in the learning through a variety of instructional strategies</p> <p>~Provide Universal Access time to meet the needs of all students</p> <p>~Provide on-going communication via meetings, conferences, notes, and phone calls regarding the child's progress and to set goals</p> <p>~Share classroom and school rules with students and parents</p> <p>~Provide parents with reports of their child's progress and the school's overall performance</p> <p>~Provide meaningful homework assignments and hold students accountable for their work</p> <p>~Attend research-based staff development to enhance classroom instruction</p> <p>~Collaborate with and observe grade level team to identify students in need of interventions and enhance teaching practices</p> <p>~Hold a minimum of an annual parent/teacher conference wherein the Parent-Student-Staff Compact is discussed and how it relates to individual student achievement.</p> <p>~Provide a supportive and effective learning environment that enables children to meet state academic standards</p> <p>~Promote college readiness</p>	<p>~Follow the traffic laws</p> <p>~Ensure my child is on time</p> <p>~Ensure my child follows the uniform policy and/or dress code</p> <p>~Monitor my child's progress and the completion of homework</p> <p>~Provide a quiet place to complete homework</p> <p>~Read aloud with my child every day</p> <p>~Familiarize myself with my child's grade level standards</p> <p>~Take advantage of extended learning opportunities such as tutoring and/or Halftime</p> <p>~Attend school events such as conferences, parent education nights and back to school nights</p> <p>~Become involved in parent groups such as ELAC, SSC, and PTA</p> <p>~Contact my child's teacher to observe, volunteer, or when I am concerned about my child's progress</p> <p>~Talk with my child about the dangers of drugs, alcohol, and weapons</p> <p>~Review the school rules with my child</p> <p>~Read and sign (when applicable) all home-school communication.</p>	<p>~Attend school every day AND ON TIME</p> <p>~Wear my school uniform daily (unless waiver has been granted)</p> <p>~Actively participate in class by listening, raising my hand, and completing my work</p> <p>~Know the grade level standards I am expected to learn</p> <p>~Ask the teacher for help when I do not understand something</p> <p>~Take home and complete all homework assignments with my best efforts</p> <p>~Attend tutoring and/or Halftime when offered</p> <p>~Follow all school and classroom rules and respect other students and adults</p> <p>~Set goals for my learning and do my best to achieve them</p> <p>~Read daily at home to build fluency</p> <p>~Share all papers sent home with parents and return them in a timely manner</p> <p>~ Be a positive role model by demonstrating the six character traits</p> <p>~ Optimism, curiosity, grit, and gratitude will guide my learning each day</p> <p>~Act with Kindness</p>

Teacher Signature _____ Date _____
 Parent Signature _____ Date _____
 Parent Signature _____ Date _____
 Student Signature _____ Date _____

The La Granada Staff, Parent Community, and Student body will work together as a team to ensure a high-quality education and safe environment for all students.

IMPORTANTE – FAVOR DE LEER CUIDADOSAMENTE, FIRMAR Y REGRESAR

ACUERDO ENTRE PADRES-ESCUELA de la Escuela PRIMARIA LA GRANADA	RESPONSABILIDADES DE LOS MAESTROS	RESPONSABILIDADES DE LOS PADRES	RESPONSABILIDADES DE LOS ESTUDIANTES
	<p>~Proveer instrucción de alta calidad para todos los estudiantes enseñando los estándares de nivel de grado mediante un currículo de calidad</p> <p>~Proveer comunicación continua con los padres en cuanto a los estándares y estrategias para que trabajen con sus hijos en casa</p> <p>~Incluir a todos los estudiantes en el aprendizaje por medio de una variedad de estrategias de instrucción</p> <p>~Proveer tiempo Universal Access para cubrir las necesidades de todos los estudiantes</p> <p>~Proveer comunicación continua por medio de reuniones, conferencias, notas y llamadas telefónicas en relación al progreso de sus niños y para establecer metas</p> <p>~Compartir las reglas del salón de clase y de la escuela con los estudiantes y los padres</p> <p>~Proveer a los padres con informes del progreso de sus niños y el rendimiento general de la escuela</p> <p>~Proveer asignaturas significativas de tarea y responsabilizar a los estudiantes por su trabajo</p> <p>~Asistir a desarrollo profesional basado en la investigación para realzar la instrucción en el salón de clase</p> <p>~Colaborar y observar al equipo de nivel de grado para identificar a los estudiantes que necesitan intervención y realzar las prácticas de enseñanza</p> <p>~Tener un mínimo de una conferencia anual de padres/maestro en la que se hable del Acuerdo de Padres-Estudiante-Maestro y de cómo se relaciona con los logros individuales del estudiante</p> <p>~Proveer un ambiente de apoyo y aprendizaje efectivo que permita a los niños cumplir con los estándares académicos estatales</p> <p>~Promover la preparación para asistir a la universidad</p>	<p>~Seguir las reglas de tránsito</p> <p>~Asegurar que mi hijo/a sea puntual</p> <p>~Asegurar que mi hijo/a siga la política de uniforme y/o código de vestuario</p> <p>~Monitorear el progreso de mi hijo/a y que complete la tarea</p> <p>~Proveer un lugar tranquilo para que complete la tarea</p> <p>~Leer en voz alta con mi hijo/a todos los días</p> <p>~Familiarizarme con los estándares del nivel grado de mi hijo/a</p> <p>~Aprovechar las oportunidades de extensión de aprendizaje tales como tutoría y/o Halftime</p> <p>~Asistir a los eventos escolares tales como conferencias, noches educativas para padres y noches de regreso a la escuela</p> <p>~Participar en los grupos de padres tales como ELAC, SSC, y PTA</p> <p>~Comunicarme con el maestro de mi hijo/a para observar, ser voluntario o cuando tenga alguna preocupación acerca del progreso de mi hijo/a</p> <p>~Platicar con mi hijo/a acerca de los peligros de las drogas, alcohol y armas</p> <p>~Repasar las reglas escolares con mi hijo/a</p> <p>~Leer y firmar (cuando se requiera) cualquier comunicación entre la escuela y el hogar</p>	<p>~Asistir a la escuela todos los días PUNTUALMENTE</p> <p>~Usar mi uniforme diariamente (a menos que se me haya otorgado una dispensa)</p> <p>~Participar activamente en el salón de clase, escuchando, levantando la mano para hablar y completando mi trabajo</p> <p>~Saber cuáles estándares necesito aprender de acuerdo a mi nivel de grado</p> <p>~Pedir ayuda al maestro cuando no entienda algo</p> <p>~Llevar a casa y completar toda la tarea poniendo mi mayor esfuerzo</p> <p>~Asistir a tutoría y/o Halftime cuando sean ofrecidos</p> <p>~Seguir todas las reglas escolares y del salón de clase y respetar a estudiantes y adultos</p> <p>~Establecer metas para mi aprendizaje y poner todo mi esfuerzo para lograrlas</p> <p>~Leer en casa diariamente para aumentar la fluidez</p> <p>~Compartir con mis padres todos los avisos enviados a casa y regresarlos de manera oportuna</p> <p>~ Ser un modelo positivo al demostrar las seis características del buen carácter</p> <p>~ El optimismo, curiosidad, determinación y gratitud guiarán mi aprendizaje cada día</p> <p>~ Actúa con amabilidad</p>



El Personal de La Granada, Comunidad de Padres, y el Cuerpo Estudiantil trabajarán juntos como equipo para asegura una educación de alta calidad y un ambiente escolar seguro para todos los estudiantes.

Firma del Maestro _____	Fecha _____
Firma del Padre _____	Fecha _____
Firma del Padre _____	Fecha _____
Firma del Estudiante _____	Fecha _____



La Granada Elementary School
School Site Council Agenda
February 7, 2019
Conference Room 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 Removal of Members
2. Approve New SSC Members
3. Approve New SSC Officers
4. Approve minutes of meeting held January 17, 2019
5. 2018-19 Title 1, Part A Reservations, Required
6. 2018-19 Title 1, Part A Reservations, Allowed
7. Approval of School Wide Title 1 Program
8. Approval of Centralized Services
9. Approval of Site Categorical Budgets (final 2017-18 Budget Allocations)
10. Approval of 2018-19 School Plan for Student Achievement (SPSA)
11. Approve Categorical Expenditures Requests (TI, LCFF-LI, LCFF-EL)
12. Approval of the 2018-19 Comprehensive School Safety Plan

III. Discussion/Information

1. Budget Reports
2. Training Topics:
 - School Plan for Student Achievement (SPSA) -- Implementation Monitoring
3. SPSA Report and Input
 - Achievement Data Reports:
 - i. SPSA Goals Middle of the Year Data
 - Reports from Parent Committees
 - English Learners Advisory Committee (ELAC)
 - Action Team for Partnership (ATP)
 - District Parent Advisory Committee (PAC)
4. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers)
 - Parent and Family Involvement Opportunities
 - Interventions
5. 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 14, 2019.
2. Adjournment: Action Item



Escuela Primaria La Granada

Concilio Escolar Agenda

Febrero 8, 2019

Salón de Conferencias

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. Aprobar la Remoción de Miembros
2. Aprobación de Miembros del Concilio Escolar
3. Aprobación de Oficiales del Concilio Escolar
4. Aprobación los Minutas de la reunión del 17 de enero 2018
5. 2018-19 Título 1, Parte A Reservaciones, Requerido
6. 2018-19 Título 1, Parte A Reservaciones, permitidas
7. Aprobación del programa de Título 1 para toda la escuela
8. Aprobación de los Servicios Centralizados.
9. Aprobación de los presupuestos categóricos del sitio (asignaciones presupuestarias finales de 2017-18)
10. Aprobación del Plan Escolar para el Logro Estudiantil 2018-19 (SPSA)
11. Solicitudes de Gastos Propuestos de los fondos categóricos (TI, LCFF-LI, LCFF-EL)
12. Aprobación del Plan Integral de Seguridad Escolar 2018-19

III. Diálogo/Información

1. Reportes del Presupuesto
2. Entrenamiento:
 - a. Plan escolar para el logro estudiantil (SPSA) - Monitoreo de la implementación
3. Repasar, recomendaciones y actualización de SPSA
 - i. Metas de SPSA Datos de medio año
 - a. Reportes de los comités de padres
 - b. Reporte ELAC
 - c. Reporte ATP
 - d. Reporte PAC
4. Reportes de Programas
 - a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
 - b. Oportunidades para la participación de Familia y Padres
 - c. Intervenciones
5. Reporte del Director

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 14 de marzo del 2019
2. Clausura: Asunto de Acción



La Granada Elementary School
School Site Council Agenda
February 7, 2019
Conference Room 2:30p.m.



- I. Introductory Procedures
 1. Meeting was called to order at 2:35 pm by Dr. Gomez.
 2. Establishment of Quorum: Quorum was established with 9 out of 10. The following members were present: Carmen Vega, Virginia Evans, Erika Lueskow, Noreen Neal, Jessica Hernandez, Marlene Lopez, Alyssa Garcia, Reynalda Nolasco, and Dr. Gomez.
 3. Pledge of Allegiance was recited.
 4. Members were introduced, welcomed and asked to sign in.
- II. Action Items
 1. Approve Removal of SSC Members
 - a. The following members were nominated to be removed from SSC:
 - o Guadalupe Lucero
 - o Yaritza Nunez
 - b. It was motioned by Mrs. Hernandez/seconded by Mrs. Neal/carried by all (Hernandez/Neal 6/0/0) to remove Mrs. Lucero, Mrs. Nunez as SSC members for the 2018-2019 school year.
 2. Approve SSC Members
 - a. The following were nominated to serve as SSC officers:
 - o Alyssa Garcia
 - o Marlene Lopez
 - b. It was motioned by Mrs. Nolasco/seconded by Mrs. Evans/carried by all (Nolasco/Evans 6/0/0) to elect and approve Mrs. Garcia and Mrs. Lopez as SSC members for the 2018-2019 school year.
 3. Approve SSC Officers
 - a. The following were nominated to serve as SSC officers:
 - o Chairperson— Marlene Lopez
 - b. It was motioned by Mrs. Nolasco/seconded by Ms. Lueskow/carried by all (Nolasco/Lueskow 8/0/0) to elect and approve Mrs. Lopez as SSC officer for the 2018-2019 school year.
 4. No revisions were noted in the January 17, 2019 minutes:
 - a. It was motioned by Mrs. Neal/seconded by Mrs. Lopez/carried by all (Neal/Lopez 8/0/0) to approve the minutes as revised.
 5. 2018-19 Title 1, Part A Reservations, Required
 - a. Members reviewed and discussed Title 1, Part A Reservations, Required
 - b. The following suggestions for services and activities that constitute professional development were given:
 - o Dr. Gomez gave more information on Title I Part A Reservations and how 1% of the funds need to be used for parent involvement. She gave site examples such as Parent University and "How to Help Your Child" classes. She stated that parents have found the classes helpful and informational.
 - c. It was motioned by Mrs. Evans/seconded by Mrs. Hernandez/carried by all (Evans/Hernandez 8/0/0) to approve the 2018-2019 Title 1, Part A Reservations, Required
 6. 2018-18 Title 1, Part A Reservations, Allowed
 - a. Members reviewed and discussed Title 1, Part A Reservations, Allowed
 - b. The following suggestions for services and activities that might be offered to students were given:

- Dr. Gomez explained the responsibilities of the district's Elementary Literacy Teachers (ELTs) and how La Granada's ELT works with our MTSS team to provide literacy interventions for our students. Mrs. Evans was also able to briefly describe how she as an ELT supports students.
 - c. It was motioned Mrs. Neal/seconded by Mrs. Garcia/carried by all(Neal/Garcia 8/0/0) to approve the 2018-2019 Title 1, Part A Reservations, Allowed
- 7. Approval of School Wide Title 1 Program
 - a. Members discussed elements of a School Wide Title 1 Program
 - Dr. Gomez discussed the demographics of the school and the qualifications for La Granada being a Title I school.
 - b. It was motioned Ms. Lueskow/seconded by Mrs. Lopez/carried by all(Lueskow/Lopez 8/0/0) to approve the School Wide Program
- 8. Approval of Site Categorical Budgets (final 2018-19 Budget Allocations)
 - a. Members reviewed and discussed the final allocations for 2108-2019 site Categorical Budgets.
 - Mrs. Vega asked why iPads were going to be purchased instead of Chromebooks for after school tutoring. Dr. Gomez explained that since the groups are flexible we needed devices that could be carried to different rooms without easily being damaged. The iPads could also be checked out for ELs in TK-1st grade during the school day and it would be easier for lower grade students to use the iPad and scan their login QR code until they learn to type their username and password on computers or laptops. Mrs. Hernandez asked which grades would be using the Chromebooks. Dr. Gomez stated that it would be for 3rd-5th grade to begin replacing the laptops that are no longer working and will be needed for classroom work as well as testing. Mrs. Lopez asked if field trip money is taken out of categorical funds and Dr. Gomez said that each grade level fundraises as well as PTA donates an amount for each grade level that can support their field trips.
 - b. It was motioned by Mrs. Lopez/seconded by Mrs. Vega/carried by all(Lopez/Vega 8/0/0) to approve the final allocations for 2018-2019 site Categorical Budgets
- 9. Approval of 2018-19 School Plan for Student Achievement (SPSA)
 - a. Members reviewed and discussed the 2018-2019 SPSA
 - Dr. Gomez gave an update on each goal in the SPSA.
 - b. SPSA Goal Summary was provided. Members asked how many students were reclassified last year for goal 2 and Dr. Gomez informed them that originally 12 but two moved so 10 were reported to CALPADS. When reporting goal 3's attendance focus, Dr. Gomez let the members know that new monthly attendance incentives have been added to continue to increase attendance. Mr. Cortez has also been strategically working with chronic absenteeism students and checking in with them daily. Members provided feedback about changing the end of the year attendance incentive to possibly semester perfect attendance incentive since the whole year is too long for younger students to wait. Dr. Gomez also mentioned about attendance brag tags for our next school year as a possibility to increase attendance.
 - c. It was motioned by Mrs. Neal/seconded by Mrs. Nolasco/carried by all(Neal/Nolasco 8/0/0) to approve the 2018-19 School Plan for Student Achievement (SPSA)
 - d. SPSA was signed and attested by Rosa Gomez, Principal and Marlene Lopez, SSC Chairperson.
- 10. Approval of the 2018-19 Comprehensive School Safety Plan
 - a. Members reviewed and discussed the Comprehensive School Safety Plan.
 - Mrs. Lopez asked what happens if there is an active shooter and how the staff prepares. The staff let her know that we have lockdown drills which we practice regularly and also explained the protocol when we begin the drill. Dr. Gomez explained that the staff is also trained to take students in their classrooms if they are walking outside in the hallways and then email the office stating that which kids they have that do not belong in their class so that everyone is accounted for.

11. It was motioned by Mrs. Lopez/seconded by Mrs. Hernandez/carried by all(Lopez/Hernandez 8/0/0) to approve the 2018-19 Comprehensive School Safety Plan

III. Discussion/Information

1. Budget Reports
 - a. Categorical budgets were reviewed and discussed.
2. Training Topic:
 - a. School Plan for Student Achievement (SPSA) -- Implementation Monitoring
 - o Members reviewed and discussed the ongoing responsibilities to review and monitor implementation of SPSA.
3. SPSA Report and Input
 - a. Achievement Data Reports
 - o SPSA Goals Middle of the Year Data
 - Dr. Gomez reviewed the SPSA middle of the year data and which goals had already been met and those we were waiting until June 2019 to determine whether they were met or not.
4. Parent Committee Reports
 - a. ELAC Report
 - o February ELAC highlights included: CAFE, CALPADS Language Census,
 - o Next ELAC meeting will be March 14, 2019.
 - b. ATP Report
 - o ATP meeting summary notes from January were reviewed.
 - o ATP January highlights included information about the Friendship Dance.
 - o Next ATP meeting will be 2/25/19.
 - c. PAC Report
 - o PAC minutes from January were not distributed for review. PAC representative was not present.
 - o January PAC highlights will be tabled for March's meeting.
 - o Next PAC meeting will be March 19, 2019.
5. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - o Recent staff professional development included: ELD and AVID Path Training
 - o Recent paraprofessional staff development included: ELPAC
 - b. Parent and Family Involvement Opportunities
 - o Recent parent involvement opportunities included: Math class for parents.
 - o Upcoming parent involvement opportunities include Friendship Dance, Flag Assembly, and Family Picnic Day.
 - c. Interventions
 - o Members discussed intervention options for this school year.
 - Kinder after school interventions and EL after school tutoring for 3rd-5th grade continues.
6. Principal's Report
 - a. Upcoming events include: Friendship Dance will be rescheduled due to inclement weather.

IV. Hearing Session/Public Comments

1. The following discussion was brought forward:
 - a. New attendance incentives for the class with the best attendance for the month until May.

V. Adjournment: Action Item

- a. It was motioned by Mrs. Nolasco/seconded Mrs. Hernandez/carried by all(Nolasco/Hernandez 8/0/0) to adjourn the meeting at 3:45 pm.

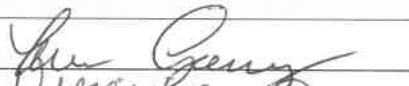
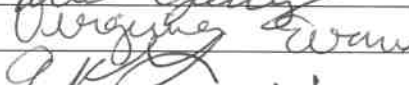
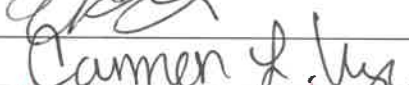

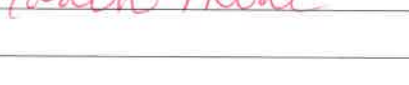

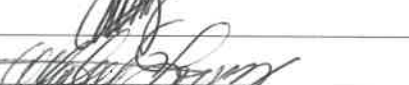

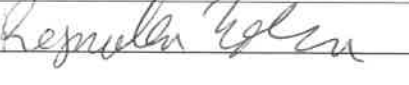

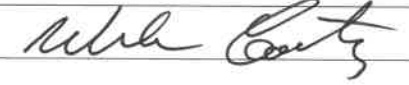
The next School Site Council meeting is scheduled for March 14, 2019

La Granada Elementary

School Site Council

2/7/19

Sign In Sheet

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Rosa Gomez		Principal	
Virginia Evans		Teacher	
Erika Lueskow			
Carmen Vega		Teacher	
Noreen Neal			Secretary
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Alyssa Garcia		Parent	
Jessica Hernandez		Parent	Parliamentarian
Marlene Lopez		Parent	
Alice Lucero		Parent	
Reynalda Nolasco		Parent	
OTHERS (NON-MEMBERS)			
Melvin Cortez		Assistant Principal	



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



October 18, 2018
8:45am - Cafeteria (MPR)

Agenda

- I. Introductory Procedures
 - a. Call to Order (**President**)
 - b. Welcome/Sign-in (EL 1 & 4b)
 - c. Pledge of Allegiance (Dr. Gomez)
- II. Action Items (President)
 - a. **Election of new ELAC members (#4a)**
 - b. **Approval of Minutes from September 13, 2018**
 - c. **Approval of La Granada Elementary ELAC Bylaws (EL4)**
- III. Discussion Information
 - a. Needs Assessment Training: Tutoring for ELs (EL1 & 4e)
 - b. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
 - i. Student Achievement Data
 - ii. Input for Goal 1.1
 - c. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
 - d. Title 1 Compact
 - e. La Granada Parent Involvement Policy
 - f. School Attendance (EL4c2 & 9)
 - g. ATP Report
 - h. DELAC Report
 - i. PTA Report
 - j. Program Reports
 - i. Professional Development Opportunities (Paraprofessionals, Teachers)
 - ii. Parent Training Opportunities
 - iii. Interventions
- IV. Open Discussion

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.
- V. Adjournment
 - a. Next Meeting: November 8, 2018 at 8:45 am in Cafeteria
 - b. Adjournment



Distrito Escolar Unificado Alvord
Escuela Primaria La Granada
Comité Consejero para Aprendices del
Idioma Inglés
18 de octubre 2018
8:45am - Cafeteria (MPR)



Agenda

- I. Procedimientos de introducción
 - a. Llamar al orden (**Presidente**)
 - b. Bienvenida/Firmar la hoja de registro (EL 1 & 4b)
 - c. Saludo a la bandera (Dr. Gomez)
- II. Asuntos de Acción (President)
 - a. **Elección de nuevos miembros ELAC (EL4a)***
 - b. **Aprobación de la Minuta de la reunión del 13 de septiembre de 2018***
 - c. **Aprobación del reglamento ELAC de La Granada (EL4)**
- III. Discussion Information
 - a. Entrenamiento sobre la Encuesta de Necesidades (EL1 & 4e)—Tutoría para estudiantes de aprendizaje de inglés
 - b. Recomendaciones y actualización de SPSA/SSC (EL4d, 4d2 & 9)
 - i. Datos sobre el Rendimiento de los Estudiantes
 - ii. Opinión sobre la Meta 1.1
 - c. Diálogo sobre el Presupuesto –LCFF-EL (EL4d, 4d2 & 9)
 - d. Acuerdo Título I
 - e. Política de Participación de Padres de La Granada
 - f. Asistencia Escolar (EL4c2 & 9)
 - g. Reporte ATP
 - h. Reporte DELAC
 - i. Reporte PTA
 - j. Reportes de Programas
 - i. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
 - ii. Oportunidades para la participación de Familia y Padres
 - iii. Intervenciones
- IV. Sesión de Audiencia

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
 - a. Próxima reunión: 8 de noviembre a las 8:45 am en el cafetería.
 - b. Clausura



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



MINUTES
October 18, 2018

I Introductory Procedures

1. Meeting was called to order at 9:02 by Mr. Melvin Cortez.
2. Parents were welcomed and asked to sign-in. (EL 1 & 4b)
3. Pledge of Allegiance was recited.

II. Action Items

1. Agenda

- a. Minutes from the meeting on September 13, 2018 were reviewed for approval. No amendments or changes were noted*
Motion made by: Ana Santa Rosa Seconded by: Denia Flores and Amalia Retana.
Approval Vote: Unanimous
- b. Election of New ELAC members (EL4a *)
 - The following were presented and elected as new members: Alyssa GarciaMotion made by: Ana Santa Rosa Seconded by: Felipa Salgado Roman.
Approval Vote: Unanimous
- c. La Granada Elementary ELAC Bylaws were reviewed and approved. (EL4)
Motion made by: Verenice Lopez Seconded by: Ana Santa Rosa
Approval Vote: Unanimous

III. Discussion/Information

1. Needs Assessment Training: EL Tutoring (EL1 & 4e)

- a. Parents were provided with information on the After School Tutoring Program.
 - Student requirements to qualify
 - Number of Teachers providing services
 - Structure of the program
 - Wonders Works as the curriculum being used in the program

2. SPSA/SSC Input and Update (EL4d, 4d2 & 9)

- a. SSC report from September
 - Categorical expenditures from Title 1/LCFF-LI/LCFF-EL included: Laptops for staff & college flags for classrooms.
 - Training included: SSC roles and responsibilities
 - Minutes from May 2018 were distributed for review.
- b. Student Achievement Data
 - SBAC and DIBELS student achievement data was reviewed and discussed for ELA.
- c. Input for Goal 1.1
 - Members reviewed SPSA goal 1.1, 2017-2018 student achievement data for ELA, and actions from 2017-2018 SPSA goal 1.1
 - 10% growth was achieved on DIBELS in one grade level
 - SPSA goal 1.1 was not met for 2017-2018.
 - Proposed actions for new SPSA Goal 1.1 include: Data Chats with teachers 3 times a year for progress monitoring.
 - The following discussion and parent input was given regarding SPSA Goal 1.1:
 - Parents want all interventions to continue
 - ELAC parents agreed that proposed actions will support students, teachers and parents.
 - ELAC parent input for SPSA Goal 1.1 will be taken to SSC this October.

3. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)

- a. Members reviewed the LCFF-EL budget and proposed expenditures.
 - b. Upcoming expenditures include iPads for intervention.
 - c. CAFE attendance will be discussed later this year.
 - d. Additional suggestions included: More parent participation in school activities was discussed
4. Title 1 Compact
 - a. Title 1 Compact was reviewed and discussed.
 - b. Title 1 Compact will be distributed at the beginning of each school year
5. La Granada Parent Involvement Policy
 - a. La Granada Parent Involvement Policy was reviewed and discussed.
 - b. La Granada Parent Involvement Policy was distributed to all families on August 2018.
6. School Attendance (EL4c2 & 9)
 - a. The importance of attendance was shared and discussed. The following information was shared:
 - Average daily attendance for month 1 was 96.71%
 - Student absences ranged from 21-48 daily.
 - Student tardies ranged from 12-55 daily.
 - District goal of 97% was not met in month 2.
7. ATP Report
 - a. An update from the September ATP meeting was provided:
 - Ms. Ruiz presented on the need of parent participation
 - Gratitude Week, Family math/literacy nights, and Father/Mother dance
 - b. The next ATP meeting will be November 2, 2018
8. DELAC Report
 - a. The DELAC representative was not present to provide an update from the October DELAC meeting:
 - Admin will attend November DELAC meeting to support parental participation
 - b. The next DELAC meeting will be November 14.
9. PTA Report
 - a. An update from the September PTA meeting was provided:
 - Information about the Harvest Festival & Red Ribbon Week was provided.
 - The next PTA meeting will be November 6, 2018.
10. Program Reports
 - a. Professional Development Opportunities included: After School Tutoring Program Details
 - b. Recent/upcoming parent training opportunities include: Parents shared interest in navigating the school website and the Alvord USD App.
 - c. Intervention program was reviewed and discussed.
 - After School Tutoring Program is for EL students only
- IV. Hearing Session
 1. Dates and information for upcoming events was provided.
 2. There were no additional items or concerns brought forward by the committee.
 3. Flyers of the monthly calendar were distributed.
- VI. Adjournment
 1. Meeting was adjourned at 10:03 am.
 2. Next Meeting: Thursday, November 8 at 8:45am in the MPR



Distrito Escolar Unificado Alvord
Escuela Primaria La Granada
Comité Consejero para Aprendices del Idioma Inglés



MINUTA
18 de octubre de 2018

- I Procedimientos de introducción
 1. La junta se llamó al orden a las 9:02 por el Sr. Melvin Cortez (el presidente y vicepresidente estuvieron ausentes).
 2. A los padres se les dio la bienvenida y se les pidió registrarse. (EL 1 & 4b)
 3. Se recitó el saludo a la bandera.
- II. Asuntos de acción
 1. Agenda
 - a. La Minuta de la junta del 13 de septiembre de 2018 fue revisada para su aprobación. No se notó ningún cambio o modificación*
Moción propuesta por: Ana Santa Rosa Secundada por: Denia Flores y Amalia Retana.
Voto de aprobación: Unánime
 - b. Elección de nuevos miembros ELAC (EL4a *)
 - Los siguientes fueron presentados y elegidos como nuevos miembros: Alyssa GarciaMoción propuesta por: Ana Santa Rosa. Secundada por: Felipa Salgado Roman.
Voto de aprobación: Unánime
 - c. El Reglamento ELAC de la escuela primaria La Granada fue revisado y aprobado. (EL4)
Moción propuesta por: Verenice Lopez. Secundada por: Ana Santa Rosa
Voto de aprobación: Unánime
- III. Diálogo/información
 1. Capacitación de la Encuesta de Necesidades: Tutoría EL (EL1 & 4e)
 - a. Los padres recibieron información sobre el programa de tutoría después de clases.
 - Requisitos de los estudiantes para calificar
 - Número de maestros que prestan servicios
 - Estructura del programa
 - Wonders Works como el currículo que se usa en el programa
 2. Sugerencias y actualizaciones SPSA/SSC (EL4d, 4d2 & 9)
 - a. Reporte SSC de septiembre
 - Los Gastos Categóricos de Título 1/LCFF-LI/LCFF-EL incluyen: computadoras portátiles para el personal y banderines de universidades para los salones de clase.
 - La capacitación incluyó: funciones y responsabilidades de SSC
 - La Minuta de mayo de 2018 fue distribuida para su revisión.
 - b. Datos del Rendimiento Estudiantil
 - Los datos de rendimiento estudiantil del SBAC y DIBELS fueron revisados y dialogados para ELA.
 - c. Sugerencias para la meta 1.1
 - Los miembros revisaron la meta 1.1 de SPSA, los datos de rendimiento estudiantil de LA para el 2017-2018 ELA, y las acciones de SPSA para la meta 1.1 del 2017-2018.
 - 10% de crecimiento fue logrado en DIBELS en un nivel de grado
 - La meta 1.1 del SPSA no fue alcanzada para el 2017-2018.
 - Las acciones propuestas para la nueva meta 1.1 del SPSA incluyen: Chats de datos con maestros 3 veces al año para monitorear el progreso.
 - El siguiente diálogo y comentarios de los padres se dieron con respecto a la meta 1.1 del SPSA:
 - Los padres quieren que todas las intervenciones continúen
 - Los padres ELAC acordaron que las acciones propuestas apoyarán a los estudiantes, maestros y padres.

- La aportación de los padres de ELAC para la meta 1.1 del SPSA se llevará al SSC este octubre.
3. Dialogo del presupuesto LCFF-EL (EL4d, 4d2 & 9)
 - a. Los miembros revisaron el presupuesto LCFF-EL y los gastos pospuestos.
 - b. Los próximos gastos incluyen iPads para intervención.
 - c. La asistencia a CABE será dialogada más tarde en este año.
 - d. Las sugerencias adicionales incluyeron: Se discutió una mayor participación de los padres en las actividades escolares.
 4. Acuerdo Título 1
 - a. El Acuerdo Título 1 fue revisado y dialogado.
 - b. El Acuerdo Título 1 será distribuido al principio de cada año escolar.
 5. Política de Participación de Padres de la Escuela Primaria La Granada
 - a. La Política de Participación de Padres de la Escuela Primaria La Granada fue revisada y dialogada.
 - b. La Política de Participación de Padres de la Escuela Primaria La Granada fue distribuida a todas las familias en agosto del 2018.
 6. Asistencia escolar (EL4c2 & 9)
 - a. La importancia de la asistencia escolar fue dialogada. La siguiente información fue compartida:
 - El promedio de asistencia diaria para el mes 1 fue de 96.71%
 - Las faltas de los estudiantes variaron de 21-48 diariamente.
 - Las tardanzas de los estudiantes variaron de 12-55 diariamente.
 - La meta del distrito de un 97% no fue cumplida en el mes 2.
 7. Reporte ATP
 - a. Se proporcionó una actualización de la reunión ATP de septiembre.:
 - La Sra. Ruiz presentó sobre la necesidad de la participación de padres
 - La semana de agradecimiento, noches de familia de matemáticas/lectoescritura y el baile de papá/mamá
 - b. La próxima junta ATP será el 2 de noviembre del 2018
 8. Reporte DELAC
 - a. El representante DELAC no estuvo presente para proveer una actualización de la junta DELAC de octubre:
 - El administrador asistirá a la reunión de noviembre de DELAC para apoyar la participación de los padres.
 - b. La próxima junta DELAC será el 14 de noviembre.
 9. Reporte PTA
 - a. Se proporcionó una actualización de la junta PTA de septiembre:
 - Se proporcionó información sobre el festival de la cosecha y la semana del listón rojo.
 - La próxima junta PTA será el 6 de noviembre 2018.
 10. Reporte de programas
 - a. Las oportunidades de desarrollo profesional incluyen: detalles sobre el programa de tutoría después de clases
 - b. Recientes/próximas oportunidades de capacitación para padres incluyen: Los padres compartieron interés en navegar por el sitio web de la escuela y la aplicación Alvord USD.
 - c. El programa de intervención fue revisado y dialogado.
 - El programa de tutoría después de clases es solamente para estudiantes EL
- IV. Sesión de Audiencia
1. Se proporcionó información y fechas para los próximos eventos.
 2. No hubo temas adicionales o inquietudes presentadas por el comité.
 3. Folletos del calendario mensual fueron distribuidos.
- VI. Clausura
1. La junta fue clausurada a las 10:03 am.
 2. Próxima junta: jueves 8 de noviembre a las 8:45am en el auditorio MPR



La Granada
English Learner Advisory Committee
 Comité Consejero de Alumnos Aprendices del Ingles



Sign in Sheet
 Registro de Asistencia
 October 18, 2018/ 18 de octubre del 2018

ELAC Board/Mesa Directiva

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification * (EL4b)	Signature Firma
President Presidente	Reynalda Nolasco	Denise Nolasco	4	LEP	
Vice President Vice Presidente	Miriam Santana	Alejandro Marquez Leobardo Marquez	1 5	LEP	
Secretary Secretaria	Rocio Gutierrez	Mateo Gutierrez Valeria Gutierrez	TK 2	LEP	<i>Rocio Gutierrez</i>
DELAC Rep Representante de DELAC	Marlene Diaz	Yadira Bravo Aranda	1	LEP	
Alternative DELAC Rep Representante Alterno de DELAC	Gloria Valdez	Dariana Carrillo Valdez	1	LEP	

*Identify if attendee is an EL parent, EO parent, Staff, R-FEP/I-FEP parent, Community, or District Employee)

Parent Name Nombre de Padre	Student's Name Nombre de Alumno	Student Grade Grado de Estudiante	Identification* (EL4b)	Signature Firma
Alyssa Garcia	Isaiah Cendejas	1 st	E.O.	
Amalia Retana	Lesli Ramirez	1 st	LEP	
Maria M Perez	Bruno y Gustavo Tovar	5 th	LEP	
Maria Castro	Alison Castro	3 rd	E.O.	<i>Maria D Castro</i>
Gloria Penaloza	Ivan Tirado	2 nd	LEP	<i>Gloria Penaloza</i>
Verenice Lopez	Abraham Lopez	4 th	LEP	<i>Verenice Lopez</i>
DENIA FLORES	Jesus Escobedo Erick Flores	5 2	LEP	<i>DENIA FLORES</i>
Ana B Santarosa	Alian v. moreno Damian mereno	3 rd 1 st	LEP	<i>Ana B Santarosa</i>
Rosa Isela Martinez	Steve Martinez	4 th	LEP	<i>Rosa Isela Martinez</i>
Felipa Salgado Roman	Ramirez Dolore y Alan	5 th 3 rd	LEP	<i>Felipa Salgado</i>
Odilia Hernandez	Jasmine Hernandez	4 th	LEP	<i>Odilia Hernandez</i>
Dolores Nava	James X Vincent	2 nd 4 th	LEP	<i>Dolores Nava</i>
Mo. Sugcy Pope	Luis Gustavo Ocampo	K	LEP	<i>MS</i>
Gloria Valdez	Dariana Carrillo	Lex 1 st	LEP	



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



November 08, 2018
8:45am - Cafeteria (MPR)

Agenda

- I. Introductory Procedures
 - a. Call to Order (**President**)
 - b. Welcome/Sign-in (EL 1 & 4b)
 - c. Pledge of Allegiance (Mr. Cortez)
- II. Action Items (President)
 - a. **Election of new ELAC members (#4a)**
 - b. **Approval of Minutes from October 18, 2018**
- III. Discussion Information
 - a. Needs Assessment Training: AVID Elementary (EL1 & 4e)
 - b. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
 - i. Input for Goal 1.2
 - c. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
 - d. Policies: Uniform Complaint Procedures
 - e. CABE
 - f. School Attendance (EL4c2 & 9)
 - g. ATP Report
 - h. DELAC Report
 - i. PTA Report
 - j. Program Reports
 - i. Professional Development Opportunities (Paraprofessionals, Teachers)
 - 1. AVID Path Trainings
 - 2. PBIS Training
 - ii. Parent Training Opportunities
 - 1. Parent University (1-20-19)
 - iii. Interventions
 - 1. Kinder
 - 2. After School 3rd – 5th

IV. Open Discussion

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

V. Adjournment

- a. Next Meeting: January 17, 2018 at 8:45 am in Cafeteria
- b. Adjournment



Distrito Escolar Unificado Alvord
Escuela Primaria La Granada
Comité Consejero para Aprendizices del
Idioma Inglés
8 de noviembre 2018
8:45am - Cafetería (MPR)



Agenda

- I. Procedimientos de introducción
 - a. Llamar al orden (**Presidente**)
 - b. Bienvenida/Firmar la hoja de registro (EL 1 & 4b)
 - c. Saludo a la bandera (Dr. Gomez)

- II. Asuntos de Acción (Presidente)
 - a. **Elección de nuevos miembros ELAC (EL4a)***
 - b. **Aprobación de la Minuta de la reunión del 18 de octubre de 2018***

- III. Discusión Información
 - a. Entrenamiento sobre la Encuesta de Necesidades (EL1 & 4e)—AVID Elementary
 - b. Recomendaciones y actualización de SPSA/SSC (EL4d, 4d2 & 9)
 - i. Opinión sobre la Meta 1.2
 - c. Dialogo sobre el Presupuesto –LCFF-EL (EL4d, 4d2 & 9)
 - d. Políticas: Procedimiento Uniforme para Presentar Quejas
 - e. CABE
 - f. Asistencia Escolar (EL4c2 & 9)
 - g. Reporte ATP
 - h. Reporte DELAC
 - i. Reporte PTA
 - j. Reportes de Programas
 - i. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
 1. AVID Path
 2. PBIS
 - ii. Oportunidades para la participación de Familia y Padres
 1. Universidad de padres
 - iii. Intervenciones
 1. Kínder
 2. Después de escuela 3-5

- IV. Sesión de Audiencia

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
 - a. Próxima reunión: 17 de enero a las 8:45 am en la cafetería.
 - b. Clausura



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



MINUTES
November 08, 2018

- I. Introductory Procedures
 1. Meeting was called to order at 8:50 by Mrs. Reynalda Nolasco.
 2. Parents were welcomed and asked to sign-in. (EL 1 & 4b)
 3. Pledge of Allegiance was recited.
- II. Action Items
 1. Agenda
 - a. Minutes from meeting on October 18, 2018 were reviewed for approval. No amendments or changes were noted*
Motion made by: Denia Flores Seconded by: Juana Lopez
Approval Vote: Unanimous
 - b. Election of New ELAC members (EL4a *)
 - The following were presented and elected as new members: No new members.Motion made by: N/A Seconded by: N/A
Approval Vote: N/A
- III. Discussion/Information
 1. Needs Assessment Training: AVID Elementary (EL1 & 4e)
 - a. Parents were provided with information on AVID Elementary at La Granada.
 - Parent participation
 - Teacher AVID Lessons & WICOR strategies were reviewed
 - b. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
 - Input for Goal 1.2
 - Reviewed math goals for 2017-2018, and new goals for 2018-2019
 - c. Categorical expenditures from Title 1/LCFF-LI/LCFF-EL included: There were no new purchases or expenditures to approve for this month. The EL budget remained at \$29,832.74.
 - d. Input for Goal 1.2
 - SBAC student achievement data for math was reviewed and discussed.
 - Members reviewed SPSA goal 1.2, 2017-2018 student achievement data reports for Math and actions from 2018-2019 SPSA goal 1.2.
 - SPSA Goal 1.2 was not met for 2017-2018.
 - Proposed actions for new SPSA Goal 1.2 include: Cathy Fosnot lesson in class for number strings and mental math to continue
 - The following discussion and parent input was given regarding SPSA Goal 1.2:
 - Parents want more of a school-wide focus on math to get better results than current
 - ELAC parents agreed that proposed actions will support students, teachers and parents.
 - ELAC parent input for SPSA Goal 1.2 will be taken to SSC this November.
 2. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
 - a. Members reviewed the LCFF-EL budget and proposed expenditures.
 - b. There are no upcoming expenditures that were not discussed in the previous meeting.
 - c. CAFE attendance was discussed and only one parent showed interest.
 - d. Additional suggestions included: Bringing up CAFE in January meeting.
 3. Policies: Uniform Complaint Procedures
 - a. Parent and student rights under Williams Law and CA Education Code 35186 were reviewed.
 - b. If parents have concerns, they should address first with administration. If concerns continue, parents may obtain a complaint form from the front office or online.

- c. Copies of parent rights and complaint procedures were provided.
4. School Attendance (EL4c2 & 9)
 - a. The importance of attendance was shared and discussed. The following information was shared:
 - Average daily attendance for month 2 was 96.71%
 - Student absences ranged from 18-29 daily.
 - Student tardies ranged from 13-43 daily.
 - Attendance decreased between month 1 and 2.
 - District goal of 97% was/was not met in month 2.
5. ATP Report
 - a. An update from the October ATP meeting was provided:
 - A report will be given in January.
 - b. The next ATP meeting will be in January, 2018.
6. DELAC Report
 - a. Parent representative did not provide an update from the October DELAC meeting:
 - The November DELAC meeting will be on November 14 and will be attending by the DELAC representative.
 - b. The next DELAC meeting will be November 14, 2018.
7. PTA Report
 - a. An update from the October PTA meeting was provided:
 - There was a need for parent volunteers for the Harvest Festival & Food Market.
 - The next PTA meeting will be January 15, 2019.
8. Program Reports
 - a. Professional Development Opportunities included: PBIS & AVID Path trainings
 - b. Recent/upcoming parent training opportunities include: Reclassification process, School website portal/ Alvord Application, LPAC assessment overview, Reading Test Reports, & CAASPP Assessment Overview.
 - c. Intervention program was reviewed and discussed.
 - Kinder Intervention
 - After school EL Student Intervention Program
- IV. Hearing Session
 1. Dates and information for upcoming events was provided.
 2. The following additional items and concerns were brought forward:
 - a. Parents requested information about the school's shade structure
 - b. Positive comments about Ms. Cordova's AVID classroom procedures
 - c. Parents requested trees as possible shade in the parking lot area
- VI. Adjournment
 1. Meeting was adjourned at 9:41 a.m.
 2. Next Meeting: Thursday, January 18, at 8:45 in the MPR



Distrito Escolar Unificado Alvord
Escuela Primaria La Granada
Comité Consejero para Aprendices del Idioma Inglés



MINUTA
08 de noviembre 2018

- I Procedimientos de Introducción
 1. Reynalda Nolasco llamó la junta al orden a las 8:50
 2. Se dio la bienvenida a los padres y se les pidió que se anotaran en la hoja de asistencia. (EL 1 & 4b)
 3. Se realizó el Saludo a la Bandera.
- II. Asuntos de Acción
 1. Agenda
 - a. La minuta de la junta del 18 de octubre 2018, fue revisada para su aprobación. No se realizaron correcciones ni cambios*
Denia Flores propuso la primera moción y Juana Lopez la secundó
Aprobación del voto: Unánime
 - b. Elección de Nuevos Miembros de ELAC (EL4a *)
 - Las siguientes personas fueron presentadas como nuevos miembros: No hubo nuevos miembros.
 - Moción hecha por: N/A Secundada por: N/A
 - Aprobación del voto: N/A
- III. Diálogo/Información
 1. Encuesta de necesidades: AVID en primaria (EL1 & 4e)
 - a. Se proporcionó a los padres información de AVID en la Primaria La Granada.
 - a. Participación de padres
 - b. Se revisó a los maestros de AVID, lecciones y estrategias WICOR
 - b. Recomendaciones y actualización de SPSA/SSC (EL4d, 4d2 & 9)
 - a. Recomendaciones para la Meta 1.2
 - b. Revisión de las metas de matemáticas para 2017-2018 y las nuevas metas para 2018-2019
 - c. Gastos categóricos de Título 1/LCFF-LI/LCFF-EL: No hubo compras ni gastos que aprobar este mes. El presupuesto EL permaneció en \$29,832.74.
 - d. Recomendaciones para la Meta 1.2
 - a. Se revisaron y se habló de los datos del rendimiento estudiantil en SBAC en la sección de matemáticas.
 - b. Los miembros revisaron la meta 1.2 de SPSA, reporte de datos del rendimiento estudiantil 2017-2018 y acciones de la meta 1.2 de SPSA 2018-2019
 - c. La meta 1.2 de SPSA no se logró para 2017-2018.
 - Las acciones propuestas para la nueva meta 1.2 de SPSA incluyen: La continuación de la lección de Cathy Fosnot de *number strings* y matemáticas mentales
 - d. Se realizó el siguiente dialogo y recomendaciones de los padres en relación a la Meta 1.2 de SPSA:
 - Los padres quieren un mayor enfoque de la escuela en matemáticas para obtener mejores resultados que los actuales
 - e. Los padres de ELAC acordaron que las acciones propuestas apoyarán a los estudiantes, maestros y padres.
 - f. La recomendación de los padres de ELAC para la Meta 1.2 del SPSA se llevará al SSC este noviembre.
 2. Diálogo del presupuesto LCFF-EL (EL4d, 4d2 y 9)
 - a. Los miembros revisaron el presupuesto de la LCFF-EL y los gastos propuestos.
 - b. No hay gastos futuros que no se trataron en la junta anterior.

- c. Se habló la asistencia de CABE y solo uno de los padres mostró interés.
- d. Las sugerencias adicionales incluyeron: Hablar de CABE en la junta de enero.
- 3. Políticas: Procedimientos uniformes para presentar quejas.
 - a. Se revisaron los derechos de los padres y alumnos bajo la Ley de Williams y el Código de Educación de California 35186.
 - b. Si los padres tienen inquietudes, deben dirigirse primero con la administración. Si continúan las inquietudes, los padres pueden obtener un formulario de quejas en la oficina principal o en internet.
 - c. Se proporcionaron copias de los derechos de los padres y los procedimientos de quejas.
- 4. Asistencia escolar (EL4c2 y 9)
 - a. La importancia de la asistencia fue compartida y discutida. La siguiente información fue compartida:
 - La asistencia escolar diaria promedio para el mes 2 fue de 96.71%.
 - Las ausencias de los estudiantes oscilaron entre 18-29 diariamente.
 - Los retardos de los estudiantes oscilaron entre 13-43 diariamente.
 - Asistencia escolar disminuyó entre el mes 1 y 2.
 - El objetivo del distrito del 97% no se cumplió en el mes 2.
- 5. Reporte de ATP
 - a. Se proporcionó una actualización de ATP de la junta de octubre:
 - Se dará un informe en enero.
 - b. La próxima junta de ATP será en enero de 2018.
- 6. Reporte de DELAC
 - a. El representante de los padres no proporcionó una actualización de la junta DELAC de octubre:
 - La junta de noviembre de DELAC será el 14 de noviembre y contará con la presencia del representante de DELAC.
 - b. La próxima reunión de DELAC será el 14 de noviembre de 2018.
- 7. Reporte de PTA
 - a. Se proporcionó una actualización de la junta de PTA de octubre:
 - Hay necesidad de padres voluntarios para el Harvest Festival y Food Market.
 - La próxima junta de PTA será el 15 de enero de 2019.
- 1. Reporte de programas
 - a. Oportunidades de desarrollo profesional incluidas: Capacitaciones de PBIS y AVID Path
 - b. Las recientes/próximas oportunidades de capacitación para padres incluyen: Proceso de reclasificación, portal del sitio web de la escuela/Solicitud de Alvord, resumen de evaluación de LPAC, reportes de exámenes de lectura y resumen de evaluación de CAASPP.
 - c. Revisión y diálogo del programa de intervención
 - Intervención Kínder
 - Programa de intervención para alumnos EL después de la escuela

IV. Sesión de audiencia

- 1. Se proporcionaron fechas e información para los próximos eventos.
- 2. Se presentaron los siguientes ítems e inquietudes adicionales:
 - a. Los padres solicitaron información sobre la estructura para sombra de la escuela.
 - b. Comentarios positivos sobre los procedimientos de clase AVID de la Sra. Córdova
 - c. Los padres solicitaron árboles como posible sombra en el área de estacionamiento.

VI. Clausura

- 1. La reunión se clausuró a las 9:41 a.m.
- 2. Próxima junta: Jueves, 18 de enero, a las 8:45 en el MPR.



La Granada
English Learner Advisory Committee
 Comité Consejero de Alumnos Aprendices del Ingles



Sign in Sheet
 Registro de Asistencia
 November 8, 2018/ 8 de noviembre del 2018

ELAC Board/Mesa Directiva

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification * (EL4b)	Signature Firma
President Presidente	Reynalda Nolasco	Denise Nolasco	4	LEP	<i>Reynalda Nolasco</i>
Vice President Vice Presidente	Miriam Santana	Alejandro Marquez Leobardo Marquez	1 5	LEP	
Secretary Secretaria	Rocio Gutierrez	Mateo Gutierrez Valeria Gutierrez	TK 2	LEP	
DELAC Rep Representante de DELAC	Marlene Diaz	Yadira Bravo Aranda	1	LEP	
Alternative DELAC Rep Representante Alterno de DELAC	Gloria Valdez	Dariana Carrillo Valdez	1	LEP	

*Identify if attendee is an EL parent, EO parent, Staff, R-FEP/I-FEP parent, Community, or District Employee)

Parent Name Nombre de Padre	Student's Name Nombre de Alumno	Student Grade Grado de Estudiante	Identification* (EL4b)	Signature Firma
<i>Gloria Penaloza</i>	<i>Tuan Tirado</i>	<i>2nd</i>	<i>LEP</i>	<i>Melina Penaloza</i>
<i>Maria Castro</i>	<i>Alison Castro</i>	<i>3rd</i>	<i>E.O</i>	<i>Maria D. Castro</i>
<i>Maria M Pérez</i>	<i>Bruno y TOVA</i>	<i>5th</i>	<i>LEP</i>	<i>Maria M Pérez</i>
<i>Felipa Salgado</i>	<i>Dolores y Alan</i>	<i>5-3</i>	<i>LEP</i>	<i>Felipa Salgado</i>
<i>Adulio Hernandez</i>	<i>Jasmine Heng</i>	<i>4th</i>	<i>LEP</i>	<i>Adulio Hernandez</i>
<i>Eriqsona Chavez</i>	<i>Adriana Aguilera</i>	<i>4th</i>	<i>LEP</i>	<i>Eriqsona Chavez</i>
<i>DENIA FLORES</i>	<i>Jesus y Erick Flores</i>	<i>5 2</i>	<i>LEP</i>	<i>DENIA FLORES</i>
<i>Ana Lopez</i>	<i>Bryan Cubias</i>	<i>1st</i>	<i>LEP</i>	<i>Ana Lopez</i>
<i>Jana Lopez</i>	<i>Jesus Alenon</i>	<i>4th</i>	<i>LEP</i>	<i>Jana Lopez</i>



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



January 17, 2018
8:45am - Cafeteria (MPR)

Agenda

- I. Introductory Procedures
 - a. Call to Order (**President**)
 - b. Welcome/Sign-in (EL 1 & 4b)
 - c. Pledge of Allegiance (Mr. Cortez)
- II. Action Items (President)
 - a. **Election of new ELAC members (#4a)**
 - b. **Approval of Minutes from November 8, 2018**
- III. Discussion Information
 - a. Needs Assessment Training: La Granada Website/ AUSD App (EL1 & 4e)
 - b. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
 - i. Input for Goal 2,3, & 4
 - c. EL Program Recommendations (EL4d, 4d2 & 9)
 - d. LCAP Goal #3 Engagement
 - e. AUSD Parent Involvement Policy
 - f. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
 - g. School Attendance (EL4c2 & 9)
 - h. ATP Report
 - i. DELAC Report
 - j. PTA Report
 - k. Program Reports
 - i. Professional Development Opportunities (Paraprofessionals, Teachers)
 - ii. Parent Training Opportunities
 1. Help Your Child to Read Fridays
 2. Parent University
 3. Parent Project
 - iii. Interventions
- IV. Open Discussion

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.
- V. Adjournment
 - a. Next Meeting: February 7, 2019 at 8:45 am in Cafeteria
 - b. Adjournment



Distrito Escolar Unificado Alvord
Escuela Primaria La Granada
Comité Consejero para Aprendices del
Idioma Inglés
17 de diciembre 2018
8:45am - Cafetería (MPR)



Agenda

- I. Procedimientos de introducción
 - a. Llamar al orden (**Presidente**)
 - b. Bienvenida/Firmar la hoja de registro (EL 1 & 4b)
 - c. Saludo a la bandera (Mr. Cortez)
- II. Asuntos de Acción (Presidente)
 - a. **Elección de nuevos miembros ELAC (EL4a)**
 - b. **Aprobación de la Minuta de la reunión del 8 de noviembre de 2018**
- III. Discusión de Información
 - a. Entrenamiento sobre la Encuesta de Necesidades (EL1 & 4e)-Sitio de La Granada/ Aplicación AUSD
 - b. Recomendaciones y actualización de SPSA/SSC (EL4d, 4d2 & 9)
 - i. Opinión sobre la Meta 2, 3, y 4
 - ii. Recomendaciones del Programa EL (EL4d, 4d2 & 9)
 - c. Plan de Responsabilidad y Control Local: Meta 3 Participación
 - d. Política de Participación de Padres en AUSD
 - e. Política de Bienestar en AUSD
 - f. Dialogo sobre el Presupuesto –LCFF-EL (EL4d, 4d2 & 9)
 - g. Asistencia Escolar (EL4c2 & 9)
 - h. Reporte ATP
 - i. Reporte DELAC
 - j. Reporte PTA
 - k. Reportes de Programas
 - i. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
 - ii. Oportunidades para la participación de Familia y Padres
 1. Ayuda a tu hijo/a leer
 2. Universidad de padres
 3. Programa para padres
 - iii. Intervenciones
- IV. Sesión de Audiencia

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
 - a. Próxima reunión: 7 de febrero a las 8:45 am en la cafetería.
 - b. Clausura



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



MINUTES
January 17, 2019

I Introductory Procedures

1. Meeting was called to order at 8:48 by Reynalda Nolasco.
2. Parents were welcomed and asked to sign-in. (EL 1 & 4b)
3. Pledge of Allegiance was recited.

II. Action Items

1. Agenda

- a. Minutes from meeting on November 1, 2018 were reviewed for approval. No amendments or changes were noted*

Motion made by: Johanna Ayala Seconded by: Miriam Santana

Approval Vote: Unanimous

- b. Election of New ELAC members (EL4a *)

- The following were presented and elected as new members: N/A

Motion made by: _____ Seconded by: _____

Approval Vote: N/A

III. Discussion/Information

1. Needs Assessment Training: La Granada Website & AUSD App (EL1 & 4e)

- a. Parents were provided with information on the use of La Granada Webpage & AUSD App.
 - How to email teachers using the webpage
 - How to use the Aeries Portal
 - ELAC webpage

2. SPSA/SSC Input and Update (EL4d, 4d2 & 9)

- a. SSC report from November
 - Input for Goals 2, 3, and 4
 - Training included: Title 1 Compact and Foothill Parent Involvement Policy
 - Minutes from November 8, 2018 were distributed for review.
- b. Input for Goal #3
 - EL student and EO student achievement on SBAC data was reviewed and discussed.
 - Members reviewed SPSA goal 2, 2018-2019 ELPAC student achievement data, reclassification data and actions from 2018-2019 SPSA goal 2.
 - We had to set a higher RFEP goal from 13 to 30 due to the high number of students that were reclassified this semester.
 - SPSA goal 2 surpassed for 2017-2018.
 - The following discussion and parent input was given regarding SPSA Goal 2:
 - Parents stated they were happy with the continuous support systems for our EL student population
 - ELAC parents agreed that proposed actions will support students, teachers and parents.
 - ELAC parent input for SPSA Goal 2, 3, & 4 will be taken to SSC this January.
- c. EL Program Recommendations (EL4d, 4d2 & 9)
 - ELAC parents provided the following suggestions for improving our site EL program:
 - Continue with after school tutoring and with BIA support during classroom instructional times.

3. LCAP Input: Goal 3: Engagement

- a. Members reviewed LCAP purpose and priority areas and goals
- b. Members provided input and discussed the following:

- Programs that might help reduce suspensions and expulsions.
- Programs and/or services that might increase attendance rates.
 - More incentives

4. AUSD Parent Involvement Policy

- a. The AUSD Parent Involvement policy was reviewed and discussed.
- b. The policy emphasizes the importance of forging partnerships with parents, students and the community for better, stronger schools

5. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)

- a. Members reviewed the LCFF-EL budget and proposed expenditures
- b. Ongoing expenditures include iPads for the after school program and materials for ELD trainings by the district (designated ELD language stations).

6. School Attendance (EL4c2 & 9)

- a. The importance of attendance was shared and discussed. The following information was shared:
 - Average daily attendance for December was 95.85%
 - Student absences ranged from 20-45 students daily
 - Student tardies ranged from 16-48 daily
 - Attendance decreased slightly between month 3 and 4
 - District goal of 96.5% was not met in month 4

7. ATP Report

- a. An update from the November ATP meeting was provided:
 - Friendship dance was moved to February 1st.
- b. The next ATP meeting will be January 23rd, 2019.

8. DELAC Report

- a. Mr. Cortez provided an update from the November/ January DELAC meeting:
 - Mr. Cortez shared the presentation he made to the DELAC about La Granada's EL instructional programs.
- b. The next DELAC meeting will be February 20, 2019.

9. PTA Report

- a. An update from the November PTA meeting was provided:
 - PTA President, Jessica Hernandez presented the following topics:
 - New PTA Board positions are available
 - There is support needed with Fruit distribution during recess; there was a request for parents to assist with passing fruit out to students during recess.
 - The next PTA meeting will be February 5, @ 8:30.

10. Program Reports

- a. Professional Development Opportunities included: DELD Language Stations
- b. Recent/upcoming parent training opportunities include: Help Your Child to Read and Parent University.
- c. Intervention program was reviewed and discussed.
 - After School Tutoring update was discussed.

VI. Adjournment

1. Meeting was adjourned at 9:43 a.m.
2. Next Meeting: Thursday, February 7 at 8:45 in the MPR.



Distrito Escolar Unificado Alvord
Escuela Primaria La Granada
Comité Consejero para Aprendices del Idioma Inglés



MINUTA
17 de enero 2019

- I. Procedimientos de Introducción
 1. Reynalda Nolasco llamó la junta al orden a las 8:48
 2. Se dio la bienvenida a los padres y se les pidió anotar su nombre en el registro de asistencia. (EL 1 & 4b)
 3. Se realizó el Saludo a la Bandera.
- II. Asuntos de Acción
 1. Agenda
 - a. Se revisó la minuta de la junta del 1 de noviembre 2018, para su aprobación. No se hicieron cambios ni modificaciones*
Johanna Ayala propuso la primera moción y Miriam Santana la secundó
Moción aprobada por unanimidad
 - b. Elección de Nuevos Miembros de ELAC (EL4a *)
 - Las siguientes personas fueron aceptadas como nuevos miembros: N/A
_____ propuso la primera moción y _____ la secundó.Aprobación de la moción: N/A
- III. Diálogo/Información
 1. Encuesta de necesidades: Página web de La Granada y App de AUDS (EL1 & 4e)
 - a. Se proporcionó información a los padres para el uso de la página web de La Granada y del App de AUDS.
 - Cómo enviar un correo electrónico a los maestros a través de la página web.
 - Cómo usar el Portar de Aeries
 - Página web de ELAC
 2. Recomendaciones y actualización de SPSA/SSC (EL4d, 4d2 & 9)
 - a. Reporte de SSC de noviembre
 - Recomendaciones para las metas 2, 3 y 4
 - La capacitación incluyó: El Acuerdo de Título I y la Política Participación de Padres en Foothill
 - Se distribuyó la minuta de la junta del 8 de noviembre 2018, para su revisión.
 - b. Recomendaciones para la meta #3
 - Se revisó y habló del rendimiento de los alumnos EL y EO en SBAC.
 - Los miembros revisaron la meta 2 de SPSA, datos de rendimiento de los alumnos en 2018-2019 ELPAC, datos de reclasificación y acciones de la meta 2 de 2018-2019 SPSA.
 - Tuvimos que fijar una meta más alta para RFEP de 13 a 30 debido al alto número de alumnos que fueron reclasificados este semestre.
 - La meta 2 de SPSA para 2017-2018 fue superada.
 - Se habló de la meta 2 de SPSA y los padres ofrecieron las siguientes recomendaciones:
 - Los padres dijeron estar contentos con el sistema de apoyo continuo para nuestros alumnos EL.
 - En ELAC, los padres estuvieron de acuerdo en que las acciones propuestas apoyarán a los alumnos, maestros y padres.
 - Las recomendaciones de los padres participantes en ELAC para la meta 2, 3 y 4 de SPSA serán presentadas este mes de enero ante SSC.
 - c. Recomendaciones para el programa EL (EL4d, 4d2 & 9)

- Los padres en ELAC proporcionaron las siguientes sugerencias para el mejoramiento de nuestro programa EL:
 - Continuar con la tutoría después de clase y el apoyo con BIA durante el horario de instrucción en el salón de clases.
- 3. Recomendaciones para LCAP: Meta 3: Participación
 - a. Los miembros revisaron el propósito, prioridades y metas de LCAP.
 - b. Los miembros dialogaron y presentaron las siguientes recomendaciones:
 - Programas que puedan ayudar a reducir la suspensiones y expulsiones
 - Programas y/o servicios que incrementen la tasa de asistencia escolar.
 - Más incentivos
- 4. Política de Participación de Padres en AUSD
 - a. Se revisó y se habló de la Política de Participación de Padres en AUSD.
 - b. La política enfatiza la importancia de crear asociaciones con padres, alumnos y comunidad para tener escuelas mejores y más sólidas.
- 5. Diálogo del presupuesto LCFF-EL (EL4d, 4d2 & 9)
 - a. Los miembros revisaron el presupuesto LCFF-EL y propuesta de gastos.
 - b. Los gastos continuos incluyen iPads para el programa después de clases y materiales para capacitaciones ELD de parte del Distrito (designadas estaciones de lenguaje ELD).
- 6. Asistencia escolar (EL4c2 & 9)
 - a. Se habló de la importancia de la asistencia escolar. Se compartió la siguiente información:
 - La asistencia escolar promedio del mes de diciembre fue 95.85%
 - El rango de faltas escolares es de 20-45 diarias
 - El rango de retardos de alumnos es de 16-48 diarios
 - La asistencia escolar disminuyó levemente entre el mes 3 y 4.
 - La meta del Distrito de 96.5%, no se logró en el mes 4.
- 7. Reporte de ATP
 - a. Se proporcionó la actualización de la junta ATP de noviembre:
 - El baile de la amistad fue cambiado para el 1 de febrero
 - b. La próxima junta de ATP será el 23 de enero 2019.
- 8. Reporte de DELAC
 - a. El Sr. Cortez proporcionó la actualización de las juntas DELAC de noviembre y enero:
 - Mr. Cortez compartió la presentación que realizó en DELAC acerca de los programas de instrucción EL en La Granada.
 - b. La próxima junta de DELAC será el 20 de febrero 2019.
- 9. Reporte de PTA
 - a. Se proporcionó la actualización de la junta de PTA de noviembre:
 - Jessica Hernandez, presidente de PTA, presentó los siguientes temas:
 - Hay nuevos puestos disponibles para la mesa directiva de PTA
 - Se necesita apoyo para la distribución de fruta durante los recreos; se solicitó a los padres que ayuden a repartir la fruta a los alumnos durante el recreo.
 - La próxima junta de PTA será el 5 de febrero a las 8:30.
- 10. Reportes del programa
 - a. Oportunidades de desarrollo profesional incluyen: Estaciones de lenguaje DELD
 - b. Recientes/próximas oportunidades de capacitación para padres incluyen: Ayudar a su hijo a leer y Universidad para Padres.
 - c. Se revisó y habló del programa de intervención.
 - Se habló de la tutoría después de clases.

/I. Clausura

1. La junta se clausuró a las 9:43 a.m.
2. Próxima junta: Jueves, 7 de febrero a las 8:45 en el auditorio MPR.

ELAC Board/Mesa Directiva