

The Single Plan for Student Achievement

School: Glacier Point Middle School
CDS Code: 10739650123943
District: Central Unified School District
Principal: Heather Kuyper-McKeithen
Revision Date: 9-26-2017

The Single 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 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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The District Governing Board approved this revision of the SPSA on November, 2017.

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School Vision and Mission

Glacier Point Middle School's Vision and Mission Statements

MISSION:

Glacier Point Middle School is committed to engaging every student in a rigorous, relevant, standards based instruction in every classroom every day to ensure student learning.

VISION

Glacier Point Middle School is dedicated to assuring that every student is prepared for success in college, career, and community.

School Profile

Glacier Point Middle School is unique in that it has a large Title 1/EL student population with 86% of students qualifying for Free/Reduced lunch.

Glacier Point has a total school population of approximately 921 students: 63% are Hispanic/Latino; 9% are White; 15% are African-American; and 13% are Asian/American.

At Glacier Point, we have high expectations for student behavior. We have received Gold level status for our PBIS (Positive Behavior Intervention Support) program for the past five years. There is a credible and viable Tier 1/2/3 behavioral and academic intervention system. In this program we follow the expectations of PAWS: Personal Best, Act Responsibly, Wise Choices, Show Respect. Each day there is time set aside for Connect For Success where students work through lessons on Social/Emotional Learning and Character Building. During this time, teachers also watch videos on the school wide expectations and what PAWS looks like in each venue of the school.

The school's academic focus for the 2017-2018 academic school year continues to be on reading, writing, speaking and listening in every period every day and how teachers can give productive feedback to the students with clear success criteria for assignments and projects. The school is transitioning to a Visible Learning school where students take ownership for their learning, understand their expectations and can self-regulate. As part of this work, there is a focus on building high-functioning Impact Teams (Professional Learning Communities) where teachers work on building Collective Efficacy by analyzing student work and sharing best practices.

All students are encouraged and have the opportunity to participate in clubs, leadership, dances and organized sports programs. Well-balanced electives offer students the opportunity to experience a variety of elective classes related to the arts, career, and language. Every year in May, Glacier Point parents and community members participate in Career Portfolio day. Eighth grade students do research and prepare a presentation around a career that interests them. They then are interviewed by community members are expected to dress for success.

Our goal is that at Glacier Point students feel safe in place with a culture of high expectations and rigor, in engaging, student-centered classrooms.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Needs Assessment Survey- Teachers: given during the summer to teachers via Google Forms. The survey asked for needs in the area of discipline, instruction, campus culture, and leadership. Results indicated that there was an overall positive school culture, but that they wanted PD focused around safety, the use of EL strategies and building relationships with students.

Needs Assessment Survey- Students: given during Homeroom/Advisory. Students indicated that the campus had improved from last year. They wanted more activities for students, but enjoyed music at lunch times. They understood the PBIS program much better than last year. They also asked for more club options.

Parent Survey- given at the end of the previous school year. Parents felt there were limited opportunities for parents to be involved especially in regards to helping them with strategies to help their students. but were less concerned about their child's safety. They did feel that the educational offerings were effective and that their children were improving.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations occur on a weekly basis with teachers. Teachers receive feedback regarding their implementation of various pedagogical practices based on the CSTPs (California Standards for the Teaching Profession). Follow-up with teachers occurs after observation. Observations indicate a need to implement more work around building relationships with students, as well as a program that addresses practices that address the issue of effectively teaching reading and writing for all subjects. Based on goal-setting meetings with teachers, they would also like to have PD on differentiating instruction and EL strategies.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable 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.

Standards, Assessment, and Accountability

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

Common assessments, SBAC results, and District Performance Tasks, are used to modify instruction and improve student achievement.

The use of the MTDP in math provides information about which math class the students should be placed in as well as which skills the students need to focus on.

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

The school uses an ongoing assessment and monitoring system, Illuminate, that provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (eg. Entry-level placement or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and our central student information system, Aeries, is established so that both systems have the appropriate information needed to support each student in placement, monitoring and advancement. To ensure our students are meeting standards, teachers meet bi-monthly to plan for common curriculum and assessments and to look at student work. ELA and math teachers are planning to incorporate more Block Assessments (IAB) which are released questions from the SBAC so students can get used to the way questions will be asked on that assessment.

Staffing and Professional Development

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

97.6% of certificated staff is highly qualified.

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

The district provides new teachers with instructional materials and professional development by a knowledgeable and experienced Instructional Support Literacy or Math Coach and experienced providers for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development, to support the continuing use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs.

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

For the 2017-18 school year, the on-going development of our Professional Learning Community (PLC) is a district tactic for improving student learning and continues to be a focus for Glacier Point. The goal of the PLC/Impact team is to create an academic culture among teachers and administrators in which rigorous and comprehensive discussion evolve around student learning to improve student achievement. Teachers meet every week as a department to discuss general content subjects and to analyze student achievement data for the purpose of designing instructional delivery goals for themselves. During the 201-18 academic school year, departments will continue to concentrate their efforts on the development and the implementation of Common Core lessons, along integrating the function and use of Chromebooks, the learning management system (Google Classroom).

The teachers use a PLC planning template to assess and analyze student data. The tool focuses on the four critical questions of student learning. It allows administration and teachers to maintain a level of accountability by closely monitoring student achievement results with their common assessments and benchmarks. This planning template is completed at each PLC planning meeting and is reviewed by administration. Lastly, they modify and implement instructional practices so as to best meet the needs of all students.

Bi-monthly Professional Development will be focused on Social Emotional Learning as well as Productive Feedback and Success Criteria as we continue our Visible Learning work.

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

The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. Four trained instructional support coaches who are knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The school facilitates and supports a 90 minute structured collaboration meeting every other week to provide adequate time for the PLC team to meet to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring. Teachers have been trained and continue to receive support in the use of the Data Teams Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In addition, the district provides middle school PLC time four times per year. In this setting, PLCs are able to analyze, discuss, and utilize the results of student formative data to guide instructional planning and delivery with more input from teachers throughout the district.

Teaching and Learning

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

We are working on addressing rigor (access, challenge, and support for all students), flexibility (individualized tools, strategies, and assessments for all students), and PLC's for Glacier Point teachers (curriculum cohesion, professional collaboration, and instructional leadership).

Effective integration of content standards into classroom instruction has occurred by identifying the essential standards and guiding documents: Common Core State Standards (CCSS) frameworks, course of study, benchmarks, Smarter Balance Assessment Consortium assessment, in-class formative assessments, and adopted instructional materials, re-teaching, intervention, materials and strategies for PLCs that can and will improve student achievement by clearly defining what is to be taught (essential) and what kind of performance (expectation) is expected.

The use of CCSS frameworks and courses of study assists content teachers in integrating content standards into their instruction. For teachers of math and ELA the use of CUSD Performance Task assessments provides additional student learning opportunities. However, all teachers are expected to provide department created formative assessments which measures student learning and provides immediate feedback for re-teaching.

Capacity building is another essential component for assisting teachers in effectively integrating content standards into the instruction. Capacity building at Glacier Point is focused on the practice of Professional Learning Communities, Visible Learning with a focus on Feedback and Success Criteria, as well as a focus on Academic Vocabulary.

In addition, teachers are utilizing the district Curriculum unit map design to plan quarterly thematic units.

Glacier Point administration has provided a professional development calendar to address the explicit on-going development of a Professional Learning Community. It is the expectation that assignments related to the professional development calendar are completed and practiced. The focus for this academic 2017-18 school year will be on building the instructional capacity of teachers to create engaging, student centered classrooms where students read, write, speak, and listen every day.

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

Through the school's master schedule, adequate instructional time is provided, as recommended in the California subject matter frameworks for the CCSS standards-aligned math and literacy. In addition, basic core programs for Reading Language Arts and mathematics and intensive interventions, as well as additional time for strategic support for English Learners is provided. Students with Disabilities and GATE students are also provided differentiated instructional support and practice to meet their instructional needs.

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

The district and school prepare, distribute, and monitor the use of an annual district-instructional/assessment pacing guide for each grade level (grades 7-8) for the standards-aligned, basic core RLA/ELD, strategic support and intensive intervention programs and standards-aligned mathematics basic core programs (grades 7-8) in order for all teachers to follow a common sequence of instruction and assessment.

Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.

The basic core course pacing guide is the foundational pacing guide for the strategic support class. The teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level ELA/ELD and/or mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.

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

The curriculum at Glacier Point Middle School is as follows:

Language Arts- Amplify (7-12)

Social Studies- Holt (7-12)

Mathematics- Carnegie (7-12)

Science- Holt (7-12)

ELA Core Replacement: ILit

ELA Reading Intervention: Language Live!

Standards-based instructional materials are district adopted and provided to all teachers at each grade level. They are appropriate to all groups. The Language Arts program allows for grouping for instruction by specifically targeting the following groups: English Language Learners; Students needing extra support (At-Risk); Students on Level; and students to be challenged (Above Level). In addition, each story has Universal Access plans for reaching all learners.

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)

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs in RLA/ELD (1997-adopted content standards or CCSS) and in mathematics (1997-adopted content standards or CCSS). The school/district also provides intensive intervention programs for identified students in Grades 7-8 in RLA/ELD and Grade 7 in mathematics. In Grade 8, students may be placed in CCSS grade 7 or 8. These programs are implemented as designed in every classroom with materials for every student. ELD: Depending on the grade level ELD materials found on the SBE-approved supplementary materials list (includes Assembly Bill 1802 materials) are used to provide ELD instruction to ELs.

Opportunity and Equal Educational Access

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

The services provided by the regular program do enable under-performing students to meet grade-level standards. The services provided are as follows:

1. ELD for grades 7 and 8; AELD support for beginners.
2. SDAIE clusters for students with specialized training provided to those teachers.
3. ELA Reading Intervention for students performing 2-3 grade levels below grade level.
4. Smaller class size for math students identified as needing extra support in math.
5. Professional Development focusing on the specific component implementation of EL strategies and framework for learning.

In response to recent Response to Intervention training, Student Study Success Teams are convened to address academic, social or emotional concerns of a student. The SST convenes, however, only after the RtI team has followed the student and monitored the success of initial interventions. The SST may be requested by a student's teacher or their parent or be recommended by the RtI team. The team is made up of the student's teachers, the student (if appropriate), the school psychologist, the GIA, the nurse, the RSP teacher, the parent and the SST coordinator. Strengths and concerns are noted and interventions are recommended. A follow-up meeting is scheduled to review results of the previously recommended interventions. At this time, the team may decide to recommend continuing the previous recommendations and/or to suggest additional ones. The SST documentation is included in the student's cumulative file for future reference.

Based upon CELDT results, as well as teacher recommendation, English language learners are enrolled in one of the following classes:

- Beginning level(in US < 2 years): ELA core for one period; AELD/Reading Concepts for one periods
- Beginning level(in US < 2 years): Early Intermediate level(and ELA/Not meeting standards): ELA core for one period (with support staff): ELD/Reading Concepts for one period
- Intermediate level: Core ELA for one period with a support teacher, EL cluster core content classes for science and social studies.

A letter is sent home to the parent in their primary language (if available) notifying them of their child's ELD placement and there is a parent meeting in the fall to explain the redesignation process.

14. Research-based educational practices to raise student achievement

To ensure our students are meeting standards, teachers meet weekly to plan for common curriculum and assessment. Math and Language Arts teachers administer two district English-Language Arts tests as well as to track student achievement of the state standards. Data Teams meet for planning purposes and data assessment weekly during a common prep period.

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. There is a focus on highly-effective instruction that include student engagement, setting of standards-based measurable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation.

Connect for Success is conducted daily for 18 minutes.

The purpose for the Connect for Success period is to distribute the students among the staff to implement school-wide curriculum and to provide opportunities for students to bond with a group and teacher and to build relationships that tie students to school.

Parental Involvement

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

Funding will be available for parent meetings and parent resources as needed.

This will be our first year with an active PTA.

Glacier Point continues to institute Academic Enrichment Center (AEC) to promote homework support for academically at-risk students below a 2.0. These students meet every day after school with Teaching Fellow tutors to finish homework, complete missing assignments, and work on writing and basic math facts. The primary purpose of AEC is to have a place for students failing multiple classes to catch up, fill in educational gaps, and reach the required GPA for Promotion.

We will also be offering Math and ELA labs on Tuesdays and Thursdays where targeted students (students who failed both ELA and Math and/or EL students who failed a class at six weeks) will be tutored by teachers on campus with targeted intervention.

Also new this year is that we will have a Monday through Friday drop-in Homework lab so students can get help if needed.

Glacier Point Middle School has received PBIS Gold Star status four years in a row, and has developed a credible and viable Tier 1/2/3 behavioral and academic intervention system. Under the direction of principal, an Intervention Specialist will perform a variety of Behavioral and Academic case management functions involved in identifying, assessing, counseling students and families with Behavioral and Academic challenges. The Intervention Specialist will identify at-risk students, conduct parent conferences with students and parents aimed at improving behavior and academics. They will also co-coordinate behavioral and academic referral services, facilitate communication among school personnel and community. They will also conduct all activities in the best interest of the at-risk students.

Parents will be provided quarterly workshops to increase their understanding of pertinent school-related instructional practices to promote student learning. The school will work to increase parent capacity with their child/school by providing courses regarding Parent Portal, Academic Intervention, the middle to high school transition, and Digital Citizenship.

We have partnered with Teague elementary to offer English as a Second Language to our parents.

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)

The School Site Council and English Learner Advisory Council at Glacier Point is made up of a group of volunteer teachers, parents, classified employees, and students that work with the principal to develop, review and evaluate school improvement programs and school budgets. The school site council offers the opportunity to help make decisions or advise the principal on the school budget and the academic or school improvement plan. In addition to academic planning, the site councils are also responsible for making decisions about parent engagement, safety and discipline.

Funding

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

Intervention Specialist--Title 1 (Helps with attendance rate, mentoring and tutoring services)

Professional Development for teachers to meet the needs of at-risk students.

Academic Enrichment Center and tutoring for students needing intervention.

18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SPSA is aligned with the goals and activities in the LEA Plan.

The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.

District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

Due to the size of our student and teacher population, along with the multiple disciplinary challenges, the school has implemented Positive Behavioral Intervention Support (PBIS) to promote and build stronger collaborative relationships with the teachers and students and, thus, build the capacity to better instruct and guide students in their social-emotional development. Anti-Bullying strategies will also be addressed. We are currently in the phase-three process of PBIS. Actions and systems implemented have had a positive impact on student culture. Due to the multiple behavioral and academic interventions in place, Glacier Point was once again awarded a Gold star status by Fresno County Office of Education in April 2017. We are also training a pilot of teachers in Restorative Justice practices.

Community: Over 86% of our student population is on Free and Reduced Lunch. Parents in poverty face limited resources in regards to supporting the academic progress and achievement of their children. Some of them have either had negative experiences with school themselves or completely surrender academic guidance to the school. It is our goal to therefore increase parent involvement by conducting Parent Project classes on our campus in the evening as well as Coffee Talk meetings once per month with the principal and parents. Through these classes, parents will gain knowledge about the importance of providing academic support for their children. If this occurs, student achievement will increase.

In examining the limitations to the current programs at Glacier Point, it begins with the level of pedagogy and content knowledge of classroom instructors to provide an effective Language Arts and Mathematics program for all students. In regards to the Language Arts program, it has become clear that teachers' knowledge of how to deliver a systematic and carefully articulated ELA program that allows students to scaffold towards mastery of content standards "continues" to be an area of focus. The components are knowledge and use of effective reading comprehension and writing strategies, as well as differentiation for high achieving and EL students across disciplines.

There is also a lack of pedagogy on teaching writing across the curriculum. The students will be assessed by how well they can communicate their thinking through writing. One of the focuses of PD will be to develop a systematic process for teaching writing and using rubrics in all classes.

School and Student Performance Data

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	474	436	435	466	424	430	464	422	430	98.3	97.5	98.9
Grade 8	433	472	421	410	462	408	409	458	408	94.7	97.1	96.9
All Grades	907	908	856	876	886	838	873	880	838	96.6	97.3	97.9

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2479.2	2501.5	2511.2	1	5	4.65	18	26	28.60	29	30	33.49	51	40	33.26
Grade 8	2492.5	2524.7	2531.3	2	5	5.15	19	29	30.39	31	29	31.62	49	37	32.84
All Grades	N/A	N/A	N/A	1	5	4.89	18	27	29.47	30	30	32.58	50	38	33.05

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	6	10	12.56	41	42	48.84	53	48	38.60
Grade 8	8	10	16.42	38	48	44.36	54	42	39.22
All Grades	7	10	14.44	39	45	46.66	54	45	38.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	5	11	13.95	39	45	51.63	56	44	34.42
Grade 8	5	9	14.95	39	54	47.55	55	37	37.50
All Grades	5	10	14.44	39	49	49.64	56	40	35.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	5	6	5.58	57	65	64.65	38	29	29.77
Grade 8	4	8	7.11	54	66	70.10	43	27	22.79
All Grades	4	7	6.32	56	65	67.30	40	28	26.37

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	8	17	16.28	52	54	50.93	40	29	32.79
Grade 8	10	16	16.42	53	50	49.02	38	34	34.56
All Grades	9	17	16.35	52	52	50.00	39	32	33.65

Conclusions based on this data:

1. Data shows that a significant number of students demonstrate insufficient reading and writing skills.
2. Data indicates that a larger percentage of students are not able to successfully access the reading and writing skills necessary to demonstrate they are meeting grade level standards.
3. Students lack understanding in Research and Inquiry.

School and Student Performance Data

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	474	436	435	464	424	431	459	424	431	97.9	97.5	99.1
Grade 8	433	471	421	410	463	413	410	461	413	94.7	97.5	98.1
All Grades	907	907	856	874	887	844	869	885	844	96.4	97.5	98.6

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2473.5	2471.3	2468.5	4	6	2.55	12	13	14.15	30	30	27.38	53	51	55.92
Grade 8	2464.7	2488.9	2487.3	4	5	6.78	6	9	14.04	25	30	20.82	65	56	58.35
All Grades	N/A	N/A	N/A	4	5	4.62	9	11	14.10	27	30	24.17	59	54	57.11

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 7	9	9	8.82	30	28	24.36	61	63	66.82	
Grade 8	5	7	9.69	23	30	27.85	72	63	62.47	
All Grades	7	8	9.24	26	29	26.07	66	63	64.69	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	7	7	5.80	52	36	43.39	41	57	50.81
Grade 8	5	7	10.41	48	55	32.69	47	38	56.90
All Grades	6	7	8.06	50	46	38.15	44	47	53.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	7	8	4.41	61	48	52.20	32	44	43.39
Grade 8	5	5	6.30	37	51	45.04	58	44	48.67
All Grades	6	7	5.33	50	50	48.70	44	44	45.97

Conclusions based on this data:

1. Students struggled with basic math fluency.
2. Students were not able to adequately write about conceptual practices/understandings in mathematics.
3. Students need more practice with word problems so they can learn how to approach that type of problem and persevere when there may be more than one way to complete the problem.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	24	6	3	21	14	58	38	49	29	14	26	8	2	6	3
8		4	9	56	25	31	28	46	37	11	18	11	6	7	11
Total	17	5	5	32	19	45	35	48	33	13	22	10	3	6	7

Conclusions based on this data:

1. Students did not perform well on the reading and writing portion of the CELDT.
2. More work needs to be done to re-designate long term EL's regarding reading and writing with special emphasis on academic vocabulary.
3. We are not redesignating enough students and many students are stagnate in their progress. More focus on reading and writing will help all students, not just EL's.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	26	5		20	14		36	49		14	24		4	8	
8	28	11		31	19		19	39		9	17		13	14	
Total	27	8		24	16		29	44		12	21		7	11	

Conclusions based on this data:

1. Students did not perform well on the reading and writing portion of the CELDT.
2. More time needs to be spent on reading and writing in all classes.
3. Academic vocabulary needs to be taught in all classes to help EL students score high enough to meet the re-designation criteria.

Planned Improvements in Student Performance

Goal: English Language Arts

The School Site Council 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 student performance 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:

SUBJECT: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
SCHOOL GOAL:
To increase school-wide ELA proficiency by 5% for all students as measured by the SBAC and district benchmarks from 34% meeting standard to 39%. EL students will have at least one year of growth in language acquisition.
Data Used to Form this Goal:
SBAC data and District Benchmark tests.
Findings from the Analysis of this Data:
Data shows that a significant number of students demonstrate insufficient reading and writing skills. 2016-17 SBAC and Performance Task data indicates that 66% of students are not able to successfully access the reading and writing skills necessary to demonstrate proficiency. Students lack vocabulary knowledge and essential reading skills, such as reading for meaning, inference, and critically comparing and contrasting. Students lack comprehension strategies to engage with complex texts and, thus, do not perform well with the Performance Task. Students with low GPA's show an annually repeated and significant correlation in low reading and mathematical skills, as demonstrated by Performance Task and SBAC scores.
Means of evaluating progress & group data needed to measure gains:
Progress towards these goals will be evaluated by monitoring results of formative Amplify Embedded Assessments. Progress towards this goal will be evaluated by monitoring pacing of standards-based classroom instruction. Progress towards these goals will be evaluated by administering and analyzing results of the CUSD performance tasks/benchmarks. Progress towards these goals will be evaluated by analyzing results of spring ELA Smarter Balanced data as well as SBAC benchmarks.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Administrators and teachers to participate in Professional Development and membership in professional organizations focusing on curriculum and instructional strategies to close the achievement gap.	9/1/17---6/8/18	All Certificated teachers Principal VP GIA	Professional Development	1000-1999: Certificated Personnel Salaries	LCFF	5000
Provide comprehensive tutoring services that include reading and writing, along with support in educational goal planning.	8/10/17-6/8/18	Principal	Teaching Fellow	5800: Professional/Consulting Services And Operating Expenditures	LCFF	20,190
Continue Language Live! ELA intervention program for students identified, per teacher recommendation, demonstrating reading comprehension difficulties. Purchase headphone equipment for Language Live!	8/10/17-6/8/18	Principal	License	5000-5999: Services And Other Operating Expenditures	LCFF	5642.66
Teacher release days for planning instruction aligned to Common Core Standards with a focus on EL strategies and increasing reading and writing in all subjects. Title One will be used for the ELD teachers.	10/1/17-6/10/18	Principal, ISC and content teachers	Department planning to meet student needs	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation LCFF	750 4125
Provide improved technology for student and teacher use to improve research and presentation practices as well as, to better engage students in the learning.	10/1/17-6/10/18	Principal	Technology	4000-4999: Books And Supplies	Title I Part A: Allocation	8221.10
Promote struggling students' metacognition in multiple content areas through effective implementation of interactive notebooks in ELA and history.	8/17-6/18	Principal	Supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	1500
Provide extended learning opportunities for students struggling in English by having an English Lab	8/17-6/18	VP Teachers	Extra Work Agreement	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
after school. Targeted students based on grades.						

Planned Improvements in Student Performance

Goal: Mathematics

The School Site Council 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 student performance 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:

SUBJECT: Mathematics
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
SCHOOL GOAL:
Increase school-wide math proficiency for all students from 16% to 21% as measured by the SBAC assessment.
Data Used to Form this Goal:
District Performance Tasks and SBAC assessment.
Findings from the Analysis of this Data:
Students struggled with basic math fluency. Students were not able to adequately verbalize conceptual practices/understandings in mathematics. Mathematics instruction is not providing multiple opportunities for concept building, relevant challenging questions, problem solving, reasoning, and connections within the curriculum and real-world situations. More students are taught in a way that relies too heavily on procedural processes and isolated from meaning are having difficulty recognizing and retaining math concepts and generalizations.
Means of evaluating progress & group data needed to measure gains:
Progress towards this goal will be evaluated by monitoring pacing of standards-based classroom instruction with both the classroom Drop-in forms as well as the Math Solutions Observation protocol. Progress towards these goals will be evaluated by analyzing results of spring Math Smarter Balanced data as well as SBAC benchmarks. Progress towards these goals will be evaluated by monitoring results of formative Common Curriculum Embedded Assessments. Progress towards these goals will be evaluated by administering and analyzing results of the CUSD performance tasks/Benchmarks.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Promote struggling students' metacognition in multiple content areas through effective implementation of interactive notebooks in science and math.	8/17--9/18	Principal	Supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	1500
Provide comprehensive tutoring services that include reading and writing, along with support in educational goal planning.	8/17-6/18	Vice Principal	Teaching Fellow	5800: Professional/Consulting Services And Operating Expenditures	LCFF	20,000
Administrators and teachers to participate in Professional Development and membership in professional organizations focusing on curriculum and instructional strategies to close the achievement gap.	9/1/2017-6/1/2018	Principal VP GIA Teachers	Conferences and Travel	1000-1999: Certificated Personnel Salaries	LCFF	2000
Teacher release days for planning instruction aligned to Common Core Standards with a focus on EL strategies and increasing reading and writing in all subjects.	10/1/17-6/11/18	Principal Math and Science personnel	Embedding EL and vocabulary strategies in math as well as math shifts to 8 mathematical practices.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation LCFF	1750 2000
Provide improved technology for student and teacher use to improve research and presentation practices as well as, to better engage students in the learning.	10/1/17-6/1/18	Principal	Technology	4000-4999: Books And Supplies	Title I Part A: Allocation	5540.64
Provide extended learning opportunities for students struggling in math by having a Math Lab after school. Students will be targeted based on grades and SBAC scores.	10/15/17-6/1/18	VP Math Teachers	Tutoring services	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4000
Increase student curiosity and understanding about math and science through lab materials to support the shifts needed in NGSS.	9/1/17-6/1/18	Principal VP Science Teachers	Materials and Supplies	4000-4999: Books And Supplies	LCFF	3057

Planned Improvements in Student Performance

Goal: English Language Development

The School Site Council 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 student performance 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:

SUBJECT: English Language Development
LEA GOAL: LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 4: Assure 1 year of growth in language acquisition for every EL student.
SCHOOL GOAL Assure 1 year of growth in language acquisition for every EL student.
Data Used to Form this Goal: District Performance Task and SBAC assessments, CELDT
Findings from the Analysis of this Data: Data shows that a significant number of EL students demonstrate insufficient reading and writing skills. 2016-17 Performance task data indicates that a larger percentage of students are not able to successfully access the reading and writing skills necessary to demonstrate proficiency. Lack of vocabulary knowledge and essential reading skills, such as reading for meaning, inference, and critically comparing and contrasting are lacking in students. Students lack comprehension strategies to engage with complex texts and, thus, do not perform well with the Performance task or SBAC.
Means of evaluating progress & group data needed to measure gains: Means of evaluating progress: 1. Eligible migrant students at Glacier Point are evaluated annually with a migrant "Needs Assessment". If they are determined to be Priority for Service (PFS) then the migrant liaison and the classroom teacher complete a migrant Student Learning Plan (SLP) with recommended interventions and alternative supports for the migrant PFS student. 2. Trimester Performance Task Assessments aligned to SBAC. 3. Teacher created common assessments to measure mastery of each key standard and analysis of the data and student work by PLC's. 4. Classroom drop-in forms and observations and feedback to teachers to see if they are making the shifts in vocabulary, reading, and writing instruction that will be demonstrated in Professional Development. Group data needed to measure gains: 1. Baseline Performance Task Assessment 2. SBAC results (2016-17)

- 3. Department level Common assessments results
- 4. Professional Learning Community planning document

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
.16 of a teacher salary to support smaller ELD class size.	9/3/2017-6/12/2018	<ul style="list-style-type: none"> • Principal • Guidance Instructional Advisor 	Certificated Teacher	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	18732.53
Build instructional capacity for teachers to address English Learner strategies to increase student achievement in all subjects and to increase redesignation rates.	8/10/2017 - 6/12/2018	Principal	Register SDAIE and ELD teachers for Professional Development in EL Strategies	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	641.85
				1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1619.64
Provide comprehensive tutoring services that include reading and writing, along with support in educational goal planning.	8/17*6/18	Vice Principal	Teaching Fellow	5800: Professional/Consulting Services And Operating Expenditures	LCFF	20,000
College Visit specifically designed for targeted EL students as part of our mission to prepare students for college and career.	10/17-6/18	VP ELD teacher GIA	College Visit- Subs for chaperones	1000-1999: Certificated Personnel Salaries	LCFF	280
			Bus costs	4000-4999: Books And Supplies	LCFF	1138.52

Planned Improvements in Student Performance

Goal: School Culture

The School Site Council 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 student performance 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:

SUBJECT: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 2: Connect every student to school by providing equity of access to education opportunities and creating an environment conducive to learning for all students. LCAP Goal 3: Engage families in system-wide programs assuring student/families access to support for academic, social/emotional and physical well-being.
SCHOOL GOAL
Students will be engaged in a safe, secure learning environment with positive behavior support systems allowing for a focus on preparing for college, career and community.
Data Used to Form this Goal:
SWISS data Suspension and Expulsion data
Findings from the Analysis of this Data:
This year there were twice as many referrals in August 2016 compared to 2015. One new teacher accounts for ten of these. We need to spend more time working with this teacher on the transition to middle school. There was also greater focus on building relationships. PBIS is no longer new to students.
Means of evaluating progress & group data needed to measure gains:
Means of evaluating progress: Students will discuss and write/present material that promotes their positive behavioral outcomes. Opportunity to Improve is a Tier 1 strategy for promoting positive behavior. Identification of students will be based on data collected by the SWISS program. Students with three or more SWISS referrals will be candidates for OTI. Assignment of OTI will be based on administrative recommendation. Review of progress will be based on SWISS Group data needed to measure gains: Grades

Referral numbers

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Increase administrator, teacher, and instructional coach's knowledge regarding systems and processes for improving student safety and connectedness.	9/17 to 6/18	Principal Vice Principal GIA Safety Liasons Intervention Specialist	Conferences designed for PBIS, School Safety and Attendance, Social Emotional Learning and/or MTSS	5000-5999: Services And Other Operating Expenditures	LCFF	2000.00
Provide opportunity for 8th grade students to visit identified universities in order to increase their understanding of continuous education beyond high school.	9/17 to 6/18	Principal	Attend university to acquaint 8th grade students with college life.	5000-5999: Services And Other Operating Expenditures	LCFF	3838.90
After School Program Opportunity for academic enrichment	8/10/17-6/9/18	Principal and ASP Coordinator				
Full-time Intervention Specialist to perform a variety of behavioral and academic case management functions involved in identifying, assessing, counseling students and families with behavioral and academic challenges. Specialist will identify at-risk students, and conduct parent conferences with students.	8/17 to 6/18	Principal	Intervention Specialist	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	61289.07
Materials and supplies needed to support library and research	8/17-8/18	Principal Library Media Teacher	Supplies	4000-4999: Books And Supplies	LCFF-SLIP	1716.32
Continue the Behavioral and Academic Intervention Team (BAIT) to support the development of positive relationships with students among staff members, with a particular emphasis on Foster Youth	8/17 to 6/18	Administration, School Psychologist, Intervention Specialist, Tier 1 / 2 certificated teacher; counselor				

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
and behaviorally challenged students.						
Help students make a positive transition to middle school setting	8/17	Principal	Textbook distribution	2000-2999: Classified Personnel Salaries	LCFF	300.00
Help teach students organization and study skills through the use of student planners	8/17	Vice Principal	Materials	4000-4999: Books And Supplies	LCFF	4000
Facilitate student and employee success by celebrating achievement in promoting the four character qualities practiced at Glacier Point: Personal Best, Accept Responsibly, Wise Choices, and Show Respect.	9/17-6/18	Principal Vice Principal GIA	Material for celebrating student and employee success.	4000-4999: Books And Supplies	LCFF	1500
Two-way radios to improve communication between classrooms and office for student safety	8/17-6/18	Vice Principal Intervention Counselor	Radios	4000-4999: Books And Supplies	LCFF	3369.73
Student Lap Tracker Program to track student progress toward Healthy Kids goals in PE	9/17	GIA PE teachers	Computer License	5000-5999: Services And Other Operating Expenditures	LCFF	795
SWIS behavior monitoring system	9/1/17-6/10/18	VP	Computer License	5000-5999: Services And Other Operating Expenditures	LCFF	570
Increase campus safety by providing student and staff ID cards and lanyards so everyone on campus is identifiable.	8/17-6/18	Principal	Supplies	4000-4999: Books And Supplies	LCFF	2837.61
Character Building Lessons for use in the Opportunity Classroom	8/17-6/18	Principal VP Opportunity Teacher		4000-4999: Books And Supplies	LCFF	912.13

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
PBIS Banners and Light Pole signs	8/17-6/18	PBIS team VP Principal		4000-4999: Books And Supplies	LCFF	3000
Laminating machine to laminate Bully Poster, PBIS posters, Safety posters, etc.	8/17-6/18	Office Manager Library Media Teacher VP		6000-6999: Capital Outlay	LCFF	6000

Planned Improvements in Student Performance

Goal: Parent Engagement

The School Site Council 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 student performance 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:

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 3: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.
SCHOOL GOAL
The percentage of parents who pro-actively participate in their child's educational experience will be 75% by the end of school year as measured by Open House/Back to School Night and quarterly schedule Parent Workshops attendance, Parent Portal registration, and Parent surveys.
Data Used to Form this Goal:
Open House/Back to School Night and quarterly schedule Parent Workshops attendance, Parent Portal registration, and Parent surveys.
Findings from the Analysis of this Data:
Parent involvement is extremely low. Parents don't feel the school communicates enough to parents.
Means of evaluating progress & group data needed to measure gains:
Parent Surveys to determine their perception of strengths and areas for growth. Surveys to be administered in the fall and spring. Parent Surveys at the end of each parent meeting

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
El Centro la Familia Parent workshops	10/1/17-6/1/18	Vice Principal GIA	Parent Education	5800: Professional/Consulting Services And Operating Expenditures	Title I Parent Involvement	772

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide system that facilitates effective two-way communication with parents and staff.	9/17 to 6/18	Principal	Spanish, Hmong, Punjabi district translator	2000-2999: Classified Personnel Salaries	Title I Parent Involvement	700
Increase parent's capacity with their child/school by providing courses in the evening regarding Parent Portal, Academic Intervention, Middle to high school transition, and Digital Citizenship.	8/11/17-6/10/18	Principal, Library Media Teacher	Parent Education component will be provided by Library Media Teacher	1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	700.00
Create opportunities for parents, community, and business leaders to fulfill their essential role as actively engaged partners in supporting student achievement and outcomes for student success. Opportunities for parents, community, and business leaders to participate in Career Portfolio day	5/18	Administration	Supplies	4000-4999: Books And Supplies	LCFF	600
Purchase parenting literature and/or videos to create a library for parents to check out and/or download books regarding positive parenting so parents can help support students at home to increase student achievement.	10/17-6/18	Administration and support staff	Books	4000-4999: Books And Supplies	Title I Parent Involvement	996

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	113,156.55	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	1,716.32	0.00
Title I Part A: Allocation	109544.83	0.00
Title I Parent Involvement	3168.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	113,156.55
LCFF-SLIP	1,716.32
Title I Part A: Allocation	109,544.83
Title I Parent Involvement	3,168.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	42,957.17
2000-2999: Classified Personnel Salaries	62,289.07
4000-4999: Books And Supplies	39,889.05
5000-5999: Services And Other Operating Expenditures	12,846.56
5800: Professional/Consulting Services And Operating	61,603.85
6000-6999: Capital Outlay	6,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF	11,405.00
2000-2999: Classified Personnel Salaries	LCFF	300.00
4000-4999: Books And Supplies	LCFF	20,414.99
5000-5999: Services And Other Operating	LCFF	12,846.56
5800: Professional/Consulting Services And	LCFF	60,190.00
6000-6999: Capital Outlay	LCFF	6,000.00
4000-4999: Books And Supplies	LCFF-SLIP	1,716.32
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	30,852.17
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	61,289.07
4000-4999: Books And Supplies	Title I Part A: Allocation	16,761.74
5800: Professional/Consulting Services And	Title I Part A: Allocation	641.85
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	700.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	700.00
4000-4999: Books And Supplies	Title I Parent Involvement	996.00
5800: Professional/Consulting Services And	Title I Parent Involvement	772.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	49,428.76
Goal: Mathematics	39,847.64
Goal: English Language Development	42,412.54
Goal: School Culture	92,128.76
Goal: Parent Engagement	3,768.00

School Site Council Members

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Esmeralda Ruiz		X			
Yvonne Romero		X			
Milissa Romano				X	
Heather Donat		X			
Suzannah Rabbass		X			
Demesha Romano				X	
Juan Hernandez				X	
Heather Kuyper	X				
Lisa Griffin					
David Gutierrez			X		
Kamoren Owens					X
Eric DeCarlo					X
Ravneet Kaur					X
Numbers of members of each category:	1	4	1	3	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school 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.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC 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 Single 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 **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature
[Handwritten Signature]

Signature

English Learner Advisory Committee

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

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.
5. This SPSA is based on 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. This SPSA was adopted by the SSC at a public meeting on 9/26/17.

Attested:

Heather Kuyper-McKeithen _____ *[Handwritten Signature]* _____ 9/26/17
Typed Name of School Principal Signature of School Principal Date

Heather Donat _____ *[Handwritten Signature]* _____ 9/26/17
Typed Name of SSC Chairperson Signature of SSC Chairperson Date

Glacier Point Middle School's Home-School Compact

The faculty at Glacier Point Middle School is committed to providing a quality education for every student and recognizing the essential role of parents and the value of their input. We ask that you join us in creating a partnership for academic excellence!

SCHOOL STAFF COMMITMENTS

I understand the importance of the school experience to every student and my role as an educator and model. Therefore, I agree to and commit to the following responsibilities:

- ✓ Communicate high expectations to every student;
- ✓ Motivate every student to learn;
- ✓ Enforce equitable rules and provide a safe, positive, and healthy learning environment;
- ✓ Teach and engage students in rigorous and relevant instruction;
- ✓ Communicate regularly with parents/guardians about their students' academic and behavioral progress;
- ✓ Teach grade level standards and concepts while addressing the needs of individual students;
- ✓ Provide more opportunities for collaborative and participation in shared decision making for improving student achievement;
- ✓ Establish a learning environment in which students are given appropriate support, guidance, encouragement and accountability to prepare them for college, career and community.
- ✓ Actively support Glacier Point's PBIS expectations.

Teacher's Signature _____

Date _____

PARENT COMMITMENTS

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I agree to and commit to the following responsibilities:

- ✓ Talk with my child regularly about the value and importance of education;
- ✓ Make sure that my child attends school every day, on time, and with assignments completed;
- ✓ Support and encourage my child to engage in reading activities at their reading level for at least 30 minutes every day;
- ✓ Support Glacier Point's PBIS support systems and behavioral expectations;
- ✓ Monitor my child's progress in school; check parent portal (via parent portal and progress reports)
- ✓ Make every effort to attend school events, such as Parent-Teacher Conferences, Open House, Back-to-School Night, and other school events;
- ✓ Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition; and
- ✓ Participate in shared decision-making with school staff for the benefit of my student.
- ✓ Parent will support students to follow all guidance user agreement policies.

Parent or Guardian Signature _____

Date _____

STUDENT COMMITMENTS

I understand that my education is important and I am responsible for my own success. Therefore, I agree to and commit to the following responsibilities:

- ✓ Come to class on time, prepared with materials, with assignments completed, and ready to learn;
- ✓ Set aside time every day to complete my homework;
- ✓ Know and follow the school and classroom expectations;
- ✓ Follow Glacier Point's dress code policy;
- ✓ Take all communications home to my parent/guardian;
- ✓ Ask for help when needed; and
- ✓ Respect my school, staff, family, and peers.
- ✓ Students will support and follow all guidance user agreement policies.

Student's Signature _____

Date _____

Acuerdo entre la Escuela, los Padres y el Estudiante

ACUERDO ENTRE LA ESCUELA Y EL HOGAR- ESCUELA SECUNDARIA GLACIER POINT

El personal de la Escuela Secundaria Glacier Point se compromete a proporcionar una educación de calidad para todos los estudiantes y reconocer el papel esencial de los padres y el valor de sus opiniones. Les pedimos que nos acompañen en la creación de una asociación para la excelencia académica!

COMPROMISO DEL PERSONAL ESCOLAR

Entiendo la importancia de la experiencia escolar de cada estudiante y mi papel como educador y ejemplo. Por lo tanto, acepto y me comprometo con las siguientes responsabilidades:

- ✓ Comunicarle las altas expectativas a todos los estudiantes;
- ✓ Motivar a cada estudiante a aprender;
- ✓ Imponer las reglas equitativamente y proporcionar un ambiente de aprendizaje seguro, positivo y saludable;
- ✓ Enseñar e involucrar a los estudiantes en una instrucción rigurosa y relevante;
- ✓ Comunicarles regularmente a las familias acerca del progreso académico y de conducta del estudiante;
- ✓ Enseñar estándares y conceptos a nivel de grado, abordando las necesidades individuales de los estudiantes;
- ✓ Proporcionar más oportunidades de colaboración y la participación en la toma de decisiones compartida para mejorar el rendimiento estudiantil;
- ✓ Establecer un ambiente de aprendizaje en el que los estudiantes reciban el apoyo adecuado, orientación, estímulo y responsabilidades a fin de prepararlos para el colegio, profesión y la comunidad.
- ✓ Apoyar activamente las expectativas del programa PBIS de Glacier Point.

Firma del Maestro

Fecha

COMPROMISO DE LOS PADRES

Yo entiendo que mi participación en la educación de mi hijo(a) lo va a ayudar en sus éxitos y actitud. Por lo tanto, acepto y me comprometo con las siguientes responsabilidades:

- ✓ Hablar con mi hijo(a) regularmente acerca del valor e importancia de la educación;
- ✓ Asegurarme que mi hijo(a) asista a la escuela todos los días, a tiempo y con las tareas terminadas;
- ✓ Apoyar y alentar a mi hijo(a) a participar en actividades de su nivel de lectura al menos durante 30 minutos cada día;
- ✓ Apoyar las expectativas del Sistema de apoyo y conducta PBIS de Glacier Point;
- ✓ Monitorear el progreso de mi hijo(a) en la escuela; revisar el portal de padres (portal de padres y informes de progreso
- ✓ Hacer todo lo posible para asistir a eventos escolares, como conferencias de padres y maestros, Exhibición Escolar(Open House), Noche de Regreso a la Escuela, y otros eventos escolares;
- ✓ Asegurarme de que mi hijo duerma lo suficiente, reciba la atención médica regular y una nutrición adecuada y
- ✓ Participar en la toma de decisiones con el personal escolar para el beneficio de mi estudiante;
- ✓ Padres apoyarán a los estudiantes a seguir todas las pólizas de condiciones de uso.

Firma del Padre/Tutor

Fecha

COMPROMISO DE LOS ESTUDIANTES

Yo entiendo que mi educación es importante y soy responsable de mi propio éxito. Por lo tanto, acepto y me comprometo con las siguientes responsabilidades:

- ✓ Venir a clase a tiempo, preparado con materiales, con las tareas terminadas y listo para aprender;
- ✓ Dedicar tiempo todos los días para completar mi tarea;
- ✓ Saber y seguir las reglas de la escuela y del salón;
- ✓ Cumplir con el código de vestuario de Glacier Point;
- ✓ Llevar todos los comunicados a casa a mi padre/tutor;
- ✓ Pedir ayuda cuando la necesite;
- ✓ Respetar mi escuela, el personal, a mi familia y compañeros;
- ✓ Los estudiantes apoyaran y seguirán las pólizas de condiciones de uso.

Student's Signature

Date

Glacier Point Middle School

Title I School-Level Parental Involvement Policy

Glacier Point Middle School has developed a written Title I parent involvement policy with input from Title I and benchmark parents. In preparation for the new school year and the development of the following year's Single Plan for Student Achievement (SPSA), in the spring, the previous year's policy is reviewed by school site council members for revisions. The School Site Council consists of parents Title I students. The parents and other school site members are asked to preview the policy prior to the school site council meeting and to come prepared to give input for revisions to the policy. Following the approval of the School Site Council, the policy is printed in both English and Spanish to be distributed to all students the first day of the new school year. At the annual fall Title I parent meeting, copies are again given to parents attending the meeting. Glacier Point Middle School's policy describes the means for carrying out the following Title I parental involvement requirements.

[Title I Parental Involvement, 20 USC 6318 (a)-(f)]

Involvement of Parents in the Title I Program

Glacier Point Middle School does the following:

1. In late September or early October an annual meeting is held to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program.
 - Students are identified as Title I using district criteria.
 - Prior to the scheduled annual Title I Parent Meeting, letters are mailed to the parents of identified Title I students notifying them that their child has been identified as a Title I student and invites them to attend the first Title I meeting of the school year. This letter states the date, place, and time of the annual Title I meeting. In addition, a reminder flyer is given to the parents of Title I students at the first parent-teacher conference. At this conference teachers discuss the *Plan to Modify* which identifies the accommodations and support the teacher plans to provide for their child throughout the school year. The *Plan to Modify* is reviewed and updated, if needed, at each parent conference.
 - At the annual Title I Parent Meeting, parents are invited to request more Title I parent meetings. Days and times are discussed. In addition, parents are encouraged to attend the School Site Council meetings to further learn about Glacier Point's programs and for parents to express continuing input concerning academic programs. Parents are also encouraged to feel comfortable to communicate with their child's teacher with concerns about their child's progress.
 - The Title I parent survey results are used to assist in the planning of the Title I parent meetings.
2. Offers a flexible number of meetings
 - All parents are invited to attend the School Site Council meetings which are held four to five times throughout the school year. Parents are informed of the meeting dates via Glacier Point's website. The agenda is posted in the school office at least 72 hours in advance of the meeting.
 - Title I parents are encouraged to request a Title I meeting. This is announced at the annual Title I parent meeting.
3. Glacier Point involves parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy.
 - The planning, review, and improvement of Title I programs is discussed at the School Site Council meetings which are held 4-5 times throughout the school year. The posted School Site Council agenda notifies parents when the Title I programs will be discussed and when the parent involvement policy will be reviewed for revisions. The members of the School Site Council, which includes representation of Title I students, are given a copy of the current policy for review and asked to come prepared with suggestions to improve the policy.

- School-Parent Compact
- Student Progress Reports

5. Support for parent involvement is provided with:
- transportation is provided for parent-teacher conferences when needed,
 - Spanish interpreters are provided during parent-teacher conferences, IEP meetings, and any other parent teacher meetings,
 - interpreters are provided for ELAC meetings,
 - the office secretary interprets for Spanish speaking parents and makes calls home for teachers.

Accessibility

High Achieving Glacier Point School provides the following opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. When parents have special physical needs, every effort is made to keep them informed and to accommodate their ability to participate in school activities by providing:

- handicap parking and restrooms,
- utilizing special phone accommodations for deaf parents,
- interpreters in the office and interpreters for meetings and parent-teacher conferences, and
- student progress reports in Spanish and English, parent-conference notices in Spanish and English, Parent Involvement Policy and School-Parent compact in Spanish and English, parent CELDT and primary language results in Spanish, Punjabi, and Hmong, registration forms in Spanish and English, Home Language Surveys in many languages, English Language Advisory Committee notices and minutes in Spanish and English, and Blackboard Connect messages in the student's primary language.

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRCI, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

<http://www.nationalpirc.org/directory/CA-7.html>

PIRCI, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available in multiple languages.

http://www.bilingualeducation.org/programs_parent.php

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. Cal-PIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 2011. Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong.

<http://www.calpirc.org/>

Escuela Secundaria Glacier Point

Póliza de Participación de Padres a Nivel Escolar del Título I

La Escuela Secundaria Glacier Point ha desarrollado por escrito una póliza de participación de padres del Título I con el aporte y puntos de referencia de los padres Título I. Como preparación para el nuevo año escolar y el desarrollo del Plan Único para el Rendimiento Estudiantil (Single Plan for Student Achievement, SPSA) en la primavera, la póliza del año pasado es revisada por los miembros del consejo escolar para modificaciones. El Consejo Escolar (School Site Council, SSC) está conformado por padres representantes de estudiantes del Título I. Se les pide a los padres y otros miembros de la escuela revisar la póliza antes de la reunión del Consejo Escolar y venir preparado para dar su opinión o sugerencias para la revisión de la póliza. . Después de la aprobación del Consejo Escolar (SSC), la póliza es impresa tanto en inglés como en español para distribuirse a todos los estudiantes el primer día del nuevo año escolar. En la reunión anual de padres del Título I realizada en otoño, se entregan nuevamente copias a los padres que asisten a la reunión. La póliza de la Escuela Secundaria Glacier Point describe los medios para reunir los siguientes requisitos de participación de padres del Título I.

[Participación de Padres del Título I, 20 USC 6318 (a)-(f)]

Participación de Padres en el Programa Título I

La Escuela Secundaria Glacier Point realiza lo siguiente:

1. A finales de septiembre o principios de octubre, se realiza una reunión anual para informar a los padres de los estudiantes del Título I sobre los requisitos y sus derechos de participación en el programa Título I
 - Los estudiantes serán identificados como Título I, utilizando criterios del distrito.
 - Antes de la reunión anual de padres del Título I programada, se le envían por correo las cartas a los padres de estudiantes identificados de Título I notificándoles que su hijo ha sido identificado como un estudiante de Título I y se les invita a asistir a la primera reunión del Título I del año escolar. Esta carta indica la fecha, lugar y hora de la reunión anual del Título I. Además, en la primera conferencia de padres y maestros proporcionamos un volante a los padres de estudiantes del Título I como recordatorio. En esta conferencia los maestros analizan el *Pan de Modificación* el cual identifica adaptaciones y el apoyo que el maestro planea proveer a su hijo durante todo el año escolar. El *Pan de Modificación* es revisado y actualizado, de ser necesario, en cada conferencia de padres.
 - En la Reunión Anual de Padres del Título I, se invita a los padres a solicitar más reuniones para padres del Título I. Se analizan fechas y horarios. Además, se alienta a los padres a asistir a las reuniones del Consejo Escolar (School Site Council) para aprender más sobre los programas de Glacier Point y para que los padres expresen sus opiniones continuamente con relación a los programas académicos. También fomentamos a los padres a sentirse en confianza de comunicarse con los maestros en relación al progreso de sus hijos.
 - Se utilizan los resultados de la encuesta de padres del Título I para ayudar en la planificación de las reuniones de padres del Título I.
2. Ofrece un número flexible de reuniones
 - Se invita a todos los padres a asistir a las reuniones del Consejo Escolar, las cuales se realizan de cuatro a cinco veces durante el año escolar. Se les informa a los padres acerca de las fechas de las reuniones a través del sitio web de Glacier Point. La agenda es publicada en la oficina por lo menos 72 horas antes de la reunión.
 - Le invitamos a los padres del Título I a solicitar una reunión sobre el programa. Esto se anuncia en la reunión anual de padres del Título I.

- Escrito:
 - Estándares de California a nivel de Grado
 - Resultados de Evaluaciones de Desarrollo del Idioma Inglés de California
 - Resultados de la Evaluación del Primer Idioma
 - Agendas y minutas de reuniones de padres de ELAC
 - Agendas y minutas de reuniones de padres de DELAC
 - Avisos de Conferencias
 - Póliza de Participación de Padres
 - Acuerdo entre Padres y la Escuela
 - Informes de Progreso Estudiantil

5. El apoyo para la participación de padres se proporciona con:

- Se provee transporte a las conferencias de padres y maestros, de ser necesario,
- Se proveen intérpretes en español durante las conferencias de padres y maestros, en reuniones del IEP y en cualquier otra reunión de padres y maestros
- Se proveen intérpretes en las reuniones de ELAC
- la secretaria de la oficina interpreta para los padres de habla hispana y hacen llamadas a casa en nombre de los maestros y el personal.

Accesibilidad

Con alto rendimiento la Escuela Secundaria Glacier Point brinda las siguientes oportunidades de participación a todos los padres del Título I, incluyendo padres con el inglés limitado, padres con incapacidades y padres de estudiantes migrantes. Cuando los padres tienen necesidades físicas especiales, hacemos el mayor esfuerzo posible de mantenerlos informados y asistir sus habilidades de participación en las actividades escolares, proporcionando:

- Estacionamiento y baños para personas con incapacidades
- Uso de asistencia especial telefónica para padres sordos,
- Intérpretes en la oficina, en reuniones y conferencias de padres y maestros e
- Informes de progreso estudiantil, avisos de conferencias para padres, Póliza de Participación de Padres y el Acuerdo entre la Escuela y los Padres en español e inglés, resultados de CELDT e Idioma Principal en español, punjabi y hmong, formularios de inscripción en español e inglés, Encuestas del Idioma en el Hogar en varios idiomas, avisos y minutas del Comité Asesor para Aprendices de Inglés (ELAC) en español e inglés y mensajes de Blackboard Connect en el idioma primario del estudiante.

Centros de Información y Recursos para Padres (PIRCs)

Los PIRC son financiados por el Departamento de Educación de EE.UU. Proporcionan ambos servicios locales y estatales. California tiene dos PIRC: PIRCI, Project Inspire en la Asociación de California de Educación Bilingüe, Covina, CA y el PIRC2, Cal-PIRC en las Academias Cambridge, Modesto, CA.

<http://www.nationalpirc.org/directory/CA-7.html>

PIRCI, Project Inspire es el resultado de una asociación entre la Asociación de California para la Educación Bilingüe, el Superintendente de escuelas del Condado de San Bernardino, y la Oficina de Educación del Condado de Alameda. Project Inspire ofrece talleres de capacitación para padres y se financió hasta el 2011. Una lista de los temas de los talleres y un folleto en inglés y español el cual describe los servicios están disponibles en varios idiomas.

http://www.bilingualeducation.org/programs_parent.php

PIRC2, Cal-PIRC ha establecido tres Centros de Información y Recursos para Padres en el norte y centro de California. Cal-PIRC proporciona servicios directos a padres y escuelas en comunidades seleccionadas dentro de los condados de Merced y Stanislaus, y las áreas de West Sacramento. También proporciona apoyo en todo el estado a través de conferencias, talleres y un sitio web. Cal-PIRC se financió hasta el 2011. Cuando disponible, los recursos se publican en inglés, español, ruso, chino, árabe, y hmong.

<http://www.calpirc.org/>

GLACIER POINT MIDDLE SCHOOL (ELAC) MINUTES
9-26-17

1. Call the Meeting to Order:

- The meeting was called to order at 4:10 by H. Mc Keithen. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian/Student		Present		Staff		Present
1	Juan Hernandez	Parent	x	1	Evans Gamboa	Teacher	x
2	Beatriz Dominguez	Parent	x	2	Esmeralda Ruiz	Teacher	x
3		Parent		3	Yvonne Romero	Teacher	x
4		Student		4	David Gutierrez	ASP	x
5		Student		5	Isaac Fregoso	V. P.	x
6		Student		6	Heather McKeithen	Principal	x

	Guest		Non member staff	Position
1	Enter name	1	Enter name	
2		2		
3		3		
4		4		

2. Roll Call:

- Sign in Sheet-complete
 - o 7 members are needed to establish a quorum
 - o 8 members are present 0 members are absent
 - o A quorum has been established

3. Changes/Additions to the Meeting Agenda:

- J. Hernandez motions to modify agenda, E. Ruiz seconds the motion.
 - o Mr. Gutierrez to go first so he can return to ASP. Approved

4. Secretary's Report:

- motion to approve May 18 minutes, approved.

5. Committee Reports:

Nomination of Offices

- E. Gamboa nominates self for Chairperson, H. McKeithen second the motion. Approved.
- J. Hernandez nominates himself for Vice Chairperson, H. Mc Keithen seconds the motion. Approved.
- Y. Romero nominates herself for secretary, H. Mc Keithen seconds the motion. Approved.
- Beatriz Dominguez nominates self for DELAC, H. Mc Keithen seconds motion. Approved. (Alternate still needed)

6. Public Comment:

- NONE

7. Unfinished Business:

- NONE

8. New Business

- D. Gutierrez explains ASP and wait list, and enrichment programs
- H. Mc Keithen presents SPSA
- H. Mc Keithen motions to approve SPSA, Y. Romero seconds. Approved.
- Future meeting dates/times discussed- 4:00 on Tuesdays, next meeting in November

9. Evaluation & Adjournment:

- The Glacier Point ELAC meeting was adjourned by H. McKeithen at 5:10

Respectfully submitted,

Yvonne Romero
ELAC Secretary
9/26/2017

**Escuela Secundaria de Glacier Point
Comité Asesor para Aprendices de Inglés (ELAC)
1er Trimestre**

Fecha de Publicación: Septiembre 21, 2017
Sítio: Biblioteca

Fecha de la Reunión: Septiembre 26, 2017

Hora de Inicio: 4:00 pm

Hora de aplazamiento: 5:00 pm

Resultados: Los participantes podrán:

- Reconocer la importancia de los Principios Rectores de CUSD
- Explicar el propósito de ELAC
- Explicar las funciones y responsabilidades de los miembros de ELAC
- Elegir oficiales y representantes de DELAC
- Recibir información de los estatutos, medidas de rendición de cuentas, Póliza de Participación de Padres, Oportunidades Educativas para Padres
- Definir horarios y fechas de reuniones

Representantes y Personal: Miembros de ELAC. (Heather Kuyper-McKeithen Evans Gamboa, Esmeralda Ruiz, Yvonne Romero, Paul Turner, David Gutierrez, Beatriz Dominguez, Juan Hernandez, Jamie Ramirez Hernandez, Ana Barraza Hernandez
Todo el personal, padres, y miembros del público están invitados a asistir a la reunión.

Asuntos en la Agenda	Acción solicitada	Persona(s) Responsable(s)	Tiempo Límite
Llamada al Orden	Ninguna	Director	2 minutos
Pasar lista- establecer quórum	Ninguna	Director	1 minuto
Cambios / Adiciones a la Agenda	Aprobación / Modificación a la Agenda	Director	1 minuto
Reporte de la Secretaria- Minutos	Enmiendas / Aprobación	Director	5 minutos
Reportes de Oficiales del Comité	Pendiente	Director	TBD
Comentarios del Público (esta es una oportunidad para que los miembros del público proporcionen información al consejo escolar) 2 minutos por persona	Bajo la ley de reuniones abiertas, no puede tomar ninguna acción a consecuencia de los comentarios del público en la reunión. Cuestiones planteadas en esta reunión pueden programarse para otra reunión con el consejo escolar.	Director	5 minutos
Asuntos Pendientes	Pendiente	Director	TBD
Nuevos Asuntos			
a. Revisar las funciones y responsabilidades de los funcionarios de ELAC. Nominar y elegir a los oficiales de ELAC: <ul style="list-style-type: none"> • Presidente • Vice-Presidente • Secretario • Representante de DELAC • Rep. Alterno de DELAC 	Discusión, nominación y elección de los oficiales	Directora	TBD
b. Revisar y aprobar SPSA	Información	Directora	
c. Oportunidades de Educación para Padres del Distrito	Información	Directora	
d. El programa después de la escuela	Información	David Gutierrez	
e. Discutir las fechas de las reuniones futuras, entrenamiento y los asuntos de la agenda	Información	Directora	
Evaluación (formas de mejorar la reunión) y cierre de la reunión	Opiniones de la reunión y aprobación para dar por terminada la reunión	Directora	1 minuto

Lista de Documentos: por ejemplo, Principios Rectores, Estatutos, SPSA, Minutos, otros artículos según corresponda.

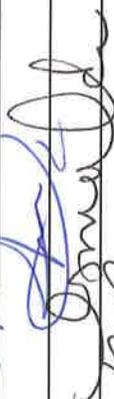
** Gracias por asistir.**

Cada estudiante participara en una instrucción rigurosa, relevante y basada en normas en cada salón de clases, todos los días, para garantizar el aprendizaje del estudiante.

Glacier Point Middle School
 English Learner Advisory Committee (ELAC)

SIGN-IN SHEET

1st Quarter Meeting
 Sept. 26, 2017 @ 4:00 p.m.
 Library

MEMBER NAME	POSITION	SIGNATURE	E-MAIL
Evans Gumboa	ELAC Rep		egumboa@central.k12.ca.us
BEATRIZ DOMINGUEZ	ELAC		bethy2110@gmail.com
Esmeralda Ruiz	TEACHER		—
Yvonne Romero	teacher		yromero@centralusd.k12.ca.us
David Gutierrez	ASP Coordinator		david.gutierrez@ctff.us
Juan Hernandez	Parent		jahernandez@gpUSD.org
Heather Kuper-Weithen	Principal		
Isaac FREGOSO	Vice Principal		
Other Staff:			
Guests:			

Glacier Point Middle School

School Site Council (SSC) 1st Quarter Meeting

Date of Posting: September 21, 2017

Meeting Date: September 26, 2017

Location: Library

Starting Time: 2:45 pm

Ending Time: 3:45 pm

Outcomes: Participants will be able to:

- Recognize the importance of CUSD Guiding Principles
- Explain the purpose of SSC, roles and responsibilities of the SSC members
- Elect officers and District Advisory Committee (DAC) representative
- Receive information on by-laws, academic progress, SPSA, LCAP engagement, purpose, priorities & goals, parent involvement & plan for parent professional learning
- Discuss and begin to analyze school's academic instructional program
- Determine future meeting dates, times and training schedules

Representatives & Staff: SSC members: Heather Kuyper-McKeithen, Heather Donat, Esmeralda Ruiz, Suzannah Rabbass, Yvonne Romero, David Gutierrez, Lisa Griffin, Juan Hernandez, Milissa Romano, Demesha Abrams, Kamoren Owens, Eric DeCarlo, Ravneet Kaur

All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report/Minutes	Approval/Amendments	Principal	5 minutes
Report of Officers, Standing & Special Committees	Determined by site SSC	Determined by site SSC	5 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal until election of chairperson	5 minutes
Unfinished Business	Business not completed from previous SSC meeting	Principal	TBD
New Business a. SSC Training • Video b. Review the roles and responsibilities of SSC officers. Nominate and elect SSC officers: • Chairperson • Vice-chairperson • Secretary • DAC representative • DAC alternate c. Review and approve SPSA d. Safety Plan & sign e. Discuss district/site parent education opportunities f. After School Program g. Discuss future meeting dates, training, and agenda items.	Information Nomination and elect officers Approval Information Information Information Information	Principal until chairperson is elected McKeithen A. Hogan David Gutierrez	TBD minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Principal	1 minute

List of handouts: e.g. Guiding Principles, by-laws, SPSA, minutes & other items as appropriate. Add site items as necessary.

****Thank you for coming****

Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.

Glacier Point Middle School
 School Site Council (SSC)
 SIGN-IN SHEET

1st Quarter Meeting
 Sept. 26, 2017 @ 2:45 p.m.
 Library

MEMBER NAME	POSITION	SIGNATURE	E-MAIL
Ravneet Kaur	Student		rRaux7828@centralusd.k12.ca.us
Yvonne Romero	teacher		yromero@centralusd.k12.ca.us
Hilary McKeithen	Principal		
Heather Donat	Teacher		
Eric Dejaric	Student		ericdejaric@centralusd.k12.ca.us
Kanoren Owens	Student		Kjowens468@centralusd.k12.ca.us
Esmeralda Trujillo	Teacher		
David Gutierrez	ASP Coordinator		david.gutierrez@ctff.us
Demeshia Gray			
Other Staff:			
Guests:			

GLACIER POINT SCHOOL SITE COUNCIL (SSC) MINUTES
9-26-2017

1. Call the Meeting to Order:

- The meeting was called to order at 2:48 by Mrs. Mc Keithen. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian/Student		Present		Staff		Present
1	Ravneet Kaur	Student	x	1	Heather Donat	Teacher	x
2	Eric De Carlo	Student	x	2	Esmeralda Ruiz	Teacher	x
3	Kamoren Owens	Student	x	3	Yvonne Romero	Teacher	x
4	David Gutierrez	Parent	x	4	Heather Mc Keithen	Principal	x
5	Demesha Abrams	Parent	x	5		Other	
6		Student		6		Principal	

	Guest		Non member staff	Position
1		1	Adam Hogan	VP
2		2		
3		3		
4		4		

2. Roll Call: 2:48 p.m.

- Sign in Sheet-completed
 - 7 members are needed to establish a quorum
 - 9 members are present 2 members are absent
 - A quorum has been established

3. Changes/Additions to the Meeting Agenda:

- Motion to change the agenda made by H. Mc Keithen, seconded by Y. Romero.
 - Motion approved to move up school safety plan

4. Secretary's Report:

- Meeting minutes reviewed from May 18. H. Donat motions to approve those minutes.
- Y. Romero seconds motion. Approved.

5. Committee Reports:

- NONE

6. Public Comment:

- NONE

7. Unfinished Business:

- Update bylaws-voting timeline

8. New Business

- H. Kuyper motions to nominate H. Donat as Chairperson. D. Abrams seconds motion. Approved.
- H. Donat motions to nominate E. De Carlo as Vice Chairperson. K. Owens seconds motion. Approved.

- R. Kaur motions to nominate herself as secretary. Y. Romero seconds that motion. Approved.
- D. Abrams motions to nominate herself as DAC. E. De Carlo seconds that motion. Approved.
- A. Hogan presents Safe School Plan & Emergency Procedures. (Comprehensive School Safety Plan, SB 187 Compliance document)
- A. Hogan motions to approve School Safety Plan. H. Donat seconds motion. Approved.
- PTA meeting announced- October 12
- Coffee Talk announced- Friday, Sept. 29 at 8:45 a.m.
- Leadership going to Restorative Justice Training- announced
- H. Kuyper presents Single Plan (Teaching fellows funding needs to be updated (distribution)
- E. De Carlo motions to approve SPSA. R. Kaur seconds motion. Approved
- Future meeting date November? @2:45

9. Evaluation & Adjournment:

- The Glacier Point SSC meeting was adjourned by H. Mc Keithen at 3:45

Respectfully submitted,

Yvonne Romero/Ravneet Kaur
SSC Secretary
9/26/2017

Budget By Expenditures

Glacier Point Middle School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00	School Culture	After School Program Opportunity for academic enrichment
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

Funding Source: LCFF **\$113,156.55 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplies	4000-4999: Books And Supplies	\$600.00		Create opportunities for parents, community, and business leaders to fulfill their essential role as actively engaged partners in supporting student achievement and outcomes for student success. Opportunities for parents, community, and business leaders to participate in Career Portfolio day
Teaching Fellow	5800: Professional/Consulting Services And Operating Expenditures	\$20,000.00	English Language Development	Provide comprehensive tutoring services that include reading and writing, along with support in educational goal planning.
College Visit- Subs for chaperones	1000-1999: Certificated Personnel Salaries	\$280.00	English Language Development	College Visit specifically designed for targeted EL students as part of our mission to prepare students for college and career.
Bus costs	4000-4999: Books And Supplies	\$1,138.52	English Language Development	College Visit specifically designed for targeted EL students as part of our mission to prepare students for college and career.
Conferences designed for PBIS, School Safety and Attendance, Social Emotional Learning and/or MTSS	5000-5999: Services And Other Operating Expenditures	\$2,000.00	School Culture	Increase administrator, teacher, and instructional coach's knowledge regarding systems and processes for improving student safety and connectedness.
Attend university to acquaint 8th grade students with college life.	5000-5999: Services And Other Operating Expenditures	\$3,838.90	School Culture	Provide opportunity for 8th grade students to visit identified universities in order to increase their understanding of continuous education beyond high school.

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Textbook distribution	2000-2999: Classified Personnel Salaries	\$300.00	School Culture	Help students make a positive transition to middle school setting
Materials	4000-4999: Books And Supplies	\$4,000.00	School Culture	Help teach students organization and study skills through the use of student planners
Material for celebrating student and employee success.	4000-4999: Books And Supplies	\$1,500.00	School Culture	Facilitate student and employee success by celebrating achievement in promoting the four character qualities practiced at Glacier Point: Personal Best, Accept Responsibly, Wise Choices, and Show Respect.
Radios	4000-4999: Books And Supplies	\$3,369.73	School Culture	Two-way radios to improve communication between classrooms and office for student safety
Computer License	5000-5999: Services And Other Operating Expenditures	\$795.00	School Culture	Student Lap Tracker Program to track student progress toward Healthy Kids goals in PE
Computer License	5000-5999: Services And Other Operating Expenditures	\$570.00	School Culture	SWIS behavior monitoring system
Supplies	4000-4999: Books And Supplies	\$2,837.61	School Culture	Increase campus safety by providing student and staff ID cards and lanyards so everyone on campus is identifiable.
	4000-4999: Books And Supplies	\$912.13	School Culture	Character Building Lessons for use in the Opportunity Classroom
	4000-4999: Books And Supplies	\$3,000.00	School Culture	PBIS Banners and Light Pole signs
	6000-6999: Capital Outlay	\$6,000.00	School Culture	Laminating machine to laminate Bully Poster, PBIS posters, Safety posters, etc.
Professional Development	1000-1999: Certificated Personnel Salaries	\$5,000.00	English Language Arts	Administrators and teachers to participate in Professional Development and membership in professional organizations focusing on curriculum and instructional strategies to close the achievement gap.
Teaching Fellow	5800: Professional/Consulting Services And Operating Expenditures	\$20,190.00	English Language Arts	Provide comprehensive tutoring services that include reading and writing, along with support in educational goal planning.
License	5000-5999: Services And Other Operating Expenditures	\$5,642.66	English Language Arts	Continue Language Live! ELA intervention program for students identified, per teacher recommendation, demonstrating reading comprehension difficulties. Purchase headphone equipment for Language Live!

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	1000-1999: Certificated Personnel Salaries	\$4,125.00	English Language Arts	Teacher release days for planning instruction aligned to Common Core Standards with a focus on EL strategies and increasing reading and writing in all subjects. Title One will be used for the ELD teachers.
Teaching Fellow	5800: Professional/Consulting Services And Operating Expenditures	\$20,000.00	Mathematics	Provide comprehensive tutoring services that include reading and writing, along with support in educational goal planning.
Conferences and Travel	1000-1999: Certificated Personnel Salaries	\$2,000.00	Mathematics	Administrators and teachers to participate in Professional Development and membership in professional organizations focusing on curriculum and instructional strategies to close the achievement gap.
		\$2,000.00	Mathematics	Teacher release days for planning instruction aligned to Common Core Standards with a focus on EL strategies and increasing reading and writing in all subjects.
Materials and Supplies	4000-4999: Books And Supplies	\$3,057.00	Mathematics	Increase student curiosity and understanding about math and science through lab materials to support the shifts needed in NGSS.

LCFF Total Expenditures: \$113,156.55

LCFF Allocation Balance: \$0.00

Funding Source: LCFF-SLIP

\$1,716.32 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplies	4000-4999: Books And Supplies	\$1,716.32	School Culture	Materials and supplies needed to support library and research

LCFF-SLIP Total Expenditures: \$1,716.32

LCFF-SLIP Allocation Balance: \$0.00

Glacier Point Middle School

Funding Source: Title I Part A: Allocation

\$109,544.83 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Certificated Teacher	1000-1999: Certificated Personnel Salaries	\$18,732.53	English Language Development	.16 of a teacher salary to support smaller ELD class size.
Register SDAIE and ELD teachers for Professional Development in EL Strategies	5800: Professional/Consulting Services And Operating Expenditures	\$641.85	English Language Development	Build instructional capacity for teachers to address English Learner strategies to increase student achievement in all subjects and to increase redesignation rates.
	1000-1999: Certificated Personnel Salaries	\$1,619.64	English Language Development	Build instructional capacity for teachers to address English Learner strategies to increase student achievement in all subjects and to increase redesignation rates.
Technology	4000-4999: Books And Supplies	\$5,540.64	Mathematics	Provide improved technology for student and teacher use to improve research and presentation practices as well as, to better engage students in the learning.
Tutoring services	1000-1999: Certificated Personnel Salaries	\$4,000.00	Mathematics	Provide extended learning opportunities for students struggling in math by having a Math Lab after school. Students will be targeted based on grades and SBAC scores.
Embedding EL and vocabulary strategies in math as well as math shifts to 8 mathematical practices.	1000-1999: Certificated Personnel Salaries	\$1,750.00	Mathematics	Teacher release days for planning instruction aligned to Common Core Standards with a focus on EL strategies and increasing reading and writing in all subjects.
Technology	4000-4999: Books And Supplies	\$8,221.10	English Language Arts	Provide improved technology for student and teacher use to improve research and presentation practices as well as, to better engage students in the learning.
Supplies	4000-4999: Books And Supplies	\$1,500.00	English Language Arts	Promote struggling students' metacognition in multiple content areas through effective implementation of interactive notebooks in ELA and history.
Extra Work Agreement	1000-1999: Certificated Personnel Salaries	\$4,000.00	English Language Arts	Provide extended learning opportunities for students struggling in English by having an English Lab after school. Targeted students based on grades.
Supplies	4000-4999: Books And Supplies	\$1,500.00	Mathematics	Promote struggling students' metacognition in multiple content areas through effective implementation of interactive notebooks in science and math.
Department planning to meet student needs	1000-1999: Certificated Personnel Salaries	\$750.00	English Language Arts	Teacher release days for planning instruction aligned to Common Core Standards with a focus on EL strategies and increasing reading and writing in all subjects. Title One will be used for the ELD teachers.

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Intervention Specialist	2000-2999: Classified Personnel Salaries	\$61,289.07	School Culture	Full-time Intervention Specialist to perform a variety of behavioral and academic case management functions involved in identifying, assessing, counseling students and families with behavioral and academic challenges. Specialist will identify at-risk students, and conduct parent conferences with students.
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Title I Part A: Allocation Total Expenditures: \$109,544.83

Title I Part A: Allocation Allocation Balance: \$0.00

Funding Source: Title I Parent Involvement

\$3,168.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Books	4000-4999: Books And Supplies	\$996.00		Purchase parenting literature and/or videos to create a library for parents to check out and/or download books regarding positive parenting so parents can help support students at home to increase student achievement.
Parent Education	5800: Professional/Consulting Services And Operating Expenditures	\$772.00		El Centro la Familia Parent workshops
Spanish, Hmong, Punjabi district translator	2000-2999: Classified Personnel Salaries	\$700.00		Provide system that facilitates effective two-way communication with parents and staff.
Parent Education component will be provided by Library Media Teacher	1000-1999: Certificated Personnel Salaries	\$700.00		Increase parent's capacity with their child/school by providing courses in the evening regarding Parent Portal, Academic Intervention, Middle to high school transition, and Digital Citizenship.

Title I Parent Involvement Total Expenditures: \$3,168.00

Title I Parent Involvement Allocation Balance: \$0.00

Glacier Point Middle School Total Expenditures: \$227,585.70