

The Single Plan for Student Achievement

School: Glacier Point Middle School
CDS Code: 10739650123943
District: Central Unified School District
Principal: Heather Kuyper
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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 .

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	11
School and Student Performance Data	12
CAASPP Results (All Students)	12
CELDT (Annual Assessment) Results.....	16
CELDT (All Assessment) Results.....	17
Title III Accountability (School Data)	18
Title III Accountability (District Data).....	19
Planned Improvements in Student Performance	20
Goal: English Language Arts	20
Goal: Mathematics	23
Goal: English Language Development	26
Goal: School Culture	28
Goal: Parent Engagement.....	31
Summary of Expenditures in this Plan.....	33
Total Allocations by Funding Source	33
Total Expenditures by Funding Source	33
Total Expenditures by Object Type.....	34
Total Expenditures by Object Type and Funding Source.....	35
Total Expenditures by Goal	36
School Site Council Members	37
Recommendations and Assurances.....	38

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.

Glacier Point has a total school population of approximately 895 students: 63% are Hispanic/Latino; 9% are White; 12% are African-American; and 12% are Asian/American.

The school has four major school-wide goals:

Goal 1: All students will meet standard or better in math and ELA with special focus on closing the gap for English Learners, students of poverty, and foster youth.

Goal 2: 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.

Goal 3: Glacier Point will provide equity of access to educational opportunities and create an environment conducive to learning for all students.

Goal 4: Glacier Point will engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well being.

Progress indicators include Performance Task assessments and teacher generated common assessments, which are aligned to grade level standards. Scores will be housed in the district's Illuminate program that is to be updated regularly and shared with all staff during scheduled weekly PLC meetings for the purpose of monitoring and making the correct educational decisions for groupings, as well as establishing interventions for students not making adequate progress.

A significant percentage of our students come from families that are economically disadvantaged and have few educational resources at home to support learning. Students with Disabilities; At-Risk/Title I students; ELs; GATE students; and Migrant students. The school's academic focus for the 2016-2017 academic school year continues to be on reading, writing, speaking and listening in every period every day.

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 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.

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 a quality professional development program that addresses Common Core practices that address the issue of effectively teaching reading and writing for all subjects, along with implementing technology to facilitate broader student engagement. 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.

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 such as SBAC, CAHSEE, CELDT) 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.

Staffing and Professional Development

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

100% 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)

All classrooms is staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA.

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 2016-7 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 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 2016-17 academic school year, departments will concentrate their efforts on the development and the implementation of Common Core lessons, along integrating the function and use of ASUS tablets, the learning management system (Google Classroom) and applicable educational apps.

The Math department has already begun implementation of Common Core utilizing the Carnegie curriculum.

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.

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 one-hour 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)

The instructional program continues to be the reason for which the Glacier Point exists—its core mission. The instructional program as a whole addresses is to address rigor (access, challenge, and support for all students), flexibility (individualized tools, strategies, and assessments for all students), and provision 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 will evolve around the practice of Professional Learning Communities and the CUSD model and resources.

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 2016-2017 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 RLA/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- McDougall-Littell (7-12)

Social Studies- Holt (7-12)

Mathematics- Carnegie (7-12)

Science- Holt (7-12)

ELA Core Replacement: Inside

ELA Reading Intervention: Language Live!

Math Intervention: ST Math

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. Math Intervention for students not meeting standards.
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.

14. Research-based educational practices to raise student achievement

To ensure our students are meeting standards, teachers are meeting frequently to plan for common curriculum and assessment. Math and Language Arts teachers administer three district English-Language Arts tests as well as one district writing benchmark 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. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of 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.

Activities in Connect for Success include but are not limited to:

- agenda checks
- vocabulary development
- anti-bullying curriculum
- study skills
- character development
- relational activities
- school-wide messaging
- celebrations

A committee meets to discuss the Connect for Success activities.

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.

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 Mondays and Tuesdays 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.

On Thursdays there will be Math and ELA labs open for students to make up tests or to get extra help.

Glacier Point Middle School has received PBIS Gold Star status three 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.

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.

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 awarded a Gold star status by Fresno County Office of Education in April 2016.

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 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	474	435	466	424	464	422	98.3	97.5
Grade 8	433	476	410	462	409	458	94.7	97.1
All Grades	907	911	876	886	873	880	96.6	97.3

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2479.2	2501.5	1	5	18	26	29	30	51	40
Grade 8	2492.5	2524.7	2	5	19	29	31	29	49	37
All Grades	N/A	N/A	1	5	18	27	30	30	50	38

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	6	10	41	42	53	48
Grade 8	8	10	38	48	54	42
All Grades	7	10	39	45	54	45

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	5	11	39	45	56	44
Grade 8	5	9	39	54	55	37
All Grades	5	10	39	49	56	40

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	5	6	57	65	38	29
Grade 8	4	8	54	66	43	27
All Grades	4	7	56	65	40	28

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	8	17	52	54	40	29
Grade 8	10	16	53	50	38	34
All Grades	9	17	52	52	39	32

Conclusions based on this data:

1. Data demonstrates 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 comprehension strategies to engage with complex texts.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	474	435	464	424	459	424	97.9	97.5
Grade 8	433	475	410	463	410	461	94.7	97.5
All Grades	907	910	874	887	869	885	96.4	97.5

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2473.5	2471.3	4	6	12	13	30	30	53	51
Grade 8	2464.7	2488.9	4	5	6	9	25	30	65	56
All Grades	N/A	N/A	4	5	9	11	27	30	59	54

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	9	9	30	28	61	63
Grade 8	5	7	23	30	72	63
All Grades	7	8	26	29	66	63

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	7	7	52	36	41	57
Grade 8	5	7	48	55	47	38
All Grades	6	7	50	46	44	47

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	7	8	61	48	32	44
Grade 8	5	5	37	51	58	44
All Grades	6	7	50	50	44	44

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7	3	24	6	52	21	14	31	38	49	14	14	26		2	6
8	5		4	57	56	25	33	28	46	5	11	18		6	7
Total	4	17	5	54	32	19	32	35	48	10	13	22		3	6

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 move 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 stagnating in their progress. More focus on reading and writing will help students across the board.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7	3	26		51	20		26	36		17	14		3	4	
8	4	28		50	31		31	19		12	9		4	13	
Total	3	27		51	24		28	29		15	12		3	7	

Conclusions based on this data:

1. Consistent full-time ELA instruction by a credentialed teacher is beneficial.
2. More time needs to be spent on reading and writing in all classes.
3. Academic vocabulary needs to be taught in all classes as well to help EL students score high enough to be redesignated.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	50	60	63
Percent with Prior Year Data	98.0%	100%	98.4%
Number in Cohort	49	60	62
Number Met	35	42	26
Percent Met	71.4%	70.0%	41.9%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	13	45	7	59	6	61
Number Met	--	28	--	27	--	14
Percent Met	--	62.2%	--	45.8%	--	23.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	--	No	--	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. AMAO 1 data indicates that Glacier Point had a 28.1% decrease of students who met their annual goals so we did not meet our goal.
2. We were 5.1% away from meeting our goal of long term EL's reaching proficiency.
3. Having a credentialed EL teacher as opposed to a substitute will help raise scores.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1462	1410	1,383
Percent with Prior Year Data	99.3	99.8	97.8
Number in Cohort	1452	1407	1,353
Number Met	828	779	731
Percent Met	57.0	55.4	54
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1300	577	1284	579	1,249	542
Number Met	317	237	282	215	286	155
Percent Met	24.4	41.1	22.0	37.1	22.9	28.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. The number of EL students in the District continues to decline yet the number of students meeting English proficiency is not keeping pace.
2. EL instruction and implementation of 2016-17 Title III Year 4 Plan is a focus in the District

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
To increase school-wide ELA proficiency by 10% for all students as measured by the SBAC and district benchmarks from 32% meeting standard to 42%. EL students will have at least one year of growth in language acquisition.
Data Used to Form this Goal:
District Performance Task, CELDT and SBAC data.
Findings from the Analysis of this Data:
Data shows that a significant number of students demonstrate insufficient reading and writing skills. 2015-2016 SBAC and Performance Task data indicates that 68% 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 Common Curriculum 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
As a way to improve student achievement, increase instructional pedagogical capacity through observation of teachers demonstrating best-first practices of EL strategies. Instructional Rounds at least twice during the year.	10/16-06/17	All Certificated teachers Principal VP GIA ISC	Subs for Professional Development	1000-1999: Certificated Personnel Salaries	LCFF	3500
Administrators and teachers to participate in Professional Development and membership in Professional Organizations focusing on curriculum and instructional strategies to close the achievement gap.	9/1/16---6/8/17	All Certificated teachers Principal VP GIA	Professional Development	1000-1999: Certificated Personnel Salaries	LCFF	8125
Provide comprehensive tutoring services that include reading and writing, along with support in educational goal planning.	8/10/16-6/8/17	Principal	Teaching Fellow	5800: Professional/Consulting Services And Operating Expenditures	LCFF	36,579.40
Continue Language Live! ELA intervention program for students identified, per teacher recommendation, demonstrating reading comprehension difficulties. Purchase headphone equipment for Language Live!	8/10/16-6/8/17	Principal	License	5000-5999: Services And Other Operating Expenditures	LCFF	9,053.56
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.	10/1/16-6/10/17	Principal, ISC and content teachers	Department planning to meet student needs	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4540
Provide improved technology for student and teacher use to improve research and presentation practices as well as, to better engage students in the learning.	10/1/16-6/10/17	Principal	Technology	4000-4999: Books And Supplies	Title I Part A: Allocation	8221.10
Promote struggling students' metacognition in multiple content	8/16--9/17	Principal	Supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	2500

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
areas through effective implementation of interactive notebooks in ELA and history.						
Provide extended learning opportunities for students struggling in English by having an English Lab after school. Targeted students based on grades and SBAC level.	8/16-6/17	VP Teachers	Extra Work Agreement	1000-1999: Certificated Personnel Salaries	SES-Tutoring	10000
Full school access to Student Nest App in ELA	10/1/16-6/10/17	Principal Teachers	Site License	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	996

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
Increase school-wide math proficiency for all students from 16% to 26% 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. 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.	8/16--9/17	Principal	Supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	2500
As a way to improve student achievement, increase instructional pedagogical capacity through observation of teachers demonstrating best-first practices of EL strategies. Instructional Rounds at least twice during the year.	9/1/2016 - 6/1/2017	Principal Math teachers. Instructional Coach	Subs for Instructional rounds	1000-1999: Certificated Personnel Salaries	LCFF	3500
Administrators and teachers to participate in Professional Development and membership in Professional Organizations focusing on curriculum and instructional strategies to close the achievement gap.	9/1/2016-6/1/2017	Principal VP GIA Teachers	Conferences and Travel	1000-1999: Certificated Personnel Salaries	LCFF	8125
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.	10/1/16-6/11/17	Principal Math and Science personnel	Creation of curriculum maps	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4540
Provide improved technology for student and teacher use to improve research and presentation practices as well as, to better engage students in the learning.	10/1/16-6/1/17	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.	10/15/16-6/1/17	VP Math Teachers	Tutoring services	1000-1999: Certificated Personnel Salaries	SES-Tutoring	9000
Increase student curiosity and understanding about math and science through lab materials to	9/1/16-6/1/17	Principal VP Science Teachers	Materials and Supplies	4000-4999: Books And Supplies	LCFF	3057

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
support the shifts needed in NGSS.						
STEAM class technology to support the 21st century learning	10/1/16-6/1/17	VP STEAM teachers	Materials and Supplies	4000-4999: Books And Supplies	LCFF	12,550
Extra Site Licenses of Think Through Math for the After School Math Lab	10/1/16-6/1/17	Principal VP	Site licenses	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	5000
Access the Student Nest Math App for all students	10/16-6/17	Principal VP Teachers	Site Licenses	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	1004

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 6: Assure 1 year of growth in language acquisition for every EL student. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL
Increase school-wide ELA proficiency for English Learners as measured by the Smarter Balance (SBAC) and district Performance Task assessments and CELDT.
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. 2015-16 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. Trimester Performance Task Assessments aligned to SBAC. 2. Teacher created common assessments to measure mastery of each key standard Group data needed to measure gains: 1. Baseline Performance Task Assessment 2. SBAC results (2015-2016) 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.	9/3/2016-6/12/2017	<ul style="list-style-type: none"> Principal Guidance Instructional Advisor 	Certificated Teacher	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	13,520
Build instructional capacity for teachers to address English Learner strategies to increase student achievement in all subjects and to increase redesignation rates.	8/10/2016 - 6/12/2017	Principal	Register SDAIE and ELD teachers for Professional Development in EL Strategies	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	622.85
				1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1619.52
Poster Printer to create common posters for every classroom: Sentence Frames, Writing Strategies, Effective Learner traits, etc. (To be shared with Rio who is sharing their laminator)	10/16-6/17	Principal	Poster Printer	6000-6999: Capital Outlay	LCFF	9000
Extra licenses for EL students in the ELA lab to be on Language Live!	10/16-6/17	Principal GIA	Computer Licenses	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	1335
College Visit specifically designed for targeted EL students as part of our mission to prepare students for college and career.	10/16-6/17	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 academic performance index (API) and adequate yearly progress growth (AYP) 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 2: Prepare every student for college, career & community LCAP Goal 3: Connect every student to school LCAP Goal 4: Provide equity of access to educational opportunities & create an environment conducive to learning for all students. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & 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.	9/16 to 6/17	Principal Vice Principal GIA Safety Liasons Intervention Specialist	Conferences	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.	9/16 to 6/17	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	8/10/16-6/9/17	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.	8/16 to 6/17	Principal	Intervention Specialist	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	53,422.84
Materials and supplies needed to support library and research	8/16-8/17	Principal Library Media Teacher	Supplies	4000-4999: Books And Supplies	LCFF-SLIP	1805.05
Continue the Behavioral and Academic Intervention Team (BAIT) to support the development of positive relationships with students among staff members, with a	8/16 to 6/17	Administration, School Psychologist, Intervention Specialist, Tier 1 / 2 certificated teacher;				

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
particular emphasis on Foster Youth and behaviorally challenged students.		counselor				
Help students make a positive transition to middle school setting	8/16	Principal	Textbook distribution	2000-2999: Classified Personnel Salaries	LCFF	300.00
Help teach students organization and study skills through the use of student planners	8/16	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.	9/16-6/17	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	10/16-6/17	Vice Principal Intervention Counselor	Radios	4000-4999: Books And Supplies	LCFF	1500
SWIS behavior monitoring system	9/1/16-6/10/17	VP	Computer License	5000-5999: Services And Other Operating Expenditures	LCFF	570

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 academic performance index (API) and adequate yearly progress growth (AYP) 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 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & 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:

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
FCOE Parent workshops	10/1/15-6/1/16	Principal Vice Principal GIA	Parent Education	5800: Professional/Consulting Services And Operating Expenditures	Title I Parent Involvement	

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.	9-15 to 6-16	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.	8/11/16-6/10/17	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	8-11-15 to 6-8-16	Administration	Supplies	4000-4999: Books And Supplies	LCFF	600
Increase parent engagement with their child's academic success by getting 90% of our parents registered for Parent Portal. Provide access for parents to stop by and look up grades.	8-11-15 to 6-8-16	Administration and support staff	Register parents for Parent Portal	2000-2999: Classified Personnel Salaries	Title I Parent Involvement	550
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.	10/16-6/17	Administration and support staff	Books	4000-4999: Books And Supplies	Title I Parent Involvement	996
A-frame signs for parking lot safety	10/16-6/17	VP	Safety Signs	4000-4999: Books And Supplies	LCFF	400

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	109,617.38	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	1,805.05	0.00
Title I Part A: Allocation	97,026.95	0.00
Title I Parent Involvement	2,946.00	0.00
SES-Tutoring	27,335.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	109,617.38
LCFF-SLIP	1,805.05
SES-Tutoring	27,335.00
Title I Part A: Allocation	97,026.95
Title I Parent Involvement	2,946.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	67,449.52
2000-2999: Classified Personnel Salaries	54,972.84
4000-4999: Books And Supplies	46,308.31
5000-5999: Services And Other Operating Expenditures	23,797.46
5800: Professional/Consulting Services And Operating	37,202.25
6000-6999: Capital Outlay	9,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	23,530.00
2000-2999: Classified Personnel Salaries	LCFF	300.00
4000-4999: Books And Supplies	LCFF	24,745.52
5000-5999: Services And Other Operating	LCFF	15,462.46
5800: Professional/Consulting Services And	LCFF	36,579.40
6000-6999: Capital Outlay	LCFF	9,000.00
4000-4999: Books And Supplies	LCFF-SLIP	1,805.05
1000-1999: Certificated Personnel Salaries	SES-Tutoring	19,000.00
5000-5999: Services And Other Operating	SES-Tutoring	8,335.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	24,219.52
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	53,422.84
4000-4999: Books And Supplies	Title I Part A: Allocation	18,761.74
5800: Professional/Consulting Services And	Title I Part A: Allocation	622.85
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	700.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	1,250.00
4000-4999: Books And Supplies	Title I Parent Involvement	996.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	83,515.06
Goal: Mathematics	54,816.64
Goal: English Language Development	27,515.89
Goal: School Culture	68,936.79
Goal: Parent Engagement	3,946.00

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			
Cristopher Tillery		X			
Annette Nishikawa				X	
Heather Donat		X			
Suzannah Rabbass		X			
Her Vang				X	
Juan Hernandez				X	
Heather Kuyper	X				
Lisa Griffin					
Erilynne Christiansen			X		
Noah Singanon					X
Isaac Meza					X
Zach Martinez					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

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

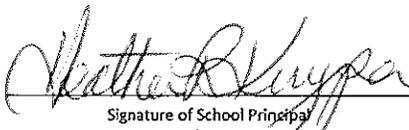
Departmental Advisory Committee (secondary)

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 10/6/2016.

Attested:

<p>Heather Kuyper _____ <small>Typed Name of School Principal</small></p>	<p> <small>Signature of School Principal</small></p>	<p>10/11/16 <small>Date</small></p>
<p>Heather Donat _____ <small>Typed Name of SSC Chairperson</small></p>	<p> <small>Signature of SSC Chairperson</small></p>	<p>10/11/16 <small>Date</small></p>

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 **\$109,617.38 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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	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.
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

Glacier Point Middle School

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	\$1,500.00	School Culture	Two-way radios to improve communication between classrooms and office for student safety
Computer License	5000-5999: Services And Other Operating Expenditures	\$570.00	School Culture	SWIS behavior monitoring system
Supplies	4000-4999: Books And Supplies	\$600.00		Create opportunities for parents, community, and business
Safety Signs	4000-4999: Books And Supplies	\$400.00		A-frame signs for parking lot safety
Subs for Professional Development	1000-1999: Certificated Personnel Salaries	\$3,500.00	English Language Arts	As a way to improve student achievement, increase instructional pedagogical capacity through observation of teachers demonstrating best-first practices of EL strategies. Instructional Rounds at least twice during the year.
Professional Development	1000-1999: Certificated Personnel Salaries	\$8,125.00	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	\$36,579.40	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	\$9,053.56	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!
Subs for Instructional rounds	1000-1999: Certificated Personnel Salaries	\$3,500.00	Mathematics	As a way to improve student achievement, increase instructional pedagogical capacity through observation of teachers demonstrating best-first practices of EL strategies. Instructional Rounds at least twice during the year.
Conferences and Travel	1000-1999: Certificated Personnel Salaries	\$8,125.00	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.

Glacier Point Middle School

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.
Materials and Supplies	4000-4999: Books And Supplies	\$12,550.00	Mathematics	STEAM class technology to support the 21st century learning
Poster Printer	6000-6999: Capital Outlay	\$9,000.00	English Language Development	Poster Printer to create common posters for every classroom: Sentence Frames, Writing Strategies, Effective Learner traits, etc. (To be shared with Rio who is sharing their laminator)

LCFF Total Expenditures: \$109,617.38

LCFF Allocation Balance: \$0.00

Funding Source: LCFF-SLIP

\$1,805.05 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplies	4000-4999: Books And Supplies	\$1,805.05	School Culture	Materials and supplies needed to support library and research

LCFF-SLIP Total Expenditures: \$1,805.05

LCFF-SLIP Allocation Balance: \$0.00

Funding Source: SES-Tutoring

\$27,335.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Tutoring services	1000-1999: Certificated Personnel Salaries	\$9,000.00	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.
Computer Licenses	5000-5999: Services And Other Operating Expenditures	\$1,335.00	English Language Development	Extra licenses for EL students in the ELA lab to be on Language Live!
Extra Work Agreement	1000-1999: Certificated Personnel Salaries	\$10,000.00	English Language Arts	Provide extended learning opportunities for students struggling in English by having an English Lab after school. Targeted students based on grades and SBAC level.

Glacier Point Middle School

Site License	5000-5999: Services And Other Operating Expenditures	\$996.00	English Language Arts	Full school access to Student Nest App in ELA
Site licenses	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Mathematics	Extra Site Licenses of Think Through Math for the After School Math Lab
Site Licenses	5000-5999: Services And Other Operating Expenditures	\$1,004.00	Mathematics	Access the Student Nest Math App for all students
SES-Tutoring Total Expenditures:		\$27,335.00		
SES-Tutoring Allocation Balance:		\$0.00		

Funding Source: Title I Part A: Allocation

\$97,026.95 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Certificated Teacher	1000-1999: Certificated Personnel Salaries	\$13,520.00	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	\$622.85	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	\$1,619.52	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.
Supplies	4000-4999: Books And Supplies	\$2,500.00	Mathematics	Promote struggling students' metacognition in multiple content
Creation of curriculum maps	1000-1999: Certificated Personnel Salaries	\$4,540.00	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	\$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.
Department planning to meet student needs	1000-1999: Certificated Personnel Salaries	\$4,540.00	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.

Glacier Point Middle School

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	\$2,500.00	English Language Arts	Promote struggling students' metacognition in multiple content
Intervention Specialist	2000-2999: Classified Personnel Salaries	\$53,422.84	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.

Title I Part A: Allocation Total Expenditures: \$97,026.95

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

Funding Source: Title I Parent Involvement

\$2,946.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Register parents for Parent Portal	2000-2999: Classified Personnel Salaries	\$550.00		Increase parent engagement with their child's academic success by getting 90% of our parents registered for Parent Portal. Provide access for parents to stop by and look up grades.
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.
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.

Glacier Point Middle School

Title I Parent Involvement Total Expenditures:	\$2,946.00
Title I Parent Involvement Allocation Balance:	\$0.00
Glacier Point Middle School Total Expenditures:	\$238,730.38

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.

4. Parents of Title I students are provided timely information about Title I programs at:
 - Back to School Night
 - Parent Teacher Conferences
 - Title I Parent Meetings
 - School Site Council Meetings
 - English Learner Advisory **Committee** Meetings

5. Parents of Title I students are informed of the curriculum, assessments, and proficiency levels students are expected to meet at:
 - Back to School Night
 - Parent Conferences
 - Glacier Point Website
 - Central Unified School District Student Web Portal
 - School Site Council Meetings
 - English Learner Advisory **Committee** Meetings
 - **Single Plan** for Student Achievement
 - At the first parent-teacher conference all parents are invited to attend and meet with each of their child's teachers.
 - At the second parent conference, parents of at-risk students are asked to attend and meet with each of their child's teachers.
 - Parents are notified of Benchmark testing and via **Blackboard Connect** phone communication system and the site website

6. Parents of Title I students, if requested, are given opportunities for regular meetings to participate in decisions relating to the education of their children.
 - All parents are welcome and invited to attend the School Site Council meetings which are held 4-5 times throughout the year.
 - All parents are encouraged to request a meeting with their child's teacher at any time throughout the school year. A meeting can be requested via a letter, email, or phone call.
 - Scheduled meetings are planned for students with an Individual Education Plan (IEP).
 - Every parent of a child who is struggling in school is encouraged to meet with each of their teachers. These meetings are usually facilitated by the Guidance Instructional Advisor.

Glacier Point Middle School's Home-School Compact - 2016-2017

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 _____

Building Capacity for Involvement

1. Glacier Point School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:
 - At Orientation, **held the week prior to the beginning of school?** parents are given information regarding the Special Events Criteria. Parents are also introduced to school achievement data and their child's master schedule. Parents who have questions and concerns can meet with any administrator on that day.
 - Teachers explain that they pace their instruction to align with the benchmark testing to prepare their child for the benchmark measurements.
 - In addition, teachers check on student progress every 2-3 weeks by giving the students common assessments to evaluate the mastery of the standards.
 - Specifically, beginning on January 2012, Algebra students who do not score 75% or higher on the common assessment are provided additional instruction during their elective by qualified math tutors from teaching fellows through small group or individual instruction.
 - Parents receive the results of the benchmark measurements on report cards and through parent-teacher contacts.
 - Teachers provide daily feedback to parents via the web portal if there are missing assignments that may help their child be more successful.
 - Progress reports are sent home every 6 weeks to inform parents of their child's progress.
 - Parents are invited to participate in school activities through involvement:
 - as parent volunteers in the classroom,
 - assisting with field trips,
 - serving on School Site Council and/or the English Language Advisory Council,
 - supporting the PTA (Parent Teacher Association), and
 - attending Back-School-Night, Conferences, and Open House.
2. Glacier Point Middle School provides materials and training to help Title I parents work with their children to improve their child's achievement in the following ways:
 - During the annual Title I Parent meeting, parents are informed of the programs and teaching strategies that are provided to help their child succeed.
 - The website contains tips for helping students be successful.
3. The Glacier Point staff are guided as to the value of parent contributions and how to work with parents as equal partners:
 - at staff meetings,
 - teachers are provided guidelines for parent conferences in the Glacier Point Teacher Handbook, and
 - new teachers are mentored by veteran teachers on this topic through the BTSA program.
4. Information that is provided to parents in languages other than English are:
 - Spoken:
 - **Blackboard Connect** – messages that are sent via the phone are in the student's primary language
 - Parent-Teacher Conferences
 - ELAC and SSC meetings
 - Written:
 - Grade-level California standards
 - California English Language Development Testing results
 - Primary Language Testing Results
 - ELAC Parent meeting agendas and minutes
 - DELAC Parent meeting agendas and minutes
 - Conference Notices
 - Parent Involvement 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.

3. Involucra a los padres de estudiantes del Título I en una manera organizada, continua y oportuna en la planificación, revisión y mejoramiento de sus programas de Título I y la póliza de participación de los padres del Título I.
 - La planificación, revisión y mejoramiento de programas de Título I se discute en las reuniones del Consejo Escolar (SSC) cuales se realizan de 4 a 5 veces durante el año escolar. En la publicación de la agenda del Consejo Escolar se notifica a los padres cuándo cubrirán los programas del Título I y cuándo se realizarán las modificaciones de la póliza de participación de padres. Se les da una copia de la póliza actual para su revisión y se les pide venir preparados con sugerencias para mejorar la póliza a los miembros del Consejo Escolar (SSC), el cual incluye representación de estudiantes del Título I.
4. A los padres de estudiantes del Título I se les proporciona información sobre los programas del Título I en:
 - Noche de regreso a clases
 - Conferencias de padres y maestros
 - Reuniones para padres del Título I
 - Reuniones del Consejo Escolar
 - Reuniones del Comité Asesor para Aprendices de Inglés
5. Se les informa a los padres de los estudiantes del Título I sobre el plan de estudios, evaluaciones y niveles de dominio que se espera que logren los estudiantes en:
 - Noche de regreso a clases
 - Conferencias de padres y maestros
 - Sitio web de Glacier Point
 - Portal web del Distrito Escolar Unificado de Central
 - Reuniones del Consejo Escolar
 - Reuniones del Comité Asesor para Aprendices de Inglés
 - Plan Único para el Rendimiento Estudiantil
 - En la primera conferencia de padres y maestros se invita a todos los padres a asistir y reunirse con cada uno de los maestros de sus hijos.
 - En la segunda conferencia de padres y maestros se les pide a los padres de los estudiantes en riesgo a asistir y reunirse con cada uno de los maestros de sus hijos.
 - Se notifica a los padres de las evaluaciones de puntos de Referencia (Benchmark) y exámenes CST a través del sistema de comunicación telefónica Blackboard Connect, el sitio web.
6. A los padres de estudiantes del Título I, si lo solicitan, se les dan oportunidades para participar en reuniones regulares acerca de decisiones relacionadas con la educación de sus hijos.
 - Todos los padres son bienvenidos e invitados a asistir a las reuniones del Consejo Escolar (SSC) se realizan 4-5 veces durante el año escolar.
 - Se alienta a todos los padres a solicitar una reunión con el maestro de su hijo en cualquier momento durante el año escolar. A meeting can be requested via a letter, email, or phone call. Puede solicitar una reunión a través de una carta, un correo electrónico, una llamada telefónica.
 - Se planifican reuniones programadas para los estudiantes con un Plan de Educación Individual (IEP).
 - Todos los padres de un estudiante que este batallando en la escuela se le fomenta reunirse con cada uno de sus maestros. Estas reuniones suelen ser facilitadas por el GIA de la escuela.

Acuerdo entre la Escuela, los Padres y el Estudiante

ACUERDO ENTRE LA ESCUELA Y EL HOGAR- ESCUELA SECUNDARIA GLACIER POINT - 2016-2017
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

Elaborando la Capacidad para la Participación

1. Glacier Point involucra a los padres del Título I en interacciones significativas con la escuela. Apoyan la asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para lograr estas metas, la escuela realiza lo siguiente:
 - En la orientación que se lleva a cabo la semana previa al inicio de clases, se provee información a los padres sobre el criterio de eventos especiales. A los padres también se les presentan los datos de rendimiento escolar y el programa maestro de su hijo. Los padres que tienen preguntas y preocupaciones pueden reunirse con un administrador ese día.
 - Los maestros explican que determinan el ritmo de instrucción para alinear con las evaluaciones de puntos de referencia, para preparar a sus hijos para las mediciones de referencia.
 - Además, los maestros verifican el progreso estudiantil cada 2-3 semanas, administrando evaluaciones comunes a los estudiantes para evaluar el dominio de los estándares.
 - Específicamente, a partir de enero de 2012, los estudiantes de álgebra que no logren una calificación del 75% o superior en la evaluación común se les proporcionara instrucción adicional durante su clase electiva por tutores cualificados en matemáticas de Teaching Fellows a través de grupos pequeños o instrucción individualizada.
 - Los padres reciben los resultados de las mediciones de los puntos de referencia en las boletas de calificaciones y a través del contacto entre padres y maestros.
 - Los maestros proporcionan información a diario a los padres a través del portal web si les faltan trabajos asignados que pueden ayudar a sus hijos a tener más éxito.
 - Los informes de progreso se envían al casa cada 6 semanas para informar a los padres sobre el progreso estudiantil.
 - Invitamos a los padres a participar en las actividades escolares:
 - como voluntarios en el salón de clases,
 - asistir con las excursiones,
 - ser parte del Consejo Escolar y/o del Comité Asesor para Aprendices de Inglés
 - apoyar el PTA (Asociación de Padres y Maestros) y
 - asistir a la Noche de Regreso a Clases, Conferencias, y Exhibición Escolar (Open House).
2. La Escuela Secundaria Glacier Point proporciona materiales y entrenamiento para ayudar a los padres del Título I a trabajar con sus hijos para mejorar su rendimiento en las siguientes formas:
 - Durante la reunión anual de Padres del Título I, se informa a los padres sobre los programas y estrategias de enseñanza que se le proveen a su hijo para ayudarle a tener éxito
 - El sitio Web del Distrito contiene consejos para ayudar a los estudiantes a tener éxito.
3. El personal de Glacier Point es guiado en cuanto al valor de las contribuciones de los padres y cómo trabajar con los padres como socios iguales:
 - en reuniones del personal,
 - Los maestros reciben guías para las conferencias de padres en el Manual de Maestros de Glacier Point, y
 - Los nuevos maestros reciben orientación en este tema a través del programa BTSA por parte de maestros veteranos.
4. Información relacionada con la escuela proporcionada a los padres en otros idiomas aparte del Inglés son:
 - Hablada:
 - Blackboard Connect – mensajes enviados por teléfono transmitidos en el idioma primario del estudiante
 - Conferencias de Padres y Maestros
 - Reuniones de ELAC y SSC

- 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 interpretes en español durante las conferencias de padres y maestros, en reuniones del IEP y en cualquier otra reunión de padres y maestros
 - Se proveen interpretes 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,
- Interpretes 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 Informacion y Recursos para Padres (PIRCs)

Los PIRC's son financiados por el Departamento de Educación de EE.UU. Proporcionan ambos servicios locales y estatales. California tiene dos PIRC's: 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 financiara 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 Informacion 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 financiara hasta el 2011. Cuando disponible, los recursos se publican en inglés, español, ruso, chino, árabe, y hmong.

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