



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Glacier Point Middle School	10739650123943	May 20, 2025	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by

the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Glacier Point Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Glacier Point Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

To address our suspension rate, we are continuing our Multi-Tier Systems of Support (MTSS) work, focusing on the whole child and that ensuring all students can learn. To do that, we will continue our Restorative Practices and Positive Behavior Intervention Support (PBIS) training for all staff to meet the social/emotional needs of the students. This year we implemented Safe School Ambassadors and trained an initial cohort of 35 students and staff. We will continue to train new members and grow the program to support a positive climate and culture on campus from the ground up. We will also look at more alternatives to suspension to help decrease our suspension rate. Additionally, we are working to provide training to our staff on a culturally responsive approach to teaching and learning. We will continue to have our Thinkery, a place on campus where students can refocus and redirect in times of need. We will continue our relationships with All 4 Youth and Prodigy to assist our students with acute SEL and substance abuse needs.

To address the problem of Chronic Absenteeism, we are focusing on increasing the connection to the school site in multiple ways. We continue implementing our 7th-grade orientation program, WEB (Where Everyone Belongs). This program is designed to create connections to the school by hosting a day before the start of school for all incoming 7th graders and our 8th Grade WEB leaders to campus to participate in learning and connecting activities to create relationships to support the transition to middle school and through additional WEB events throughout the year. We will work to increase the number of staff and teachers who participate in the program each year. Additionally, we will have our Intervention Specialists focus on the root causes of student absences and work collaboratively with our families, community, and educational partners to support student attendance and follow the School Attendance Review Board (SARB) process for those students.

We will continue to train teachers on EL strategies and the EL Framework to ensure our English Learners and our Redesignated students are being provided the support needed to achieve at a high level. Our teachers continue to work collaboratively to align their instruction to the rigors of the standards and to monitor student performance regularly to ensure academic achievement growth for all students.

## Educational Partner Involvement

How, when, and with whom did Glacier Point Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, students, and other Educational Partners, including those representing all students, is critical to writing a School Plan for Student Achievement (SPSA). Central USD and Glacier Point Middle School continue to focus on increasing parent involvement in the input process. Data was shared with the members and the community in attendance at the School Site Council and ELAC meetings on September 24, 2024, November 19, 2024, and March 18, 2025. The information was also shared with staff during Professional Development. In these ways, parents and teachers had a chance to provide input on the SPSA, suggesting ways to spend our state and categorical funds. We also utilized data from the student and parent Panorama surveys, which parents completed during the 2024-2025 school year. Teachers also completed a Panorama survey in the 2024-2025 school year.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

In the 2023-2024 school year, Glacier Point is Red for all students in the Chronic Absenteeism metric and Orange in the Mathematics and English Language Arts metrics. The faculty and staff are working to address these areas in multiple ways. Glacier Point partnered with Solution Tree to strengthen our PLC process and provided teachers with dedicated PD and work time to identify key skills, unpack standards, and develop common formative assessments to measure student progress.

To address Chronic Absenteeism, Glacier Point utilizes our intervention specialists to make phone calls to students who are not meeting regular attendance expectations. When phone contact is not made, they go out and visit homes. They provide resources to families, make connections, and support students to get them back to school and engaged in the learning environment. We have provided incentives to the student body to increase attendance and will be hosting attendance BBQs at the end of the 24-25 years for students with good attendance.

To address student performance in Mathematics, we have assigned our California Teaching Fellows to support math classes, ensuring that students receive additional support in class. Students have access to the Husky Homework Hub three days a week, where they can receive assistance with homework outside of school hours as needed. Early in the Spring semester, one math teacher, the administrator who oversees the math department, and our Academic counselor attended a conference on RTI strategies presented by Solution Tree. They brought back strategies to support struggling students that can be implemented in our math classes.

To address student performance in English Language Arts, Glacier Point has taken a school-wide approach to academic language. Teachers across campus are incorporating common high-frequency words from ELA SBAC-released questions into their classroom instruction and assessments to help students become familiar with the academic language used in ELA assessments. The English department is collaborating with the History and Science departments to align practices related to Informational Text reading and writing, ensuring that high-leverage strategies are implemented across the content areas.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The 2024 California School Dashboard indicates that Glacier Point falls within the yellow band for suspension rate, with an overall rate of 11.7%. This is a decrease of 2.9%, which is still above the school and district goals. There is one student group in the red band: Students with Disabilities. The GP team has worked in the 24-25 school year to implement alternatives to suspension for SWD when appropriate, and data currently shows a decrease in suspensions.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

To support continued growth for our ELs, we will provide tutoring support during the school day with our Teaching Fellows supporting ELs in some of our ELD classes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Glacier Point Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.47%	0.34%	0.41%	4	3	4
African American	9.03%	9.85%	9.60%	77	86	93
Asian	12.90%	13.86%	15.58%	110	121	151
Filipino	1.06%	0.92%	0.72%	9	8	7
Hispanic/Latino	67.29%	67.01%	64.81%	574	585	628
Pacific Islander	0.70%	0.11%	0.10%	6	1	1
White	7.62%	6.41%	7.33%	65	56	71
Two or More Races	0.94%	1.49%	1.44%	8	13	14
Not Reported	%	0%	%	0	0	
<b>Total Enrollment</b>				853	873	969

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	406	464	496
Grade 8	447	409	473
<b>Total Enrollment</b>	853	873	969

#### Conclusions based on this data:

1. We expect a smaller population in 25-26 to be smaller than it was in the 24-25.
2. The Asian subgroup grew by a significant number in the 23-24 school year.
3. There was an enrollment change of nearly 100 students from 22-23 to 23-24.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	144	100	114	14.2%	16.9%	11.8%
Fluent English Proficient (FEP)	151	196	234	20.5%	17.7%	24.1%
Reclassified Fluent English Proficient (RFEP)				2.4%		

### Conclusions based on this data:

1. Glacier Point is yellow on the CA school dashboard for English learners showing a decline of 5.2 percent. Despite the decline, 56.5% of EL students showed progress.
2. Glacier Point is yellow on the CA school dashboard for Long Term English learners, showing a decline of 4.7 percent. Despite the decline, 55.6% of LTEL students showed progress.
3. 53.7% of students progressed at least one ELPI level.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	395	453	490	390	450	480	390	450	480	98.7	99.3	98
Grade 8	442	403	450	431	397	442	430	396	442	97.5	98.5	98.2
All Grades	837	856	940	821	847	922	820	846	922	98.1	98.9	98.1

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2496.	2513.	2510.	6.92	8.22	9.17	24.87	28.22	26.04	24.87	26.22	30.63	43.33	37.33	34.17
Grade 8	2504.	2506.	2504.	5.35	5.81	6.56	25.12	21.21	24.43	26.05	31.06	22.40	43.49	41.92	46.61
All Grades	N/A	N/A	N/A	6.10	7.09	7.92	25.00	24.94	25.27	25.49	28.49	26.68	43.41	39.48	40.13

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 7	9.23	10.00	12.08	56.67	63.78	59.38	34.10	26.22	28.54	
Grade 8	8.60	8.59	9.73	49.77	51.52	48.19	41.63	39.90	42.08	
All Grades	8.90	9.34	10.95	53.05	58.04	54.01	38.05	32.62	35.03	

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 7</b>	10.51	10.22	12.92	50.51	52.22	50.63	38.97	37.56	36.46
<b>Grade 8</b>	6.31	7.07	7.69	52.10	49.24	44.57	41.59	43.69	47.74
<b>All Grades</b>	8.31	8.75	10.41	51.34	50.83	47.72	40.34	40.43	41.87

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 7</b>	9.74	9.78	7.29	68.72	74.89	76.67	21.54	15.33	16.04
<b>Grade 8</b>	6.51	9.09	8.37	70.70	71.46	70.81	22.79	19.44	20.81
<b>All Grades</b>	8.05	9.46	7.81	69.76	73.29	73.86	22.20	17.26	18.33

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 7</b>	9.49	12.89	12.92	59.23	64.00	61.46	31.28	23.11	25.63
<b>Grade 8</b>	12.09	10.61	11.99	61.63	65.15	61.76	26.28	24.24	26.24
<b>All Grades</b>	10.85	11.82	12.47	60.49	64.54	61.61	28.66	23.64	25.92

**Conclusions based on this data:**

1. From 22-23 to 23-24, the writing sub-category saw the most significant growth of nearly 2 points.
2. From 22-23 to 23-24, the listening sub-category saw an overall decrease of nearly 1.5 points
3. In the 23-24 school year, the 7th grade class performed overall at a higher level than the 8th grade class.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	395	453	490	391	450	485	390	450	485	99.0	99.3	99
Grade 8	442	403	450	432	396	441	431	396	441	97.7	98.3	98
All Grades	837	856	940	823	846	926	821	846	926	98.3	98.8	98.5

\* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2465.	2473.	2471.	4.36	5.11	6.39	11.79	14.44	12.58	26.67	27.56	29.07	57.18	52.89	51.96
Grade 8	2477.	2461.	2474.	5.10	4.29	6.35	7.66	8.59	8.84	25.99	17.93	23.13	61.25	69.19	61.68
Grade 11															
All Grades	N/A	N/A	N/A	4.75	4.73	6.37	9.62	11.70	10.80	26.31	23.05	26.24	59.32	60.52	56.59

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	5.91	7.56	6.39	38.30	41.11	39.18	55.78	51.33	54.43
Grade 8	4.87	4.55	5.67	45.94	34.34	41.50	49.19	61.11	52.83
Grade 11									
All Grades	5.37	6.15	6.05	42.32	37.94	40.28	52.32	55.91	53.67

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 7</b>	4.62	4.67	5.36	51.54	52.00	46.80	43.85	43.33	47.84
<b>Grade 8</b>	5.34	4.29	6.12	47.10	43.43	49.43	47.56	52.27	44.44
<b>All Grades</b>	4.99	4.49	5.72	49.21	47.99	48.06	45.80	47.52	46.22

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 7</b>	3.08	6.89	6.19	62.56	61.78	58.97	34.36	31.33	34.85
<b>Grade 8</b>	2.09	2.53	6.12	61.02	53.03	60.54	36.89	44.44	33.33
<b>All Grades</b>	2.56	4.85	6.16	61.75	57.68	59.72	35.69	37.47	34.13

**Conclusions based on this data:**

1. From 22-23 to 23-24, Glacier Point saw an overall growth of approximately 1 percentage point.
2. From 22-23 to 23-24, the 8th-grade class saw significant growth in the percentage of students above standard in communicating reasoning.
3. From 22-23 to 23-24, the 7th-grade class saw significant growth in the percentage of students above standard in communicating reasoning. .

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	1561.2	1557.2	1556.0	1580.0	1579.1	1579.6	1541.8	1534.7	1532.0	58	59	74
8	1569.5	1552.0	1543.3	1583.1	1577.4	1558.2	1555.4	1526.1	1527.7	68	42	48
All Grades										126	101	122

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	37.93	35.59	29.17	31.03	30.51	44.44	25.86	25.42	11.11	5.17	8.47	15.28	58	59	72
8	38.24	23.81	16.67	35.29	33.33	41.67	22.06	33.33	27.08	4.41	9.52	14.58	68	42	48
All Grades	38.10	30.69	24.17	33.33	31.68	43.33	23.81	28.71	17.50	4.76	8.91	15.00	126	101	120

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	58.62	62.71	65.28	31.03	27.12	19.44	8.62	3.39	9.72	1.72	6.78	5.56	58	59	72
8	50.00	50.00	41.67	38.24	33.33	35.42	8.82	11.90	10.42	2.94	4.76	12.50	68	42	48
All Grades	53.97	57.43	55.83	34.92	29.70	25.83	8.73	6.93	10.00	2.38	5.94	8.33	126	101	120

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	12.07	13.56	6.94	31.03	16.95	20.83	31.03	33.90	44.44	25.86	35.59	27.78	58	59	72
8	11.76	4.76	4.17	33.82	14.29	14.58	33.82	42.86	45.83	20.59	38.10	35.42	68	42	48
All Grades	11.90	9.90	5.83	32.54	15.84	18.33	32.54	37.62	45.00	23.02	36.63	30.83	126	101	120

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	14.04	10.17	19.44	64.91	72.88	62.50	21.05	16.95	18.06	57	59	72
8	11.76	9.52	12.50	72.06	78.57	58.33	16.18	11.90	29.17	68	42	48
All Grades	12.80	9.90	16.67	68.80	75.25	60.83	18.40	14.85	22.50	125	101	120

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	91.38	88.14	83.33	6.90	6.78	11.11	1.72	5.08	5.56	58	59	72
8	83.82	83.33	77.08	10.29	11.90	10.42	5.88	4.76	12.50	68	42	48
All Grades	87.30	86.14	80.83	8.73	8.91	10.83	3.97	4.95	8.33	126	101	120

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	8.62	16.95	11.11	51.72	25.42	43.06	39.66	57.63	45.83	58	59	72
8	25.00	9.52	10.42	38.24	19.05	25.00	36.76	71.43	64.58	68	42	48
All Grades	17.46	13.86	10.83	44.44	22.77	35.83	38.10	63.37	53.33	126	101	120

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	15.79	20.34	15.28	70.18	69.49	70.83	14.04	10.17	13.89	57	59	72
8	4.41	7.14	4.17	91.18	73.81	85.42	4.41	19.05	10.42	68	42	48
All Grades	9.60	14.85	10.83	81.60	71.29	76.67	8.80	13.86	12.50	125	101	120

**Conclusions based on this data:**

- From 22-23 to 23-24, Glacier Point saw an overall increase in the number of EL students who were tested.
- In the 23-24 school year, oral language was the strongest, with 65.28 scoring a level 4.
- From 22-23 to 23-24, Glacier Point saw an increase of nearly 9% for students scoring "Well Developed" on in the listening domain.

# School and Student Performance Data

## California School Dashboard Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>969</b>	<b>87.3%</b>	<b>11.8%</b>	<b>0.9%</b>
Total Number of Students enrolled in Glacier Point Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	114	11.8%
Foster Youth	9	0.9%
Homeless	6	0.6%
Socioeconomically Disadvantaged	846	87.3%
Students with Disabilities	98	10.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	93	9.6%
American Indian	4	0.4%
Asian	151	15.6%
Filipino	7	0.7%
Hispanic	628	64.8%
Two or More Races	14	1.4%
Pacific Islander	1	0.1%
White	71	7.3%

**Conclusions based on this data:**

1. Students who are Hispanic continue to be the largest student group, with 64.8% of the student body being Hispanic.
2. The Asian student group is our second most populous group, and increased in size by 2 percent this year to 15.6%
3. The percentage of students identified as socio-economically disadvantaged remained stable at 87%.

# School and Student Performance Data

## Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. Our EL progress is maintained in the yellow band.
2. Chronic Absenteeism moved down to the red band
3. Math increased to the orange band.

# School and Student Performance Data

## Academic Performance English Language Arts

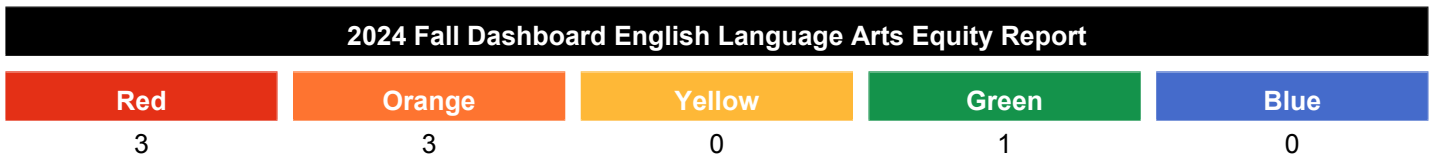
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>49.4 points below standard</p> <p>Declined 3.3 points</p> <p>868 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>83.7 points below standard</p> <p>Declined 10.0 points</p> <p>179 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Red</p> <p>117.1 points below standard</p> <p>Maintained 1.6 points</p> <p>92 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>136.9 points below standard</p> <p>11 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>54.8 points below standard</p> <p>Declined 4.2 points</p> <p>779 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>163.9 points below standard</p> <p>Declined 19.0 points</p> <p>85 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>78.2 points below standard</p> <p>Maintained 2.9 points</p> <p>80 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>27.5 points below standard</p> <p>Declined 6.4 points</p> <p>140 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>58.9 points below standard</p> <p>Declined 6.4 points</p> <p>558 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>12.1 points below standard</p> <p>14 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>6.0 points above standard</p> <p>Increased 12.2 points</p> <p>64 Students</p>

**Conclusions based on this data:**

1. SWD, African American Students, and English Learners are in the Red band, with AA and EL students declining into the red band.
2. African American students are the lowest-performing Racial or Ethnic group, but did show an increase of an average of 2.9 points toward the standard.
3. Our overall performance declined by 3.3 points.

# School and Student Performance Data

## Academic Performance Mathematics

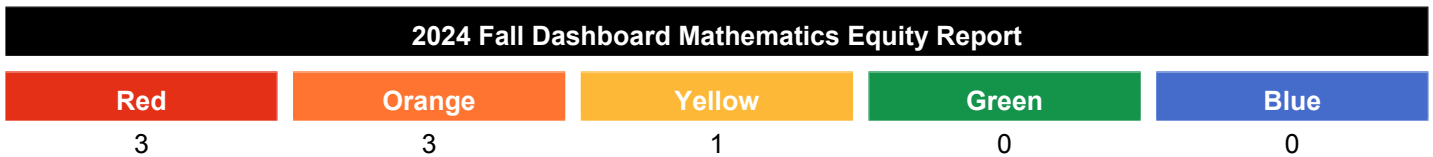
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>100.3 points below standard</p> <p>Increased 4.3 points</p> <p>874 Students</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>129.2 points below standard</p> <p>Maintained 2.5 points</p> <p>185 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>Orange</p> <p>164.7 points below standard</p> <p>Increased 3.3 points</p> <p>92 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>147.9 points below standard</p> <p>11 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>106.8 points below standard</p> <p>Increased 3.0 points</p> <p>785 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>212.7 points below standard</p> <p>Declined 11.7 points</p> <p>86 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>118.4 points below standard</p> <p>Increased 14.6 points</p> <p>80 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>88.5 points below standard</p> <p>Declined 6.4 points</p> <p>144 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>108.8 points below standard</p> <p>Maintained 2.5 points</p> <p>560 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>72.8 points below standard</p> <p>14 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>41.4 points below standard</p> <p>Increased 22.3 points</p> <p>64 Students</p>

**Conclusions based on this data:**

1. Overall performance moved from the red to the orange band, increasing by an average of 4.3 points.
2. African American students grew by an average of 14.6 points on the Math SBAC.
3. SWD and Asian students are the only subgroups that showed a decline in performance.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Yellow 56.5% making progress. Number Students: 108 Students	<b>Long-Term English Learner Progress</b>  Yellow 55.6% making progress. Number Students: 90 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
11.1%	32.4%	2.8%	53.7%

### Conclusions based on this data:

1. 53.7 percent of ELs progressed at least 1 ELPI level.
2. 35.2 percent of ELs maintained their previous level.
3. LTELs and ELs are making progress at approximately the same rate.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>27.7% Chronically Absent</p> <p>Maintained 0.3</p> <p>1025 Students</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>30.7% Chronically Absent</p> <p>Increased 3.5</p> <p>137 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>Red</p> <p>37.7% Chronically Absent</p> <p>Increased 8.6</p> <p>106 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>28.6% Chronically Absent</p> <p>0</p> <p>14 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>80% Chronically Absent</p> <p>0</p> <p>15 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>29% Chronically Absent</p> <p>Increased 0.7</p> <p>926 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>42.7% Chronically Absent</p> <p>Declined 1.9</p> <p>110 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>33% Chronically Absent</p> <p>Increased 10.2</p> <p>103 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p><b>Asian</b></p>  <p>Yellow</p> <p>10.1% Chronically Absent</p> <p>Declined 0.9</p> <p>158 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>31.9% Chronically Absent</p> <p>Declined 0.6</p> <p>662 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>17.6% Chronically Absent</p> <p>Maintained 0</p> <p>17 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Red</p> <p>21.1% Chronically Absent</p> <p>Maintained 0.2</p> <p>71 Students</p>

**Conclusions based on this data:**

1. The chronic absenteeism rate remained statistically flat year over year, with only a .3% change.
2. SWD are chronically absent at a higher rate than all other subgroups with 42.7 percent of SWD chronically absent in the 23-24 SY. This is a decrease of 2% from 22-23
3. We have no groups in the Green or Blue Bands.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

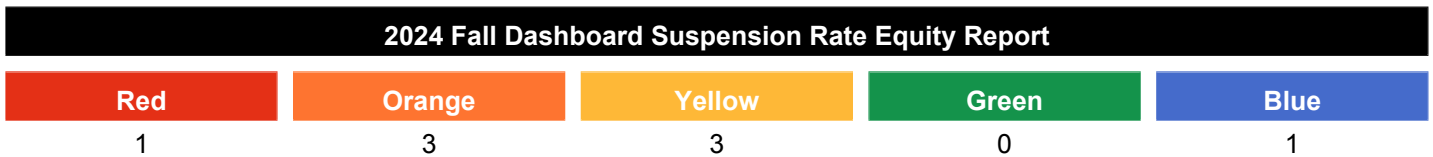
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>11.7% suspended at least one day</p> <p>Declined 2.9%</p> <p>1051 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>8.7% suspended at least one day</p> <p>Declined 5.9%</p> <p>138 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Yellow</p> <p>10.4% suspended at least one day</p> <p>Declined 7%</p> <p>106 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>33.3% suspended at least one day</p> <p>15 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>13.3% suspended at least one day</p> <p>15 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>11.7% suspended at least one day</p> <p>Declined 4%</p> <p>947 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>19.3% suspended at least one day</p> <p>Increased 2.9%</p> <p>114 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>20.6% suspended at least one day</p> <p>Declined 0.7%</p> <p>107 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>1.2% suspended at least one day</p> <p>Declined 5%</p> <p>164 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>12.9% suspended at least one day</p> <p>Declined 2.7%</p> <p>676 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 22.2%</p> <p>18 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>11.1% suspended at least one day</p> <p>Maintained 0.2%</p> <p>72 Students</p>

**Conclusions based on this data:**

1. From the 22-23 to 23-24 school year, Glacier Point decreased the overall suspension rate by nearly 3 percent and remained in the yellow band.
2. SWD moved into the Red performance band.
3. African Americans are still suspended more often than the other student groups.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Glacier Point Middle School will prepare all students to meet/exceed grade-level standards, ensuring college, career, and community readiness.**

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Central Unified will prepare all students to meet/exceed grade-level standards, ensuring college, career, and community readiness.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We need to enhance student achievement in ELA and Math. SBAC scores from 2024-2025 indicate that 32.5% of students met the standard in ELA, and 16.1% met the standard in Math. In both Math and ELA subgroup data, ELs, African American, and Hispanic students showed a decline.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading	Data Year 2024-25 Data Source: iReady Reading  24.6% of students on or above grade level at the Winter Diagnostic	Data Year 2025-26 Data Source: iReady Reading  31% of students on or above grade level
iReady Math	Data Year 2024-25 Data Source: iReady Math  16.2% of students on or above grade level at the Winter Diagnostic	Data Year 2025-26 Data Source: iReady Math  21% of students on or above grade level
English Learner Progress Indicator (ELPI)	Data Year 2024-25 Data Source: Dashboard  56.5% of ELs are making progress toward English language proficiency as measured by the ELPI	Data Year 2025-26 Data Source: Dashboard  64% of ELs making progress toward English language proficiency as measured by the ELPI
EL Reclassification Rate - RFEP	Data Year 2023-24 Data Source: AERIES  29%	Data Year 2024-25 Data Source: AERIES  exceed 20%
English Language Arts	Data Year 2024	Data Year 2025

	Data Source: California School Dashboard Overall: 33.1% Proficient Students with Disabilities: 163.9 points below standard on average English Learners: 83.7 points below standard on average Long-Term English Learners: 117.1 points below standard on average African American: 78.2 points below standard on average.	Data Source: California School Dashboard Overall: Students with Disabilities: 153 points below standard on average English Learners: 73 points below standard on average Long Term English Learners: 107 Points below standard on average African American: 68 points below standard on average
Math	Data Year 2024 Data Source: California School Dashboard Overall:17.2 Hispanic: 108.8 points below standard on average Students with Disabilities: 212.7 points below standard on average English Learners: 129.2 points below standard on average	Data Year 2025 Data Source: California School Dashboard Overall: Hispanic Students: 98 points below standard Students with Disabilities: 202 points below standard English Learners: 119 points below standard on average

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Conferences, presentations, field trips, and professional development for teachers and students to support student achievement and connectedness.	All students	12500.00 LCFF 5800: Professional/Consulting Services And Operating Expenditures Conferences, Speakers, Events, Professional Development, field trips, and related costs
1.2	Provide extended learning opportunities for students in small group support sessions with teachers for targeted student groups.	All students	15617 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teacher EPRs
1.3	Provide just-in-time in-class support services during the day with a focus on Mathematics and ELA classes during the school day, and provide tutoring and homework support after school in all subjects	All student	40000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Tutors
1.4	Provide a Reading intervention program for students demonstrating reading comprehension difficulties.	Students reading below grade level	10000 LCFF 5000-5999: Services And Other Operating Expenditures Licenses
1.5	ELA & Math Achievement- Glacier Point Middle School has qualified for required actions to improve Mathematics proficiency for All Students, including African American, Special Education, & Hispanic students.	All Students, African American, SWD, & Hispanic students	3350.50 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

	<p>We identified a common need among all student groups through a needs assessment. Actions include:</p> <ul style="list-style-type: none"> <li>• Provide professional development on differentiated instruction techniques to meet the individual needs of students with diverse learning profiles, including those with learning disabilities.</li> <li>• Provide release time to assist teachers in analyzing assessment data by student demographics during PLC time to recognize trends and areas requiring focused assistance.</li> </ul> <p>Glacier Point Middle School has qualified for required actions to improve English Language Arts (ELA) proficiency for Students with Disabilities (SWD). Actions include:</p> <ul style="list-style-type: none"> <li>• Teacher collaboration with other sites to develop and implement best practices to support access to the core grade-level curriculum and follow IEP guidance.</li> <li>• Purchase supplemental materials as advised by the SPED department (and confirmed as required to support core) to support student achievement.</li> </ul>		<p>Provide professional development on differentiated instruction techniques to meet the individual needs of students with diverse learning profiles, including those with learning disabilities. -Provide release time to assist them in analyzing assessment data by student demographics during PLC time to recognize trends and areas requiring focused assistance.</p> <p>2500 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Professional Development</p>
1.6	Provide improved technology and/online resources for students and teachers to use to support academic achievement, improve research and presentation practices, and to better engage students in the learning.	All students	<p>9400.00 Title I Part A: Allocation 4000-4999: Books And Supplies Technology to support student achievement</p>
1.7	Implement Individualized Education Programs in the Least Restrictive Environment to improve SWD learning outcomes and graduation rates.	Students with Disabilities	<p>1500.00 Title I Part A: Allocation 4000-4999: Books And Supplies Teacher collaboration with other sites to develop and implement best practices to support access to the core grade-level curriculum and follow IEP guidance. -Purchase supplemental materials as advised by the SPED department to support student achievement.</p>
1.8	Teacher release time, support, and professional development for ELPAC testing and extended learning sessions for students who are English Learners.	English Learners	<p>3000.00 LCFF 1000-1999: Certificated Personnel Salaries -The district EL Coach &amp; site EL Coordinator will provide professional development for teachers to implement small-group instruction and alternative support ELs out of the classroom as a response</p>

			to intervention in language arts to close the gap and support the mastery of ELD/ELA standards -The principal and EL Coordinator will monitor PLC implementation with added focus and intensive formative assessment analysis of all ELs not making adequate academic progress.
<b>1.9</b>	Provide students with materials and supplies to support learning and academic achievement.	All students	8000 Title I Part A: Allocation 4000-4999: Books And Supplies Supplies to support learning and student achievement
<b>1.10</b>	Provide just-in-time in-class support services during the day with a focus on the designated ELD classes during the school day.	English Learners	8000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Tutors
<b>1.11</b>	Purchase materials, including library books and other materials, to support student literacy, engagement in the library, and research.	All students	1997.41 LCFF-SLIP 4000-4999: Books And Supplies Books 4000 LCFF 4000-4999: Books And Supplies supplies to support student involvement and engagement the library and maker space
<b>1.12</b>	Provide tutoring services and experiences during the instructional day that enhance academic achievement for students enrolled in AVID, and provide materials and supplies to facilitate student learning and college readiness. These resources will directly support and enhance student engagement, organization, and skill development.	At Risk	9000 AVID 5000-5999: Services And Other Operating Expenditures Tutoring support in the AVID Elective 3000 AVID 5000-5999: Services And Other Operating Expenditures Educational Experiences and associated costs, transportation, food, substitute coverage 3000 AVID 4000-4999: Books And Supplies Supplies and Materials for AVID Instruction
<b>1.13</b>	Science-Proficiency. Provide professional development opportunities for Science teachers to		4500.00 LCFF

	meet the needs of diverse learners. Also provide release time to allow for teacher collaboration.		5800: Professional/Consulting Services And Operating Expenditures Provide professional development on differentiated instruction techniques to meet the individual needs of students with diverse learning profiles. Provide release time for teachers to collaborate.
1.14	Long-Term Certified Substitute for Instructional Support	All Students and students demonstrating academic need	24513.76 LCFF 1000-1999: Certificated Personnel Salaries Hire a long-term certified substitute teacher to provide in-class, push-in support for ELA and Math instruction. The substitute will collaborate with ELA and Math teachers in co-planning and co-teaching lessons, deliver small group instruction, and provide targeted interventions aligned to grade-level standards. This support will strengthen Tier I instruction and allow for differentiated instruction to meet the diverse needs of students, especially English Learners, Students with Disabilities, and students performing below grade level.

## Annual Review

### 1. SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## 2. Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2024-2025 school year, Glacier Point was able to provide two sessions with a motivational speaker for our student body: one at the start of the year and one just before state testing. We were able to provide professional learning opportunities for multiple staff members, including an RTI conference for our Academic Counselor, a Math teacher, and a VP; SPED training for our school psychologist; academic counseling training for our Academic Counselor; and professional learning for our Art teacher. Teaching Fellows supported in math, ELA, and ELD classes throughout the year and provided after-school tutoring to students needing support. In collaboration with coaches and our athletic director, we created dedicated time on Wednesdays to provide tutoring for athletes, ensuring they had access to tutoring to maintain eligibility and achieve academic success in the classroom. Math and ELA teachers participated in a data day in February, using i-Ready and IAB/FIAB data to prepare for SBAC testing. Another data day is planned after school ends to review year-end data and make instructional adjustments for the 2025-2026 school year. Multiple online learning platforms were purchased to engage students in learning tasks in the classroom, and hardware, including a Chromebook cart, was acquired to ensure that students have access to the necessary technology to utilize the learning tools and curriculum. To support our SPED students and classrooms, as well as the push for improved literacy, class

sets of high-interest novels were purchased to enable teachers and students to engage in novel studies using high-leverage teaching and learning practices. Supplies and materials were purchased to support all students in the school, including composition books to support metacognition in history, science, and math.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to staffing challenges this year, we could not accommodate our after-school tutoring sessions for our English Learners. We will resume this practice next year as staffing changes.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To meet the needs of our students and support the academic needs of the school, we are adding actions to provide professional development for Science teachers related to the CAST assessment. Additionally, we are adding an action to hire a long-term substitute teacher to provide coverage three days a week, allowing teachers to observe and collaborate, offer small-group instruction, and provide class coverage when needed due to staff absences. This action replaces a previous action, which was to purchase a Chromebook cart. We have purchased two carts, one each in the last two school years, and therefore do not feel the need to purchase another this year.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Glacier Point Middle School will ensure equitable, engaging learning opportunities for every student.**

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Central Unified will ensure equitable, engaging learning opportunities for every student.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Although we have seen a decrease in our chronic attendance rate, it remains above our goal and needs to be further reduced. With 26.4 percent of students chronically absent, we must continue to focus on supporting students and creating an environment that students want to attend. We still see student attendance below the district goal of 96%, but there is a year-over-year increase. We will continue to offer assistance and support in the 2025-2026 school year and attempt to engage more students in our SEL supports. We will implement a new SEL program for students and staff in the 25-26 school year. We will continue to focus on providing the SEL supports that students need, and in addition, we will emphasize the importance of gratitude and sharing messages of appreciation. Glacier Point will continue to focus the efforts of our Intervention specialists on attendance. It will continue to focus on creating a PAWS culture on campus that encourages students to attend daily. Glacier Point will be in year 2 of our implementation of Safe School Ambassadors, and our goal will be to continue growing the program and creating a grassroots culture change on campus that focuses on ending mistreatment between students and decreasing instances of conflict.

The California School dashboard identifies Glacier Point as Red overall for Chronic Absenteeism and red for the subgroups of African American, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, and White. The African American and Long-Term English Learner subgroups experienced significant increases in their Chronic Absenteeism rates, at 10.2% and 8.6%, respectively.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Data Year 2024-25 Data Source: Schoolzilla 26.4% chronically absent	Data Year 2025-26 Data Source: Schoolzilla  20.00 % chronically absent
Attendance Rate	Data Year 2024-25 Data Source: Schoolzilla  92.1%	Data Year 2025-26 Data Source: Schoolzilla  at or above 94.00%
Social Emotional Learning	Data Year 2024-25 Data Source: Local Survey	Data Year 2025-26 Data Source: Local Survey

	84% of students feel supported through their relationships with friends, family, and adults at school.	88% of students feel supported through their relationships with friends, family, and adults at school
Middle School Drop Out Rate	Date Year 2022-23 Data Source CALPADS  1.36%	Data Year 2023-2024 Data Sources CALPADS  0%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Staff will work to reduce chronic absenteeism and increase daily attendance by making home visits, making phone calls, and conducting conferences with families and students who are chronically absent.	Students who are chronically absent.	500 LCFF 5000-5999: Services And Other Operating Expenditures Mileage for Home visits
2.2	Full-time Intervention Specialist to perform a variety of behavioral and academic case management functions involved in identifying, assessing, and counseling at-risk students and families with behavioral and academic challenges. The Intervention Specialist will identify at-risk students based on chronic absenteeism, academic performance, or behavioral issues, and conduct parent conferences with these students and their families.	At Risk Students based on chronic absenteeism, academics, or behavior.	67313.5 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Intervention Specialist.
2.4	Support the development of positive relationships among staff members and students through the use of a PBIS reward system and a monitoring tool to ensure equitable implementation across the school.	All students	2221.24 LCFF 5000-5999: Services And Other Operating Expenditures PBIS materials
2.5	WEB activities before school starts and throughout the year.	All students	1200 LCFF 1000-1999: Certificated Personnel Salaries EPRs for WEB Day 500 LCFF 4000-4999: Books And Supplies Materials needed for WEB
2.7	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.	All Students	6000 LCFF 4000-4999: Books And Supplies Materials, awards, and gear for Student Recognition
2.8	Equipment to improve the safety of students and staff on campus	All students	4410 LCFF 4000-4999: Books And Supplies Safety equipment purchase, repair, and maintenance on equipment, including radios,

			technology, golf carts, and emergency supplies.
2.9	New equipment for the PE department to use in class to support student engagement and physical fitness.	All students	3000 LCFF 4000-4999: Books And Supplies Supplies and equipment for PE.
2.12	Materials to support and grow school spirit and positive branding for the school.	All students	12000 LCFF 4000-4999: Books And Supplies PBIS materials and gear

## Annual Review

### 3. SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## 4. Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2024-2025 school year, we did not meet our daily attendance or chronic attendance goals. We will continue to work with students, families, and the community to increase attendance and engagement on campus. We nearly met our SEL goal of 85% of students having a supportive relationship at school. Although we didn't meet our goal, we did show a 2% increase in that area on the Panorama student survey.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

One action in Goal 2 was not carried out as intended. In action 1, Intervention Specialists did not utilize after-hours pay to make home visits, preferring to visit during the regular workday. The school site council reappropriated these funds to support the purchase of a Chromebook cart and to recognize PAWS on campus. We will continue this action next year, but we will decrease the amount budgeted for it. Otherwise, funds were spent as budgeted to purchase safety equipment, celebrate PAWS and student success, monitor student engagement on campus with the 5-Star Student program, support the physical education program, and promote a positive school culture and climate by branding the campus.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal and its associated actions will undergo limited changes. Budgeted amounts will be changed to meet salary requirements in the 24-25 school year, but Goal 2's overall purpose and plan will remain unchanged.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Glacier Point Middle School will foster safe, inclusive schools in partnership with the community.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Central Unified will foster safe, inclusive schools in partnership with the community.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We need to work to increase opportunities for family engagement with Glacier Point Middle School. In survey data this year, families felt that there were limited opportunities for them to engage with the school. Additionally, we need to explore and implement methods to provide suspension alternatives and support to decrease suspension numbers. We aim to achieve this in the Thinkery, where a supervising staff member will provide additional support and learning opportunities to students who are struggling to find success behaviorally in the classroom.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Survey-Climate	Data Year 2024-25 Data Source: Local Survey  Students- 32% favorable responses Teachers- 46% favorable responses Staff-50% favorable responses Family Members- 45% favorable responses	Data Year 2025-26 Data Source: Local Survey  Students- 35% favorable responses Teachers- 49% favorable responses Staff-53% favorable responses Family Members- 48% favorable responses
Local Survey-School Safety	Data Year 2024-25 Data Source: Local Survey  Teachers-40% favorable responses Staff- 45%favorable responses Students- 43% favorable responses Family Members- 53% favorable responses	Data Year 2025-26 Data Source: Local Survey  Teachers-43% favorable responses Staff- 48%favorable responses Students- 46% favorable responses Family Members- 56% favorable responses
Suspension Rate	Data Year 2024-25 Data Source: Schoolzilla  Suspension Rate-11.2%	Data Year 2025-26 Data Source: Schoolzilla  Suspension Rate- 8.5%

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Increase campus safety by providing materials that support campus safety.	All students	3505 LCFF 4000-4999: Books And Supplies Safety materials
3.2	Increase parent's capacity and connection with their child/school by providing education and parent meetings.	All parents	1240.20 Title I Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent engagement/learning to support students in academic and social-emotional development and Food Services and Translation
3.3	Provide food and beverages at parent meetings to increase attendance and engagement.	All students	1300.00 LCFF Community 5000-5999: Services And Other Operating Expenditures Food and Drink at family/community meetings.
3.7	Provide parent information, support, and training through the use of newsletters and communication tools.	All Students and parents	1059.61 Title I Parent Involvement 5900: Communications Parent newsletters and communication.
3.9	The essential functions of the Thinkery are to provide a supervised location for all students to reflect on their actions in class, prepare for the restorative meeting with their teacher, and continue to engage in purposeful academic endeavors when they are unable to be in the classroom due to unwanted actions. Additionally, the Thinkery serves as an alternative to suspension, offering a supervised location on campus where students have access to a teacher and curriculum, rather than an off-campus suspension. This is part of our work with Restorative Practices.	All students	1000.00 Title I Part A: Allocation 4000-4999: Books And Supplies supplies for the Thinkery

## Annual Review

### 5. SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## 6. Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

In the 24-25 school year, we met our School Climate goals with our student and teacher populations. However, we did not meet our family member goal, falling short by one percentage point. Additionally, we did not meet our goals in the school safety metric for students or family members. We will work in the 25-26 school year to improve in this area by focusing funding and parent engagement activities on school safety. Although we did not meet our Suspension Rate goal of 8.5%, we did demonstrate a decrease in both the suspension rate and the overall number of suspensions when this plan was written and approved. Funds allocated to Goal 3 were spent as planned.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are not no significant differences between the plan and its implementation in the 24-25 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No significant changes were made. However, with the addition of 1300 dollars in 24-25 in LCFF Community funding, some of the Title 1 Parent Involvement funds will be reallocated to other actions in Goal 2 in the 25-26 school year to support additional parent engagement activities.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$170,044.40
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$269,128.22
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I Parent Involvement	\$2,299.81
Title I Part A: Allocation	\$156,681.00

Subtotal of additional federal funds included for this school: \$158,980.81

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
AVID	\$15,000.00
LCFF	\$91,850.00
LCFF Community	\$1,300.00
LCFF-SLIP	\$1,997.41

Subtotal of state or local funds included for this school: \$110,147.41

Total of federal, state, and/or local funds for this school: \$269,128.22

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	91,850.00	0.00
LCFF-SLIP	1,997.41	0.00
Title I Parent Involvement	2,299.81	0.00
Title I Part A: Allocation	156,681.00	0.00
LCFF Community	1,300	0.00
AVID	15,000	0.00

## Expenditures by Funding Source

Funding Source	Amount
AVID	15,000.00
LCFF	91,850.00
LCFF Community	1,300.00
LCFF-SLIP	1,997.41
Title I Parent Involvement	2,299.81
Title I Part A: Allocation	156,681.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	47,681.26
2000-2999: Classified Personnel Salaries	67,313.50
4000-4999: Books And Supplies	58,312.41
5000-5999: Services And Other Operating Expenditures	27,261.44
5800: Professional/Consulting Services And Operating Expenditures	67,500.00
5900: Communications	1,059.61

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	AVID	3,000.00

5000-5999: Services And Other Operating Expenditures	AVID	12,000.00
1000-1999: Certificated Personnel Salaries	LCFF	28,713.76
4000-4999: Books And Supplies	LCFF	33,415.00
5000-5999: Services And Other Operating Expenditures	LCFF	12,721.24
5800: Professional/Consulting Services And Operating Expenditures	LCFF	17,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Community	1,300.00
4000-4999: Books And Supplies	LCFF-SLIP	1,997.41
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	1,240.20
5900: Communications	Title I Parent Involvement	1,059.61
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	18,967.50
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	67,313.50
4000-4999: Books And Supplies	Title I Part A: Allocation	19,900.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	50,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	163,878.67
Goal 2	97,144.74
Goal 3	8,104.81

# School Site Council Membership

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:

- 1 School Principal
- 4 Classroom Teachers
- 0 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Josh Spooner	Classroom Teacher
Julia More	Classroom Teacher
Kristi Olivarez	Classroom Teacher
Jennifer High	Classroom Teacher
Adam Hogan	Principal
Simmi Singh	Parent or Community Member
Gurnam Singh	Parent or Community Member
Viola Valenzuela	Parent or Community Member
Sarah Ruiz	Parent or Community Member
Oliv Fifield	Secondary Student

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

Other: Instructional Leadership Team

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.

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.

This SPSA was adopted by the SSC at a public meeting on 5/21/2025.

Attested:



Principal, Adam Hogan on 5/21/2025

SSC Chairperson, Sarah Ruiz on 5/21/2025

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## **Budget Summary Table**

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

## Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

**Secondary (7-12) SSC Composition 12**  
**Due 10/7/24 to Marilyn Kosareff**

School Site Glacier Point Date 9/24/2024

	Name	Position with Grade level per teacher
1	Adam Hogan	Principal
2	Josh Spooner	Teacher, 8th
3	Julia Moore	Teacher, 7th
4	Jennifer High	Teacher. 7/8
5	Kristi Olivarez	Teacher 7/8
6		Other

Name	Group Representation	Contact Info
1 Simmi Singh	Parent	
2 Viola Valenzuela	Parent	
3 Sarah Ruiz	Parent	
4 Gurnam Singh	Parent	
5	Student	
6	Student	

**MEETING DATES**

1<sup>st</sup> quarter \_\_\_\_\_ 9/24/24 \_\_\_\_\_  
 2<sup>nd</sup> quarter \_\_\_\_\_ 11/19/24 \_\_\_\_\_  
 3<sup>rd</sup> quarter \_\_\_\_\_ 3/18/25 \_\_\_\_\_  
 4<sup>th</sup> quarter \_\_\_\_\_ 5/20/24 \_\_\_\_\_

## **Glacier Point Middle School Home - School Compact 2025-26**

Glacier Point Middle School is committed to providing a quality education for every student and to 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 rules equitably and provide a safe, positive, and healthy learning environment
- ✓ Teach and involve students in classes that are interesting and challenging
- ✓ Communicate regularly with families about their student progress
- ✓ Teach grade level standards and concepts while addressing the needs of individual students
- ✓ Participate in shared decision making with other school staff and families for the benefit of students
- ✓ Respect every student and prepare them for success in college, career, and community

Teacher's Signature

Date

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### **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 of education
- ✓ Make sure that my child attends school every day, on time, and with assignments completed
- ✓ Encourage my child to engage in reading activities for at least 30 minutes every day
- ✓ Support Glacier Point/Central Unified discipline and dress code policies
- ✓ Monitor my child's progress in school
- ✓ 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
- ✓ Participate in shared decision making with school staff for the benefit of my student

Parent or Guardian's 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, ready to learn, and with assignments completed
- ✓ Believe that I can learn and will learn
- ✓ Set aside time everyday to complete my homework
- ✓ Know and follow the school and classroom rules
- ✓ Follow Glacier Point/Central Unified dress code policy
- ✓ Take all communications home to my parent/guardian
- ✓ Ask for help when needed
- ✓ Respect my school, staff, and family

Student's Signature

Date

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**Acuerdo entre la Escuela y el Hogar de la  
Escuela Secundaria Glacier Point para el Curso Escolar 2025-2026**

La Escuela Secundaria Glacier Point se compromete a brindar una educación de calidad a todos los estudiantes y a reconocer el papel esencial de los padres y el valor de su aporte. ¡Le pedimos que se una a nosotros para crear una alianza con el objetivo de lograr la excelencia académica!

**COMPROMISOS DEL PERSONAL ESCOLAR**

Entiendo la importancia que tiene la experiencia escolar para cada estudiante y mi papel como educador y modelo. Por lo tanto, acepto y me comprometo a cumplir con las siguientes responsabilidades:

- ✓ Comunicar expectativas altas a cada estudiante.
- ✓ Motivar a cada estudiante a aprender.
- ✓ Hacer cumplir las reglas de manera equitativa y brindar un entorno de aprendizaje seguro, positivo y saludable.
- ✓ Enseñar e involucrar a los estudiantes en clases que sean interesantes y desafiantes.
- ✓ Comunicarme regularmente con las familias sobre el progreso de sus hijos.
- ✓ Enseñar estándares y conceptos de nivel de grado mientras se abordan las necesidades de los estudiantes individuales.
- ✓ Participar en la toma de decisiones compartida con otros miembros del personal escolar y las familias para el beneficio de los estudiantes.
- ✓ Respetar a cada estudiante y prepararlos para el éxito en la universidad, la carrera y la comunidad.

Firma del/la Maestro(a)

Fecha

---

**COMPROMISOS DE LOS PADRES**

Entiendo que mi participación en la educación de mi hijo(a) ayudará en sus logros y actitud. Por lo tanto, acepto y me comprometo a cumplir con las siguientes responsabilidades:

- ✓ Hablar con mi hijo(a) regularmente sobre el valor de la educación.
- ✓ Asegurarme de que mi hijo(a) asista a la escuela todos los días, a tiempo y con las tareas completadas.
- ✓ Animar a mi hijo(a) a participar en actividades de lectura durante al menos 30 minutos todos los días.
- ✓ Apoyar las políticas de disciplina y código de vestuario de la Escuela Glacier Point/el Distrito Central.
- ✓ Supervisar el progreso de mi hijo en la escuela.
- ✓ Hacer todo lo posible por asistir a los eventos escolares, como las conferencias de padres y maestros, la jornada de visita/puertas abiertas, la noche de regreso a la escuela y otros eventos escolares.
- ✓ Asegurarme de que mi hijo(a) duerma lo suficiente, reciba atención médica regular y una nutrición adecuada.
- ✓ Participar en la toma de decisiones compartida con el personal escolar para el beneficio de mi hijo(a).

Firma del Padre/Madre o Tutor(a)

Fecha

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**COMPROMISOS DEL/LA ESTUDIANTE**

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

- ✓ Llegar a clase a tiempo, listo(a) para aprender y con las tareas completadas.
- ✓ Creer que puedo aprender y que aprenderé.
- ✓ Reservar tiempo todos los días para completar mis tareas.
- ✓ Conocer y seguir las reglas de la escuela y del aula.
- ✓ Seguir la política de vestuario de Glacier Point/del Distrito Escolar Unificado Central.
- ✓ Llevar todas las comunicaciones a casa para mi padre/madre o tutor(a).
- ✓ Pedir ayuda cuando sea necesario.
- ✓ Respetar a mi escuela, al personal y a mi familia.

Firma del/la Estudiante

Fecha

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**ELAC Roster & Meeting Dates**  
**Email to Marilyn Kosareff**  
**By 10/7/24**

School Site Glacier Point Date 9/24/24

	<b>Name</b>	<b>Representation</b>
1	Adam Hogan	Staff-Principal
2	Josh Spooner	Teacher
3	Jennifer High	Teacher
4	Julia Moore	Teacher
4	Vicky Ruiz	EL Parent
5	Isaura Varela	El Parent
6	Irma Barraza	EL Parent
7	Ranjit Kaur	EL Parent

Add rows as necessary to reflect ELAC composition per compliant site by-laws

**MEETING DATES**

1<sup>st</sup> quarter \_\_\_\_\_

2<sup>nd</sup> quarter \_\_\_\_\_

3<sup>rd</sup> quarter \_\_\_\_\_

4<sup>th</sup> quarter \_\_\_\_\_

**Glacier Point Middle School ENGLISH LEARNER ADVISORY COMMITTEE  
ELAC Minutes for May 20, 2025**

**Total Number of ELAC Members:**

- 4   ELAC parents/guardians of English learners
- ELAC parents/guardians of other students
- 5   School staff

**ELAC ATTENDANCE FOR THIS MEETING INCLUDED:**

- 1   ELAC parents/guardians of English learners
- ELAC parents/guardians of other students
- 5   School staff

A quorum of 6 members must be present in order to conduct business. The number of committee members in attendance is 7:

- € Has been met
- € Has not been met

<b>DATE(S)</b>	<b>Legal Requirement/Training Topics (By the end of the year, all topics must be addressed)</b>
<b>9-24-24</b>	Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
3-18-2025	Assisting in the development of the schoolwide needs assessment
<b>9-24-24, 11-19-24</b>	Ways to make parents aware of the importance of regular school attendance.
<b>9-24-24</b>	Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC)
<b>9-24-24</b>	Advising the principal and staff on the Masterplan for English Learners, Reclassification criteria, and the Local Control Accountability Plan
<b>9-24-24</b>	ELAC training and training materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities.
<b>9-24-24</b>	Training on district’s Uniform Complaint Procedures, including William’s requirements.

**This first page is the cover page for the minutes.**

### **1. Call the Meeting to Order:**

*The meeting was called to order at 4:35 pm by Mrs. Moore.*

*A quorum of the members was present. The principal welcomed all ELAC Representatives.*

### **2. Changes/Additions to the Meeting Agenda:**

*The following changes/additions were made to the agenda: No changes made (M - Hogan S-Spooner Motion carried)approved*

**3. Secretary's Report:**Minutes were reviewed and approved (M - Olivarez S-Hogan Motion carried)

**4. Committee Reports: None**

### **5. Public Comments:**

*The following public comments were presented to the ELAC: No members of the public addressed the committee.*

### **6. Unfinished Business:**

- Review SARC - Available under parent tab on Central Unified Website. Data from SARC is two years old.

### **7. New Business**

- **LCAP Annual Update - Ms. Atwal shared all 8 goals and the things Glacier Point is doing to address each goal. Public comment is available on the Central Unified website now until May 30, 2025.**
- **Importance of attendance: Intervention specialists have gone above and beyond to help with this issue.**
- **HSC - Home School Compact - approved by SSC on 5/20/25**
- **PEP - Parent Engagement Policy - approved by SSC on 5/20/25**
- **SPSA - approved by SSC on 5/20/25**
  - Goal 1**
    - 1.5 - To provide release time to ELA and Math teachers to provide professional development.**
    - 1.8 - Teacher release time for ELD teachers - Preparation for ELPAC and provides services for our ELL learners.**
    - 1.10 - To provide tutors specifically for our ELD classrooms.**
    - 1.14 - provides funding for a long term sub to be on campus 3 times per week to provide support as needed.**
  - Goal 2**
    - 2.2 Intervention specialists**
  - Goal 3**
    - 3.3 Food and Beverage to increase attendance and engagement**

- **Accomplishments - Our goal this year: 20% reclassification (19 students). We actually reclassified 29 students so far putting us at 29.6% reclassified as English proficient with scores still coming in.**
- **100% completion rate of the Summative ELPAC weeks before the due date of May 31, 2025.**
- **ELD teachers provided teachers with various resources and strategies they could use with their ELD students during staff meetings and PLCs.**
- **Tutors were made available in the designated ELD classes.**

**8. Evaluation:**

*The chairperson or principal asks the members to answer survey via QR code.*

**9. Adjournment**

*The meeting was adjourned at 5:05 pm by Ms. Moore.*

Respectfully submitted,

Kristi Olivarez

ELAC Secretary

May 20, 2025

**(NOTE: Copies of all distributed materials should be attached to the secretary's official minutes. These minutes should be maintained for three years.)**

**ACTA DE LA REUNIÓN DEL COMITÉ CONSULTIVO PARA EL APRENDIZAJE  
DE INGLÉS (ELAC) DE LA ESCUELA SECUNDARIA GLACIER POINT  
20 de mayo de 2025**

**Cantidad total de miembros del Comité ELAC:**

- 4   Padres/tutores de estudiantes que aprenden inglés como segundo idioma del Comité ELAC
- Padres/tutores de otros estudiantes del Comité ELAC
- 5   Miembros del personal de la escuela

**La asistencia de ELAC para esta reunión incluyó a:**

- 1   Padres/tutores de estudiantes que aprenden inglés como segundo idioma del Comité ELAC
- Padres/tutores de otros estudiantes del Comité ELAC
- 5   Miembros del personal de la escuela

Un quórum mínimo de 6 miembros debe estar presente para votar por asuntos de la reunión. La cantidad de miembros del comité que asistió fue de 7:

- ✓ Se cumplió
- No se cumplió

<b>FECHA(S)</b>	<b>Requisitos legales/temas de capacitación (Al final del año, todos los temas deben ser abordados.)</b>
<b>24/9/24</b>	Asesorar al director y al personal en el desarrollo de un plan escolar para los estudiantes aprendices de inglés y enviar el plan al Consejo Escolar para que se considere su inclusión en el Plan Escolar para Mejorar el Rendimiento Estudiantil.
<b>18/3/2025</b>	Ayudar en el desarrollo de la evaluación de las necesidades de toda la escuela.
<b>24/9/24, 19/11/24</b>	Formas de concientizar a los padres sobre la importancia de la asistencia regular a la escuela.
<b>24/9/24</b>	Cada Comité ELAC tendrá la oportunidad de elegir al menos un miembro del Comité Asesor de Aprendices de Inglés del Distrito (DELAC)
<b>24/9/24</b>	Asesorar al director y al personal sobre el Plan general para los estudiantes aprendices de inglés, los requisitos de reclasificación y el Plan de control local y rendición de cuentas.
<b>24/9/24</b>	Capacitación del Comité ELAC y materiales de capacitación, planificados en plena consulta con los miembros del comité, apropiados para ayudar a los miembros a llevar a cabo sus responsabilidades de asesoría legal.
<b>24/9/24</b>	Capacitación sobre el Proceso Regular de Quejas del Distrito, incluidos los requisitos de Williams.

**Esta primera página es la portada del acta.**

**1. Inicio de la Reunión:**

La Sra. Moore inició la reunión a las 4:35 p.m.

Estuvo presente un quórum de los miembros. El director dio la bienvenida a todos los miembros del Comité ELAC.

**2. Cambios/Adiciones a la Agenda de la Reunión:**

Se hicieron los siguientes cambios/adiciones a la agenda: No se hicieron cambios (el Sr. Hogan hizo la moción de aprobar la agenda y fue apoyado por el Sr. Spooner. La agenda fue aprobada.

**3. Reporte del/la Secretario(a):** Se revisó el acta y fue aprobada. (La Sra. Olivarez hizo la moción para aprobarla y fue apoyada por el Sr. Hogan)

**4. Reportes de Comités: No hubo.**

**5. Comentarios Públicos:**

Los siguientes comentarios públicos fueron presentados al Comité ELAC: Ningún miembro del público se dirigió al comité.

**6. Asuntos Pendientes:**

- Se revisó el reporte escolar (SARC) - Disponible en la sección para padres del sitio web del Distrito Escolar Unificado Central. Los datos del SARC tienen dos años de antigüedad.

**7. Nuevos Asuntos:**

- **Actualización Anual del Plan LCAP:** La Sra. Atwal compartió las 8 metas y las medidas que la Escuela Secundaria Glacier Point está tomando para abordar cada una. Los comentarios públicos están disponibles en el sitio web del Distrito Escolar Unificado Central hasta el 30 de mayo de 2025.
- **Importancia de la asistencia escolar:** Los especialistas en intervención han hecho todo lo posible para ayudar con este problema.
- **HSC - Acuerdo entre el Hogar y la Escuela -** aprobado por el Consejo Escolar (SSC) el día 20 de mayo de 2025.
- **PEP - Política de Participación de los Padres -** aprobada por el Consejo Escolar (SSC) el día 20 de mayo de 2025.
- **SPSA - Plan Escolar para Mejorar el Rendimiento Estudiantil -** aprobado por el Consejo Escolar (SSC) el día 20 de mayo de 2025.

### **Meta # 1**

**1.5 - Proporcionar tiempo libre a los maestros de Lectura y Escritura (ELA) y Matemáticas para brindar desarrollo profesional.**

**1.8 - Tiempo libre para maestros que enseñan inglés como segundo idioma (ELD) - Preparación para el Examen ELPAC y servicios para nuestros estudiantes que aprenden inglés como segundo idioma.**

**1.10 - Proporcionar tutores específicos para nuestras aulas de enseñanza de inglés como segundo idioma (ELD).**

**1.14 - Proporcionar fondos para un(a) maestro(a) sustituto(a) a largo plazo que estará en la escuela 3 veces por semana para brindar apoyo según sea necesario.**

### **Meta # 2**

**2.2 Especialistas en intervención**

### **Meta # 3**

**3.3 Alimentos y bebidas para aumentar la asistencia y la participación**

- **Logros: Nuestra meta este año: 20% de reclasificación (19 estudiantes). De hecho, hemos reclasificado a 29 estudiantes hasta la fecha, lo que nos sitúa en un 29.6% de reclasificados con dominio en inglés, con resultados aún pendientes.**
- **100% de finalización del Examen Acumulativo ELPAC semanas antes de la fecha límite del 31 de mayo de 2025.**
- **Los maestros de inglés como segundo idioma (ELD) proporcionaron diversos recursos y estrategias que podían utilizar con sus estudiantes aprendices de inglés durante las reuniones de personal y del Grupo de Aprendizaje Profesional (PLC).**
- **Se asignaron tutores en las clases designadas de inglés como segundo idioma (ELD).**

### **8. Evaluación:**

El/la presidente(a) o director solicitó a los miembros que respondieran la encuesta mediante un código QR.

### **9. Conclusión**

La Sra. Moore concluyó la reunión a las 5:05 p.m.

Atentamente,

Kristi Olivarez

Secretaria del Comité ELAC

20 de mayo de 2025

**(NOTA: Se deben adjuntar copias de todos los materiales distribuidos a las actas oficiales del/la secretario(a). Estas actas deben conservarse durante tres años).**

**ਗਲੇਸ਼ੀਅਰ ਪੁਆਇੰਟ ਮਿਡਲ ਸਕੂਲ ਅੰਗਰੇਜ਼ੀ ਸਿਖਿਆਰਥੀ ਸਲਾਹਕਾਰ ਕਮੇਟੀ**  
**20 ਮਈ, 2025 ਲਈ ELAC ਮਿੰਟ**

**ELAC ਮੈਂਬਰਾਂ ਦੀ ਕੁੱਲ ਗਿਣਤੀ:**

- 4   ELAC ਮਾਪੇ/ਅੰਗਰੇਜ਼ੀ ਸਿੱਖਣ ਵਾਲਿਆਂ ਦੇ ਸਰਪ੍ਰਸਤ
- ਹੋਰ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਮਾਪੇ/ਸਰਪ੍ਰਸਤ ਜੋ ELAC ਕਮੇਟੀ ਦੇ ਮੈਂਬਰ ਵੀ ਹਨ
- 5   ਸਕੂਲ ਸਟਾਫ਼

**ਇਸ ਮੀਟਿੰਗ ਲਈ ELAC ਹਾਜ਼ਰੀ ਸ਼ਾਮਲ ਹੈ:**

- 1   ELAC ਮਾਪੇ/ਅੰਗਰੇਜ਼ੀ ਸਿੱਖਣ ਵਾਲਿਆਂ ਦੇ ਸਰਪ੍ਰਸਤ
- ਹੋਰ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਮਾਪੇ/ਸਰਪ੍ਰਸਤ ਜੋ ELAC ਕਮੇਟੀ ਦੇ ਮੈਂਬਰ ਵੀ ਹਨ
- 5   ਸਕੂਲ ਸਟਾਫ਼

ਕਾਰੋਬਾਰ ਚਲਾਉਣ ਲਈ 6 ਮੈਂਬਰਾਂ ਦਾ ਕੋਰਮ ਮੌਜੂਦ ਹੋਣਾ ਲਾਜ਼ਮੀ ਹੈ। ਹਾਜ਼ਰੀ ਵਿੱਚ ਕਮੇਟੀ ਮੈਂਬਰਾਂ ਦੀ ਗਿਣਤੀ 7 ਹੈ:

- € ਹਾਂ, ਕੋਰਮ ਪੂਰਾ ਸੀ।
- € ਕੋਰਮ ਪੂਰਾ ਨਹੀਂ ਸੀ।

ਤਰੀਕ (ਕਾਂ)	ਕਾਨੂੰਨੀ ਲੋੜ/ਸਿਖਲਾਈ ਵਿਸ਼ੇ (ਸਾਲ ਦੇ ਅੰਤ ਤੱਕ, ਸਾਰੇ ਵਿਸ਼ਿਆਂ ਨੂੰ ਹੱਲ ਕੀਤਾ ਜਾਣਾ ਚਾਹੀਦਾ ਹੈ)
9-24-24	ਸਕੂਲ ਸਾਈਟ ਕਾਉਂਸਿਲ (SSC) ਨੂੰ ਵਿਦਿਆਰਥੀ ਦੀ ਪ੍ਰਾਪਤੀ ਲਈ ਸਿੰਗਲ ਸਕੂਲ ਯੋਜਨਾ ਦੇ ਵਿਕਾਸ ਬਾਰੇ ਸਲਾਹ ਦੇਣਾ। (EC 64001[a]) EL ਪ੍ਰੋਗਰਾਮਾਂ/ਸੇਵਾਵਾਂ ਲਈ ਸਕੂਲ ਦੇ ਪ੍ਰੋਗਰਾਮ, ਟੀਚਿਆਂ ਅਤੇ ਉਦੇਸ਼ਾਂ ਬਾਰੇ ਸਕੂਲ ਸਾਈਟ ਕੌਂਸਲ ਨੂੰ ਸਲਾਹ ਦਿਓ।
3-18-2025	ਸਕੂਲ-ਵਿਆਪੀ ਲੋੜਾਂ ਦੇ ਮੁਲਾਂਕਣ ਦੇ ਵਿਕਾਸ ਵਿੱਚ ਸਹਾਇਤਾ ਕਰਨਾ
9-24-24, 11-19-24	ਮਾਪਿਆਂ ਨੂੰ ਨਿਯਮਤ ਸਕੂਲ ਹਾਜ਼ਰੀ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਸਿੱਖਿਅਤ ਕਰਨ ਦੇ ਤਰੀਕੇ।
9-24-24	ਹਰੇਕ ELAC ਕੋਲ ਡਿਸਟ੍ਰਿਕਟ ਅੰਗਰੇਜ਼ੀ ਸਿਖਿਆਰਥੀ ਸਲਾਹਕਾਰ ਕਮੇਟੀ (DELAC) ਲਈ ਘੱਟੋ-ਘੱਟ ਇੱਕ ਮੈਂਬਰ ਚੁਣਨ ਦਾ ਮੌਕਾ ਹੋਵੇਗਾ।

<b>9-24-24</b>	ਅੰਗਰੇਜ਼ੀ ਸਿੱਖਣ ਵਾਲਿਆਂ ਲਈ ਮਾਸਟਰ ਪਲਾਨ, ਪੁਨਰ ਵਰਗੀਕਰਨ ਮਾਪਦੰਡ, ਅਤੇ ਸਥਾਨਕ ਨਿਯੰਤਰਣ ਜਵਾਬਦੇਹੀ ਯੋਜਨਾ ਬਾਰੇ ਪ੍ਰਿੰਸੀਪਲ ਅਤੇ ਸਟਾਫ ਨੂੰ ਸਲਾਹ ਦੇਣਾ।
<b>9-24-24</b>	ELAC ਸਿਖਲਾਈ ਅਤੇ ਸਿਖਲਾਈ ਸਮੱਗਰੀ, ਕਮੇਟੀ ਮੈਂਬਰਾਂ ਨਾਲ ਪੂਰੀ ਸਲਾਹ-ਮਸ਼ਵਰੇ ਨਾਲ ਯੋਜਨਾਬੱਧ, ਮੈਂਬਰਾਂ ਨੂੰ ਉਨ੍ਹਾਂ ਦੀਆਂ ਕਾਨੂੰਨੀ ਸਲਾਹਕਾਰੀ ਜ਼ਿੰਮੇਵਾਰੀਆਂ ਨਿਭਾਉਣ ਵਿੱਚ ਸਹਾਇਤਾ ਕਰਨ ਲਈ ਢੁਕਵੀਂ।
<b>9-24-24</b>	ਡਿਸਟ੍ਰਿਕਟ ਦੀਆਂ ਇਕਸਾਰ ਸ਼ਿਕਾਇਤ ਪ੍ਰਕਿਰਿਆਵਾਂ ਬਾਰੇ ਸਿਖਲਾਈ, ਜਿਸ ਵਿੱਚ ਵਿਲੀਅਮ ਦੀਆਂ ਜ਼ਰੂਰਤਾਂ ਸ਼ਾਮਲ ਹਨ।

ਇਹ ਪਹਿਲਾ ਪੰਨਾ ਮਿੰਟਾਂ ਲਈ ਕਵਰ ਪੇਜ ਹੈ।

### 1. ਮੀਟਿੰਗ ਨੂੰ ਸ਼ੁਰੂ ਕਰਨ ਲਈ ਕਹਿਣਾ:

ਇਹ ਮੀਟਿੰਗ ਸ਼੍ਰੀਮਤੀ ਮੂਰ ਦੁਆਰਾ ਸ਼ਾਮ 4:35 ਵਜੇ ਬੁਲਾਈ ਗਈ ਸੀ।

ਮੈਂਬਰਾਂ ਦਾ ਕੋਰਮ ਮੌਜੂਦ ਸੀ। ਪ੍ਰਿੰਸੀਪਲ ਨੇ ਸਾਰੇ ELAC ਨੁਮਾਇੰਦਿਆਂ ਦਾ ਸਵਾਗਤ ਕੀਤਾ।

### 2. ਮੀਟਿੰਗ ਦੇ ਏਜੰਡੇ ਵਿੱਚ ਬਦਲਾਅ/ਵਾਧੇ:

ਏਜੰਡੇ ਵਿੱਚ ਹੇਠ ਲਿਖੇ ਬਦਲਾਅ/ਵਾਧੇ ਕੀਤੇ ਗਏ ਸਨ: ਕੋਈ ਬਦਲਾਅ ਨਹੀਂ ਕੀਤੇ ਗਿਆ। ਮੋਸ਼ਨ ਸ਼੍ਰੀਮਾਨ ਹੋਗਨ ਦੁਆਰਾ ਪੇਸ਼ ਕੀਤਾ ਗਿਆ ਅਤੇ ਸਪੂਨਰ ਦੁਆਰਾ ਵੀ ਇਸ ਦਾ ਸਮਰਥਨ ਕੀਤਾ ਗਿਆ ਮੋਸ਼ਨ ਮਨਜ਼ੂਰ ਕੀਤਾ ਗਿਆ।

**3. ਸਕੱਤਰ ਦੀ ਰਿਪੋਰਟ:** ਮਿੰਟਾਂ ਦੀ ਸਮੀਖਿਆ ਕੀਤੀ ਗਈ ਅਤੇ ਮੋਸ਼ਨ ਨੂੰ ਮਨਜ਼ੂਰੀ ਦੇਣ ਲਈ ਓਲੀਵਰੇਜ਼ ਦੁਆਰਾ ਮੋਸ਼ਨ ਪੇਸ਼ ਕੀਤਾ ਗਿਆ ਅਤੇ ਹੋਗਨ ਦੁਆਰਾ ਵੀ ਇਸ ਦਾ ਸਮਰਥਨ ਕੀਤਾ ਗਿਆ। ਪ੍ਰਸਤਾਵ ਪਾਸ ਕੀਤਾ ਗਿਆ।

### 4. ਕਮੇਟੀ ਰਿਪੋਰਟਾਂ: ਕੋਈ ਨਹੀਂ

### 5. ਜਨਤਕ ਟਿੱਪਣੀਆਂ:

ਹੇਠ ਲਿਖੀਆਂ ਜਨਤਕ ਟਿੱਪਣੀਆਂ ELAC ਨੂੰ ਪੇਸ਼ ਕੀਤੀਆਂ ਗਈਆਂ: ਜਨਤਾ ਦੇ ਕਿਸੇ ਵੀ ਮੈਂਬਰ ਨੇ ਕਮੇਟੀ ਨੂੰ ਸੰਬੋਧਨ ਨਹੀਂ ਕੀਤਾ।

### 6. ਅਧੂਰਾ ਕਾਰੋਬਾਰ:

- SARC ਦੀ ਸਮੀਖਿਆ - ਸੈਟਰਲ ਯੂਨੀਵਰਸਿਟੀ ਵੈੱਬਸਾਈਟ 'ਤੇ ਪੋਰੈਟ ਟੈਬ ਦੇ ਹੇਠਾਂ ਉਪਲਬਧ ਹੈ। SARC ਦਾ ਡੇਟਾ ਦੋ ਸਾਲ ਪੁਰਾਣਾ ਹੈ।

## 7. ਨਵਾਂ ਕਾਰੋਬਾਰ:

- LCAP ਸਾਲਾਨਾ ਅੱਪਡੇਟ - ਸ਼੍ਰੀਮਤੀ ਅਟਵਾਲ ਨੇ ਸਾਰੇ 8 ਟੀਚਿਆਂ ਅਤੇ ਗਲੋਬਲ ਪੁਆਇੰਟ ਦੁਆਰਾ ਕੀਤੇ ਜਾ ਰਹੇ ਕੰਮਾਂ ਨੂੰ ਸਾਂਝਾ ਕੀਤਾ। ਜਨਤਕ ਟਿੱਪਣੀ ਹੁਣ 30 ਮਈ, 2025 ਤੱਕ ਸੈਟਰਲ ਯੂਨੀਫਾਈਡ ਵੈੱਬਸਾਈਟ 'ਤੇ ਉਪਲਬਧ ਹੈ।
- ਹਾਜ਼ਰੀ ਦੀ ਮਹੱਤਤਾ: ਦਖਲਅੰਦਾਜ਼ੀ ਮਾਹਿਰ ਇਸ ਮੁੱਦੇ ਵਿੱਚ ਮਦਦ ਕਰਨ ਲਈ ਹਰ ਸੰਭਵ ਕੋਸ਼ਿਸ਼ ਕਰਦੇ ਹਨ।
- HSC - ਹੋਮ ਸਕੂਲ ਕੰਪੈਕਟ - 5/20/25 ਨੂੰ SSC ਦੁਆਰਾ ਮਨਜ਼ੂਰੀ
- PEP - ਮਾਪਿਆਂ ਦੀ ਸ਼ਮੂਲੀਅਤ ਨੀਤੀ - 5/20/25 ਨੂੰ SSC ਦੁਆਰਾ ਮਨਜ਼ੂਰੀ
- SPSA - 5/20/25 ਨੂੰ SSC ਦੁਆਰਾ ਮਨਜ਼ੂਰੀ

### ਟੀਚਾ 1

1.5 - ਪੇਸ਼ੇਵਰ ਵਿਕਾਸ ਪ੍ਰਦਾਨ ਕਰਨ ਲਈ ELA ਅਤੇ ਗਣਿਤ ਅਧਿਆਪਕਾਂ ਨੂੰ ਰਿਹਾਈ ਦਾ ਸਮਾਂ ਪ੍ਰਦਾਨ ਕਰਨਾ।

1.8 - ELD ਅਧਿਆਪਕਾਂ ਲਈ ਅਧਿਆਪਕ ਰਿਹਾਈ ਦਾ ਸਮਾਂ - ELPAC ਲਈ ਤਿਆਰੀ ਅਤੇ ਸਾਡੇ ELL ਸਿੱਖਿਆਰਥੀਆਂ ਲਈ ਸੇਵਾਵਾਂ ਪ੍ਰਦਾਨ ਕਰਦਾ ਹੈ।

1.10 - ਸਾਡੇ ELD ਕਲਾਸਰੂਮਾਂ ਲਈ ਵਿਸ਼ੇਸ਼ ਤੌਰ 'ਤੇ ਟਿਊਟਰ ਪ੍ਰਦਾਨ ਕਰਨਾ।

1.14 - ਲੋੜ ਅਨੁਸਾਰ ਸਹਾਇਤਾ ਪ੍ਰਦਾਨ ਕਰਨ ਲਈ ਹਫ਼ਤੇ ਵਿੱਚ 3 ਵਾਰ ਕੈਂਪਸ ਵਿੱਚ ਰਹਿਣ ਲਈ ਇੱਕ ਲੱਖ ਸਮੇਂ ਦੇ ਉਪ ਲਈ ਫੰਡ ਪ੍ਰਦਾਨ ਕਰਦਾ ਹੈ।

### ਟੀਚਾ 2

2.2 ਦਖਲਅੰਦਾਜ਼ੀ ਮਾਹਿਰ

### ਟੀਚਾ 3

3.3 ਹਾਜ਼ਰੀ ਅਤੇ ਸ਼ਮੂਲੀਅਤ ਵਧਾਉਣ ਲਈ ਭੋਜਨ ਅਤੇ ਪੀਣ ਵਾਲੇ ਪਦਾਰਥ

- ਪ੍ਰਾਪਤੀਆਂ - ਇਸ ਸਾਲ ਸਾਡਾ ਟੀਚਾ: 20% ਪੁਨਰਵਰਗੀਕਰਨ (19 ਵਿਦਿਆਰਥੀ)। ਅਸੀਂ ਹੁਣ ਤੱਕ 29 ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਅਸਲ ਵਿੱਚ ਮੁੜਵਰਗੀਕਰਨ ਕੀਤਾ ਹੈ ਜਿਸ ਨਾਲ ਸਾਨੂੰ 29.6% ਅੰਗਰੇਜ਼ੀ ਵਿੱਚ ਨਿਪੁੰਨ ਵਜੋਂ ਮੁੜਵਰਗੀਕਰਨ ਕੀਤਾ ਗਿਆ ਹੈ, ਸਕੋਰ ਅਜੇ ਵੀ ਆ ਰਹੇ ਹਨ।
- 31 ਮਈ, 2025 ਦੀ ਨਿਯਤ ਮਿਤੀ ਤੋਂ ਹਫ਼ਤੇ ਪਹਿਲਾਂ ਸਮੇਟਿਵ ELPAC ਦੀ 100% ਸੰਪੂਰਨਤਾ ਦਰ।
- ELD ਅਧਿਆਪਕਾਂ ਨੇ ਅਧਿਆਪਕਾਂ ਨੂੰ ਵੱਖ-ਵੱਖ ਸਰੋਤ ਅਤੇ ਰਣਨੀਤੀਆਂ ਪ੍ਰਦਾਨ ਕੀਤੀਆਂ ਜਿਨ੍ਹਾਂ ਦੀ ਵਰਤੋਂ ਉਹ ਆਪਣੇ ELD ਵਿਦਿਆਰਥੀਆਂ ਨਾਲ ਸਟਾਫ ਮੀਟਿੰਗਾਂ ਅਤੇ PLC ਦੌਰਾਨ ਕਰ ਸਕਦੇ ਸਨ।
- ਮਨੋਨੀਤ ELD ਕਲਾਸਾਂ ਵਿੱਚ ਟਿਊਟਰ ਉਪਲਬਧ ਕਰਵਾਏ ਗਏ ਸਨ।

## 8. ਮੁਲਾਂਕਣ:

ਚੇਅਰਪਰਸਨ ਜਾਂ ਪ੍ਰਿੰਸੀਪਲ ਮੈਂਬਰਾਂ ਨੂੰ QR ਕੋਡ ਰਾਹੀਂ ਸਰਵੇਖਣ ਦਾ ਜਵਾਬ ਦੇਣ ਲਈ ਕਹਿੰਦੇ ਹਨ।

## 9. ਮੁਲਤਵੀ:

ਸ਼੍ਰੀਮਤੀ ਮੂਰ ਦੁਆਰਾ ਮੀਟਿੰਗ ਸ਼ਾਮ 5:05 ਵਜੇ ਮੁਲਤਵੀ ਕਰ ਦਿੱਤੀ ਗਈ।

ਸਤਿਕਾਰ ਸਹਿਤ ਪੇਸ਼ ਕੀਤਾ ਗਿਆ,

ਕ੍ਰਿਸਟੀ ਓਲੀਵਰੇਜ਼

ELAC ਸਕੱਤਰ

20 ਮਈ, 2025

(ਨੋਟ: ਸਾਰੀਆਂ ਵੱਡੀਆਂ ਗਈਆਂ ਸਮੱਗਰੀਆਂ ਦੀਆਂ ਕਾਪੀਆਂ ਸਕੱਤਰ ਦੇ ਅਧਿਕਾਰਤ ਮਿੰਟਾਂ ਨਾਲ ਨੱਥੀ ਕੀਤੀਆਂ ਜਾਣੀਆਂ ਚਾਹੀਦੀਆਂ ਹਨ। ਇਹਨਾਂ ਮਿੰਟਾਂ ਨੂੰ ਤਿੰਨ ਸਾਲਾਂ ਲਈ ਰੱਖਿਆ ਜਾਣਾ ਚਾਹੀਦਾ ਹੈ।)

**Glacier Point Middle School SCHOOL SITE ADVISORY COMMITTEE (SSC)  
MINUTES  
5-20-25**

**1. Call the Meeting to Order:**

- The meeting was called to order at 3:39 by Adam Hogan. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian/Student		Present		Staff		Present
1	Sara Ruiz	Parent	x	1	Julia Moore	Teacher	x
2	Simmi Singh	Parent	absent	2	Jennifer High	Teacher	absent
3	Viola Valenzuela	Parent	absent	3	Josh Spooner	Teacher	x
4	Andrew Moore	Student	x	4	Krisit Olivarez	Teacher	x
5	Isabella Magana	Student	absent	5	Gurnam Singh	Other	absent
6	Oliv Fifield	Student	absent	6	Adam Hogan	Principal	x

	Guest		Non member staff	Position
1	Jacqueline De La Torre	1	Enter name	
2	Bea Castro	2		
3		3		
4		4		

**2. Roll Call:**

- (Sign in Sheet).
- Chairperson announced
  - 6 members are needed to establish a quorum
  - 6 members are present 6 members are absent
  - A quorum has been established

**3. Changes/Additions to the Meeting Agenda:**

- No changes or additions were made to the agenda.\* M/S/C to approve the agenda M - Moore, S - Spooner, motion carried

**4. Secretary's Report:**

- Motion by Olivarez Second by Moore, motion carried

**5. Committee Reports:**

- PAC - Moore: LCAP was discussed in break out rooms. In our room we discussed Goal 1 and how we can impact SBAC scores, attendance, and support academic achievement of our students. This was the last meeting of the school year.

**6. Public Comment:**

- Jacqueliem (ELP)- Applications are live. Emails will be sent out to parents. Upcoming events: water day, color run, movie day, field day, and ELP end of year rally.

**7. Unfinished Business:**

- None

**8. New Business**

- SPSA review and approval-  
Goal 1 - Changes in 1.14 ( provides funding for a long term sub to be on campus 3 times per week to provide support as needed.) M - Moore, S - Spooner, motion carried
- Review & comment LCAP draft - Public comment is available on the Central Unified website now until May 30, 2025.
- Information Spring Consolidated Application Reporting System(CARS) - How we receive all of our funding.
- Approve PEP & HSC (Parent Engagement Policy, Home School Compact)- M - Moore, S - Ruiz, motion carries
- PAC Representative Report - covered in committee reports

- **Share accomplishments for the year, and recognize committee members - Hogan thanked all members for their hard work throughout the year.**

**9. Evaluation & Adjournment:**

- Participants use the QR code to complete the meeting evaluation form or offer oral comments
- The Glacier Point SSC meeting was adjourned by Hogan at 4:10 pm

**Respectfully submitted,**

Signature

**Kristi Olivarez**

**SSC Secretary**

**5/20/25**

**ACTA DE LA REUNIÓN DEL CONSEJO ESCOLAR (SSC)  
DE LA ESCUELA SECUNDARIA GLACIER POINT  
20 de mayo de 2025**

**1. Inicio de la Reunión:**

- Adam Hogan inició la reunión a las 3:39 p.m. Todos fueron bienvenidos. Los miembros e invitados se presentaron. Entre los presentes estuvieron:

	Invitados		Personal que no es Miembro	Posición
1	Jacqueline De La Torre	1	Nombre	
2	Bea Castro	2		
3		3		
4		4		

	Padres/Tutores/Estudiantes		Presente		Personal		Presente
1	Sara Ruiz	Madre	x	1	Julia Moore	Maestra	x
2	Simmi Singh	Madre	Ausente	2	Jennifer High	Maestra	Ausente
3	Viola Valenzuela	Madre	Ausente	3	Josh Spooner	Maestro	x
4	Andrew Moore	Estudiante	x	4	Kristi Olivarez	Maestra	x
5	Isabella Magana	Estudiante	Ausente	5	Gurnam Singh	Otro	Ausente
6	Oliv Fifield	Estudiante	Ausente	6	Adam Hogan	Director	x

**2. Asistencia:**

- (Hoja de Firmas).
- La Presidenta del Consejo Escolar anunció que:
  - Se necesitaban 6 miembros para establecer el quórum.
  - Había 6 miembros presentes y 6 miembros estaban ausentes.
  - El quórum fue establecido.

**3. Cambios/Adiciones a la Agenda de la Reunión:**

- No se hicieron cambios ni adiciones a la agenda.\* La Sra. Moore hizo la moción para aprobar la agenda y fue apoyada por el Sr. Spooner, la moción fue aprobada.

**4. Reporte de la Secretaria:**

- La Sra. Olivarez hizo la moción para aprobar el reporte, fue apoyada por el Sr. Moore y la moción fue aprobada.

**5. Reportes de Comités:**

- Comité PAC - Sra. Moore: El Plan LCAP se discutió en las salas de descanso. En nuestra sala, hablamos sobre la Meta # 1 y cómo podemos influir en las calificaciones del Examen SBAC, la asistencia y apoyar el rendimiento académico de nuestros estudiantes. Esta fue la última reunión del curso escolar.

**6. Comentarios Públicos:**

- Jacqueline (ELP): Las solicitudes ya están abiertas. Se enviarán mensajes por correo electrónico a los padres. Próximos eventos: Día del Agua, Carrera de Colores, Día de Cine, Día de Campo y Asamblea de Fin de Curso de ELP.

**7. Temas Pendientes:**

- No hubo.

**8. Nuevos Asuntos:**

- **Revisión y aprobación del Plan Escolar para Mejorar el Rendimiento Estudiantil (SPSA)-**

**Meta # 1 - Cambios en 1.14 (financiamiento para un sustituto a largo plazo que estará en la escuela 3 veces por semana para brindar apoyo según sea necesario). El Sr. Moore hizo la moción para aprobarlo y fue apoyado por el Sr. Spooner, la moción fue aprobada.**

- **Revisión y comentarios del borrador del Plan de Control Local y Rendición de Cuentas (LCAP): Los comentarios públicos están disponibles en el sitio web del Distrito Escolar Unificado Central hasta el 30 de mayo de 2025.**
- **Información del Sistema Consolidado de Informes de Solicitudes de Primavera (CARS): Cómo recibimos todos nuestros fondos.**
- **Aprobación de la Política de Participación de Padres (PEP) y el Acuerdo entre la Escuela y el Hogar (HSC): El Sr. Moore hizo la moción para aprobar esto y fue apoyado por la Sra. Ruiz, la moción fue aprobada.**
- **Reporte del Representante del Comité PAC - fue discutido en los reportes de comités.**
- **Se compartieron los logros del curso escolar y se reconoció a los miembros del comité. El Sr. Hogan agradeció a todos los miembros por su arduo trabajo durante el curso escolar.**

**9. Evaluación y Conclusión:**

- Los participantes usaron el código QR para completar el formulario de evaluación de la reunión o para ofrecer comentarios orales.
- El Sr. Hogan dio por terminada la reunión del Consejo Escolar (SSC) de la Escuela Secundaria Glacier Point a las 4:10 p.m.

**Atentamente,**

**Kristi Olivarez  
Secretaria del Consejo Escolar (SSC)  
20 de mayo de 2025**

## ਗਲੋਬਲ ਪੁਆਇੰਟ ਮਿਡਲ ਸਕੂਲ ਸਾਈਟ ਸਲਾਹਕਾਰ ਕਮੇਟੀ (SSC) ਮਿੰਟ ਦੇ ਮਿੰਟ

**3-18-2025**

### 1. ਮੀਟਿੰਗ ਨੂੰ ਸ਼ੁਰੂ ਕਰਨ ਲਈ ਕਹਿਣਾ:

- ਐਡਮ ਹੋਗਨ ਦੁਆਰਾ ਮੀਟਿੰਗ ਨੂੰ 3:30 ਵਜੇ ਬੁਲਾਇਆ ਗਿਆ ਸੀ। ਸਾਰਿਆਂ ਦਾ ਸਵਾਗਤ ਕੀਤਾ ਗਿਆ। ਮੈਂਬਰਾਂ ਅਤੇ ਮਹਿਮਾਨਾਂ ਨੇ ਆਪਣੀ ਜਾਣ-ਪਛਾਣ ਕਰਵਾਈ। ਮੌਜੂਦ ਸਨ:

	ਮਾਤਾ-ਪਿਤਾ/ਸਰਪ੍ਰਸਤ/ਵਿਦਿਆਰਥੀ	ਮਾਤਾ-ਪਿਤਾ	ਹਾਜ਼ਰ		ਸਟਾਫ਼	ਹਾਜ਼ਰ	ਹਾਜ਼ਰ
1	ਸਾਰਾ ਰੁਇਜ਼	ਮਾਤਾ-ਪਿਤਾ	x	1	ਕ੍ਰਿਸਟੀ ਓਲੀਵਰੇਜ਼	ਅਧਿਆਪਕ	x
2	ਵਿਓਲਾ ਵੈਲੇਨਜ਼ੁਏਲਾ	ਮਾਤਾ-ਪਿਤਾ		2	ਜੈਨੀਫਰ ਹਾਈ	ਅਧਿਆਪਕ	x
3	ਸਿੰਮੀ ਸਿੰਘ	ਮਾਤਾ-ਪਿਤਾ	x	3	ਜੇਸ਼ ਸਪੂਨਰ	ਅਧਿਆਪਕ	x
4	ਨਿਕੋਲ ਕੈਬਨਬਨ	ਵਿਦਿਆਰਥੀ	x	4	ਜੂਲੀਆ ਮੂਰ	ਅਧਿਆਪਕ	x
5	ਓਲੀਵ ਫਿਫੀਲਡ	ਵਿਦਿਆਰਥੀ	x	5	ਗੁਰਨਾਮ ਸਿੰਘ	ਹੋਰ	x
6	ਇਜ਼ਾਬੇਲਾ ਮੈਗਾਨਾ	ਵਿਦਿਆਰਥੀ	x	6	ਐਡਮ ਹੋਗਨ	ਪ੍ਰਿੰਸੀਪਲ	X

	ਮਹਿਮਾਨ		ਗੈਰ-ਮੈਂਬਰ ਸਟਾਫ਼	ਅਹੁਦਾ
1	ਜੈਕੀ ਡੀ ਲਾ ਟੇਰੇ (ELP ਲੀਡ)	1	ਨਾਮ ਦਰਜ ਕਰੋ	
2		2		
3		3		
4		4		

### 2. ਹਾਜ਼ਰੀ:

- (ਸਾਈਨ ਇਨ ਸ਼ੀਟ)। QR ਕੋਡ ਰਾਹੀਂ
- ਚੇਅਰਪਰਸਨ ਨੇ ਐਲਾਨ ਕੀਤਾ
  - ਕੋਰਮ ਸਥਾਪਤ ਕਰਨ ਲਈ 6 ਮੈਂਬਰਾਂ ਦੀ ਲੋੜ ਹੈ
  - 10 ਮੈਂਬਰ ਮੌਜੂਦ ਹਨ 1 ਮੈਂਬਰ ਗੈਰਹਾਜ਼ਰ ਹੈ
  - ਕੋਰਮ ਸਥਾਪਤ ਕਰ ਦਿੱਤਾ ਗਿਆ ਹੈ, ਸ਼੍ਰੀ ਹੋਗਨ ਦੁਆਰਾ ਦੁਪਹਿਰ 3:30 ਵਜੇ ਮੀਟਿੰਗ ਬੁਲਾਈ ਗਈ ਸੀ।

### 3. ਮੀਟਿੰਗ ਦੇ ਏਜੰਡੇ ਵਿੱਚ ਬਦਲਾਅ/ਜੋੜ:

- ਜੈਕੀ (ELP ਲੀਡ) ਨੂੰ ਨਵੇਂ ਕਾਰੋਬਾਰ ਲਈ ਪਹਿਲੀ ਆਈਟਮ ਵਜੋਂ ਸ਼ਾਮਲ ਕੀਤਾ ਜਾਵੇਗਾ..
- ਏਜੰਡੇ ਨੂੰ ਮਨਜ਼ੂਰੀ ਦੇਣ ਲਈ ਮੇਸਨ ਸ਼੍ਰੀਮਤੀ ਮੂਰ ਦੁਆਰਾ ਪੇਸ਼ ਕੀਤਾ ਗਿਆ ਅਤੇ ਸ਼੍ਰੀਮਤੀ ਰੁਇਜ਼ ਦੁਆਰਾ ਵੀ ਇਸ ਦਾ ਸਮਰਥਨ ਕੀਤਾ ਗਿਆ, ਪ੍ਰਸਤਾਵ ਪਾਸ ਕੀਤਾ ਗਿਆ)

### 4. ਸਕੱਤਰ ਦੀ ਰਿਪੋਰਟ:

- ਮਿੰਟਾਂ ਦੀ ਸਮੀਖਿਆ ਕੀਤੀ ਗਈ ਅਤੇ ਮਨਜ਼ੂਰੀ ਦਿੱਤੀ ਗਈ (ਮੇਸਨ ਸ਼੍ਰੀਮਤੀ ਮੂਰ ਦੁਆਰਾ ਪੇਸ਼ ਕੀਤਾ ਗਿਆ ਅਤੇ ਕ੍ਰਿਸਟੀ ਓਲੀਵਰੇਜ਼ ਦੁਆਰਾ ਵੀ ਇਸ ਦਾ ਸਮਰਥਨ ਕੀਤਾ ਗਿਆ, ਪ੍ਰਸਤਾਵ ਪਾਸ ਕੀਤਾ ਗਿਆ)

## 5. ਕਮੇਟੀ ਰਿਪੋਰਟਾਂ:

- PAC ਮੀਟਿੰਗ - ਕੋਈ ਮੈਂਬਰ ਹਾਜ਼ਰ ਨਹੀਂ ਸੀ

## 6. ਜਨਤਕ ਟਿੱਪਣੀ:

- ਕੋਈ ਨਹੀਂ

## 7. ਅਧੁਰਾ ਕਾਰੋਬਾਰ:

- ਕੋਈ ਨਹੀਂ

## 8. ਨਵਾਂ ਕਾਰੋਬਾਰ

- ਜੈਕੀ (ELP ਮੁਖੀ) - ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਗਿਣਤੀ ਸਥਿਰ ਹੈ। ਇਸ ਪ੍ਰੋਗਰਾਮ ਵਿੱਚ ਲਗਭਗ 120 ਵਿਦਿਆਰਥੀ ਦਾਖਲ ਹਨ, ਜਿਨ੍ਹਾਂ ਦੀ ਸਥਿਰ ਸਥਿਤੀ 75-90 ਹੈ। ਨਵੀਆਂ ਅਰਜ਼ੀਆਂ ਮਈ ਵਿੱਚ ਖੁੱਲ੍ਹਣਗੀਆਂ। ਆਮ ਤੌਰ 'ਤੇ ਪਹਿਲੇ 45-50 ਮਿੰਟ ਅਕਾਦਮਿਕ ਕੰਮਾਂ 'ਤੇ ਬਿਤਾਏ ਜਾਂਦੇ ਹਨ। ਉਸ ਤੋਂ ਬਾਅਦ, ਬਹੁਤ ਸਾਰੇ ਸੰਤੁਸ਼ਟੀਜਨਕ ਵਿਕਲਪ ਸਨ, ਜਿਵੇਂ ਕਿ ਰਾਲ ਕਲਾਸਾਂ ਲਈ ਬੁਥ, ਡਾਇਮੰਡ ਪੇਟਿੰਗ, ਫੋਟੋਗ੍ਰਾਫੀ, ਖਾਣਾ ਪਕਾਉਣਾ, ਲੀਡਰਸ਼ਿਪ, ਅਤੇ ਮੇਕਰਸਪੇਸ। ਬਹੁਤ ਸਾਰੀਆਂ ਯੋਜਨਾਵਾਂ ਜਲਦੀ ਹੀ ਆ ਰਹੀਆਂ ਹਨ, ਜਿਵੇਂ ਕਿ:
  - 3/22/25 ਨੂੰ ਫੀਲਡ ਟ੍ਰਿਪ
  - ਕਲਰ ਰਨ
  - ਸੰਭਾਵੀ ਵਾਟਰ ਦਿਵਸ

ਰਮਜ਼ਾਨ ਸਹਾਇਤਾ - ਆਰਾਮ ਕਰਨ ਅਤੇ ਪ੍ਰਾਰਥਨਾ ਕਰਨ ਲਈ ਸ਼ਾਂਤ ਜਗ੍ਹਾ

- SPSA ਵਿਆਪਕ ਲੋੜਾਂ ਦੀ ਨਿਗਰਾਨੀ ਅਤੇ ਮੁਲਾਂਕਣ - ਹੋਗਨ ਨੇ iReady ਡੇਟਾ, SBAC ਡੇਟਾ, ਮੁਅੱਤਲੀ ਡੇਟਾ, ਅਤੇ ਗੰਭੀਰ ਗੈਰਹਾਜ਼ਰੀ ਡੇਟਾ ਨੂੰ ਕਈ ਸ਼੍ਰੇਣੀਆਂ (ELL, ਸਮਾਜਿਕ-ਆਰਥਿਕ, ਆਦਿ) ਵਿੱਚ ਵੰਡਿਆ ਹੋਇਆ ਸਾਂਝਾ ਕੀਤਾ। ਕਈ ਮੈਂਬਰਾਂ ਨੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਸਕੂਲ ਕਿਵੇਂ ਪਹੁੰਚਾਉਣਾ ਹੈ ਇਸ ਬਾਰੇ ਕੁਝ ਵਿਚਾਰ ਪੇਸ਼ ਕੀਤੇ।
- SBAC ਟੈਸਟਿੰਗ ਪ੍ਰੋਤਸਾਹਨਾਂ ਦਾ ਸਮਰਥਨ ਕਰਨ ਲਈ 24-25 SPSA ਵਿੱਚ ਫੰਡਾਂ ਨੂੰ ਮੁੜ ਵੰਡਣਾ
  - 2.1 ਤੋਂ 2.7 ਤੱਕ 1000 (ਸ਼੍ਰੀਮਤੀ ਓਲੀਵਰੇਜ਼ ਦੁਆਰਾ ਪੇਸ਼ ਕੀਤਾ ਗਿਆ ਅਤੇ ਮੂਰ ਦੁਆਰਾ ਵੀ ਇਸ ਦਾ ਸਮਰਥਨ ਕੀਤਾ ਗਿਆ ਮੋਸ਼ਨ ਅੱਗੇ ਵਧਿਆ।
- EL ਯੋਜਨਾ 'ਤੇ ELAC ਦੀਆਂ ਟਿੱਪਣੀਆਂ 'ਤੇ ELAC ਮੀਟਿੰਗ ਵਿੱਚ ਚਰਚਾ ਕੀਤੀ ਜਾਵੇਗੀ ਅਤੇ ਅਗਲੀ ਮੀਟਿੰਗ ਵਿੱਚ ਸੰਬੰਧਿਤ ਜਾਣਕਾਰੀ ਦਾ ਐਲਾਨ ਕੀਤਾ ਜਾਵੇਗਾ।
- LCAP ਪ੍ਰਕਿਰਿਆ ਲਈ ਕਮਿਊਨਿਟੀ ਆਊਟਰੀਚ ਦੀ ਪ੍ਰਭਾਵਸ਼ੀਲਤਾ 'ਤੇ ਚਰਚਾ - ਸ਼੍ਰੀਮਤੀ ਸਿੰਘ ਨੂੰ ਪ੍ਰਕਿਰਿਆ ਪਸੰਦ ਆਈ, ਉਨ੍ਹਾਂ ਮਹਿਸੂਸ ਕੀਤਾ ਕਿ ਭਾਈਚਾਰੇ ਲਈ ਗੁਣਵੱਤਾ ਵਾਲੀ ਜਾਣਕਾਰੀ ਉਪਲਬਧ ਕਰਵਾਈ ਗਈ ਸੀ। ਜੈਸਿਕਾ ਨੇ ਕਿਹਾ ਕਿ ਇੱਕ ਚੀਜ਼ ਜੋ ਮਾਪਿਆਂ ਦੀ ਇੱਛਾ ਸੀ ਉਹ ਸੀ ਸਹਿਯੋਗ ਲਈ ਵਧੇਰੇ ਸਮਾਂ ਅਤੇ ਸੰਭਵ ਤੌਰ 'ਤੇ ਉਨ੍ਹਾਂ ਲਈ ਇੱਕ ਔਨਲਾਈਨ ਭਾਗ ਜੋੜਨਾ ਜੋ ਉੱਥੇ ਨਿੱਜੀ ਤੌਰ 'ਤੇ ਨਹੀਂ ਹੋ ਸਕਦੇ।
- CUSD ਮਾਪਿਆਂ ਦੀ ਸ਼ਮੂਲੀਅਤ ਨੀਤੀ ਦੀ ਸਮੀਖਿਆ - ਇਹ ਔਨਲਾਈਨ ਉਪਲਬਧ ਹੈ, ਅਤੇ ਇਸ ਮੀਟਿੰਗ ਵਿੱਚ ਕਾਪੀਆਂ ਉਪਲਬਧ ਕਰਵਾਈਆਂ ਗਈਆਂ ਸਨ।
- CARS ਅਤੇ SARC-

- CARS - ਇਕਜੁੱਟ ਐਪਲੀਕੇਸ਼ਨ ਅਤੇ ਰਿਪੋਰਟਿੰਗ ਸਿਸਟਮ - ਇਹ ਸ਼੍ਰੇਣੀਬੱਧ ਫੰਡਾਂ ਨੂੰ ਲਾਗੂ ਕਰਨ ਅਤੇ ਰਿਪੋਰਟ ਕਰਨ ਲਈ ਸਾਡਾ ਸਿਸਟਮ ਹੈ।
- SARC - ਸਕੂਲ ਜਵਾਬਦੇਹੀ ਰਿਪੋਰਟ ਕਾਰਡ। ਇਹ ਸਾਲਾਨਾ ਰਿਪੋਰਟਾਂ ਹਨ ਜੋ ਪਬਲਿਕ ਸਕੂਲਾਂ ਨੂੰ ਪ੍ਰਕਾਸ਼ਤ ਕਰਨ ਦੀ ਲੋੜ ਹੁੰਦੀ ਹੈ, ਮਾਪਿਆਂ ਅਤੇ ਭਾਈਚਾਰੇ ਨੂੰ ਸਕੂਲ ਦੇ ਪ੍ਰਦਰਸ਼ਨ ਅਤੇ ਸਰੋਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕਰਦੇ ਹਨ। ਇਹ ਔਨਲਾਈਨ ਮਿਲ ਸਕਦੀ ਹੈ।
- PAC ਰਿਪੋਰਟ - ਪਹਿਲਾਂ ਹੀ ਚਰਚਾ ਕੀਤੀ ਗਈ ਹੈ

#### **9. ਮੁਲਾਂਕਣ ਅਤੇ ਮੁਲਤਵੀ:**

- ਭਾਗੀਦਾਰ ਮੀਟਿੰਗ ਮੁਲਾਂਕਣ ਫਾਰਮ ਭਰਨ ਜਾਂ ਮੌਖਿਕ ਟਿੱਪਣੀਆਂ ਦੇਣ ਲਈ QR ਕੋਡ ਦੀ ਵਰਤੋਂ ਕਰਦੇ ਹਨ
- ਗਲੋਬਲ ਪੁਆਇੰਟ ਮਿਡਲ ਸਕੂਲ ਦੀ SSC ਮੀਟਿੰਗ ਨੂੰ ਸ਼੍ਰੀਮਾਨ ਹੋਗਨ ਦੁਆਰਾ ਸ਼ਾਮ 4:30 ਵਜੇ ਮੁਲਤਵੀ ਕਰ ਦਿੱਤਾ ਗਿਆ।

**ਸਤਿਕਾਰ ਸਹਿਤ ਪੇਸ਼ ਕੀਤਾ ਗਿਆ,**

**ਕ੍ਰਿਸਟੀ ਓਲੀਵਰੇਜ਼**

**SSC ਸਕੱਤਰ**

**3/18/25**



**Glacier Point Middle School  
English Learner Advisory Committee (ELAC) Meeting  
4<sup>th</sup> Quarter**

**Date of Posting:** May 14, 2025      **Meeting Date:** May 20, 2025

**Location:** Glacier Point Library

**Starting Time:** 4:30 PM

**Ending Time:** 5:30 PM

**Outcomes: Participants will be able to:**

- Support CUSD Guiding Principles
- Comment on LCAP draft
- Review Home School Compact and Parent Engagement Policy
- Review SPSA
- Receive DELAC representative report
- Share accomplishments for the year and provide recognition of committee members service

**Representatives & Staff:** ELAC members (Atwal, Spooner, High, Moore, Ruiz, Varela, Barraza, & Kaur). All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Chairperson	2 minutes
Roll Call—establish quorum	None	Chairperson	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Chairperson	1 minute
Secretary’s Report	Approval/Amendments	Secretary	1 minutes

<b>Report of Officers, Standing &amp; Special Committees</b>	TBD	TBD	0 minutes
<b>Public Comment</b> (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another ELAC meeting.	Chairperson	10 minutes
<b>Unfinished Business</b>	TBD	Chairperson	1 minute
<b>New Business</b>  a. LCAP –Annual Update  b. Importance of Attendance  c. Review Home School Compact  d. Review Parent Engagement Policy  e. Review SPSA  f. Accomplishments for the school year and Committee recognition	Information & discussion           Input Information	Principal/Staff           DELAC rep  Principal/Staff	44 minutes
<b>Evaluation (ways to improve the meeting) and Adjournment</b>	Meeting input and approval to adjourn	Sukhjit Atwal	1 minute

List of handouts: Agenda, Home School Compact, Parent Engagement Policy (PEP)

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

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



## Glacier Point Middle School

### Reunión del 4<sup>to</sup> Trimestre del Comité Asesor para el Aprendizaje de Inglés (ELAC)

Fecha de Publicación: May 14, 2025

Fecha de Reunión: May 20, 2025

Lugar: Biblioteca

Hora de Inicio: 4:30 PM

Hora de Conclusión: 5:30 PM

**Resultados:** Los participantes podrán:

- Apoyar los principios guías del Distrito CUSD
- Comentar sobre el borrador del Plan “LCAP”
- Recibir el reporte del Representante del Comité DELAC
- Compartir los logros del año y brindar reconocimiento al servicio de los miembros del comité.

**Representantes y Personal:** Miembros del Comité “ELAC” (Atwal, Spooner, High, Moore, Ruiz, Varela, Barraza, & Kaur). Todo el personal, padres y miembros del público son invitados a asistir a la reunión.

Tema de la Agenda	Acción Solicitada	Persona(s) Responsable	Límite de Tiempo
<b>Inicio de la Reunión</b>	Ninguna	Presidente(a)	2 minutos
<b>Asistencia—establecer el quórum</b>	Ninguna	Presidente(a)	1 minuto
<b>Cambios/Adiciones a la Agenda</b>	Aprobación/Modificación de la agenda	Presidente(a)	1 minuto
<b>Reporte de la Secretaria</b>	Aprobación/Enmiendas	Secretario(a)	1 minutos
<b>Reporte de Oficiales, Comités Activos y Especiales</b>	Serán Determinados	Será Determinado	0 minutos
<b>Comentarios Públicos</b> (Esta es una oportunidad para que los miembros del público proporcionen información al consejo escolar).  2 minutos por persona	Según la ley de reuniones abiertas, no se puede actuar sobre ninguna acción relacionada con los comentarios públicos en la reunión. Los problemas planteados en esta reunión pueden programarse para otra reunión del consejo escolar.	Presidente(a)	10 minutos
<b>Temas Pendientes</b>	Será Determinado	Presidente(a)	44 minutos

<b>Nuevos Asuntos</b> <ul style="list-style-type: none"> <li>❖ Plan “LCAP” – Actualización anual</li> <li>❖ Importancia de la Asistencia</li> <li>❖ Revisar de HSC</li> <li>❖ Revisar la política de participación de los padres</li> <li>❖ Revisar SPSA</li> <li>❖ Evaluación de la Reunión y Conclusión</li> </ul>	Información y discusión	Director(a)/Personal  Director(a)/Personal	
<b>Evaluación (formas de mejorar la reunión) y conclusión</b>	Aportes de la reunión y aprobación para concluir la reunión	Presidente(a)	1 minuto

Lista de folletos: la orden del día

***\*\*Gracias por Asistir \*\****

***Cada estudiante participará en una enseñanza rigurosa, relevante y basada en estándares en cada salón de clases todos los días para garantizar su aprendizaje.***



**Glacier Point Middle School**  
**School Site Council**  
**Bylaws**  
**At- a -Glance**

Article	Section and/or Topic
I. Name	Name of the Council
II. Roles	Role of the Council
III. Members	1. Size and Composition
	2. Term of Office
	3. Selection/Election of Members
	4. Voting Rights
	5. Termination of Membership
	6. Transfer of Membership
	7. Resignation
	8. Vacancy
IV. Officers	1. Officers
	2. Election of Officers and Terms of Office
	3. Removal of Officers
	4. Vacancy in an Officer Position
	5. Officer Duties
V. Committees	1. Standing and Special Committees
	2. Standing and Special Committee Membership
	3. Standing and Special Committee Term of Office
	4. Standing and Special Committee Rules
VI. Meetings of Schoolsite Council	1. Meetings
	2. Place of Meetings
	3. Notice of Meetings
	4. Quorum
	5. Conduct of Meetings
	6. Meetings Open to the Public
	7. Communication with the Board of Education
	8. Uniform Complaint Procedures
VII. Bylaw Amendments	Amending Bylaws

**ARTICLE I – NAME OF THE COUNCIL**

The Central Unified School District has established the Glacier Point Middle School  
(School Name)  
Schoolsite Council. Hereinafter, this Schoolsite Council may be referred to as the Council.

**ARTICLE II – ROLE OF THE COUNCIL**

The Schoolsite Council is required, under state law, to serve as the school community representative body for determining the focus of the school’s academic instructional program and all related categorical resources. The Schoolsite Council has responsibility for the following duties:

- Analyzing and evaluating the academic achievement of all students in the school;
- Obtaining recommendations from schoolsite advisory, standing, and special committees regarding the focus of the school’s *School Plan for Student Achievement*;
- Developing and approving the school plan and all related proposed expenditures in accordance with all state and federal laws and regulations;
- Recommending the school plan including related budget expenditures to the local governing board;
- Providing ongoing monitoring of the implementation of the plan and budgets/expenditures;
- Revising the school plan, including expenditures, timelines, and evaluation criteria, as needed;
- Participating in all local, state, and federal reviews of the school’s program for compliance and quality;
- Annually evaluating the effectiveness of the school’s progress toward meeting school goals to raise student achievement for all students;
- Encouraging broad representation of parents, community members, teachers and students, if appropriate, including all socioeconomic, ethnic, and programmatic groups represented in the school in leadership roles and in the activities of the Schoolsite Council; and
- Carrying out all other duties assigned to the Council by the district governing board and by state and federal law.

Every two years, an English Learner Advisory Committee may elect to have the Schoolsite Council serve as the site leadership body for the EL program. If this occurs, the Schoolsite Council, after training, will assist the principal and staff in:

- Developing a detailed school plan for EL students as a part of the *School Plan for Student Achievement* that is submitted to the local board of education;
- Developing the school’s needs assessment for EL students;
- Administrating the school’s language census; and
- Assuring that efforts have been made to notify EL parents of the importance of regular school attendance.

## **ARTICLE III – MEMBERS**

### **Section 1: Size and Composition**

The Schoolsite Council will be composed of 12 members.

Half of the representation on the Council shall be from the school staff. This council half will include:

(1) Principal

4 Teachers, selected by teachers; (NOTE: Classroom teachers shall constitute the majority of those persons representing the school staff)

1 Other school personnel

-and-

The remaining half on the Council shall be:

4 Parents or community members, selected by parents at the school; and

2 Students, selected by students.

### **Section 2: Term of Office**

All members of the Council shall serve for a term of  2  years.

However, in order to achieve a staggered membership of parents/guardians one-half, or the nearest approximation, of each representative group shall be selected during the odd years and the remaining number of members selected during the even years.

At the end of each representative member's term, membership terminates. In order to continue to serve as a council member, the member must be re-selected by the appropriate representative group.

### **Section 3: Selection/Election of Members (the following is suggested procedures)**

Elections of Council members shall be held each year in  August .

Annually, the Schoolsite Council will establish an Election Committee composed of a teacher, other school personnel, parent/community members and student, if appropriate, to oversee the election of Council members.

Election Committee: The duties of the committee shall be to supervise the election procedure, to identify nominees on the basis of the nominating procedure, to unseal and count the ballots, and to declare elected representative on the basis of the election procedure.

The following procedures shall be followed in nominating candidates and selecting/electing council members:

Teachers: *Teachers will nominate other teachers and elect via ballot in August*

Parent/Guardians/Community Members: *(Nominations and ballots will be sent out via ParentSquare. Paper nomination forms and ballots will be available to those that need them.*

Other School Personnel: *(Other School Personnel will follow the same procedures as teachers.*

Students, if appropriate: *Students will elect their representative to SSC through ASB elections.*

Election ballots shall be prepared by the Election Committee with the assistance of the principal and shall be distributed in the following manner to each peer group:

*Staff will receive nominations and ballots electronically and in paper as needed.*

*Parents will receive nominations and ballots electronically and in paper as needed.*

*Students will vote electronically.*

In all elections for Council members, ties will be decided by lot.

**Section 4: Voting Rights**

Each member of the Council shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Council. Absentee ballots shall not be permitted.

An alternative representative may not cast a vote in the absence of the selected member. The role of an alternate is for information collection only.

**Section 5: Termination of Membership**

A member shall no longer hold membership should he or she cease to be a resident of the school or no longer meets the membership requirements under which he or she was selected (e.g., a parent becomes employed by the district).

Membership shall automatically terminate for any member who is absent from all regular meetings for a period of  2  consecutive meetings.

The Council, by an affirmative vote of two-thirds of all the members, can suspend or expel a member.

**Section 6: Transfer of Membership**

Membership on the Council may not be assigned or transferred.

**Section 7: Resignation**

Any selected Council member may terminate his/her membership by submitting a written letter of resignation to the Council chairperson.

**Section 8: Vacancy**

Any vacancy on the Council that occurs during the term of a member shall be filled by (select one):

- An election of a new member, by the appropriate representative group;
- Appointment of a new member to fill the remainder of the term (selected by the remaining peer group members, not the Council as a whole); or
- Seating of a previously elected alternate member to fill the remainder of the term of the vacant seat.

**ARTICLE IV – OFFICERS**

**Section 1: Officers**

The officers of the Council shall include a chairperson, vice-chairperson, secretary or any other officers the Council shall deem as desirable, such as a DAC representative.

**Section 2: Election of Officers and Terms of Office**

The officers of the Council shall be elected annually and shall serve a term for one year or until a successor has been elected.

Any member of the Council may serve in any officer capacity although **parent participation is desirable**.

**Section 3: Removal of Officers**

Any officer may be removed from their office by a two-thirds vote of all Council members.

**Section 4: Vacancy in an Officer Position**

A vacancy in any office because of resignation, removal, disqualification, death or otherwise shall be filled for the remainder of the officer’s term.

A vacancy in any office shall be filled by a special election of the Council.

This special election will be included in the posted meeting agenda.

**Section 5: Officer Duties**

The chairperson shall:

- Preside at all meetings of the Council:
- Sign all letters, reports, and other communications of the Council;
- Perform all duties incident to the office of the chairperson; and
- Assume other such duties as assigned.

The vice-chairperson shall:

- Represent the chairperson or the Council in assigned duties; and
- Substitute for the chairperson in his or her absence.

The secretary shall:

- Keep minutes of all regular and special meetings of the Council;
- Promptly transmit to each of the Council members and district representatives true and correct copies of the minutes of such meetings;
- Provide all notices in accordance with the provisions of these bylaws;
- Serve as custodian of the Schoolsite Council records;
- Maintain a register of the address, phone number and term of office of each Council member;
- Maintain a register of the chairpersons of other school advisory and subcommittee members, including addresses and phone numbers;
- Perform all duties incident to the office of secretary;
- Perform such duties that are assigned by the chairperson or the Council;
- Draft positions or plans for Council review.

Annually, each Schoolsite Council shall convene a professional development committee, composed of a majority of teachers, to determine the professional development activities included with the *School Plan for Student Achievement*.

**ARTICLE V – COMMITTEES**

**Section 1: Standing and Special Committees**

The Schoolsite Council may from time to time establish standing or special committees to perform various functions as prescribed by the Council. All such committees will include representation from the various representative groups. All appointed individuals and committees serve at the pleasure of the Council and are advisory to it. No standing or special committee may exercise the authority of the Council. A standing or special committee may be abolished by the vote of the Council.

The purpose of these committees is to:

- Gather and analyze data;

- Examine materials, staffing, or funding possibilities; and
- Propose to the Council strategies for improving the instructional practices for English learners.

**Section 2: Standing and Special Committee Membership**

Unless otherwise determined by the Council, the Council chairperson shall appoint members of the standing or special committees. A vacancy on a standing or special committee shall be filled by appointment of the chairperson.

**Section 3: Standing and Special Committee Term of Office**

The Council shall determine the membership terms for all standing and special committees. This term should be communicated to the committee members at the beginning of their assignment.

**Section 4: Standing and Special Committee Rules**

Each standing and special committee will establish procedural rules that are consistent with the Council’s bylaws and the district governing board.

**ARTICLE VI –MEETINGS OF THE SCHOOLSITE COUNCIL**

**Section 1: Meetings**

The Council shall hold its regular meeting at 3:45 on Tuesdays quarterly  
at Glacier Point library.

Special meetings of the Council may be called by the chairperson or by a majority vote of the Council.

**Section 2: Place of Meetings**

The Council shall hold its regular meetings at a facility provided by the school, unless the school principal determines that such a facility accessible to the public, including handicapped persons, is unavailable or does not meet health and/or safety codes. Alternative meeting sites shall be determined jointly by the school principal and Council chairperson.

**Section 3: Notice of Meetings**

Written notice of the meeting shall be posted at least 72 hours in advance of the meeting at the schoolsite, or any other appropriate place that is accessible to the public. This written notice shall specify the date, time, and location of the meeting, and contain an agenda describing each item of business to be discussed or acted upon. Any changes in the established date, time, or location of the meeting need to be especially noted in the agenda. The Council shall not take any action on any item of business unless that item appeared on the posted agenda or unless the Council or committee members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the Council or committee subsequent to the posting of the agenda.

Questions or brief statements made at a meeting by members of the Council, committee or public that do not have a significant effect on pupils or employees in the school or school district or that can be resolved solely by the provision of information need not be described on an agenda as items of business. All required notices shall be delivered to Council and committee members no less than 72 hours, and no later than three days in advance of the meeting, personally, by mail or by email.

The Council will annually notice representative groups of the meeting schedules through:

Inclusion in school communications (e.g., bulletins, newsletters)

Posted: Admin Building front window.

**Section 4: Quorum**

The presence of 51% of the Council membership in attendance at the meeting will constitute a quorum. No decisions of the Council shall be valid unless a quorum of the membership is present.

**Section 5: Conduct of Meetings**

Meetings of the Council shall be conducted in accordance with the rules of order established by Education Code 35147 and the Robert’s Rule of Order or an adaptation thereof approved by the Council.

If a Council violates any of the procedural meeting requirements found in Ed. Code Section 35147, and upon demand of any person, the Council shall reconsider the item at its next meeting, after allowing for public input.

**Section 6: Meetings Open to the Public**

All meetings of the Council and its appointed committees shall be open to the public. Any member of the public shall be able to address the council during the meeting on any item within the subject matter jurisdiction of the Council. Every agenda for regular meeting shall provide an opportunity for members of the public to directly address the Schoolsite Council on any item of interest to the public, before or during the Council's consideration of that item.

The Council may not take any action on any item of business unless that item appeared on the posted agenda or unless the Council members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the Council after the agenda was posted.

Each meeting agenda will include a time for public comment. The Schoolsite Council will provide opportunities for the public to comment on matters that are not on the agenda, but no action may be taken by the Council.

The minutes of the Council meeting are public records and are available to the public.

Any materials provided to the Schoolsite Council shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act (Chapter 3.5 (Commencing with Section 6250) of Division 7 of Title 1).

**Section 7: Communication with the Local Board of Education**

The Schoolsite Council shall implement the rules and regulations as defined in local board policy. The Council may communicate with the board by submitting a letter to the board of education office. A Schoolsite Council may request to speak at the local board of education meeting by following district procedures for communicating with the school board.

A local board of education has the right to deny the content and related budget found in the school's *School Plan for Student Achievement*. The board of education will provide written notification to the council about their concerns.

**Section 8: Uniform Complaint Procedures**

Annually, the Schoolsite Council shall participate in training about the district's uniform complaint procedures. This training will review procedures for filing a complaint. If any Schoolsite Council member

or member of the public believes that the Schoolsite Council has taken an action that is in violation of their legal authority, the individual or group may file a uniform complaint with the district.

**ARTICLE VII – BYLAW AMENDMENTS**

An amendment of these bylaws may be made at a regular meeting of the Schoolsite Council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be posted as a part of the agenda and must be submitted to committee members at least 3 days prior to the meeting at which the amendment is to be considered for adoption.

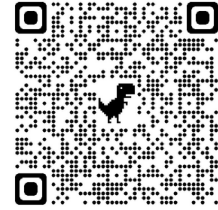
Adopted: 9-24-24  
(Date)

Revised: \_\_\_\_\_  
(Date)

09/2023



Sign in -



## Glacier Point Middle School

### School Site Council (SSC) 4th Quarter Meeting

**Date of Posting:**                      **Meeting Date: 5-20-25**

Location: GP Library

Starting Time: 3:30

**Ending Time: 4:30**

**Outcomes:**

- **SPSA completion based on CNA**
- **Continue to receive input from ELAC on programs for ELs**
- **Review & comment LCAP draft**
- **Receive information on Spring Consolidated Application Reporting System (CARS) information**
- **Approve district Parent Engagement Policy and Home School Compact (if not already done)**
- **PAC Representative Report**
- **Share accomplishments for the year, recognize committee members**
  
- **Representatives & Staff:** SSC members (Adam Hogan, Josh Spooner, Jennifer High, Julia Moore, Kristi Olivarez, Sarah Ruiz, Simmi Singh, Viola Valenzuela, Gurnam Singh, ). Guests: (list names of guests) All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
<b>Call the Meeting to Order</b>	None	Chairperson	1 minute
<b>Roll Call—establish quorum</b>	None	Chairperson	1 minutes
<b>Changes/Additions to the Agenda</b>	Approval/Modification of the agenda	Chairperson	2 minutes
<b>Secretary’s Report</b>	Approval/Amendments	Secretary	5 minutes
<b>Report of Officers, Standing &amp; Special Committees</b> PAC representative report	Information & discussion	PAC representative	5 minutes
<b>Public Comment</b> (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Chairperson	5 minutes
<b>Unfinished Business</b>	Business not completed from previous SSC meeting	Chairperson	5 minutes

<b>New Business</b> <ul style="list-style-type: none"> <li>• SPSA review and approval</li> <li>• Review &amp; comment LCAP draft</li> <li>• Information Spring Consolidated Application Reporting System(CARS)</li> <li>• Approve PEP &amp; HSC</li> <li>• PAC Representative Report</li> <li>• Share accomplishments for the year, and recognize committee members</li> </ul>	Information and approval Information & input Information Information & input Information Review & approve Discuss Celebrate	Principal Principal Principal Principal Principal Principal Principal PAC Rep	35 minutes
<b>Evaluation (ways to improve the meeting) and Adjournment</b>	Meeting input and approval to adjourn	Chairperson	1 minute

List of handouts:

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



English Evaluation



Spanish Evaluation



Punjabi Evaluation



Escuela Secundaria Glacier Point

Agenda de la Reunión del 4to Trimestre del Consejo Escolar (SSC)

Fecha del Anuncio: 16 de mayo de 2025

Fecha de la Reunión: 20 de mayo de 2025

Lugar: Biblioteca

Hora de Inicio: 3:30 p.m.

Hora de Conclusión: 4:30 p.m.

Resultados:

- Completar el Plan Escolar (SPSA) basado en CNA.
- Continuar recibiendo comentarios del Comité ELAC sobre programas para los estudiantes que aprenden inglés como segundo idioma (EL).
- Revisar y comentar sobre el borrador del Plan LCAP.
- Recibir información sobre el Sistema Consolidado de Informes de Solicitudes (CARS) de primavera.
- Aprobar la Política de Participación de Padres y el Acuerdo entre el Hogar y la Escuela (si aún no se ha hecho).
- Reporte del/la Representante del Comité PAC.
- Compartir los logros del año, reconocer a los miembros del comité.
- **Representantes y Personal:** Miembros del Consejo Escolar (SSC) (Adam Hogan, Josh Spooner, Jennifer High, Julia Moore, Kristi Olivarez, Sarah Ruiz, Simmi Singh, Viola Valenzuela, Gurnam Singh).  
Invitados: (nombres) Todo el personal, padres y miembros del público son invitados a asistir a la reunión.

Tema de la Agenda	Acción Requerida	Persona(s) Responsable(s)	Límite de Tiempo
<b>Inicio de la Reunión</b>	No hubo.	Presidente(a)	1 minuto
<b>Asistencia—establecer el quórum</b>	No hubo.	Presidente(a)	1 minuto
<b>Cambios/Adiciones a la Agenda</b>	Aprobación/Modificación de la Agenda	Presidente(a)	2 minutos
<b>Reporte de la Secretaria</b>	Aprobación/Enmiendas	Secretario(a)	5 minutos
<b>Reporte de Oficiales, Comités Activos y Especiales</b> Reporte de la Representante del Comité PAC	Información y discusión	Representante del Comité PAC	5 minutos
<b>Comentarios Públicos</b> (Esta es una oportunidad para que los miembros del público brinden información al consejo escolar.) 2 minutos por persona	Según la ley de reuniones abiertas, no se puede actuar sobre ninguna acción relacionada con los comentarios públicos en la reunión. Los problemas planteados en esta reunión pueden programarse para otra reunión del consejo	Presidente(a)	5 minutos

	escolar.		
<b>Asuntos Pendientes</b>	Asuntos no completados de la reunión anterior del Consejo Escolar (SSC)	Presidente(a)	5 minutos
<b>Nuevos Asuntos</b> <ul style="list-style-type: none"> <li>● Revisar el Plan Escolar (SPSA) y aprobarlo</li> <li>● Revisar y opinar sobre la copia inicial del Plan LCAP</li> <li>● Información sobre el Sistema de Reportar sobre las Aplicaciones Consolidadas de Primavera (CARS)</li> <li>● Aprobar la Política de Participación de Padres (PEP) y el Acuerdo entre la Escuela y el Hogar (HSC)</li> <li>● Reporte del/la Representante del Comité PAC</li> <li>● Compartir los logros del curso, reconocer a los miembros del comité</li> </ul>	Información y aprobación Información y comentarios Información Información y comentarios Información Revisar y aprobar Discutir Celebrar	Director(a) Director(a) Director(a) Director(a) Director(a) Director(a) Director(a) Representante del Comité PAC	35 minutos
<b>Evaluación (formas de mejorar la reunión) y Conclusión</b>	Comentarios sobre la reunión y aprobación para concluirla.	Presidente(a)	1 minuto

Lista de materiales:

***\*\*Gracias por Asistir\*\****



[Evaluación en inglés](#)

[Evaluación en español](#)

[Evaluación en punjabi](#)



## ਗਲੋਬਲ ਪੁਆਇੰਟ ਮਿਡਲ ਸਕੂਲ

ਸਕੂਲ ਸਾਈਟ ਕੋਂਸਲ (SSC) ਦੀ ਚੌਥੀ ਤਿਮਾਹੀ ਮੀਟਿੰਗ

ਪੋਸਟਿੰਗ ਦੀ ਮਿਤੀ: 05-16-25

ਮੀਟਿੰਗ ਦੀ ਮਿਤੀ: 5-20-25

ਟਿਕਾਣਾ: ਜੀ ਪੀ ਲਾਇਬ੍ਰੇਰੀ

ਸ਼ੁਰੂਆਤੀ ਸਮਾਂ ਸ਼ਾਮ 3:30

ਸਮਾਪਤੀ ਸਮਾਂ: 4:30

### ਨਤੀਜੇ:

- CNA 'ਤੇ ਆਧਾਰਿਤ SPSA ਸੰਪੂਰਨਤਾ
- ELs ਲਈ ਪ੍ਰੋਗਰਾਮਾਂ 'ਤੇ ELAC ਤੋਂ ਇਨਪੁਟ ਪ੍ਰਾਪਤ ਕਰਨਾ ਜਾਰੀ ਰੱਖੋ
- LCAP ਡਰਾਫਟ ਦੀ ਸਮੀਖਿਆ ਅਤੇ ਟਿੱਪਣੀ ਕਰੋ
- ਸਪਰਿੰਗ ਕੰਸੋਲਿਡੇਟਿਡ ਐਪਲੀਕੇਸ਼ਨ ਰਿਪੋਰਟਿੰਗ ਸਿਸਟਮ (CARS) ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰੋ
- ਡਿਸਟ੍ਰਿਕਟ ਮਾਪਿਆਂ ਦੀ ਸ਼ਮੂਲੀਅਤ ਨੀਤੀ ਅਤੇ ਹੋਮ ਸਕੂਲ ਕੰਪੈਕਟ ਨੂੰ ਮਨਜ਼ੂਰੀ ਦਿਓ (ਜੇਕਰ ਪਹਿਲਾਂ ਅਜਿਹਾ ਨਹੀਂ ਕੀਤਾ ਗਿਆ)
- ਪੈਕ ਪ੍ਰਤੀਨਿਧੀ ਦੀ ਰਿਪੋਰਟ
- ਸਾਲ ਦੀਆਂ ਪ੍ਰਾਪਤੀਆਂ ਸਾਂਝੀਆਂ ਕਰੋ, ਕਮੇਟੀ ਮੈਂਬਰਾਂ ਨੂੰ ਮਾਨਤਾ ਦਿਓ
- **ਪ੍ਰਤੀਨਿਧੀ ਅਤੇ ਸਟਾਫ਼:** SSC ਮੈਂਬਰ (ਐਡਮ ਹੋਗਨ, ਜੋਸ਼ ਸਪੂਨਰ, ਜੈਨੀਫਰ ਹਾਈ, ਜੂਲੀਆ ਮੂਰ, ਕ੍ਰਿਸਟੀ ਓਲੀਵਾਰੇਜ਼, ਸਾਰਾਹ ਰੁਇਜ਼, ਸਿੰਮੀ ਸਿੰਘ, ਵਿਓਲਾ ਵੈਲੋਜ਼ਏਲਾ, ਗੁਰਨਾਮ ਸਿੰਘ)। ਮਹਿਮਾਨ: (ਮਹਿਮਾਨਾਂ ਦੇ ਨਾਵਾਂ ਦੀ ਸੂਚੀ) ਸਮੂਹ ਸਟਾਫ਼, ਮਾਪਿਆਂ ਅਤੇ ਜਨਤਾ ਦੇ ਮੈਂਬਰਾਂ ਨੂੰ ਮੀਟਿੰਗ ਵਿੱਚ ਸ਼ਾਮਲ ਹੋਣ ਲਈ ਸੱਦਾ ਦਿੱਤਾ ਜਾਂਦਾ ਹੈ।

ਏਜੰਡਾ ਆਈਟਮ	ਕਾਰਵਾਈ ਦੀ ਮੰਗ ਕੀਤੀ	ਜ਼ਿੰਮੇਵਾਰ ਵਿਅਕਤੀ(ਵਿਅਕਤੀਆਂ)	ਸਮਾਂ ਸੀਮਾ
ਆਰਡਰ ਕਰਨ ਲਈ ਮੀਟਿੰਗ ਨੂੰ ਕਾਲ ਕਰੋ	ਕੋਈ ਨਹੀਂ	ਚੇਅਰਪਰਸਨ	1 ਮਿੰਟ
ਰੇਲ ਕਾਲ - ਕੋਰਮ ਸਥਾਪਤ ਕਰੋ	ਕੋਈ ਨਹੀਂ	ਚੇਅਰਪਰਸਨ	1 ਮਿੰਟ
ਏਜੰਡੇ ਵਿੱਚ ਬਦਲਾਅ/ਜੋੜ	ਏਜੰਡੇ ਦੀ ਪ੍ਰਵਾਨਗੀ/ਸੋਧ	ਚੇਅਰਪਰਸਨ	2 ਮਿੰਟ
ਸਕੱਤਰ ਦੀ ਰਿਪੋਰਟ	ਪ੍ਰਵਾਨਗੀ/ਸੋਧ	ਸਕੱਤਰ	5 ਮਿੰਟ

ਅਫਸਰਾਂ, ਸਥਾਈ ਅਤੇ ਵਿਸ਼ੇਸ਼ ਕਮੇਟੀਆਂ ਦੀ ਰਿਪੋਰਟ PAC ਪ੍ਰਤੀਨਿਧੀ ਦੀ ਰਿਪੋਰਟ	ਜਾਣਕਾਰੀ ਅਤੇ ਚਰਚਾ	PAC ਪ੍ਰਤੀਨਿਧੀ	5 ਮਿੰਟ
ਜਨਤਕ ਟਿੱਪਣੀ (ਇਹ ਪਬਲਿਕ ਦੇ ਮੈਂਬਰਾਂ ਲਈ ਸਕੂਲ ਸਾਈਟ ਕੋਸਲ ਨੂੰ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕਰਨ ਦਾ ਮੌਕਾ ਹੈ) 2 ਮਿੰਟ ਪ੍ਰਤੀ ਵਿਅਕਤੀ	ਓਪਨ ਮੀਟਿੰਗ ਕਾਨੂੰਨ ਦੇ ਤਹਿਤ, ਮੀਟਿੰਗ ਵਿੱਚ ਜਨਤਕ ਟਿੱਪਣੀ ਨਾਲ ਸਬੰਧਤ ਕੋਈ ਕਾਰਵਾਈ ਨਹੀਂ ਕੀਤੀ ਜਾ ਸਕਦੀ। ਇਸ ਮੀਟਿੰਗ ਵਿੱਚ ਉਠਾਏ ਗਏ ਮੁੱਦੇ ਕਿਸੇ ਹੋਰ ਸਕੂਲ ਸਾਈਟ ਕੋਸਲ ਦੀ ਮੀਟਿੰਗ ਲਈ ਤਹਿ ਕੀਤੇ ਜਾ ਸਕਦੇ ਹਨ।	ਚੇਅਰਪਰਸਨ	5 ਮਿੰਟ
ਅਧੂਰਾ ਕਾਰੋਬਾਰ	ਪਿਛਲੀ SSC ਮੀਟਿੰਗ ਤੋਂ ਕਾਰੋਬਾਰ ਪੂਰਾ ਨਹੀਂ ਹੋਇਆ	ਚੇਅਰਪਰਸਨ	5 ਮਿੰਟ
ਨਵਾਂ ਕਾਰੋਬਾਰ <ul style="list-style-type: none"> <li>• SPSA ਸਮੀਖਿਆ ਅਤੇ ਪ੍ਰਵਾਨਗੀ</li> <li>• LCAP ਡਰਾਫਟ ਦੀ ਸਮੀਖਿਆ ਅਤੇ ਟਿੱਪਣੀ ਕਰੋ</li> <li>• ਜਾਣਕਾਰੀ ਸਪਰਿੰਗ ਕੰਸੇਲੀਡੇਟਿਡ ਐਪਲੀਕੇਸ਼ਨ ਰਿਪੋਰਟਿੰਗ ਸਿਸਟਮ (CARS)</li> <li>• PEP ਅਤੇ HSC ਨੂੰ ਮਨਜ਼ੂਰੀ ਦਿਓ</li> <li>• ਪੈਕ ਪ੍ਰਤੀਨਿਧੀ ਦੀ ਰਿਪੋਰਟ</li> <li>• ਸਾਲ ਦੀਆਂ ਪ੍ਰਾਪਤੀਆਂ ਸਾਂਝੀਆਂ ਕਰੋ, ਅਤੇ ਕਮੇਟੀ ਮੈਂਬਰਾਂ ਦੀ ਮਾਨਤਾ ਕਰੋ</li> </ul>	ਜਾਣਕਾਰੀ ਅਤੇ ਪ੍ਰਵਾਨਗੀ ਜਾਣਕਾਰੀ ਅਤੇ ਇਨਪੁਟ ਜਾਣਕਾਰੀ ਅਤੇ ਇਨਪੁਟ ਜਾਣਕਾਰੀ ਸਮੀਖਿਆ ਕਰੋ ਅਤੇ ਮਨਜ਼ੂਰ ਕਰੋ ਚਰਚਾ ਕਰੋ ਜਸ਼ਨ ਮਨਾਓ	ਪ੍ਰਿੰਸੀਪਲ ਪ੍ਰਿੰਸੀਪਲ ਪ੍ਰਿੰਸੀਪਲ ਪ੍ਰਿੰਸੀਪਲ ਪ੍ਰਿੰਸੀਪਲ ਪ੍ਰਿੰਸੀਪਲ ਪ੍ਰਿੰਸੀਪਲ PAC ਪ੍ਰਤੀਨਿਧੀ	35 ਮਿੰਟ
ਮੁਲਾਂਕਣ (ਮੀਟਿੰਗ ਵਿੱਚ ਸੁਧਾਰ ਕਰਨ ਦੇ ਤਰੀਕੇ) ਅਤੇ ਮੁਲਤਵੀ	ਮੀਟਿੰਗ ਦਾ ਇੰਪੁੱਟ ਅਤੇ ਮੁਲਤਵੀ ਕਰਨ ਦੀ ਪ੍ਰਵਾਨਗੀ	ਚੇਅਰਪਰਸਨ	1 ਮਿੰਟ

ਹੈਂਡਆਊਟਸ ਦੀ ਸੂਚੀ:

**\*\* ਆਉਣ ਲਈ ਧੰਨਵਾਦ \*\***



ਅੰਗਰੇਜ਼ੀ ਮੁਲਾਂਕਣ ਸਪੈਨਿਸ਼ ਮੁਲਾਂਕਣ      ਪੰਜਾਬੀ ਮੁਲਾਂਕਣ

**Glacier Point Middle School  
English Learner Advisory Committee  
Bylaw At- a -Glance**

<b>Article</b>	<b>Section and/or Topic</b>
I. Name	Name of the Committee
II. Roles	Role of the Committee
III. Members	1. Size and Composition
	2. Term of Office
	3. Selection/Election of Members
	4. Voting Rights
	5. Termination of Membership
	6. Transfer of Membership
	7. Resignation
	8. Vacancy
IV. Officers	1. Officers
	2. Election of Officers and Terms of Office
	3. Removal of Officers
	4. Vacancy in an Officer Position
	5. Officer Duties
V. Committees	1. Standing and Special Committees
	2. Standing and Special Committee Membership
	3. Standing and Special Committee Term of Office
	4. Standing and Special Committee Rules
VI. ELAC Meetings	1. Meetings
	2. Place of Meetings
	3. Notice of Meetings
	4. Quorum
	5. Conduct of Meetings
	6. Meetings Open to the Public
	7. Communication with Schoolsite Council
	8. Uniform Complaint Procedures
VII. Bylaw Amendments	Amending Bylaws

## BYLAWS

### ARTICLE I – NAME OF THE COMMITTEE

The Central Unified School District has established the English Learner Advisory Committee for Glacier Point Middle School

Hereinafter, this English Learner Advisory Committee may be referred to as the ELAC.

### ARTICLE II – ROLE OF THE COMMITTEE

Under state law, the ELAC has responsibility for the following duties:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).
- *\*Districts with 31 or more ELACs may use a system of proportional or regional representation.*

Every two years an English Learner Advisory Committee may elect to have the schoolsite council or other advisory committee serve as the site leadership body for the English learner program. If this occurs, the schoolsite council or other advisory committee will assume the responsibilities identified above. Approval by the Central Unified School District State and Federal Program is necessary before this option is executed.

## **ARTICLE III – MEMBERS**

### **Section 1: Size and Composition**

The ELAC shall be composed of parents/guardians of English learners, other parents/guardians or community members from the school, and staff members.

The ELAC will be composed of 10 members.

The percentage of parents/guardians of English learners serving on the ELAC must be at least the same as the percentage of English learners in the school.

4 Parents/Guardians of English learners in the school.

1 Parents/Guardians of other students in the school, if elected by parents/guardians of English learners in the school

-and-

(1) Principal or designee:

4 Note: Other school staff members may be appointed to serve on the ELAC, if space is available.

### **Section 2: Term of Office**

All members of the ELAC shall serve for a term of 2 years.

However, in order to achieve a staggered membership of parents/guardians one-half, or the nearest approximation, of the parents/guardians will be elected each year.

At the end of each representative member's term, membership terminates. In order to continue to serve as an ELAC member, the member must be re-elected.

### **Section 3: Selection/Election of Members**

Elections of ELAC members shall be held each year in August.

Annually ELAC members will assist the principal in recruiting members to serve on the ELAC and assist with the election of parent/guardian or community members to the committee.

In all elections for parent members, ties will be decided by lot.

### **Section 4: Voting Rights**

Each member of the ELAC shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the ELAC. Absentee ballots shall not be permitted.

### **Section 5: Termination of Membership**

A parent/guardian member may no longer serve on the ELAC should:

- his/her child no longer attend the school;
- he/she becomes an employee of the district.

Membership shall automatically terminate for any member who is absent from all regular meetings for a period of 2 consecutive meetings.

The ELAC, by an affirmative vote of two-thirds of all the members, can suspend or expel a member.

### **Section 6: Transfer of Membership**

Membership on the ELAC may not be assigned or transferred.

## **Section 7: Resignation**

Any selected ELAC member may terminate his/her membership by submitting a written letter of resignation to the ELAC chairperson.

## **Section 8: Vacancy**

Any parent vacancy on the ELAC that occurs during the school year shall be filled by:

- An election of a new parent/guardian member, elected by parents/guardians of English learners; or
- Appointment of a new parent/guardian member to fill the remainder of the term (selected by the parents/guardians of English learners).

## **ARTICLE IV – OFFICERS**

### **Section 1: Officers**

The officers of the ELAC shall include a chairperson, vice-chairperson, secretary, DELAC representative, DELAC alternate, and any other officers that the ELAC finds necessary.

### **Section 2: Election of Officers and Terms of Office**

The ELAC officers shall be elected annually and shall serve a term for one year or until a successor has been elected.

Any member of the ELAC, including the principal, may serve in any officer capacity.

### **Section 3: Removal of Officers**

Any officer may be removed from their office by a two-thirds vote of all ELAC members.

### **Section 4: Vacancy in an Officer Position**

If an officer vacancy occurs, the ELAC will elect a new officer.

### **Section 5: Officer Duties**

The chairperson shall:

- Preside at all meetings of the ELAC:
- Sign all letters, reports, and other communications of the ELAC; and
- Assume other such duties as assigned.

The vice-chairperson shall:

- Represent the chairperson or the ELAC in assigned duties; and
- Substitute for the chairperson in his or her absence.

The secretary shall:

- Keep minutes of all regular and special meetings of the ELAC;
- Promptly transmit to each of the ELAC members and DELAC chairperson copies of the minutes of ELAC meetings;
- Serve as custodian of the ELAC records;
- Maintain a list of the address, phone number, and term of office of each ELAC member; and
- Perform such duties that are assigned by the chairperson.

The DELAC representative shall:

- Be a parent/guardian of an English learner who is not being employed by the school or district.
- Attend all DELAC meetings.
- Receive input from the ELAC and share the information with the DELAC.
- Provide the ELAC with information from the DELAC meetings.

## **ARTICLE V – COMMITTEES**

### **Section 1: Standing and Special Committees**

The ELAC may from time to time establish standing or special committees to perform various functions. All such committees will include representation from the various representative groups. All appointed individuals and committees serve at the pleasure of the ELAC and are advisory to it. Standing or special committee may exercise the authority of the ELAC. A standing or special committee may be abolished by a vote of the ELAC.

The purpose of these committees is to:

- Gather and analyze data;
- Examine materials, staffing, or funding possibilities; and
- Propose to the ELAC strategies for improving the instructional practices for English learners.

### **Section 2: Standing and Special Committee Membership**

Unless otherwise determined by the ELAC, the chairperson shall appoint members of the standing or special committees. A vacancy on a standing or special committee shall be filled by appointment of the chairperson.

### **Section 3: Standing and Special Committee Term of Office**

The ELAC shall determine the membership terms for all standing and special committees. This term should be communicated to the committee members at the beginning of their assignment.

### **Section 4: Standing and Special Committee Rules**

Each standing and special committee will establish procedural rules that are consistent with the ELAC's bylaws.

## **ARTICLE VI – ELAC MEETINGS**

### **Section 1: Meetings**

The ELAC shall hold its regular meeting at 4:45 on Tuesdays quarterly

at Glacier Point in the library.

Special ELAC meetings may be called by the chairperson or by a majority vote of the ELAC.

### **Section 2: Place of Meetings**

The ELAC shall hold its regular meetings at a facility provided by the school, unless the school principal determines that such a facility accessible to the public, including handicapped persons, is unavailable or does not meet health and/or safety codes. Alternative meeting sites shall be determined jointly by the school principal and ELAC chairperson.

### **Section 3: Notice of Meetings**

Written notice of the meeting shall be posted at least 72 hours in advance of the meeting at the school site, or any other appropriate place that is accessible to the public. This written notice shall specify the date, time, and location of the meeting, and contain an agenda describing each item of business to be discussed or acted upon. Any changes in the established date, time, or location of the meeting need to be especially noted in the agenda. The ELAC shall not take any action on any item of business unless that item appeared on the posted agenda or unless the ELAC members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the ELAC after the posting of the agenda.

Questions or brief statements made at a meeting by members of the ELAC or public that do not have a significant effect on pupils or employees in the school or school district or that can be resolved solely by the provision of information need not be described on an agenda as items of business.

All required notices shall be delivered to ELAC members no less than 72 hours, and no later than three days in advance of the meeting, personally, by mail or by email.

The ELAC agenda will be posted in the following location(s):

School Office window.

#### **Section 4: Quorum**

The presence of 51% of the ELAC membership in attendance at the meeting will constitute a quorum. No decisions of the ELAC shall be valid unless a quorum of the membership is present.

#### **Section 5: Conduct of Meetings**

ELAC meetings shall be conducted in accordance with the rules of order established by Education Code 35147 and the Robert's Rule of Order or an adaptation thereof approved by the ELAC.

If an ELAC violates any of the procedural meeting requirements found in Ed. Code Section 35147, and upon demand of any person, the ELAC shall reconsider the item at its next meeting, after allowing for public input.

#### **Section 6: Meetings Open to the Public**

All ELAC meetings shall be open to the public and any member of the public shall be able to address the ELAC during the meeting on any item within the subject matter jurisdiction of the ELAC. Every agenda for regular meeting shall provide an opportunity for members of the public to directly address the ELAC on any item of interest to the public, before or during the ELAC's consideration of that item.

The ELAC may not take any action on any item of business unless that item appeared on the posted agenda or unless the members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention after the agenda was posted.

Each meeting agenda will include a time for public comment. The ELAC will provide opportunities for the public to comment on matters that are not on the agenda, but no action may be taken by the ELAC.

The minutes of the ELAC meeting are public records and are available to the public.

Any materials provided to the ELAC shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act (Chapter 3.5 (Commencing with Section 6250) of Division 7 of Title 1).

**Section 7: Communication with the School site Council**

The ELAC will periodically provide written communications to the School site council regarding the needs of English learners. This communication will include the ELAC’s input into the School Plan for Student Achievement and its corresponding budgets.

**Section 8: Uniform Complaint Procedures**

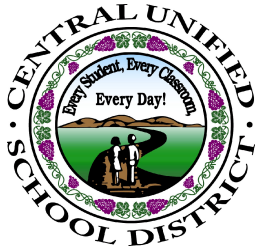
Annually, the ELAC shall participate in training about the district’s uniform complaint procedures. This training will review procedures for filing a complaint. If any ELAC member or member of the public believes that the school or ELAC has taken an action that is in violation of their legal authority, the individual or group may file a uniform complaint with the district.

**ARTICLE VII – BYLAW AMENDMENTS**

An amendment of these bylaws may be made at a regular meeting of the ELAC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be posted as a part of the agenda and must be submitted to committee members at least 3 days prior to the meeting at which the amendment is to be considered for adoption.

Adopted: 9-24-25 \_\_\_\_\_  
(Date)

Revised: \_\_\_\_\_  
(Date)



## Estatutos del Comité Asesor de Enseñanza de Inglés (ELAC) de la Escuela Secundaria Glacier Point

Artículo	Sección y/o Tema
I. Nombre	Nombre del Comité
II. Funciones	Función del Comité
III. Miembros	1. Tamaño y Composición
	2. Duración del Mandato
	3. Selección/Elección de los Miembros
	4. Derechos del Votante
	5. Cancelación de la Membresía
	6. Cambio de Membresía
	7. Renuncia
	8. Posición Vacante
IV. Oficiales	1. Oficiales
	2. Elección de Oficiales y Duración del Mandato
	3. Destitución de Oficiales
	4. Posición vacantes en una Posición de Oficial
	5. Responsabilidades de cada Oficial
V. Comités	1. Comités Fijos y Especiales
	2. Membresía de Comités Fijos y Especiales
	3. Duración del Mandato de los Comités Fijos y Especiales
	4. Reglas de Comités Fijos y Especiales
VI. Reuniones del Comité (ELAC)	1. Reuniones
	2. Lugar de las Reuniones
	3. Aviso sobre las Reuniones
	4. Quórum
	5. Conducta en las Reuniones
	6. Reuniones Abiertas al Público
	7. Comunicación con los Consejos Escolares
	8. Proceso Regular de Quejas
VII. Enmiendas a los Estatutos	Enmiendas a los Estatutos

## ESTATUTOS

### ARTÍCULO I – NOMBRE DEL COMITÉ

El Distrito Unificado Escolar Central ha establecido el Comité Asesor de la Enseñanza de Inglés de la Escuela Secundaria Glacier Point.

De ahora en adelante, este Comité Asesor de Enseñanza de Inglés podrá denominarse ELAC.

### ARTÍCULO II – FUNCIÓN DEL COMITÉ

Según la ley estatal, el Comité ELAC tiene responsabilidad por las siguientes funciones:

- Asesorar al director y al personal en el desarrollo de un plan escolar para estudiantes que aprenden inglés como segundo idioma y presentar el plan al Consejo Escolar para que considere incluirlo en el Plan Escolar para Mejorar el Rendimiento Estudiantil.
- Ayudar en el desarrollo de la evaluación de necesidades de toda la escuela.
- Formas de concientizar a los padres sobre la importancia de la asistencia regular a la escuela.
- Cada Comité ELAC tendrá la oportunidad de elegir al menos un miembro para el Comité Asesor de la Enseñanza de Inglés del Distrito (DELAC).
- *\*Los distritos con 31 o más Comités ELAC pueden utilizar un sistema de representación proporcional o regional.*

Cada dos años, un Comité ELAC puede decidir que el Consejo Escolar (SSC) u otro comité consejero sirvan como cuerpo de liderazgo en la escuela para el programa de Enseñanza de inglés como segundo idioma. Si esto ocurre, el Consejo Escolar u otro comité consejero asumirán las responsabilidades especificadas anteriormente. Es necesaria la aprobación del Programa Estatal y Federal del Distrito Escolar Unificado Central antes de tomar esta opción.

## **ARTÍCULO III – MIEMBROS**

### **Sección 1: Tamaño y Composición**

El Comité ELAC debe de ser formado por padres/tutores de estudiantes que están aprendiendo inglés, otros padres de la escuela y miembros del personal.

El Comité ELAC estará formado por 10 miembros.

El porcentaje de padres/tutores de estudiantes aprendiendo Inglés que está sirviendo en el ELAC debe de ser al menos el mismo porcentaje de estudiantes aprendiendo Inglés en toda la escuela.

4 Padres/tutores de estudiantes aprendiendo inglés en la escuela.

1 Padre/tutor de otros estudiantes en la escuela, si son elegidos por padres/tutores

-y-

(1) Director (a) o persona designada:

4 Nota: Otros miembros del personal de la escuela pueden ser designados para servir en el ELAC, si hay espacio disponible.

### **Sección 2: Duración del Mandato**

Todos los miembros de ELAC deben servir 2 años.

Pero, para poder dispersar la membresía de padres/tutores, al menos la mitad o la aproximación más cercana, de los padres/tutores serán elegidos cada año.

Al final del término de cada miembro representante, termina la membresía. Para poder seguir sirviendo como miembro del Comité ELAC, el miembro tiene que ser reelegido.

### **Sección 3: Selección/Elección de los Miembros**

Las elecciones para los miembros del Comité ELAC deben ser anualmente en agosto.

Anualmente, los miembros del ELAC asistirán al director (a) a reclutar miembros para que sirvan en el ELAC y también asistirán con la elección de padres/tutores miembros del comité.

En todas las elecciones para miembros padres, los empates serán decididos por sorteo.

### **Sección 4: Derecho al Voto**

Cada miembro del ELAC tiene derecho a un voto y puede votar cada vez que haya algún tipo de votación para cualquier cosa del ELAC. Boletas como votante ausente no se permitirán.

### **Sección 5: Cancelación de la Membresía**

Un miembro padre/tutor no puede servir en el Comité ELAC si:

- Su hijo (a) ya no va a esa escuela;
- El/ella se convierte en empleado del distrito.

La membresía debe de terminarse automáticamente a cualquier miembro que no se presente a las reuniones por un periodo de 2 reuniones consecutivas.

El ELAC, por medio de un voto afirmativo de dos tercios de todos los miembros o más, puede suspender o expulsar a un miembro.

### **Sección 6: Transferencia de Membresía**

La membresía del Comité ELAC no puede ser asignada o transferida.

### **Sección 7: Renuncia**

Cualquier miembro elegido del ELAC puede renunciar a su membresía entregando una carta de renuncia por escrito al presidente del ELAC.

## **Sección 8: Posiciones Vacantes**

Cualquier posición vacante de un padre del Comité ELAC que ocurra durante el curso escolar puede ser ocupada por:

- Una elección de un nuevo miembro padre, elegido por padres/tutores de un estudiante aprendiendo Inglés; ó
- Nombramiento de un miembro padre/tutor para ocupar el puesto por el resto del mandato (elegido por los padres/tutores de un estudiante que aprende inglés como segundo idioma)

## **ARTÍCULO IV – Oficiales**

### **Sección 1: Oficiales**

Los oficiales de ELAC deben incluir a un presidente, un vicepresidente, secretario, representante de DELAC, alterno de DELAC, y cualquier otro oficial que considere ELAC necesario.

### **Sección 2: Elección de los Oficiales y Duración del Mandato**

Los oficiales de ELAC deben de ser elegidos anualmente y deben de servir por un año o hasta que se haya elegido un sucesor.

Cualquier miembro de ELAC, incluyendo al director (a), puede servir en la capacidad de oficial.

### **Sección 3: Destitución de Oficiales**

Cualquier oficial puede ser destituido de su puesto por dos tercios de los votos de los miembros del ELAC.

#### **Sección 4: Vacantes en una Posición Oficial**

Si ocurre una posición vacante, el ELAC elegirá a un nuevo oficial.

#### **Sección 5: Responsabilidades de los Oficiales**

El Presidente debe:

- Presidir todas las reuniones del ELAC:
- Firmar todas las cartas, reportes, y otros comunicados del ELAC; y
- Asumir otras responsabilidades asignadas.

El vicepresidente debe:

- Representar al presidente en el ELAC en responsabilidades asignadas y
- Sustituir al presidente en su ausencia.

El secretario (a) debe:

- Mantener las actas de todas las reuniones regulares y las especiales del ELAC:
- Inmediatamente repartir copias de las actas de las reuniones de ELAC a cada miembro del Comité ELAC y al presidente del Comité DELAC;
- Servir como custodio de los documentos de ELAC;
- Mantener una lista de la dirección, número de teléfono, y duración del mandato de cada miembro de ELAC; y
- Desempeñará las funciones que le sean asignadas por el presidente (a).

El representante del DELAC deberá:

- Ser un padre/tutor de un estudiante aprendiendo inglés y no debe de ser empleado por la escuela o distrito.
- Asistir a todas las reuniones de DELAC.
- Recibir aportes del Comité ELAC y compartir la información con el Comité DELAC.
- Proporcionarle al ELAC la información sobre las reuniones del DELAC.

## **ARTÍCULO V – COMITÉS**

### **Sección 1: Comités Permanentes y Especiales**

El Comité ELAC puede, de vez en vez, establecer comités fijos o especiales para que desempeñen varias funciones. Todos los comités incluirán representantes de los diversos grupos representativos.

Todas las personas designadas y comités elegidos le sirven al ELAC y también lo aconsejan cuando es necesario. Los comités fijos o especiales pueden ejercer la autoridad del ELAC. Un comité fijo o especial puede ser abolido por un voto del ELAC.

El propósito de estos comités es:

- Recopilar y analizar datos;
- Examinar materiales, personal, posibilidades de fondos; y
- Proponerle al ELAC estrategias para mejorar las prácticas de enseñanza para los estudiantes que están aprendiendo inglés.

## **Sección 2: Membresía de los Comités Fijos y Especiales**

A menos que se decida otra cosa por el ELAC, el presidente puede nominar a los miembros de los comités fijos o especiales. Una vacante en un comité permanente o especial puede ser ocupada por nombramiento del presidente.

## **Sección 3: Vigencia del Mandato de los Comités Permanentes y Especiales**

El ELAC determinará el término de la membresía para todos los comités fijos y especiales. Este término debe ser comunicado a los miembros del comité al inicio de su asignación.

## **Sección 4: Normas de Comités Permanentes y Especiales**

Cada Comité permanente o especial establecerá sus propias normas de procedimiento que sean compatibles con los estatutos del Comité ELAC.

## **ARTÍCULO VI –REUNIONES DEL COMITÉ ELAC**

### **Sección 1: Reuniones**

El ELAC debe de llevar a cabo sus reuniones regulares a las 4:45 pm un martes trimestralmente en

la Biblioteca de la Escuela Secundaria Glacier Point.

Las reuniones especiales del ELAC pueden ser convocadas por el presidente o la mayoría del voto del ELAC.

### **Sección 2: Lugar de las Reuniones**

El ELAC debe de llevar a cabo sus reuniones regulares en un local proporcionado por la escuela, a menos que el director (a) de esa escuela determine que el local no esté disponible o no cumpla con los códigos de seguridad y salubridad por no ser accesible para el público, incluyendo a personas minusválidas, no está disponible o no reúne los requisitos de salud y/o del código y seguridad. Otras reuniones alternantes serán determinadas conjuntamente con el director y el presidente de ELAC.

### **Sección 3: Notificación sobre las Reuniones**

Un aviso por escrito debe de ser publicado al menos 72 horas antes de la reunión en la escuela, o cualquier otro lugar apropiado que sea visible al público. Este aviso por escrito debe especificar la fecha, la hora, y el lugar de la reunión, y debe incluir una agenda describiendo cada asunto de negocios que se discutirá o que se va a proponer. Cualquier cambio en la hora, la fecha y el lugar de la reunión tiene que ser marcado especialmente en la agenda. El ELAC no puede tomar acción en ningún artículo de negocios a menos que dicho artículo haya aparecido en la agenda publicada o a menos que los miembros presentes del ELAC, por voto unánime, acuerden que hay la necesidad de tomar acción inmediata y que la necesidad para actuar le fue planteada al ELAC después de que habían publicado la agenda.

Las preguntas o declaraciones breves hechas en una reunión por miembros del ELAC o el público que no tienen un efecto significativo en los estudiantes o empleados de la escuela o el distrito escolar o que pueden resolverse con el solo hecho de proporcionar la información necesaria no tienen que ser especificadas en la agenda como artículos de asuntos a discutir.

Todos los avisos requeridos deben de ser entregados a los miembros de ELAC no menos de 72 horas, y no a más tardar de tres días con anticipación a la reunión, personalmente, por correo o correo electrónico.

La agenda del ELAC será publicada en los siguientes lugares: en la ventana de la oficina de la escuela.

#### **Sección 4: Quórum**

La presencia del 51% de los miembros ELAC presentes en una reunión constituirá el quórum. Ninguna decisión del ELAC será válida a menos que el quórum de la membresía esté presente.

#### **Sección 5: Realización de las Reuniones**

Todas las reuniones del ELAC deben de ser conducidas de acuerdo con las reglas de orden establecidas por el Código de Educación 35147 y con las Reglas de Orden (Robert's Rules of Order) o una adaptación del mismo aprobada por el ELAC.

Si un ELAC viola cualquiera de los requisitos del proceso de reuniones que se encuentran en el Código de Educación 35147, y bajo la petición de cualquier persona, el ELAC debe reconsiderar el artículo en la próxima reunión, una vez que se haya permitido la opinión del público.

#### **Sección 6: Reuniones Abiertas al Público**

Todas las reuniones de ELAC estarán abiertas al público y cualquier miembro del público tendrá la posibilidad de opinar en cualquier asunto mientras sea consistente con la jurisdicción del ELAC. Cada agenda para las reuniones regulares debe de permitirles a los miembros del público la oportunidad de darle su punto de vista al ELAC en cualquier artículo de interés para ellos, antes o durante el momento en que ELAC lo esté tratando.

El ELAC no puede tomar acción en ningún asunto de negocios a menos que el artículo haya aparecido en la agenda publicada o a menos que los miembros estén presentes, por voto unánime, o si se encuentra que hay necesidad inmediata para tomar acción y que la necesidad para tomar dicha acción salió a relucir después de que la agenda haya sido publicada.

Cada agenda de cada reunión incluirá un tiempo para comentarios públicos. El ELAC proporcionará oportunidades para los comentarios del público sobre material que no está incluido en la agenda, pero ninguna acción puede ser tomada por el ELAC.

Las actas de las reuniones del Comité ELAC son documentos públicos y están disponibles al público.

Todos los materiales proporcionados al ELAC se pondrá a disposición de cualquier miembro del público que los solicite de conformidad con la Ley de los Registros Públicos de California, (Capítulo 3.5, comenzando con la sección 6250 de la división 7 del Programa Title 1).

### **Sección 7: Comunicación con el Consejo Escolar**

El ELAC periódicamente le proporcionará comunicación escrita al consejo escolar respecto a las necesidades de los estudiantes que están aprendiendo inglés. Esta comunicación incluirá la aportación de ELAC hacia el Plan Individual de la Escuela para el aprovechamiento de los Estudiantes y sus presupuestos correspondientes.

### **Sección 8: Proceso Regular de Quejas**

Anualmente, el ELAC deberá participar en entrenamientos sobre el Proceso Regular de Quejas del Distrito. Este entrenamiento revisará los procesos para presentar una queja. Si algún miembro del ELAC o miembro del público cree que la escuela o el ELAC han tomado una acción que viola su autoridad legal, el individuo o el grupo pueden presentar una queja uniforme con el distrito.

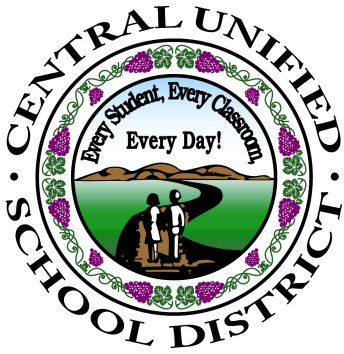
## ARTÍCULO VII – Enmiendas a los Estatutos

Una enmienda de estos estatutos puede llevarse a cabo en cualquier reunión regular del ELAC por el voto de dos tercios de los miembros presentes. Los avisos por escrito de las enmiendas propuestas deben ser incluidos en la agenda y deben ser remitidos a los miembros del comité al menos ( 3 ) días antes de la reunión en la cual se considerará la adopción de la enmienda.

Adoptado: 9-24-24 \_\_\_\_\_  
(Fecha)

Revisado: \_\_\_\_\_  
(Fecha)

09/2023



**CENTRAL UNIFIED SCHOOL DISTRICT**  
**Glacier Point Middle School**  
**4055 N. Bryan Ave.**  
**Fresno, CA 93723**  
**Phone: (559) 276-3105**



Adam Hogan, Principal  
Sukhjit Atwal, Vice-Principal I  
Erica Segovia, Vice-Principal

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## **Title I, Part A School-Level Parent and Family Engagement Policy**

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

This policy is updated yearly and reviewed by the School Site Council and English Learner Advisory Committee. It is shared with families via ParentSquare at the beginning of the school year and paper copies will be made available in the administrative office to any person requesting one.

To involve parents in the Title I, Part A programs, the following practices have been established:

Knowing that parent involvement is a vital portion of student success, Glacier Point has developed a written parental involvement policy with input from parents. The policy is reviewed each spring by the School Site Council and English Language Advisory Committee for any needed revisions. Both committees consist of parents, support staff, and teachers at Glacier Point.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

Glacier Point hosts a Back-to-School night for students and parents to explain the program and policies and meet the teachers and staff. Parents are invited to attend quarterly School Site Council meetings by either being elected to serve on the council or as a visitor. These meetings are held in the Glacier Point Library after school. Parent-teacher conferences are held in the Fall and Spring to allow parents and teachers to discuss student academic progress and behavior. The Spring conferences are specifically designed to support students who are at risk academically.

Additionally, Glacier Point hosts, during the first quarter, an English Learner Parent night. At that meeting, the EL program is reviewed, and the reclassification process is discussed.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

During the Back to School night, parents are informed of the Administrations “open door” policy allowing for parents to request and schedule meetings as needed. Additionally, Coffee Talks are held throughout the year to allow parents to come to campus for various programming options and to ask questions of the administrators.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

All parents are invited to attend regularly scheduled quarterly meetings of the School Site Council and English Language Advisory Committee to participate in reviewing, planning, and improving school programs, the Parent Involvement Policy, and the Home School Compact.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

During Back to School Night, the administration team and teachers provide parents with information regarding School Site Council, English Learner Advisory Council, and other school volunteer opportunities. Coffee Talks are used as a forum to share and discuss information. Glacier Point sends updates via Parent Square to share information about upcoming events. The school and district provide a Parent Information link on the websites to provide parents with information regarding policies and suggested ways of supporting their child.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

At various times during the school year, including Back to School Night, SSC and ELAC meetings, and Parent Teacher Conferences, this information is shared. Teachers provide curriculum descriptions, common core grade-level standards, and grading policies in their syllabi and during BTS and conferences.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

All parents are invited to attend the School Site Council and English Learner Advisory Committee meetings. The meetings are held quarterly during a set time and are located in the school's library. Notices of these meetings are provided on the website. The agendas are posted on the front windows of the office and the school website. Parents of students needing additional support can request a Student Study Team meeting (SST) to aid in decisions relating to the education of their child.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Teachers provide curriculum descriptions, common core grade-level standards, and grading policies during parent-teacher conferences. If requested, the curriculum is available for review in the school library.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Glacier Point gathers feedback and input from its parent committees and groups yearly. Parent meetings are held to discuss important issues and to help parents support their students.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Glacier Point staff receives staff development twice monthly. Throughout the year and during meetings with the administration, outside presenters, and colleagues, the Glacier Point staff participates in professional learning designed to engage students and parents in the learning process and share resources and ideas for establishing and improving parent and teacher partnerships.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to

encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

Glacier Point Middle School staff engages its parent community by providing opportunities to engage at the school site and by informing and encouraging participation in district and community meetings and trainings available to them.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

Glacier Point Middle School provides information to its parent community regarding upcoming events and activities at the school, including Title 1 meetings and input opportunities. This information is given through ParentSquare and is available in multiple languages.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

All parent involvement opportunities are conducted with parent needs in mind.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Please attach the school-Parent Compact to this document.

This policy was adopted by the Glacier Point Middle School on May 20, 2025 and will be in effect for the period of June 13th, 2025 to June 12th, 2026

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 31, 2025

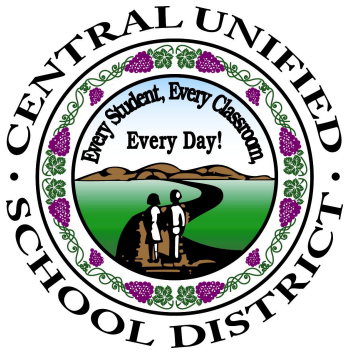
Adam K. Hogan

**Signature of Authorized Official**

5/20/2025

**Date**

California Department of Education  
July 2018



**DISTRITO ESCOLAR UNIFICADO CENTRAL**  
Escuela Secundaria Glacier Point  
4055 N. Bryan Ave.  
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Adam Hogan, Director  
Sukhjit Atwal, Subdirectora  
Erica Segovia, Subdirectora

## **Política de Participación de Padres y Familias a Nivel Escolar Programa Title I, Parte A**

Esta política describe los medios para aplicar los requisitos de participación de los padres y la familia designados en el Programa Title I, Parte A, según la Sección 1116(c) de la ley (ESSA).

Cada escuela atendida bajo esta parte desarrollará y distribuirá en conjunto con los padres y familiares de los niños participantes una política escrita de participación de los padres y la familia, acordada por dichos padres, que describa los medios para aplicar los requisitos de las subsecciones (c) a (f). ¿Cómo se notifica a los padres sobre la política en un formato comprensible y uniforme y, en la medida de lo posible, se proporciona en un idioma que los padres puedan entender? ¿Cómo se pone la política a disposición de la comunidad local? ¿Cómo y cuándo se actualiza periódicamente la política para satisfacer las necesidades cambiantes de los padres y la escuela (Sección 1116[b][1] de la ley ESSA)?

Esta política se actualiza anualmente y la revisa el Consejo Escolar y el Comité Asesor de Aprendizaje de Inglés. Se comparte con las familias a través de ParentSquare al comienzo del curso escolar y se pondrán a disposición copias impresas en la oficina administrativa para cualquier persona que las solicite.

Para involucrar a los padres en el Programa Title I, Parte A, se han establecido las siguientes prácticas:

Conscientes de que la participación de los padres es una parte vital del éxito de los estudiantes, la Escuela Glacier Point ha desarrollado una política de participación de los padres por escrito con la participación de los padres. La política es revisada cada primavera por el Consejo Escolar y el Comité Asesor de Aprendizaje de Inglés para realizar las modificaciones necesarias. Ambos comités están compuestos por padres, personal de apoyo y maestros de la Escuela Secundaria Glacier Point.

La escuela convoca una reunión anual para informar a los padres sobre los requisitos del Programa Title I, Parte A y sobre el derecho de los padres a participar en el programa Title I, Parte A (Sección 1116[c][1] de la ley ESSA). Agregue detalles sobre las reuniones anuales en el cuadro a continuación:

La Escuela Secundaria Glacier Point organiza una noche de regreso a clases para que los estudiantes y los padres expliquen el programa y las políticas y conozcan a los maestros y al personal. Se invita a los padres a asistir a las reuniones trimestrales del Consejo Escolar, ya sea como miembros electos del consejo o como visitantes. Estas reuniones se llevan a cabo en la biblioteca de Glacier Point después de la escuela. Las conferencias de padres y maestros se llevan a cabo en otoño y primavera para permitir que los padres y maestros discutan el progreso y el desempeño académico de los estudiantes.

Las conferencias de primavera están diseñadas específicamente para apoyar a los estudiantes que corren riesgo académico. Además, Glacier Point organiza, durante el primer trimestre, una noche para padres de estudiantes que aprenden inglés como segundo idioma. En esa reunión, se revisa el programa para estos estudiantes (EL) y se analiza el proceso de la reclasificación.

La escuela ofrece una cantidad flexible de reuniones para los padres que cumplen con los requisitos del Programa Title I, Parte A, como reuniones por la mañana o por la tarde (Sección 1116[c][2] de la ESSA). Agregue detalles sobre las reuniones en el cuadro a continuación:

Durante la noche de regreso a clases, se informa a los padres sobre la política de “puertas abiertas” de la administración, que les permite solicitar y programar reuniones según sea necesario. Además, se realizan charlas de café durante todo el año para que los padres puedan venir a la escuela para conocer las distintas opciones de programación y hacer preguntas a los administradores.

La escuela incluye a los padres de los estudiantes del Programa Title I, Parte A de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas de Title I, Parte A de la escuela y la política de participación de los padres del Programa Title I, Parte A (Sección 1116[c][3] de la ley ESSA). ¿Cómo es que la escuela incluye a los padres?

Se invita a todos los padres a asistir a las reuniones trimestrales programadas regularmente del Consejo Escolar y del Comité Asesor de Enseñanza de Inglés para participar en la revisión, planificación y mejora de los programas escolares, la Política de Participación de los Padres y el Acuerdo entre la Escuela y el Hogar.

La escuela proporciona a los padres de los estudiantes del Programa Title I, Parte A información oportuna sobre los programas de Title I, Parte A (Sección 1116[c)(4)[A] de la ley ESSA). ¿Cómo proporciona la escuela la información?

Durante la Noche de regreso a clases, el equipo administrativo y los maestros brindan a los padres información sobre el Consejo Escolar, el Comité Asesor de Enseñanza de Inglés y otras oportunidades de trabajo voluntario en la escuela. Las charlas de café se utilizan como un foro para compartir y discutir información. La Escuela Glacier Point envía actualizaciones a través de Parent Square para compartir información sobre los próximos eventos. La escuela y el distrito brindan un enlace de información para padres en los sitios web para brindarles información sobre las políticas y las sugerencias de cómo apoyar a sus hijos.

La escuela proporciona a los padres de los estudiantes del Programa Title I, Parte A una explicación del plan de estudios que se utiliza en la escuela, las evaluaciones que se utilizan para medir el progreso de los estudiantes y los niveles de aptitud que se espera que alcancen los estudiantes (Sección 1116[c)(4)[B] de la ley ESSA). ¿Cómo proporciona la escuela la información?

Esta información se comparte en varios momentos durante el curso escolar, incluidas las reuniones de regreso a clases, las reuniones del Consejo Escolar (SSC) y del Comité ELAC y las conferencias de padres y maestros. Los maestros brindan descripciones del plan de estudios, estándares básicos comunes de nivel de grado y políticas de calificación en sus programas de estudio y durante las reuniones de regreso a clases y las conferencias.

Si los padres de los estudiantes del Programa Title I, Parte A lo solicitan, la escuela ofrece oportunidades para reuniones periódicas que permitan a los padres participar en las decisiones relacionadas con la educación de sus hijos (Sección 1116[c][4][C] de la ley ESSA). ¿Cómo ofrece la escuela estas oportunidades?

Todos los padres están invitados a asistir a las reuniones del Consejo Escolar y del Comité Asesor de Enseñanza de Inglés. Las reuniones se llevan a cabo trimestralmente durante un horario determinado y se llevan a cabo en la biblioteca de la escuela. Los avisos de estas reuniones se proporcionan en el sitio web. Las agendas se publican en las ventanas delanteras de la oficina y en el sitio web de la escuela. Los padres de estudiantes que necesitan apoyo adicional pueden solicitar una reunión del Equipo de Estudio de Estudiantes (SST) para ayudar en las decisiones relacionadas con la educación de sus hijos.

La escuela incluye a los padres de los estudiantes del Programa Title I, Parte A en interacciones significativas con la escuela. El Acuerdo apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar estos objetivos, la escuela ha establecido las siguientes prácticas:

La escuela brinda a los padres de los estudiantes del Programa Title I, Parte A asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos (Sección 1116[e][1] de la ley ESSA).

Si los padres de los estudiantes del Programa Title I, Parte A lo solicitan, la escuela ofrece oportunidades para reuniones periódicas que permitan a los padres participar en las decisiones relacionadas con la educación de sus hijos (Sección 1116[c][4][C] de la ley ESSA). ¿Cómo ofrece la escuela estas oportunidades?

La escuela proporciona a los padres del Programa Title I, Parte A materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar sus logros (Sección 1116[e][2] de la ley ESSA).

La Escuela Glacier Point reúne comentarios y aportes de sus comités y grupos de padres todos los años. Se realizan reuniones de padres para analizar cuestiones importantes y ayudar a los padres a apoyar a sus hijos.

Con la ayuda de los padres del Programa Title I, Parte A, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios equitativos (Sección 1116[e][3] de la ley ESSA).

El personal de Glacier Point recibe capacitación dos veces al mes. Durante todo el año y durante las reuniones con la administración, presentadores externos y colegas, el personal de Glacier Point participa en el aprendizaje profesional diseñado para involucrar a los estudiantes y padres en el proceso de aprendizaje y compartir recursos e ideas para establecer y mejorar las asociaciones entre padres y maestros.

La escuela coordina e integra el programa de participación de los padres del Programa Title I, Parte A con otros programas, y lleva a cabo otras actividades, como centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos (Sección 1116[e][4] de la ley ESSA).

El personal de la Escuela Secundaria Glacier Point involucra a su comunidad de padres al brindar oportunidades para participar en la escuela e informar y alentar la participación en las reuniones y capacitaciones del distrito y la comunidad disponibles para ellos.

La escuela distribuye información relacionada con los programas, reuniones y otras actividades de la escuela y los padres a los padres del Programa Title I, Parte A en un formato y un idioma que los padres comprendan (Sección 1116[e][5] de la ley ESSA).

La Escuela Secundaria Glacier Point brinda información a su comunidad de padres sobre los próximos eventos y actividades en la escuela, incluidas las reuniones del Programa Title 1 y las oportunidades de participación. Esta información se brinda a través de ParentSquare y está disponible en varios idiomas.

La escuela brinda apoyo para las actividades de participación de los padres solicitadas por los padres del Programa Title I, Parte A (Sección 1116[e][14] de la ley ESSA).

Todas las oportunidades de participación de los padres se llevan a cabo teniendo en cuenta las necesidades de los padres.

La escuela brinda oportunidades para la participación de todos los padres del Programa Title I, Parte A, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migrantes. La información y los informes escolares se proporcionan en un formato y un lenguaje que los padres comprenden (Sección 1116[f] de la ley ESSA).

Adjunte el Acuerdo entre la escuela y los padres a este documento.

La Escuela Secundaria Glacier Point adoptó esta política el 20 de mayo de 2025 y estará vigente durante el período del 13 de junio de 2025 al 12 de junio de 2026.

La escuela distribuirá la política a todos los padres de los estudiantes que participan en el Programa Title I, Parte A el 31 de octubre de 2025 o antes.

Adam K. Hogan

**Firma del funcionario autorizado**

20/5/2025

**Fecha**

Departamento de Educación de California  
Julio de 2018



**CENTRAL UNIFIED SCHOOL DISTRICT**  
Glacier Point Middle School  
4055 N. Bryan Ave.  
Fresno, CA 93723  
Phone: (559) 276-3105



Adam Hogan, Principal  
Sukhjit Atwal, Vice-Principal  
Erica Segovia, Vice-Principal

## ਟਾਈਟਲ 1, ਭਾਗ ਏ ਸਕੂਲ ਪੱਧਰ ਦੀ ਮਾਪਿਆਂ ਅਤੇ ਪਰਿਵਾਰ ਸ਼ਮੂਲੀਅਤ ਨੀਤੀ

ਇਹ ਪਾਲਸੀ ਈਐਸਐਸਏ ਦੀ ਧਾਰਾ 1116 (ਸੀ) ਦੇ ਅਨੁਸਾਰ ਮਨੋਨੀਤ ਟਾਈਟਲ I, ਮਾਪਿਆਂ ਅਤੇ ਪਰਿਵਾਰ ਦੇ ਭਾਗ ਲੈਣ ਦੀਆਂ ਲੋੜਾਂ ਨੂੰ ਪੂਰਾ ਕਰਨ ਦੇ ਸਾਧਨਾਂ ਦਾ ਵਰਣਨ ਕਰਦੀ ਹੈ।

ਇਸ ਭਾਗ ਤਹਿਤ ਸੇਵਾਵਾਂ ਦੇ ਰਿਹਾ ਹਰ ਸਕੂਲ ਸਾਝੇ ਤੌਰ 'ਤੇ ਹਿੱਸਾ ਲੈਣ ਵਾਲੇ ਬੱਚਿਆਂ ਦੇ ਮਾਤਾ-ਪਿਤਾ ਅਤੇ ਪਰਿਵਾਰ ਦੇ ਮੈਂਬਰਾਂ ਨਾਲ ਲਿਖਤੀ ਮਾਤਾ-ਪਿਤਾ ਅਤੇ ਪਰਿਵਾਰ ਲਈ ਸ਼ਮੂਲੀਅਤ ਨੀਤੀ ਸਾਝੇ ਤੌਰ 'ਤੇ ਵਿਕਸਤ ਕਰੇਗਾ, ਅਜਿਹੇ ਮਾਪਿਆਂ ਦੁਆਰਾ ਸਹਿਮਤੀ ਦਿੱਤੇ ਗਏ, ਜੋ ਉਪਭਾਗ (c) ਤੋਂ (f) ਦੀਆਂ ਜ਼ਰੂਰਤਾਂ ਨੂੰ ਪੂਰਾ ਕਰਨ ਦੇ ਸਾਧਨਾਂ ਦਾ ਵਰਣਨ ਕਰਨਗੇ। ਕਿਸ ਤਰ੍ਹਾਂ ਮਾਪਿਆਂ ਨੂੰ ਇੱਕ ਸਮਝਣਯੋਗ ਅਤੇ ਇਕਸਾਰ ਫਾਰਮੈਟ ਵਿੱਚ ਪਾਲਿਸੀ ਨੂੰ, ਪ੍ਰਭਾਵੀ ਤਰੀਕੇ ਨਾਲ ਅਤੇ ਮਾਪਿਆਂ ਨੂੰ ਸਮਝਣ ਆਉਣ ਵਾਲੀ ਭਾਸ਼ਾ ਵਿੱਚ ਪ੍ਰਦਾਨ ਕਰਕੇ ਸੂਚਿਤ ਕੀਤਾ ਜਾਂਦਾ ਹੈ? ਲੋਕਲ ਕਮਿਊਨਿਟੀ ਲਈ ਯੋਜਨਾ ਨੂੰ ਕਿਸ ਤਰ੍ਹਾਂ ਉਪਲੱਬਧ ਕਰਵਾਇਆ ਗਿਆ? ਮਾਪਿਆਂ ਅਤੇ ਸਕੂਲ ਦੀਆਂ ਬਦਲਦੀਆਂ ਜ਼ਰੂਰਤਾਂ ਨੂੰ ਪੂਰਾ ਕਰਨ ਲਈ ਇਸ ਯੋਜਨਾ ਨੂੰ ਕਿਸ ਤਰ੍ਹਾਂ ਅਤੇ ਕਦੇ ਸਮੇਂ ਸਮੇਂ ਤੇ ਅਪਡੇਟ ਕੀਤਾ ਗਿਆ? (ESSA Section 1116[b][1])?

ਇਹ ਨੀਤੀ ਸਾਲਾਨਾ ਅੱਪਡੇਟ ਕੀਤੀ ਜਾਂਦੀ ਹੈ ਅਤੇ ਸਕੂਲ ਸਾਈਟ ਕੌਂਸਲ ਅਤੇ ਇੰਗਲਿਸ਼ ਲਰਨਰ ਐਡਵਾਈਜ਼ਰੀ ਕਮੇਟੀ(ELAC) ਦੁਆਰਾ ਸਮੀਖਿਆ ਕੀਤੀ ਜਾਂਦੀ ਹੈ। ਇਸ ਨੂੰ ਸਕੂਲੀ ਸਾਲ ਦੇ ਸ਼ੁਰੂ ਵਿੱਚ ParentSquare ਰਾਹੀਂ ਪਰਿਵਾਰਾਂ ਨਾਲ ਸਾਂਝਾ ਕੀਤਾ ਜਾਂਦਾ ਹੈ ਅਤੇ ਕਾਗਜ਼ ਦੀਆਂ ਕਾਪੀਆਂ ਪ੍ਰਬੰਧਕੀ ਦਫਤਰ ਵਿੱਚ ਬੇਨਤੀ ਕਰਨ ਵਾਲੇ ਕਿਸੇ ਵੀ ਵਿਅਕਤੀ ਨੂੰ ਉਪਲੱਬਧ ਕਰਵਾਈਆਂ ਜਾਣਗੀਆਂ।

ਟਾਈਟਲ 1, ਭਾਗ A ਦੇ ਪ੍ਰੋਗਰਾਮ ਵਿੱਚ ਮਾਪਿਆਂ ਨੂੰ ਸ਼ਾਮਲ ਕਰਨ ਲਈ ਹੇਠ ਲਿਖੀਆਂ ਪ੍ਰਥਾਵਾਂ ਸਥਾਪਿਤ ਕੀਤੀਆਂ ਗਈਆਂ ਹਨ:

ਇਹ ਜਾਣਦੇ ਹੋਏ ਕਿ ਮਾਤਾ-ਪਿਤਾ ਦੀ ਸ਼ਮੂਲੀਅਤ ਵਿਦਿਆਰਥੀ ਦੀ ਸਫਲਤਾ ਦਾ ਇੱਕ ਅਹਿਮ ਹਿੱਸਾ ਹੈ, ਗਲੋਬਲ ਪੁਆਇੰਟ ਨੇ ਮਾਪਿਆਂ ਤੋਂ ਇਨਪੁਟ ਦੇ ਨਾਲ ਇੱਕ ਲਿਖਤੀ ਮਾਪਿਆਂ ਦੀ ਸ਼ਮੂਲੀਅਤ ਨੀਤੀ ਤਿਆਰ ਕੀਤੀ ਹੈ। ਕਿਸੇ ਵੀ ਲੋੜੀਂਦੀ ਸੋਧ ਲਈ ਸਕੂਲ ਸਾਈਟ ਕਾਉਂਸਲ (SSC) ਅਤੇ ਅੰਗਰੇਜ਼ੀ ਭਾਸ਼ਾ ਸਲਾਹਕਾਰ ਕਮੇਟੀ (ELAC) ਦੁਆਰਾ ਹਰ ਬਸੰਤ(ਸਪਰਿੰਗ) ਵਿੱਚ ਨੀਤੀ ਦੀ ਸਮੀਖਿਆ ਕੀਤੀ ਜਾਂਦੀ ਹੈ। ਦੋਵੇਂ ਕਮੇਟੀਆਂ ਵਿੱਚ ਗਲੋਬਲ ਪੁਆਇੰਟ 'ਤੇ ਮਾਪੇ, ਸਹਾਇਕ ਸਟਾਫ਼ ਅਤੇ ਅਧਿਆਪਕ ਸ਼ਾਮਲ ਹੁੰਦੇ ਹਨ।

ਸਕੂਲ ਟਾਈਟਲ 1 ਭਾਗ ਏ ਦੀਆਂ ਲੋੜਾਂ ਅਤੇ ਮਾਪਿਆ ਦੁਆਰਾ ਟਾਈਟਲ 1 ਭਾਗ ਏ ਪ੍ਰੋਗਰਾਮ (ESSA Section 1116[c][1]) ਵਿੱਚ ਹਿੱਸਾ ਲੈਣ ਦੇ ਅਧਿਕਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣ ਲਈ ਇੱਕ ਸਲਾਨਾ ਮੀਟਿੰਗ ਦਾ ਆਯੋਜਨ ਕਰਦਾ ਹੈ। ਹੇਠਾਂ ਦਿੱਤੇ ਬਾਕਸ ਦੇ ਵਿੱਚ ਸਲਾਨਾ ਮੀਟਿੰਗ ਬਾਰੇ ਵੇਰਵਾ ਦਿਓ:

ਗਲੋਬਲ ਪੁਆਇੰਟ ਵਿਦਿਆਰਥੀਆਂ ਅਤੇ ਮਾਪਿਆਂ ਲਈ ਪ੍ਰੋਗਰਾਮ ਅਤੇ ਨੀਤੀਆਂ ਦੀ ਵਿਆਖਿਆ ਕਰਨ ਅਤੇ ਅਧਿਆਪਕਾਂ ਅਤੇ ਸਟਾਫ਼ ਨੂੰ ਮਿਲਣ ਲਈ ਬੈਕ-ਟੂ-ਸਕੂਲ ਰਾਤ ਦੀ ਮੇਜ਼ਬਾਨੀ ਕਰਦਾ ਹੈ। ਮਾਤਾ-ਪਿਤਾ ਨੂੰ ਜਾਂ ਤਾਂ ਕੌਂਸਲ ਵਿੱਚ ਸੇਵਾ ਕਰਨ ਲਈ ਚੁਣੇ ਜਾਣ ਜਾਂ ਇੱਕ ਵਿਜ਼ਟਰ ਵਜੋਂ ਤਿਆਰੀ ਸਕੂਲ ਸਾਈਟ ਕੌਂਸਲ ਮੀਟਿੰਗਾਂ ਵਿੱਚ ਸ਼ਾਮਲ ਹੋਣ ਲਈ ਸੱਦਾ ਦਿੱਤਾ ਜਾਂਦਾ ਹੈ। ਇਹ ਮੀਟਿੰਗਾਂ ਸਕੂਲ ਤੋਂ ਬਾਅਦ ਗਲੋਬਲ ਪੁਆਇੰਟ ਲਾਇਬ੍ਰੇਰੀ ਵਿੱਚ ਹੁੰਦੀਆਂ ਹਨ। ਮਾਪੇ-ਅਧਿਆਪਕ ਕਾਨਫਰੰਸਾਂ ਪਤਝੜ(ਫਾਲ) ਅਤੇ ਬਸੰਤ(ਸਪਰਿੰਗ) ਵਿੱਚ ਆਯੋਜਿਤ ਕੀਤੀਆਂ ਜਾਂਦੀਆਂ ਹਨ ਤਾਂ ਜੋ ਮਾਪਿਆਂ ਅਤੇ ਅਧਿਆਪਕਾਂ ਨੂੰ ਵਿਦਿਆਰਥੀ ਦੀ ਅਕਾਦਮਿਕ ਤਰੱਕੀ ਅਤੇ ਵਿਹਾਰ ਬਾਰੇ ਚਰਚਾ ਕਰਨ ਦੀ ਇਜਾਜ਼ਤ ਦਿੱਤੀ ਜਾ ਸਕੇ। ਬਸੰਤ ਕਾਨਫਰੰਸਾਂ ਵਿਸ਼ੇਸ਼ ਤੌਰ 'ਤੇ ਉਹਨਾਂ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਸਹਾਇਤਾ ਲਈ ਤਿਆਰ ਕੀਤੀਆਂ ਗਈਆਂ ਹਨ ਜੋ ਅਕਾਦਮਿਕ ਤੌਰ 'ਤੇ ਜ਼ੋਖਮ ਵਿੱਚ ਹਨ। ਇਸ ਤੋਂ ਇਲਾਵਾ, ਗਲੋਬਲ ਪੁਆਇੰਟ ਪਹਿਲੀ ਤਿਆਰੀ ਦੇ ਦੌਰਾਨ, ਇੱਕ ਅੰਗਰੇਜ਼ੀ ਸਿੱਖਣ ਵਾਲੇ ਮਾਤਾ-ਪਿਤਾ ਦੀ ਰਾਤ ਦੀ ਮੇਜ਼ਬਾਨੀ ਕਰਦਾ ਹੈ। ਉਸ ਮੀਟਿੰਗ ਵਿੱਚ, EL ਪ੍ਰੋਗਰਾਮ ਦੀ ਸਮੀਖਿਆ ਕੀਤੀ ਜਾਂਦੀ ਹੈ, ਅਤੇ ਮੁੜ ਵਰਗੀਕਰਨ ਪ੍ਰਕਿਰਿਆ ਬਾਰੇ ਚਰਚਾ ਕੀਤੀ ਜਾਂਦੀ ਹੈ।

ਸਕੂਲ ਟਾਈਟਲ I, ਭਾਗ A ਮਾਪਿਆਂ ਨੂੰ ਮੀਟਿੰਗਾਂ ਲਈ ਉਹਨਾਂ ਦੀ ਸਹੂਲਤ ਦੇ ਅਨੁਸਾਰ ਸਮੇਂ ਦੀ ਪੇਸ਼ਕਸ਼ ਕਰਦਾ ਹੈ, ਜਿਵੇਂ ਕਿ ਸਵੇਰ ਜਾਂ ਸ਼ਾਮ ਨੂੰ ਮੀਟਿੰਗਾਂ (ESSA ਸੈਕਸ਼ਨ 1116[c][2])। ਹੇਠਾਂ ਦਿੱਤੇ ਬਾਕਸ ਵਿੱਚ ਮੀਟਿੰਗਾਂ ਬਾਰੇ ਵੇਰਵੇ ਸ਼ਾਮਲ ਕਰੋ:

ਬੈਕ ਟੂ ਸਕੂਲ ਰਾਤ ਦੇ ਦੌਰਾਨ, ਮਾਪਿਆਂ ਨੂੰ ਪ੍ਰਸ਼ਾਸਨ ਦੀ "ਖੁੱਲ੍ਹੇ ਦਰਵਾਜ਼ੇ" ਨੀਤੀ ਬਾਰੇ ਸੂਚਿਤ ਕੀਤਾ ਜਾਂਦਾ ਹੈ ਜੋ ਮਾਪਿਆਂ ਨੂੰ ਲੋੜ ਅਨੁਸਾਰ ਮੀਟਿੰਗਾਂ ਦੀ ਬੇਨਤੀ ਕਰਨ ਅਤੇ ਸਮਾਂ ਨਿਯਤ ਕਰਨ ਦੀ ਇਜਾਜ਼ਤ ਦਿੰਦਾ ਹੈ। ਇਸ ਤੋਂ ਇਲਾਵਾ, ਮਾਪਿਆਂ ਨੂੰ ਵੱਖ-ਵੱਖ ਪ੍ਰੋਗਰਾਮਿੰਗ ਵਿਕਲਪਾਂ ਲਈ ਕੈਂਪਸ ਵਿੱਚ ਆਉਣ ਅਤੇ ਪ੍ਰਬੰਧਕਾਂ ਦੇ ਸਵਾਲ ਪੁੱਛਣ ਦੀ ਇਜਾਜ਼ਤ ਦੇਣ ਲਈ ਸਾਰਾ ਸਾਲ ਕੌਫੀ ਟਾਕਸ ਆਯੋਜਿਤ ਕੀਤੇ ਜਾਂਦੇ ਹਨ।

ਸਕੂਲ ਟਾਈਟਲ 1, ਭਾਗ ਏ ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਮਾਪਿਆਂ ਨੂੰ ਟਾਈਟਲ 1 ਭਾਗ ਏ ਦੇ ਪ੍ਰੋਗਰਾਮਾਂ ਅਤੇ ਟਾਈਟਲ 1 ਭਾਗ ਏ ਪੈਰੈਂਟ ਇਨਵੋਲਵਮੈਂਟ ਪਾਲਿਸੀ (ESSA Section 1116[c][3]) ਦੀ ਯੋਜਨਾਬੰਦੀ, ਸਮੀਖਿਆ, ਅਤੇ ਸੁਧਾਰ ਲਈ ਯੋਜਨਾਬੱਧ ਤਰੀਕੇ ਨਾਲ, ਲਗਾਤਾਰ, ਤੇ ਸਮੇਂ-ਸਮੇਂ ਸਿਰ ਸ਼ਾਮਲ ਕਰਦਾ ਹੈ। ਸਕੂਲ ਮਾਪਿਆਂ ਨੂੰ ਕਿਸ ਤਰ੍ਹਾਂ ਸ਼ਾਮਲ (ਇਨਵੋਲਵ) ਕਰਦਾ ਹੈ?

ਸਾਰੇ ਮਾਪਿਆਂ ਨੂੰ ਸਕੂਲ ਦੇ ਪ੍ਰੋਗਰਾਮਾਂ, ਮਾਪਿਆਂ ਦੀ ਸ਼ਮੂਲੀਅਤ ਨੀਤੀ, ਅਤੇ ਹੋਮ ਸਕੂਲ ਕੰਪੈਕਟ ਦੀ ਸਮੀਖਿਆ, ਯੋਜਨਾਬੰਦੀ ਅਤੇ ਸੁਧਾਰ ਕਰਨ ਵਿੱਚ ਹਿੱਸਾ ਲੈਣ ਲਈ ਸਕੂਲ ਸਾਈਟ ਕੌਂਸਲ(SSC) ਅਤੇ ਅੰਗਰੇਜ਼ੀ ਭਾਸ਼ਾ ਸਲਾਹਕਾਰ ਕਮੇਟੀ(ELAC) ਦੀਆਂ ਨਿਯਮਤ ਤੌਰ 'ਤੇ ਨਿਯਤ ਤਿਆਰੀ ਮੀਟਿੰਗਾਂ ਵਿੱਚ ਸ਼ਾਮਲ ਹੋਣ ਲਈ ਸੱਦਾ ਦਿੱਤਾ ਜਾਂਦਾ ਹੈ।

ਸਕੂਲ ਟਾਈਟਲ 1, ਭਾਗ ਏ ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਮਾਪਿਆਂ ਨੂੰ ਸਮੇਂ ਸਮੇਂ ਸਿਰ ਟਾਈਟਲ 1, ਭਾਗ ਏ ਪ੍ਰੋਗਰਾਮਾਂ (ESSA Section 1116[c)(4)(A)) ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕਰਦਾ ਰਹਿੰਦਾ ਹੈ। ਸਕੂਲ ਕਿਸ ਤਰ੍ਹਾਂ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕਰਦਾ ਹੈ?

ਬੈਕ ਟੂ ਸਕੂਲ ਨਾਈਟ ਦੌਰਾਨ, ਪ੍ਰਸ਼ਾਸਨਿਕ ਟੀਮ ਅਤੇ ਅਧਿਆਪਕ ਮਾਪਿਆਂ ਨੂੰ ਸਕੂਲ ਸਾਈਟ ਕੌਂਸਲ(SSC), ਇੰਗਲਿਸ਼ ਲਰਨਰ ਐਡਵਾਈਜ਼ਰੀ ਕਮੇਟੀ (ELAC), ਅਤੇ ਸਕੂਲ ਦੇ ਹੋਰ ਵਲੰਟੀਅਰ ਮੌਕਿਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕਰਦੇ ਹਨ। ਕੌਫੀ ਟਾਕਸ ਨੂੰ ਜਾਣਕਾਰੀ ਸਾਂਝੀ ਕਰਨ ਅਤੇ ਚਰਚਾ ਕਰਨ ਲਈ ਇੱਕ ਫੋਰਮ ਵਜੋਂ ਵਰਤਿਆ ਜਾਂਦਾ ਹੈ। ਗਲੋਬਲ ਪੁਆਇੰਟ ਆਉਣ ਵਾਲੇ ਪ੍ਰੋਗਰਾਮਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਸਾਂਝੀ ਕਰਨ ਲਈ ਪੇਰੋਟ ਸੁਕੇਅਰ ਰਾਹੀਂ ਅੱਪਡੇਟ ਭੇਜਦਾ ਹੈ। ਸਕੂਲ ਅਤੇ ਡਿਸਟ੍ਰਿਕਟ ਵੈੱਬਸਾਈਟਾਂ 'ਤੇ ਮਾਪਿਆਂ ਨੂੰ ਨੀਤੀਆਂ ਅਤੇ ਉਨ੍ਹਾਂ ਦੇ ਬੱਚੇ ਦੀ ਸਹਾਇਤਾ ਕਰਨ ਦੇ ਸੁਝਾਏ ਤਰੀਕਿਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕਰਨ ਲਈ ਇੱਕ ਮਾਤਾ-ਪਿਤਾ ਜਾਣਕਾਰੀ ਲਿੰਕ ਪ੍ਰਦਾਨ ਕਰਦੇ ਹਨ।

ਸਕੂਲ ਟਾਈਟਲ I, ਭਾਗ A ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਮਾਪਿਆਂ ਲਈ ਸਕੂਲ ਵਿੱਚ ਵਰਤੇ ਗਏ ਪਾਠਕ੍ਰਮ ਨੂੰ ਵਿਆਖਿਆ ਦੇ ਨਾਲ, ਵਿਦਿਆਰਥੀ ਦੀ ਤਰੱਕੀ (ਪ੍ਰਗਤੀ) ਨੂੰ ਮਾਪਣ ਲਈ ਵਰਤੇ ਜਾਂਦੇ ਮੁਲਾਂਕਣ (ਟੈਸਟ), ਅਤੇ ਮੁਹਾਰਤ ਦੇ ਪੱਧਰ ਜਿਹਨਾਂ ਤੱਕ ਪਹੁੰਚਣ ਲਈ ਵਿਦਿਆਰਥੀਆਂ ਤੋਂ ਆਸ ਕੀਤੀ ਜਾਂਦੀ ਹੈ (ESSA Section 1116[c][4][B]) ਪ੍ਰਦਾਨ ਕਰਦਾ ਹੈ। ਤੁਹਾਡਾ ਸਕੂਲ ਕਿਸ ਤਰ੍ਹਾਂ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕਰਦਾ ਹੈ?

ਸਕੂਲੀ ਸਾਲ ਦੌਰਾਨ ਵੱਖ-ਵੱਖ ਸਮਿਆਂ 'ਤੇ, ਜਿਸ ਵਿੱਚ ਬੈਕ ਟੂ ਸਕੂਲ ਨਾਈਟ, SSC ਅਤੇ ELAC ਮੀਟਿੰਗਾਂ, ਅਤੇ ਪੇਰੋਟ ਟੀਚਰ ਕਾਨਫਰੰਸਾਂ ਸ਼ਾਮਲ ਹਨ, ਇਹ ਜਾਣਕਾਰੀ ਸਾਂਝੀ ਕੀਤੀ ਜਾਂਦੀ ਹੈ। ਅਧਿਆਪਕ ਆਪਣੇ ਸਿਲੇਬੀ ਵਿੱਚ ਅਤੇ ਬੈਕ ਟੂ ਸਕੂਲ ਨਾਈਟ (BTS) ਅਤੇ ਕਾਨਫਰੰਸਾਂ ਦੌਰਾਨ ਪਾਠਕ੍ਰਮ ਦੇ ਵਰਣਨ, ਆਮ ਕੋਰ ਗ੍ਰੇਡ-ਪੱਧਰ ਦੇ ਮਿਆਰ, ਅਤੇ ਗਰੇਡਿੰਗ ਨੀਤੀਆਂ ਪ੍ਰਦਾਨ ਕਰਦੇ ਹਨ।

ਜੇਕਰ ਟਾਈਟਲ I, ਭਾਗ A ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਮਾਪਿਆਂ ਦੁਆਰਾ ਬੇਨਤੀ ਕੀਤੀ ਜਾਂਦੀ ਹੈ, ਤਾਂ ਸਕੂਲ ਨਿਯਮਤ ਮੀਟਿੰਗਾਂ ਲਈ ਮੌਕੇ ਪ੍ਰਦਾਨ ਕਰਦਾ ਹੈ ਜੋ ਮਾਪਿਆਂ ਨੂੰ ਉਹਨਾਂ ਦੇ ਬੱਚਿਆਂ ਦੀ ਸਿੱਖਿਆ (ESSA ਸੈਕਸ਼ਨ 1116[c][4][C]) ਨਾਲ ਸਬੰਧਤ ਫੈਸਲਿਆਂ ਵਿੱਚ ਹਿੱਸਾ ਲੈਣ ਦੀ ਆਗਿਆ ਦਿੰਦੀਆਂ ਹਨ। ਸਕੂਲ ਮੌਕੇ ਕਿਵੇਂ ਪ੍ਰਦਾਨ ਕਰਦਾ ਹੈ?

ਸਾਰੇ ਮਾਪਿਆਂ ਨੂੰ ਸਕੂਲ ਸਾਈਟ ਕੌਂਸਲ ਅਤੇ ਇੰਗਲਿਸ਼ ਲਰਨਰ ਐਡਵਾਈਜ਼ਰੀ ਕਮੇਟੀ ਦੀਆਂ ਮੀਟਿੰਗਾਂ ਵਿੱਚ ਸ਼ਾਮਲ ਹੋਣ ਲਈ ਸੱਦਾ ਦਿੱਤਾ ਜਾਂਦਾ ਹੈ। ਮੀਟਿੰਗਾਂ ਇੱਕ ਨਿਸ਼ਚਿਤ ਸਮੇਂ ਦੌਰਾਨ ਤਿਮਾਹੀ ਵਿੱਚ ਹੁੰਦੀਆਂ ਹਨ ਅਤੇ ਸਕੂਲ ਦੀ ਲਾਇਬ੍ਰੇਰੀ ਵਿੱਚ ਸਥਿਤ ਹੁੰਦੀਆਂ ਹਨ। ਇਨ੍ਹਾਂ ਮੀਟਿੰਗਾਂ ਦੇ ਨੋਟਿਸ ਵੈੱਬਸਾਈਟ 'ਤੇ ਦਿੱਤੇ ਗਏ ਹਨ। ਏਜੰਡੇ ਦਫਤਰ ਦੀਆਂ ਮੁਹਰਲੀਆਂ ਖਿੜਕੀਆਂ ਅਤੇ ਸਕੂਲ ਦੀ ਵੈੱਬਸਾਈਟ 'ਤੇ ਪੋਸਟ ਕੀਤੇ ਜਾਂਦੇ ਹਨ। ਵਾਧੂ ਸਹਾਇਤਾ ਦੀ ਲੋੜ ਵਾਲੇ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਮਾਪੇ ਆਪਣੇ ਬੱਚੇ ਦੀ ਸਿੱਖਿਆ ਨਾਲ ਸਬੰਧਤ ਫੈਸਲਿਆਂ ਵਿੱਚ ਸਹਾਇਤਾ ਕਰਨ ਲਈ ਵਿਦਿਆਰਥੀ ਅਧਿਐਨ ਟੀਮ ਮੀਟਿੰਗ (SST) ਦੀ ਬੇਨਤੀ ਕਰ ਸਕਦੇ ਹਨ।

ਸਕੂਲ ਟਾਈਟਲ I, ਭਾਗ A ਦੇ ਮਾਪਿਆਂ ਨੂੰ ਸਕੂਲ ਨਾਲ ਅਰਥਪੂਰਨ ਗੱਲਬਾਤ ਵਿੱਚ ਸ਼ਾਮਲ ਕਰਦਾ ਹੈ। ਕੰਪੈਕਟ ਵਿਦਿਆਰਥੀ ਦੀ ਅਕਾਦਮਿਕ ਪ੍ਰਾਪਤੀ ਨੂੰ ਬਿਹਤਰ ਬਣਾਉਣ ਲਈ ਸਟਾਫ, ਮਾਪਿਆਂ, ਅਤੇ ਭਾਈਚਾਰੇ ਵਿਚਕਾਰ ਭਾਈਵਾਲੀ ਦਾ ਸਮਰਥਨ ਕਰਦਾ ਹੈ। ਇਹਨਾਂ ਟੀਚਿਆਂ ਤੱਕ ਪਹੁੰਚਣ ਵਿੱਚ ਮਦਦ ਕਰਨ ਲਈ, ਸਕੂਲ ਨੇ ਨਿਮਨਲਿਖਤ ਅਭਿਆਸਾਂ ਦੀ ਸਥਾਪਨਾ ਕੀਤੀ ਹੈ:

ਸਕੂਲ ਟਾਈਟਲ I, ਭਾਗ A ਮਾਪਿਆਂ ਨੂੰ ਰਾਜ ਦੇ ਅਕਾਦਮਿਕ ਸਮੱਗਰੀ ਦੇ ਮਿਆਰਾਂ, ਮੁਲਾਂਕਣਾਂ, ਅਤੇ ਉਹਨਾਂ ਦੇ ਬੱਚਿਆਂ ਦੀ ਪ੍ਰਾਪਤੀ ਦੀ ਨਿਗਰਾਨੀ ਅਤੇ ਸੁਧਾਰ ਕਰਨ ਦੇ ਤਰੀਕੇ ਨੂੰ ਸਮਝਣ ਵਿੱਚ ਸਹਾਇਤਾ ਪ੍ਰਦਾਨ ਕਰਦਾ ਹੈ (ESSA ਸੈਕਸ਼ਨ 1116[e][1])।

ਅਧਿਆਪਕ ਮਾਤਾ-ਪਿਤਾ-ਅਧਿਆਪਕ ਕਾਨਫਰੰਸਾਂ ਦੌਰਾਨ ਪਾਠਕ੍ਰਮ ਦੇ ਵਰਣਨ, ਆਮ ਕੋਰ ਗ੍ਰੇਡ-ਪੱਧਰ ਦੇ ਮਿਆਰ, ਅਤੇ ਗਰੇਡਿੰਗ ਨੀਤੀਆਂ ਪ੍ਰਦਾਨ ਕਰਦੇ ਹਨ। ਜੇਕਰ ਬੇਨਤੀ ਕੀਤੀ ਜਾਂਦੀ ਹੈ, ਤਾਂ ਪਾਠਕ੍ਰਮ ਸਕੂਲ ਦੀ ਲਾਇਬ੍ਰੇਰੀ ਵਿੱਚ ਸਮੀਖਿਆ ਲਈ ਉਪਲਬਧ ਹੈ।

ਸਕੂਲ ਸਿਰਲੇਖ I, ਭਾਗ A ਦੇ ਮਾਪਿਆਂ ਨੂੰ ਉਹਨਾਂ ਦੇ ਬੱਚਿਆਂ ਦੀ ਪ੍ਰਾਪਤੀ ਨੂੰ ਬਿਹਤਰ ਬਣਾਉਣ ਲਈ ਉਹਨਾਂ ਦੇ ਬੱਚਿਆਂ ਨਾਲ ਕੰਮ ਕਰਨ ਵਿੱਚ ਮਦਦ ਕਰਨ ਲਈ ਸਮੱਗਰੀ ਅਤੇ ਸਿਖਲਾਈ ਪ੍ਰਦਾਨ ਕਰਦਾ ਹੈ (ESSA ਸੈਕਸ਼ਨ 1116[e][2])।

ਗਲੋਬਲ ਪੁਆਇੰਟ ਸਾਲਾਨਾ ਇਸਦੀਆਂ ਮੂਲ ਕਮੇਟੀਆਂ ਅਤੇ ਸਮੂਹਾਂ ਤੋਂ ਫੀਡਬੈਕ ਅਤੇ ਇਨਪੁਟ ਇਕੱਤਰ ਕਰਦਾ ਹੈ। ਮਾਪਿਆਂ ਦੀਆਂ ਮੀਟਿੰਗਾਂ ਮਹੱਤਵਪੂਰਨ ਮੁੱਦਿਆਂ 'ਤੇ ਚਰਚਾ ਕਰਨ ਅਤੇ ਮਾਪਿਆਂ ਦੀ ਆਪਣੇ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਮਦਦ ਕਰਨ ਲਈ ਕੀਤੀਆਂ ਜਾਂਦੀਆਂ ਹਨ।

ਟਾਈਟਲ I, ਭਾਗ A ਦੇ ਮਾਤਾ-ਪਿਤਾ ਦੀ ਸਹਾਇਤਾ ਨਾਲ, ਸਕੂਲ ਸਟਾਫ ਮੈਂਬਰਾਂ ਨੂੰ ਮਾਪਿਆਂ ਦੇ ਯੋਗਦਾਨ ਦੇ ਮੁੱਲ ਅਤੇ ਮਾਪਿਆਂ ਨਾਲ ਬਰਾਬਰ ਭਾਈਵਾਲਾਂ ਵਜੋਂ ਕੰਮ ਕਰਨ ਦੇ ਤਰੀਕੇ ਬਾਰੇ ਸਿਖਾਉਂਦਾ ਹੈ (ESSA ਸੈਕਸ਼ਨ 1116[e][3])।

ਗਲੋਬਲ ਪੁਆਇੰਟ ਸਟਾਫ ਨੂੰ ਮਹੀਨਾਵਾਰ ਦੇ ਵਾਰ ਸਟਾਫ ਵਿਕਾਸ ਸਮਾਂ ਪ੍ਰਾਪਤ ਹੁੰਦਾ ਹੈ। ਪੂਰੇ ਸਾਲ ਦੌਰਾਨ ਅਤੇ ਪ੍ਰਸ਼ਾਸਨ, ਬਾਹਰੀ ਪੇਸ਼ਕਾਰੀਆਂ ਅਤੇ ਸਹਿਕਰਮੀਆਂ ਨਾਲ ਮੀਟਿੰਗਾਂ ਦੌਰਾਨ, ਗਲੋਬਲ ਪੁਆਇੰਟ ਦਾ ਸਟਾਫ ਵਿਦਿਆਰਥੀਆਂ ਅਤੇ ਮਾਪਿਆਂ ਨੂੰ ਸਿੱਖਣ ਦੀ ਪ੍ਰਕਿਰਿਆ ਵਿੱਚ ਸ਼ਾਮਲ ਕਰਨ ਅਤੇ ਮਾਪਿਆਂ ਅਤੇ ਅਧਿਆਪਕਾਂ ਦੀ ਭਾਈਵਾਲੀ ਸਥਾਪਤ ਕਰਨ ਅਤੇ ਸੁਧਾਰਨ ਲਈ ਸਰੋਤਾਂ ਅਤੇ ਵਿਚਾਰਾਂ ਨੂੰ ਸਾਂਝਾ ਕਰਨ ਲਈ ਤਿਆਰ ਕੀਤੇ ਗਏ ਪੇਸ਼ੇਵਰ ਸਿਖਲਾਈ ਵਿੱਚ ਹਿੱਸਾ ਲੈਂਦਾ ਹੈ।

ਸਕੂਲ ਸਿਰਲੇਖ I, ਭਾਗ A ਨੂੰ ਮਾਪਿਆਂ ਦੀ ਸ਼ਮੂਲੀਅਤ ਪ੍ਰੋਗਰਾਮ ਨੂੰ ਦੂਜੇ ਪ੍ਰੋਗਰਾਮਾਂ ਦੇ ਨਾਲ ਤਾਲਮੇਲ ਅਤੇ ਏਕੀਕ੍ਰਿਤ ਕਰਦਾ ਹੈ, ਅਤੇ ਮਾਪਿਆਂ ਨੂੰ ਉਹਨਾਂ ਦੇ ਬੱਚਿਆਂ ਦੀ ਸਿੱਖਿਆ ਵਿੱਚ ਪੂਰੀ ਤਰ੍ਹਾਂ ਭਾਗ ਲੈਣ ਲਈ ਉਤਸ਼ਾਹਿਤ ਕਰਨ ਅਤੇ ਉਹਨਾਂ ਦੀ ਸਹਾਇਤਾ ਕਰਨ ਲਈ ਹੋਰ ਗਤੀਵਿਧੀਆਂ, ਜਿਵੇਂ ਕਿ ਮਾਪਿਆਂ ਦੇ ਸਰੋਤ ਕੇਂਦਰਾਂ ਦਾ ਸੰਚਾਲਨ ਕਰਦਾ ਹੈ (ESSA ਸੈਕਸ਼ਨ 1116[e][4])।

ਗਲੋਬਲ ਪੁਆਇੰਟ ਮਿਡਲ ਸਕੂਲ ਸਟਾਫ ਸਕੂਲ ਸਾਈਟ 'ਤੇ ਰੁਝੇਵੇਂ ਦੇ ਮੌਕੇ ਪ੍ਰਦਾਨ ਕਰਕੇ ਅਤੇ ਉਹਨਾਂ ਨੂੰ ਉਪਲਬਧ ਡਿਸਟ੍ਰਿਕਟ ਅਤੇ ਕਮਿਊਨਿਟੀ ਮੀਟਿੰਗਾਂ ਅਤੇ ਸਿਖਲਾਈਆਂ ਵਿੱਚ ਭਾਗੀਦਾਰੀ ਲਈ ਸੂਚਿਤ ਅਤੇ ਉਤਸ਼ਾਹਿਤ ਕਰਕੇ ਆਪਣੇ ਮਾਤਾ-ਪਿਤਾ ਭਾਈਚਾਰੇ ਨੂੰ ਸ਼ਾਮਲ ਕਰਦਾ ਹੈ।

ਸਕੂਲ, ਸਕੂਲ ਅਤੇ ਮਾਤਾ-ਪਿਤਾ ਦੇ ਪ੍ਰੋਗਰਾਮਾਂ, ਮੀਟਿੰਗਾਂ, ਅਤੇ ਹੋਰ ਗਤੀਵਿਧੀਆਂ ਨਾਲ ਸਬੰਧਤ ਜਾਣਕਾਰੀ ਟਾਈਟਲ I, ਭਾਗ A ਮਾਪਿਆਂ ਨੂੰ ਅਜਿਹੇ ਫਾਰਮੈਟ ਅਤੇ ਭਾਸ਼ਾ ਵਿੱਚ ਵੰਡਦਾ ਹੈ ਜੋ ਮਾਪੇ ਸਮਝਦੇ ਹਨ (ESSA ਸੈਕਸ਼ਨ 1116[e][5])।

ਗਲੋਬਲੀਅਰ ਪੁਆਇੰਟ ਮਿਡਲ ਸਕੂਲ ਟਾਈਟਲ 1 ਮੀਟਿੰਗਾਂ ਅਤੇ ਇਨਪੁਟ ਮੌਕਿਆਂ ਸਮੇਤ ਸਕੂਲ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਸਮਾਗਮਾਂ ਅਤੇ ਗਤੀਵਿਧੀਆਂ ਬਾਰੇ ਆਪਣੇ ਮਾਤਾ-ਪਿਤਾ ਭਾਈਚਾਰੇ ਨੂੰ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕਰਦਾ ਹੈ। ਇਹ ਜਾਣਕਾਰੀ ਪੇਰੋਟ ਸੁਕੇਅਰ ਦੁਆਰਾ ਦਿੱਤੀ ਜਾਂਦੀ ਹੈ ਅਤੇ ਕਈ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੁੰਦੀ ਹੈ।

ਸਕੂਲ ਟਾਈਟਲ I, ਭਾਗ A ਮਾਪਿਆਂ (ESSA ਸੈਕਸ਼ਨ 1116[e][14]) ਦੁਆਰਾ ਬੇਨਤੀ ਕੀਤੀ ਮਾਪਿਆਂ ਦੀ ਸ਼ਮੂਲੀਅਤ ਦੀਆਂ ਗਤੀਵਿਧੀਆਂ ਲਈ ਸਹਾਇਤਾ ਪ੍ਰਦਾਨ ਕਰਦਾ ਹੈ।

ਮਾਤਾ-ਪਿਤਾ ਦੀ ਸ਼ਮੂਲੀਅਤ ਦੇ ਸਾਰੇ ਮੌਕੇ ਮਾਤਾ-ਪਿਤਾ ਦੀਆਂ ਲੋੜਾਂ ਨੂੰ ਧਿਆਨ ਵਿੱਚ ਰੱਖ ਕੇ ਕਰਵਾਏ ਜਾਂਦੇ ਹਨ।

ਸਕੂਲ ਸਾਰੇ ਟਾਈਟਲ I, ਭਾਗ A ਦੇ ਮਾਪਿਆਂ ਲਈ ਸ਼ਮੂਲੀਅਤ ਦੇ ਮੌਕੇ ਪ੍ਰਦਾਨ ਕਰਦਾ ਹੈ, ਜਿਸ ਵਿੱਚ ਸੀਮਤ ਅੰਗਰੇਜ਼ੀ ਮੁਹਾਰਤ ਵਾਲੇ ਮਾਪੇ, ਅਪਾਹਜ ਮਾਪੇ, ਅਤੇ ਪ੍ਰਵਾਸੀ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਮਾਪੇ ਸ਼ਾਮਲ ਹਨ। ਜਾਣਕਾਰੀ ਅਤੇ ਸਕੂਲ ਰਿਪੋਰਟਾਂ ਅਜਿਹੇ ਫਾਰਮੈਟ ਅਤੇ ਭਾਸ਼ਾ ਵਿੱਚ ਪ੍ਰਦਾਨ ਕੀਤੀਆਂ ਜਾਂਦੀਆਂ ਹਨ ਜੋ ਮਾਪੇ ਸਮਝਦੇ ਹਨ (ESSA ਸੈਕਸ਼ਨ 1116[f])।

ਕਿਰਪਾ ਕਰਕੇ ਇਸ ਦਸਤਾਵੇਜ਼ ਨਾਲ ਸਕੂਲ-ਮਾਪਿਆਂ ਦਾ ਕੰਪੈਕਟ ਨੱਥੀ ਕਰੋ।

ਇਹ ਪਾਲਿਸੀ Glacier Point Middle School ਦੁਆਰਾ May 20, 2025 ਨੂੰ ਅਪਣਾਈ ਗਈ ਸੀ ਅਤੇ June 13th, 2025 to June 12th, 2026 ਤੱਕ ਲਾਗੂ ਰਹੇਗੀ।

October 31, 2025 ਨੂੰ ਜਾਂ ਇਸ ਤੋਂ ਪਹਿਲਾਂ ਟਾਈਟਲ I, ਭਾਗ ਏ ਪ੍ਰੋਗਰਾਮ ਵਿੱਚ ਭਾਗ ਲੈਣ ਵਾਲੇ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਸਾਰੇ ਮਾਪਿਆਂ ਨੂੰ ਨੀਤੀ ਵੰਡੇਗਾ।

Adam K. Hogan

**ਅਧਿਕਾਰਿਤ ਅਧਿਕਾਰੀ ਦੇ ਦਸਤਖਤ**

5/20/2025

**ਤਰੀਕ**

ਕੈਲੀਫੋਰਨੀਆ ਸਿੱਖਿਆ ਵਿਭਾਗ

ਜੁਲਾਈ 2018