

A festive banner with colorful flags (red, yellow, green) and stars (red, yellow, green) is positioned at the top of the slide. The background is light blue with white stars and clouds. A white rounded rectangle is centered on the slide, containing the title and date.

# Principal's Update

January 21, 2025

# Curriculum & Instruction

## 6 ways to ACCOMMODATE instructions

@VALENTINAESL



USE VISUALS TO SUPPORT CONTENT



MAKE ADAPTED TEXTS AVAILABLE



ALLOW AND ENCOURAGE PRIMARY LANGUAGE SUPPORT



OFFER SENTENCE FRAMES FOR WRITING AND SPEAKING



PROVIDE MULTIPLE ENTRY POINTS

Products



Give CHOICE AND DIFFERENTIATION IN PRODUCTS

## Identity

The ability to understand the self within local and broader contexts of reading and signs of the time



## Skills

Cognitive acts of reading, writing, and speaking skills (being able to read and write print independently)

## Historically Responsive Literacy Model

### Four Pursuits:

(Gholdy Muhammad)

Gaining knowledge across the disciplinary areas  
Literacy development as a root for all learning  
(Literature, language, science, history, and mathematics)

## Intellect

Using literacy as a step for social change  
Linked to the ideals of liberation, security, and protection

## Criticality



## **School Plan for Student Achievement (SPSA)**

- Plan that schools develop to improve student academic performance.
- Updated every school year with feedback from administrators, teachers, and families.
- Uses funds to improve student academic performance.



## **School Plan for Student Achievement (SPSA)**

- Evaluates the effectiveness of the instructional program.
- Identifies and addresses the instructional needs of students
- Describes how to monitor student progress



## **School Plan for Student Achievement (SPSA)**

- Identifies interventions for students who are not achieving
- Determines professional development needs for staff

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- **LGAM SPSA Highlights**
  - **LGAE SPSA Highlights**



## **LGAM SPSA Highlights - ELPAC 7th**

- Standard Met: Increased 33% to 36% (3% growth)
- Standard Exceeded: Decreased 30% to 21% (9% loss)
- Standard Not Met: Increased 9% to 19% (10% loss)



## **LGAM SPSA Highlights - ELPAC 8th**

- Standard Met: Increased 32% to 38% (6% growth)
- Standard Exceeded: Increased 32% to 35% (3% growth)
- Standard Not Met: Increased 11% to 17% (6% loss)





## **LGAM SPSA Highlights - MLL Data Math**

- Meets and Exceeds Grade Level increased from 3% to 9% (6% growth).
- Far Below More than Two Grade Levels decreased from 85% to 69% (16% growth).

### **Goals for next year:**

Grade Level increase 9% to 14%

Below Grade level decrease from 69% to 64%



## **LGAM SPSA Highlights - MLL Data ELA**

- Meets and Exceeds Grade Level increased from 2% to 8% (6% growth).
- Far Below More than Two Grade Levels decreased from 91% to 78% (13% growth).

### **Goals for next year:**

Grade Level increase 8% to 13%

Below Grade level decrease from 78% to 73%



## **LGAM SPSA Highlights**

- Hiring two Bilingual Instructional Aids (BIAs)
- \$5,000 for MLL materials and supplies
- Intensified data-informed support with push-in support.

## LGAE SPSA Highlights



- 27.3% of our students are MLLs
- **CAASPP ELA** from 17.72% to 18.75% meeting exceeded (increase of 1.03%)
- **CAASPP Math** from 15.19% to 16.18% (increase of 0.99%)

# i-Ready Reading Proficiency

## Multilingual Learners

BOY → MOY



- At Risk for Tier 3  
75%
- Tier 2  
19%
- Tier 1  
5%



- At Risk for Tier 3  
42%
- Tier 2  
43%
- Tier 1  
15%

Multilingual Learners on or Above Grade Level MOY 15%  
EOY Site Goal is 24%



# i-Ready Math Proficiency

## Multilingual Learners

BOY → MOY



- At Risk for Tier 3  
54%
- Tier 2  
43%
- Tier 1  
3%



- At Risk for Tier 3  
30%
- Tier 2  
61%
- Tier 1  
9%

Multilingual Learners on or Above Grade Level MOY 9%  
EOY Site Goal is 38%



## LGAE SPSA Highlights



- We have 2 BIAs working with K-6th grade students during intervention to support with vocabulary and comprehension.
- We have started math intervention groups during the school day.
- Mathnasium support ongoing.



# Supporting Multilingual Learners

## English Learner Proficiency Assessments for California (ELPAC)

- February-March
- Summative
- Includes:
  - Reading
  - Writing
  - Listening
  - Speaking
- Levels 1-4







## **Summative ELPAC Testing at LGAM**

- Speaking portion in a separate setting with BIA.
- Reading, Writing, and Listening portions will take place in dELD classes with support of BIA and their teacher.
- Some students will test in Community Room.



## **Summative ELPAC Testing at LGAM**

- Accommodations have been arranged as needed.
- About two weeks of make up days have been allotted.
- Please make sure your child comes to school daily from February 3 to March 21.
- January 30 ELPAC Test assembly from Mt. Miguel High School during 3rd period.

## Summative ELPAC Testing at LGAE



- Testing from February 3 to March 14
- Make ups March 17-28

	K	1	2	3-5	6-8
Speaking	1:1	1:1	1:1	1:1	1:1
Listening	1:1	1:1	1:1	Group of 20 max	
Reading	1:1	1:1	1:1	Group of 20 max	
Writing	1:1	1:1	Group of 10 max		Group of 20 max

# Prepping for Testing



## Information and Tips for Parents

A little nervousness before a test is normal—it can even improve a student's concentration and alertness. However, sometimes feelings of anxiety are so severe that they interfere with a student's ability to perform well on tests.



Here's how to tell if your student struggles with test anxiety, along with some tips on how you can help.

## What is test anxiety?

Test anxiety is a type of performance anxiety, similar to an athlete feeling extremely nervous before a big game, or an actor getting stage fright in front of a big crowd. When students suffer from test anxiety, they may experience the following symptoms on or before test days:

- ▶ feelings of worry and dread
- ▶ a nervous or upset stomach
- ▶ rapid or pounding heartbeat
- ▶ difficulty concentrating
- ▶ feeling sick before and/or during tests
- ▶ trouble sleeping the night before a test
- ▶ trouble recalling answers they know

Any student can experience test anxiety, but those who already suffer from generalized anxiety may be more prone. If your child's test anxiety seems extreme, reach out to their school counselor.



## Student Interface Practice and Training Tests

If you are a student, select this button to access the Practice and Training Tests for the online tests.



# Parent & Family Engagement



# FREE BEGINNER ENGLISH CLASSES



GROSSMONT  
COLLEGE



In your neighborhood!

**February 4 through May 29**

## **Lemon Grove Library**

3001 School Lane, Lemon Grove

**Tuesdays & Thursdays**  
**9:00 am to 12:05 pm**



## **Apply & Register at the Lemon Grove Library:**

- Wednesday December 18, 10:00 am to 12:00 pm
- Wednesday January 8, 10:00 am to 12:00 pm
- Wednesday January 15, 10:00 am to 12:00 pm
- Thursday January 23, 10:00 am to 12:00 pm
- Wednesday January 29, 10:00 am to 12:00 pm



[camille.zombro@gcccd.edu](mailto:camille.zombro@gcccd.edu)



GROSSMONT-CUYAMACA  
COMMUNITY COLLEGE DISTRICT

8800 Grossmont College Drive, El Cajon, CA 92020 [www.gcccd.edu](http://www.gcccd.edu)

Registration dates at Lemon  
Grove Library:

- Thur, Jan 23, 10am to 12pm
- Wed, Jan 29, 10 am to 12pm

Classes:

February 4 to May 29

Tuesdays and Thursdays

9:00 am to 12:05pm

Lemon Grove Library





## Parent & Family Engagement LGAE



- 1/27- Vaping Parent Workshop at 9:00am
- 1/28- LGAE Community School Meeting  
3:00-3:30pm
- 1/31- Tiger Times Assembly at 8:30am
- 1/31- PTA Meeting at 8:45am
- 2/14- Coffee with the Principal 8:45am
- 2/21- STEAM Night 5:00pm

# Parent & Family Engagement LGAE





# Celebrating Our Students





# Reclassification Ceremony





# Questions?