

The Single Plan for Student Achievement

School: El Capitan Middle School
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District: Central Unified School District
Principal: Jeff Wimp
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School Vision and Mission

El Capitan Middle School's Vision and Mission Statements

During the 2009-2010 school year Central Unified School District adopted the Guiding Principles. They include the following statements:

BELIEF: EVERY STUDENT CAN LEARN

VISION: EVERY STUDENT PREPARED FOR SUCCESS IN COLLEGE, CAREER AND COMMUNITY.

MISSION: EVERY STUDENT ENGAGED IN RIGOROUS, RELEVANT, STANDARDS-BASED INSTRUCTION IN EVERY CLASSROOM EVERY DAY TO ENSURE STUDENT LEARNING.

CORE VALUES: CHARACTER, LEADERSHIP, INNOVATION AND CONTINUOUS IMPROVEMENT.

At El Capitan Middle School we are working together to build a culture where the behaviors of the adults are a direct reflection of the beliefs communicated in the Guiding Principles. We seek to make El Capitan a place where Eagles SOAR every day.

School Profile

El Capitan Middle School is the original middle school but is now one of three in Central Unified School District. The district is located west of highway 99. It encompasses the majority of the area between Jensen avenue to the south and the San Joaquin River to the north. The district to the immediate west is Kerman Unified.

At El Capitan, we have high expectations for students behavior. We are in a restart implementation of a Positive Behavior Intervention Support (PBIS). "I Am El Cap!" is the theme for El Capitan this year. We believe in the campus wide expectation of SOAR: Safety, Obligation, Achievement, and Respect. Students are asked to identify what success looks like. In Homeroom/Advisory, students receive video instruction of our expectation matrix identifying what SOAR looks like in different venues of the school and community. Videos are created by their peers in our Broadcasting class and appear every day except Wednesdays. These expectations have been taught and are revisited throughout the year, in assemblies, during class and during morning announcements. Students set goals and work as teams to improve the culture of El Capitan and build an expectation for success. Teachers work in differentiated teams to foster an educational program for all students in their area of need.

According to the 2016-17 initial reports, 82% of El Capitan's students qualify for free-and-reduced lunch. Our student population is comprised of 721 students. El Capitan has an ethnic make-up of approximately 66.% Hispanic, 15% Asian, 8.3% African American, 8.9% Caucasian, and 1.8% other. Currently, 64% of our students are considered Socio-Economically Disadvantaged. And, 24% have been or are currently part of our English Language Development program. According to the 2015-16 CBED Report, 81% of El Capitan's students qualified for free-and-reduced lunch. Our student population was comprised of 709 students. El Capitan had an ethnic make-up of approximately 65.6% Hispanic, 14% Asian, 10.9% African American, 7% Caucasian, and 2.5% other.

El Capitan offers designated classes for students with special needs. These classes vary in how the students are clustered, the manner in which they are instructed and assessed as well as the instructional support provided. The special needs groups include the following: GATE, Special Education, AVID and ELD.

El Capitan staff is comprised of 37 credentialed teachers, a credentialed teacher librarian, a principal, 1 vice principal, 1 instructional coach, a GIA (guidance instructional advisor), a nurse and health aide, an office manager, 3.3 clerical staff, a plant manager, 1 campus safety-liaison, a psychologist, a counselor, a technology aide, and a Library Media Tech. Central Unified contracts with Fresno Police Department to provide a School Resource Officer stationed at Central High East Campus but available to El Capitan as needed. 1.5 bilingual aides and 6 special education aides assist teachers in the classroom. El Capitan After-School Program, contracted with the county office of education, provides a quality after-school program for approximately 220 students. Additionally, El Capitan is encouraging a supportive Parent Teacher Association, a School Site Council, and English Learner Advisory Committee.

The focus for staff development is on providing best first instruction. The staff is participating in sessions that support the use of direct instruction for a majority of instruction with Inquiry, Project-Based Learning, and Socratic Seminars to extend learning beyond what DI alone can provide. The emphasis is on best first teaching as well as differentiation for students needing support. Students are scheduled into specific teacher groupings to allow for individualized planning and instruction.

All students are encouraged and have the opportunity to participate in clubs, leadership and student senate, dances, and an organized sports program. Well-balanced electives offer students the opportunity to experience a variety of elective classes related

to the arts (art, music appreciation, and band), technical courses (visual arts, home economics, and video production) and career related (cross-age tutors, teacher assistants, wood shop, and industrial arts). Additional opportunities are provided through the after school program such as video production, cheer leading, drum line, art, dance and drama productions. Once every three weeks, students who are academically and behaviorally eligible are allowed a 45-minute period to experience an extension activity through our Flight School program. Activities include photography, aerodynamics, skateboard building, novel writing, etc.

Every year in May, El Capitan parents and community members assemble to participate as adjudicators in Portfolio Days. During these two days, 8th grade students present to community members the portfolio of the middle-school work of which they are most proud. Students are "interviewed" by the community members and are expected to dress-for-success. The overwhelming response each year by the community members is how impressed they are with the articulate, mature, and knowledgeable 8th-graders they have come to know. Students now produce fully digital portfolios with an emphasis on career development.

Our students have a rich tradition of supporting our community by participating in projects like Healthy Living Project, Holiday Joy, Toys for Tots, and Fresno Bee's Kid's Day.

Each year El Capitan hosts the 6th-grade from every feeder school on campus for one morning. Students are treated to a presentation of what middle school is like, meet leadership students, and tour classes and the campus in an effort to ease potential concerns about their transition to middle-school. Seventh-grade parents are invited to fall, spring, and first day parent orientations where they are provided the opportunity to ask questions and clarify concerns, again in an effort to ease their own potential concerns about their child's transition to middle school. The GIA then visits each school during the months of January and February to deliver preregistration materials to every class of 6th-grade students.

Every spring Central High School-West Campus visits our campus and deliver pre-registration presentations and materials to our 8th-grade students. Articulation occurs between the administration of both schools to make seamless the transition of all of our students and especially students who have been identified as high-priority students throughout their two-year middle-school experience.

Our mission states that working in partnership, El Capitan's students, parents, teachers and staff provide each child with appropriate educational programs in a healthy, nurturing and stimulating environment. Our goal is that all students experience success and gain the skills necessary to be lifelong learners and productive citizens.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Needs Assessment Survey- Teachers: Last year, a teacher leadership team was formed made up of at least one teacher from each grade level. Team members discuss issues on campus and develop solutions to address the issues. Teachers are responsible for the agenda items and work with the principal to identify areas of need. The team also makes decisions concerning who the members of the team will be.

Needs Assessment Survey- Students: given during Homeroom/Advisory. Students indicated that the campus had improved from last year. They liked the Flight School program and wanted more events on campus. They also enjoyed working in groups in classrooms. Students also requested more security on campus, but wanted security to mingle with students without listening to their conversations.

Parent Survey- given at the end of the previous school year. Parents were unhappy with the way they felt treated when they came on campus, but were less concerned about their child's safety. They didn't feel that the educational offerings were effective, but did recognize that their children were improving.

Classroom Observations

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

Each of the three administrators is assigned 7 to 9 teachers per week to observe in the classroom. Observations are emailed to the principal and are tracked on-line through our COPs portal. Drop-ins are followed up by notification to teachers of areas of strength and need. Admin meets once weekly to discuss staff needs as a whole and individual concerns in instruction.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

All students take district-generated, standards-based benchmark tests to monitor progress towards proficiency in ELA and math. An on-site scanner provides prompt and immediate benchmark feedback. Results of these assessments are uploaded into Illuminate. Those results are then analyzed by teachers both individually and during department meetings to identify standards-in-need and to then modify instruction for differentiation purposes.

El Capitan teachers review the following assessments to measure academic achievement and to monitor student academic progress which then informs instructional decisions:

- ELA Benchmarks
- Math Benchmarks
- Student Portfolios
- CAASPP scores
- Formative Assessments in the classroom
- GATE assessments
- Pre-Algebra and Algebra readiness assessments
- CELDT
- Common Curriculum Embedded Assessments

Every teacher has access to Illuminate which allows them to view and analyze student scores on the CAASPP, district benchmarks and common department assessments. Math, English, Science and History/Social Science are currently working to post all embedded common assessments on Illuminate to more carefully monitor student progress.

To determine the effectiveness of our programs, interventions, and supports, there is a need to track the progress of El Capitan Middle School students in high school. There is a need to continue refining articulation of test results between Central High School and El Capitan.

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

Students who score at a Standards Not Met on common assessments and who are not already receiving targeted assistance (RSP, EL, SDC) are enrolled (with parent permission) in an intensive intervention class with highly-qualified and trained teachers as well as in after school tutoring. AST is required and assigned by teachers. Teachers utilize their adopted curriculum, supplemental curriculum, Mathia X, ST Math, and Student Nest to help provide extra support.

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

- Beginning level(in US less than 2 years): AELD for one or more periods depending on need
- Beginning level who demonstrate adequate language acquisition: Early Intermediate level(and ELA/CAASPP Not Met): ELA SDAIE core for one period (with support staff): ELD 1 for one period.
- Intermediate level: Core ELA SDAIE for one period, EL SDAIE cluster core content classes for science and social studies; ELD 2 for one period.
- Early Advanced to Advanced level: Core ELA SDAIE for one period, EL SDAIE cluster core content classes for science and social studies; ELD 3 for one period.

A letter is sent home to the parent in their primary language (if available) notifying them of their child's ELD placement.

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

Teachers determine instructional needs and analyze trends by reviewing CST content cluster reports for their department as well as district benchmark results. They meet as a department to review concerns and create curriculum maps that are based on

SRAC/CAASPP data and Common Assessments given every three weeks as well as district benchmarks

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

The school uses an ongoing assessment and monitoring system, Illuminate, that provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (eg. Entry-level placement or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments such as CAASPP & CELDT) are used to inform teachers and principals on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and our central student information system, Aeries, is established so that both systems have the appropriate information needed to support each student in placement, monitoring and advancement.

Staffing and Professional Development

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

95% of certificated and classified staff are highly qualified

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

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

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

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

Following review of the data and classroom observations, it has been determined that the plan will be written to provide support in two areas. The first is support to implement rigorous, relevant, standards-based instruction in all classrooms to ensure student learning. Instructional coaches will support core teachers primarily in ELA and math but will also provide support as able in science and social studies.

A support to be provided to facilitate the improvement of instruction will be the implementation of Professional Learning Communities (PLCs) in math and English/language arts. The PLCs meet once every two weeks on Wednesdays. Training and support will be provided to both teachers and administration for the implementation of PLCs. Data teams, which are based on grade level or class section, meet weekly during their common planning time. Data Team Leaders will be paid one hour per week to lead PLC meetings and keep track of Data Team progress.

The second area of support to be provided will be for student learning needs. During the rigorous, relevant, standardsbased instruction with student engagement, the classroom teacher and support staff will identify students who need additional help. They will receive support in the core classroom. The PLCs will analyze the data from assessments given following the quality instruction and will identify students who need additional support to show proficiency in the content standards. These students will be supported in labs during the school day as well as in after school activities.

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

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

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

The school facilitates and supports a one-hour structured collaboration meeting every other week and provides adequate time for the PLC team to meet at a minimum of 30 minutes on alternating weeks so that PLC collaboration occurs every week in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers have been trained and continue to receive support in the use of the Data Teams Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In addition, the district provides PLC time three times during the year when teachers are together for Teacher Collaboratives. In this setting, PLCs are able to analyze, discuss, and utilize the results of student formative data to guide instructional planning and delivery with more input from teachers throughout the district.

Teaching and Learning

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

CURRENT ENGLISH LANGUAGE ARTS PROGRAM

El Capitan Middle School offers language arts classes for all 7th and 8th grade students. Our district-adopted core curriculum is McDougal Littell California Literature. McDougal Littell is also our adopted curriculum to use with English Learners. Inside is the adopted intensive intervention reading course for students who are more than two-years below-grade level. It is being used in the SDC classes for core replacement.

Academic Vocabulary instruction is occurring in the homerooms. Teachers are provided with the materials needed to instruct 1-2 words per week in a consistent manner. The word selection will primarily come from district approved list of academic vocabulary. Forms for each content area have been duplicated and are color coded to be used for content vocabulary as well as academic vocabulary exclusive on a specific content area.

All teachers have been provided with the materials and data needed to link instruction to the content standards, SBAC assessment through the blueprints and released test questions.

There are two sections of Reading Intervention that use Language!Live in the master schedule. AELD students receive both ELD and reading instruction. In addition, the support materials for the ELA adoption are being used to support instruction in the English classes.

Students were placed in the intervention as follows:

- English Learners in US less than 2 years with a CELDT score of beginner (for AELD and Reading Intervention)
- English Learners in US more than 2 years with a CELDT score of beginner or early intermediate and a CST proficiency level of Far Below Basic (for ELD and Reading Intervention)
- English only, non IEP students with CST proficiency levels of Far Below Basic the previous two years (for Reading Intervention)

English Learners and RSP students are placed in the core English classes for core ELA instruction. They are provided the same rigor as all of the students but are provided additional support. Three sections of 7th grade and 3 sections of 8th grade English are co-taught by a highly qualified English teacher and a RSP teacher. Through the co-teaching model, they are able to teach at a high level of rigor while supporting special needs students. English Learners are provided additional support by a certificated teacher in two 7th grade SDAIE ELA and two 8th grade SDAIE ELA sections. A primary language tutor provides support in an 8th grade section. The English/Language Arts teachers as well as the co-teachers and support teachers all have a common prep period to collaborate to review data, plan instruction, secure and/or create materials and discuss student learning.

CURRENT MATHEMATICS PROGRAM

With the adoption of Carnegie's math curriculum and the implementation of Common Core, our math department now offers: Math 7, Math 7 Accelerated, Math 8, Math 8 Accelerated, and Math Intervention for 7th and 8th. Students who are on grade level or lower are placed in Math 7/8. Students who have demonstrated a progressed math aptitude and a need for acceleration are placed in Math 7 Accelerated or Math 8 Accelerated. Those students who demonstrate that they are 2 or more years behind in math aptitude are scheduled into Math Intervention along with their current math class to provided supports and develop skills that are lacking. ST Math is being utilized in all classrooms through student tablets and is a focus for fluency building in Math intervention.

CURRENT SCIENCE PROGRAM

With the exception of Special Day Class students and English Learners at the beginner level in the US less than 2 years, all students are scheduled into a core science class where they are receiving rigorous, standards-based core instruction. This includes RSP students and English Learners. Support is given in the form of special groupings, alternative assessment, instructional aide support and instructional strategies designed to provide access to learners with varied needs and strengths. Instruction varies in the science classrooms from hands-on, inquiry based instruction to text based, lecture type instruction. Common prep time is given daily to facilitate collaboration and a movement towards common instructional practices. Review of data is limited due to a lack of common assessments, district or site created. Teachers are transitioning to NGSS. Ample funding is available to purchase supplies needed for a hands-on approach to instruction. PLC meetings are being held by teachers interested in moving towards this lesson design.

8th grade teachers use the released test questions and the CST blueprints in conjunction with their content standards to plan for the pacing and emphasis of their instruction. Common district benchmarks are not yet in place. 7th grade teachers plan instruction and pacing of instruction to provide the students with a strong foundation of the scientific process while covering the 7th grade standards. There is no 7th grade CST for science.

CURRENT SOCIAL STUDIES PROGRAM

With the exception of students who receive instruction in a Special Day Class (Functional Skills, SDC and SED) and English Learners who are beginners and been in the country less than a year, all students are scheduled into core social studies classrooms. Students with special needs are clustered in classes with students of similar need.

Currently, students are participating in collaborative learning, lectures, research, writing, project-based learning, and note

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

Through the school's master schedule, the school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and strategic interventions as well as additional time for strategic support and ELD for identified ELs. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

R/LA:Core--Grades 7-8 1 period
R/LA Intensive---Grades 7 1 period
R/LA Intensive---Grades 8 1 periods
ELD Grades 7-8 1 period

Mathematics: Core---Grades 7-8 1 period
Mathematics Intensive---Grades 7 1 period
Mathematics Intensive---Grades 8 1 period

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

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

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

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

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

English Language Arts:

7 – 8 McDougal Littell California Literature

ELA Intervention:

Language!Live.

ELD Core:

7 – 8 McDougal Littell

Insight

Mathematics:

Math 7: Carnegie

Math 7 Accelerated: Carnegie

Math 8: Carnegie

Math 8 Accelerated: Carnegie

Math Intervention: Think Through Math & ST Math

Social Science/History:

7 Holt: World History Medieval to Early Modern Times

8 Holt: United States History Independence to 1914

Science:

7 Holt Life Science

8 Holt Physical Science

Standards-based instructional materials appropriate to all student groups are available to every student. Every classroom has a classroom set of books that are kept for student use throughout the school day. EVERY student receives a set of at home textbooks at the beginning of the year (English, Math, Social Studies, and Science) to use to complete homework.

Every teacher has access to all of the available components of the core materials but may not be fully implementing the program. Two newly-hired teachers have not yet been trained in delivering the curriculum with fidelity.

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

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

Opportunity and Equal Educational Access

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

Teachers provide after school tutoring during the week to all students who are willing and at times to students who are assigned mandatory AST. Some teachers choose on their own to open their classrooms to students at lunch. AVID provides tutors to their students during 1 period.

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. The handbook is reviewed and modified as needed based on student achievement evidence. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of highly-effective instruction that include student engagement, setting of standards-based measureable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. There is a significant correlation between student success and teacher attitude and behavior and therefore, creating and maintaining a 5-star culture in classrooms and throughout the school is emphasized.

Parental Involvement

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

A number of outreach programs have been designed by members of the support staff to meet the special needs of a variety of student groups here at El Capitan Middle School. An English Learning Advisory Committee (ELAC) comprised of parents offers ideas and makes recommendations regarding our English Learner (EL) program. Periodic ELAC, SSC, and Parent-Teacher Association meetings provide an opportunity for parents to discuss their ideas, receive information, maintain high expectations, and focus on a common vision for the school. A Home-School Compact is reviewed every year. The signed compact highlights the importance of the educational experience to each student and reviews the roles/responsibilities of teachers, students and parents. Our teachers communicate with parents regarding their child by email, telephone, parent portal weekly progress reports (when requested), use of agenda, parent-teacher conferences and through the parent portal for internet access to grades and attendance. Our EL, Special Education, and other support staff make personal phone contacts, hold many parents/teacher conferences, and home visits to provide parents with information in their primary language and to encourage their involvement by helping them understand how to access and become involved in our school. Additional input from parents and community members is also sought at meetings held with our SSC, PTA, and other parent outreach programs. Active committees provide a regular opportunity for input and exchange of information that can directly effect policy decisions.

An School Psychologist, an on-site and Eminence Counselor is available to meet confidentially with students who are experiencing personal concerns and/or family issues that interfere with their concentration on academia. One health aide and a district nurse provide health-related services and screenings for our students. Both the counselor and the health office refer parents, when necessary to community resources and services.

At-Risk students are provided tutoring opportunities after school by their classroom teachers.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council and English Learner Advisory Committee work with the principal along with student body representatives to evaluate, plan, and implement ConApp programs. We expanded our PTA to include individual program booster clubs. These clubs represent various groups across campus including athletics, band, drama, and more. Boosters have the ability to provide input to the administrative staff through their meetings, representatives, and personal emails. El Cap provides parent education events through Fresno County Office of Education. Roughly 45 families received support in the 15-16 school year through this program. Classes include topics such as Creating a Middle School Learning Environment, Positive Discipline, Building Computer Skills, etc.

Funding

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

Teachers provide 1 day of after school tutoring each week for students until three o'clock as part of their regular duty day.. Teachers provide up to 2 hours of tutoring per month after 3 pm. They can split them up as needed. These services are provided outside of the teacher duty day and are paid for through Title 1 funds.

18. Fiscal support (EPC)

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

The SPSA is aligned with the goals and activities in the LEA Plan and the Local Control Accountability Plan. Our eight goals as a district were used to influence the formation of our SPSA goals. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the SSC, ELAC, and teacher leadership team; and applied in the SPSA. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

The primary barriers include: a gap in experience with vocabulary and conceptual knowledge due to lower incomes, being second language learners, and over 80% of our students adopting a fixed mindset. This will require a dedicated use of background building strategies as well as realia and exposure to real-life applications to develop conceptual knowledge. Improvement in behavior will require collaboration and continued expansion on PBIS with full fidelity by all staff members at El Cap. This desired positive change will require a shift in school culture with students, staff, families and community involvement necessary. Another barrier is the lack of instructional strategies used in the classroom for the purpose of engaging students in inquiry learning as well as collaborative direct instruction.

The following actions are being taken to reduce or eliminate the limitations to student learning:

- Instructional coaching in the areas of technical and literacy-based instruction to increase teacher skill and capacity
- Professional Learning Communities and Data Teams will review data frequently to plan instruction and remediation.
- Cross-curricular Data Teams will be used to address student needs and to expand the experience of students with new content/vocabulary
- Interdisciplinary teams will share students and be able to address individual needs in the area of engagement, behavior, and instruction.
- Continue Implementation of Positive Behavior Intervention Support program to set high expectations for student behavior and achievement with fidelity.
- Professional Development as a staff in promoting a growth mindset, developing Metacognitive skills, and Visible Learning.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	324	374	319	365	318	365	98.5	97.6
Grade 8	338	326	323	318	322	317	95.6	97.5
All Grades	662	700	642	683	640	682	97.0	97.6

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2484.5	2501.9	3	5	18	26	29	29	49	40
Grade 8	2514.5	2521.8	2	3	24	31	38	30	35	36
All Grades	N/A	N/A	3	4	21	28	34	29	42	38

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 7	7	11	36	45	57	44	
Grade 8	9	15	48	45	43	41	
All Grades	8	13	42	45	50	42	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	8	12	41	47	50	40
Grade 8	7	9	50	51	43	40
All Grades	8	11	45	49	46	40

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	7	8	56	63	36	29
Grade 8	7	8	60	68	33	23
All Grades	7	8	58	65	35	27

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	9	15	54	51	36	34
Grade 8	11	11	60	57	29	32
All Grades	10	13	57	54	33	33

Conclusions based on this data:

1. Students are performing at an extremely low level in all facets of the new testing formats.
2. Students lack the technical skills such as keyboarding to properly and in a timely fashion take the test. Students often use the hunt and peck method of typing and grow tired of the amount of time it takes to type the essays.
3. Students are struggling with the amount of reading and writing required and tend to give short incomplete answers rather than writing to the expectations of the test even though they have been prepared to by teachers. They demonstrate low test endurance.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	324	376	320	367	319	366	98.8	97.6
Grade 8	338	325	323	317	323	316	95.6	97.5
All Grades	662	701	643	684	642	682	97.1	97.6

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2462.7	2472.6	3	3	11	15	28	31	57	51
Grade 8	2481.1	2482.4	4	5	7	14	28	22	61	59
All Grades	N/A	N/A	4	4	9	14	28	26	59	55

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2015-16
Grade 7	8	9	27	28	65	63	
Grade 8	6	7	28	27	67	66	
All Grades	7	8	27	28	66	64	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	6	6	35	45	60	50
Grade 8	6	10	52	46	42	45
All Grades	6	8	44	45	51	47

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	4	6	66	48	30	46
Grade 8	4	4	44	49	51	47
All Grades	4	5	55	49	41	46

Conclusions based on this data:

1. Math made significant improvement last year, especially since 3 of the 4 teachers were new to the grade level and content.
2. Most of the improvements were students who moved from Not Met or Below Standard to At/Near or Nearly Met.
3. Students are not getting enough opportunities to discuss their thought processes.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7		10		29	34	41	54	45	41	14	3	6	4	7	13
8	7	5	3	52	59	41	26	27	38	7	5	16	7	5	3
Total	4	8	2	40	45	41	40	37	39	11	4	11	5	6	8

Conclusions based on this data:

1. The bulk of our EL population is in the Intermediate and Early Advanced categories.
2. Students have progressively moved up from their band levels the year before. Numbers have increase in Early Advanced as they lower in Intermediate.
3. 13-14 7th Early Advanced was 29% and increase to 59% in 14-15 as 8th graders.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7	5	17	3	35	27	40	43	37	37	11	10	17	5	10	3
8	9	3	0	50	55	31	29	26	46	6	10	8	6	6	15
Total	7	11	1.7	42	39	36.7	37	32	41.7	8	10	13.3	6	8	8.3

Conclusions based on this data:

1. Total numbers fluctuate based on year and incoming/outgoing classes as evidence in our 11% of advanced students in 14-15 as apposed to 1.7% in 15-16. We have also placed a greater focus on reclassifying Advanced students based on improved focus by students on their CELDT tests.
2. The majority fall in our Intermediate to Early Advanced sections making up 81% of our ELD population. 13-14 it was 79% and in 14-15 it was 71%.
3. There is a gradual movement of students upward from year to year.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	55	51	64
Percent with Prior Year Data	100.0%	98.0%	100.0%
Number in Cohort	55	50	64
Number Met	29	30	33
Percent Met	52.7%	60.0%	51.6%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	9	50	13	51	15	59
Number Met	--	20	0	22	2	23
Percent Met	--	40.0%	0.0%	43.1%	13.3%	39.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	No	No	No	No	No

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

Conclusions based on this data:

1. Our percent met for 15-16 was well off our 14-15 numbers (8.4%)
2. Our first 6 weeks were hit hard by our ELD teacher being out on leave. Students reported to admin that they felt like they were alone to start the year and struggled to connect. CELDT testing was rushed when the teacher returned and she didn't feel she had the time to prepare students or talk with them about the importance of the test.
3. Although the addition of more AELD sections did help with our Beginners and Early Intermediates, our intermediate students struggled to show progress.

School and Student Performance Data

Title III Accountability (District Data)

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

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

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

Conclusions based on this data:

1. The number of EL students in the District continues to decline yet the number of students meeting English proficiency is not keeping pace.
2. Students who have been in the system more than 5 years are not transitioning out. EL instruction and implementation of 2015 Title III Year 4 Plan is a focus in the District

Planned Improvements in Student Performance

Goal: English Language Arts

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

SUBJECT: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
All students will reach high standards in attaining proficiency or better in literacy in core areas at a minimum of 1 year growth with an emphasis on closing the experience gap for English learners, students of poverty, and foster youth.
Data Used to Form this Goal:
2015-2016 CELDT 2015-2016 Common Assessments 2015-2016 Benchmarks 2015-2016 CAASPP 2015-2016 Instructional Observations
Findings from the Analysis of this Data:
Common Assessments were helpful in tracking student progress, but didn't provide enough information to track student groups as a whole. CELDT scores were lower than expected at 51% with students struggling the most in reading. Students showed 8.6% improvement from last year on the CAASPP overall. Benchmark comparisons showed improvement for students overall in ELA.
Means of evaluating progress & group data needed to measure gains:
Progress towards these goals will be evaluated by monitoring results of formative Common Curriculum Embedded Assessments. Progress towards this goal will be evaluated by monitoring pacing of standards-based classroom instruction. Progress towards these goals will be evaluated by administering and analyzing results of the CUSD performance tasks/Benchmarks. Progress towards these goals will be evaluated by analyzing results of spring ELA CAASPP data as well as SBAC benchmarks. Progress towards this goal will be evaluated by analyzing the results of past and recent CELDT data.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Utilize Language! Live as an intervention curriculum for tier 3 intervention students.	August 10, 2016-June 8, 2017	Intervention Teachers Vice Principal	Language! Live	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	4813.50
Provide intervention opportunities for students who are Tier 1, 2, or 3 in terms of needing intervention or support after school.	August 10, 2016-June 8, 2017	All Teachers Principal	Salaries for after school tutoring	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5875.00
			Salaries for after school tutoring	1000-1999: Certificated Personnel Salaries	SES-Tutoring	17325.00
			Tutoring App Student Nest	5800: Professional/Consulting Services And Operating Expenditures	SES-Tutoring	940.00
			Live Tutoring Student Nest	5800: Professional/Consulting Services And Operating Expenditures	SES-Tutoring	2500.00
Provide a long-term substitute to assist in 2 English classes per day to work with at-risk students who are not at grade level as well as one period to meet with at-risk students and provide academic counseling. (Concurrent with MA)	August 10, 2016-June 8, 2017	Principal and English Teachers	Salaries for tutoring and academic counseling	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	9000.00
Provide opportunities for student performance in History Day and other competitions with mentoring to expand the experience base of at-risk students.	August 10, 2016-June 8, 2017	Teacher Librarian History Teacher Admin	Salaries for History Day participation (2 @ \$200)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	400.00
Promote and develop writing skills through daily cross-curricular writing opportunities in various forms, involvement in performance tasks and project based learning in every	August 10, 2016-June 8, 2017	All Teachers Admin	Supplies	4000-4999: Books And Supplies	LCFF	12740.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
subject area which include a writing element.						
Increase at-risk student exposure to career, community, and college opportunities for the purpose of closing the experience gap.	August 10, 2016-June 8, 2017	All teachers Admin	Purchase presentation supplies for Career Cruiser presentations for 8th grade students.	4000-4999: Books And Supplies	Title I Part A: Allocation	760.00
			Career Education Supplies	4000-4999: Books And Supplies	LCFF	5000.00
			Library Supplies	4000-4999: Books And Supplies	LCFF	6000.00
			Library Books	4000-4999: Books And Supplies	LCFF-SLIP	1407.68
Provide improved technology for student use to improve research and presentation practices and broaden the background knowledge of at-risk students and close their experience gap.	August 10, 2016-June 8, 2017	Admin	Upgrade projectors, printers, chromebooks, and production technologies.	4000-4999: Books And Supplies	Title I Part A: Allocation	23152.50
Increase the amount and effectiveness of differentiation in the classroom through professional development, resources, and collaboration.	August 10, 2016-June 8, 2017		Substitutes/Salaries for teacher training and planning.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000.00

Planned Improvements in Student Performance

Goal: Mathematics

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

SUBJECT: Mathematics
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2014-2015. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
All students will reach high standards in attaining proficiency or better in math practices and literacy in core areas at a minimum of 1 year growth with an emphasis on closing the experience gap for English learners, students of poverty, and foster youth.
Data Used to Form this Goal:
2015-2016 CAASPP scores 2015-2016 Common Curricular Embedded Assessments 2015-2016 ST Math/Mathia X results 2015-2016 CUSD Performance Tasks/Benchmark scores 2015-2016 Instructional Observations
Findings from the Analysis of this Data:
Overall CAASPP math scores increased 5.9% (most of MS in CUSD) Students were not able to adequately verbalize conceptual practices/understandings in mathematics. Instruction lacked modeling by teachers and failed to connect students with conceptual understanding of math practices. Common Assessments were helpful in tracking student progress, but didn't provide enough information to track student groups as a whole. ST Math data was incomplete and didn't provide enough of a cross-section of student data.
Means of evaluating progress & group data needed to measure gains:
Progress towards this goal will be evaluated by monitoring pacing of standards-based classroom instruction. Progress towards these goals will be evaluated by analyzing results of spring Math CAASPP data. Progress towards these goals will be evaluated by monitoring results of formative Common Curriculum Embedded Assessments. Progress towards these goals will be evaluated by administering and analyzing results of the CUSD performance tasks/Benchmarks. Progress towards these goals will be evaluated by analyzing individual student ST Math and Mathia X results.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide opportunities for instruction and assessment in various forms and modes through technology, software, common assessments, teacher education, and classroom supports.	August 10, 2016-June 8, 2017	Admin, Teachers, Instructional Coach	Technology: Chromebooks	4000-4999: Books And Supplies	LCFF	28770.47
			ST Math	5800: Professional/Consulting Services And Operating Expenditures	LCFF	3499.00
Utilize data to drive instructional planning as well as adjust practices to better meet the needs of at-risk students.	August 10, 2016-June 8, 2017	Admin, Teachers, Instructional Coach	Leadership Team hourly pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	9000.00
Equip teachers with the technology and training necessary to provide opportunities for student presentations and project-based learning.	August 10, 2016-June 8, 2017	Admin & Technology Committee	Subs for teacher planning and training	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3100.00
Provide at-risk students with opportunities to expand their experiences in mathematics and science through activities, research, life application projects, and activities.	August 10, 2016-June 8, 2017	Admin, Teachers, Instructional Coach	Project/Lab Supplies	4000-4999: Books And Supplies	LCFF	5053.34
Provide a long-term substitute to aide in 2 math classes per day to work with at-risk students who are not at grade level as well as one period to meet with at-risk students and provide academic counseling. (Concurrent with ELA)	August 10, 2016-June 8, 2017	Principal and Math 7 & 8 Teachers	Salaries for providing instructional support and academic counseling	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	9000.00
Provide after school tutoring through Student Nest for at-risk students on campus.	August 10, 2016-June 8, 2017	Administration and Core Teachers	Student Nest tutorial App	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	200.00

Planned Improvements in Student Performance

Goal: English Language Development

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

SUBJECT: English Language Development

LEA GOAL:

LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas.

LCAP Goal 6: Assure 1 year of growth in language acquisition for every EL student.

LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.

SCHOOL GOAL

Every English Learner will progress one band level on their CELDT test as evidenced in their 2016 CELDT results by closing utilizing experience building opportunities to show growth in reading/language arts and mathematics.

Data Used to Form this Goal:

2015-2016 CELDT

2015-2016 CAASPP

2015-2016 Performance Task/Benchmark Scores

2015-2016 EL Benchmark results

2015-2016 Instructional Observations

Findings from the Analysis of this Data:

ELLs improved 6.3% on the CAASPP from 1.7% to 8% in ELA.

ELLs improved 5% on the CAASPP from 0% to 5% in Math.

CELDT scores were lower than expected at 51% with students struggling the most in reading.

ELL Performance Task scores are consistent with other students in showing improvement.

Means of evaluating progress & group data needed to measure gains:

Progress towards this goal will be evaluated by monitoring pacing of standards-based classroom instruction.

Progress towards these goals will be evaluated by administering and analyzing results of the CUSD performance tasks/Benchmarks.

Progress towards these goals will be evaluated by analyzing results of spring ELA CAASPP data as well as SBAC benchmarks.

Progress towards this goal will be evaluated by analyzing the results of past and recent CELDT data.

Progress towards these goals will be evaluated by administering and analyzing results of the CUSD EL Benchmarks.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide supports for English Learners to achieve proficiency in English through certificated classroom aides and materials.	August 10, 2016-June 8, 2017	Admin ELD Teacher	Instructional Materials for ELD	4000-4999: Books And Supplies	LCFF	4707.57
			Primary Language Tutor	2000-2999: Classified Personnel Salaries	LCFF	10315.86
Provide opportunities to broaden the experiences of English Learners and close the experience gap by providing students a chance to see locations they have never been to as well as study elements such as ocean life that they have never been exposed to before. This will help build background knowledge that many of them lack.	August 10, 2016-June 8, 2017	Admin ELD Teacher	Field Trip	5000-5999: Services And Other Operating Expenditures	LCFF	3000

Planned Improvements in Student Performance

Goal: School Culture

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

SUBJECT: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 2: Prepare every student for college, career & community LCAP Goal 3: Connect every student to school LCAP Goal 4: Provide equity of access to educational opportunities & create an environment conducive to learning for all students. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
All students will be connected to and educated in a safe learning environment with a focus on preparing for college, career, and community; and where parents and students will have an equal opportunity to learn and be engaged in system wide programs for academic support and well being.
Data Used to Form this Goal:
2015-2016 5starstudent.com data tracking student engagement Student Athletic Involvement Number of Engagement offerings for students Flight School Participation After School Program enrollment and attendance Healthy Living Project involvement PTA, SSC, ELAC, & Booster Club involvement
Findings from the Analysis of this Data:
2015-2016 91.1% of all students were involved in at least 1 activity. 2015-2016 31% of our students were involved in athletics; 11% 2 or more sport athletes. 2015-2016 69% of students participated in a flight school class 2015-2016 235 students were enrolled in ASP with a daily attendance rate of 148 2015-2016 Healthy Living Project had an average attendance rate of 47 community youths. 2015-2016 Parent Participation Percentage (% of attending 2+ events) 15: 28% 16:43% 2015-2016 PTA, SSC, ELAC, & Booster Club involvement 15: 20 16: 18

Means of evaluating progress & group data needed to measure gains:**Means of evaluating progress:**

Progress towards this goal will be monitored by surveying parents via Connect Ed throughout the 2015-2016 school year at the end of every month, collecting data of number of parents who attend school functions including parent-teacher conferences and by reviewing results of El Capitan's Annual Parent Survey at the end of each year.

Quarterly ConnectEd survey will ask parents the following question:

- 1) Do you feel that frequent communication exists between parents, faculty and administration?
- 2) Do you feel that your child is participating in a high quality education?

Group data needed to measure gains:

1. Review of Connect Ed survey results at the end of every month.
2. Review of the El Capitan's Annual Parent Survey at the end of every year.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide supplies for student & teacher involvement in performance related events and overall attendance as well as equipment for engaging students during unstructured time to help teachers prepare at-risk students to close the experience gap.	August 10, 2016-June 8, 2017	Admin & Teachers.	Supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	3000.00
Provide opportunities for students, parents, and staff to be recognized for positive contributions to campus culture through 5starstudent.com.	August 10, 2016-June 8, 2017	Admin, PTA, SSC, ELAC, Teachers, Staff.	Tracking System for student expectations	5800: Professional/Consulting Services And Operating Expenditures	LCFF	1399.00
Provide training for activity director for the purpose of developing a stronger school culture as well as networks with other activity directors.	August 10, 2016-June 8, 2017	Nyrie Karkazian Rosie King Nicole Madrigal	CADA/Google Conferences	5000-5999: Services And Other Operating Expenditures	LCFF	1400.00
Recognizing students who have met the promotional requirements of CUSD through our promotion ceremony.	August 10, 2016-June 8, 2017	Admin	Equipment Rental	5000-5999: Services And Other Operating Expenditures	LCFF	300
			Security	5000-5999: Services And Other Operating Expenditures	LCFF	1050

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide opportunities for at-risk students to participate in academically motivate activities with an emphasis on career education, skill building, cultural/community involvement, and growth mindset tactics.	August 10, 2016- June 8, 2017	Admin and Teachers	Supplies	4000-4999: Books And Supplies	LCFF	1000.00

Planned Improvements in Student Performance

Goal: Parent Engagement

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

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
All parents and students will have an equal opportunity to learn and be engaged in system wide programs for academic support and well being.
Data Used to Form this Goal:
2015-2016 Parent Participation Percentage (% of attending 2+ events) 15: 28% 16:43% 2015-2016 SSC & ELAC participation- 15: 8 16: 8 2015-2016 Booster/PTA Club involvement 15-16:4 16-17:12 2015-2016 Blackboard Connect Surveys 15: 78% contact rate 16: 86% contact rate 2015-2016 Parent attendance at school events (% of attending 2+ events) 15: 28% 16:43%
Findings from the Analysis of this Data:
Changing the PTA to a Booster style has already improved parent interest. School event attendance has increase dramatically Contact rates have improved due to digital re-enrollments and parent portal. 32 families attended our first Parent Engagement activity during the day. Our first night event only had 6.
Means of evaluating progress & group data needed to measure gains:
Means of evaluating progress: Goal attainment will be judged by the amount of communication with parents and the ability to provide opportunities at multiple times and days so that all parents have access if they so choose. Group data needed to measure gains: Interim surveys using Survey Monkey Informal surveys conducted in Advisory

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Will provide monthly opportunities for parent education/involvement.	August 10, 2016-June 8, 2017	Principal, VP, GIA	Translator Services	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1400.00
			Childcare during events	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	375.00
			Parent Education Program: Extended sessions based on computer skills, discipline, and other parent-identified areas of need. These sessions covered the difference not covered by the Title 1 Part A: Allocation.	4000-4999: Books And Supplies	Title I Parent Involvement	2260.00
			Parent Education Program	4000-4999: Books And Supplies	Title I Part A: Allocation	2540.00

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	84,235.24	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	1,407.68	0.00
Title I Part A: Allocation	74416.00	0.00
Title I Parent Involvement	2,260.00	0.00
SES-Tutoring	20965.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	84,235.24
LCFF-SLIP	1,407.68
SES-Tutoring	20,965.00
Title I Part A: Allocation	74,416.00
Title I Parent Involvement	2,260.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	55,700.00
2000-2999: Classified Personnel Salaries	12,090.86
4000-4999: Books And Supplies	96,391.56
5000-5999: Services And Other Operating Expenditures	5,950.00
5800: Professional/Consulting Services And Operating	13,151.50

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	LCFF	10,315.86
4000-4999: Books And Supplies	LCFF	63,271.38
5000-5999: Services And Other Operating	LCFF	5,750.00
5800: Professional/Consulting Services And	LCFF	4,898.00
4000-4999: Books And Supplies	LCFF-SLIP	1,407.68
1000-1999: Certificated Personnel Salaries	SES-Tutoring	17,325.00
5000-5999: Services And Other Operating	SES-Tutoring	200.00
5800: Professional/Consulting Services And	SES-Tutoring	3,440.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	38,375.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1,775.00
4000-4999: Books And Supplies	Title I Part A: Allocation	29,452.50
5800: Professional/Consulting Services And	Title I Part A: Allocation	4,813.50
4000-4999: Books And Supplies	Title I Parent Involvement	2,260.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	91,913.68
Goal: Mathematics	58,622.81
Goal: English Language Development	18,023.43
Goal: School Culture	8,149.00
Goal: Parent Engagement	6,575.00

School Site Council Members

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Gracie Rivera				X	
Cassandra Schlievert		X			
Nyrie Karkazian		X			
Greg Sullivan		X			
Angelica Bautista				X	
Edward Robinson			X		
Sundae Maddox					X
Ethan Contreras					X
Kayla Sample					X
Melissa Walker				X	
Jeff Wimp	X				
Numbers of members of each category:	1	4	1	3	3

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature

Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11/13/2014.

Attested:

Jeff Wimp

Typed Name of School Principal

Signature of School Principal

Date

Cassandra Schlievert

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Budget By Expenditures

El Capitan Middle School

Funding Source: LCFF

\$84,235.24 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplies	4000-4999: Books And Supplies	\$12,740.00	English Language Arts	Promote and develop writing skills through daily cross-curricular writing opportunities in various forms, involvement in performance tasks and project based learning in every subject area which include a writing element.
Career Education Supplies	4000-4999: Books And Supplies	\$5,000.00	English Language Arts	Increase at-risk student exposure to career, community, and college opportunities for the purpose of closing the experience gap.
Library Supplies	4000-4999: Books And Supplies	\$6,000.00	English Language Arts	Increase at-risk student exposure to career, community, and college opportunities for the purpose of closing the experience gap.
Technology: Chromebooks	4000-4999: Books And Supplies	\$28,770.47	Mathematics	Provide opportunities for instruction and assessment in various forms and modes through technology, software, common assessments, teacher education, and classroom supports.
ST Math	5800: Professional/Consulting Services And Operating Expenditures	\$3,499.00	Mathematics	Provide opportunities for instruction and assessment in various forms and modes through technology, software, common assessments, teacher education, and classroom supports.
Tracking System for student expectations	5800: Professional/Consulting Services And Operating Expenditures	\$1,399.00	School Culture	Provide opportunities for students, parents, and staff to be recognized for positive contributions to campus culture through 5starstudent.com.
CADA/Google Conferences	5000-5999: Services And Other Operating Expenditures	\$1,400.00	School Culture	Provide training for activity director for the purpose of developing a stronger school culture as well as networks with other activity directors.
Equipment Rental	5000-5999: Services And Other Operating Expenditures	\$300.00	School Culture	Recognizing students who have met the promotional requirements of CUSD through our promotion ceremony.
Security	5000-5999: Services And Other Operating Expenditures	\$1,050.00	School Culture	Recognizing students who have met the promotional requirements of CUSD through our promotion ceremony.
Supplies	4000-4999: Books And Supplies	\$1,000.00	School Culture	Provide opportunities for at-risk students to participate in academically motivate activities with an emphasis on career education, skill building, cultural/community involvement, and growth mindset tactics.

El Capitan Middle School

Instructional Materials for ELD	4000-4999: Books And Supplies	\$4,707.57	English Language Development	Provide supports for English Learners to achieve proficiency in English through certificated classroom aides and materials.
Primary Language Tutor	2000-2999: Classified Personnel Salaries	\$10,315.86	English Language Development	Provide supports for English Learners to achieve proficiency in English through certificated classroom aides and materials.
Field Trip	5000-5999: Services And Other Operating Expenditures	\$3,000.00	English Language Development	Provide opportunities to broaden the experiences of English Learners and close the experience gap by providing students a chance to see locations they have never been to as well as study elements such as ocean life that they have never been exposed to before. This will help build background knowledge that many of them lack.
Project/Lab Supplies	4000-4999: Books And Supplies	\$5,053.34	Mathematics	Provide at-risk students with opportunities to expand their experiences in mathematics and science through activities, research, life application projects, and activities.

LCFF Total Expenditures: \$84,235.24

LCFF Allocation Balance: \$0.00

Funding Source: LCFF-SLIP

\$1,407.68 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Library Books	4000-4999: Books And Supplies	\$1,407.68	English Language Arts	Increase at-risk student exposure to career, community, and college opportunities for the purpose of closing the experience gap.

LCFF-SLIP Total Expenditures: \$1,407.68

LCFF-SLIP Allocation Balance: \$0.00

Funding Source: SES-Tutoring

\$20,965.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Salaries for after school tutoring	1000-1999: Certificated Personnel Salaries	\$17,325.00	English Language Arts	Provide intervention opportunities for students who are Tier 1, 2, or 3 in terms of needing intervention or support after school.

El Capitan Middle School

Tutoring App Student Nest	5800: Professional/Consulting Services And Operating Expenditures	\$940.00	English Language Arts	Provide intervention opportunities for students who are Tier 1, 2, or 3 in terms of needing intervention or support after school.
Live Tutoring Student Nest	5800: Professional/Consulting Services And Operating Expenditures	\$2,500.00	English Language Arts	Provide intervention opportunities for students who are Tier 1, 2, or 3 in terms of needing intervention or support after school.
Student Nest tutorial App	5000-5999: Services And Other Operating Expenditures	\$200.00	Mathematics	Provide after school tutoring through Student Nest for at-risk students on campus.
SES-Tutoring Total Expenditures:		\$20,965.00		
SES-Tutoring Allocation Balance:		\$0.00		

Funding Source: Title I Part A: Allocation

\$74,416.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Education Program	4000-4999: Books And Supplies	\$2,540.00		Will provide monthly opportunities for parent education/involvement.
Salaries for providing instructional support and academic counseling	1000-1999: Certificated Personnel Salaries	\$9,000.00	Mathematics	Provide a long-term substitute to aide in 2 math classes per day to work with at-risk students who are not at grade level as well as one period to meet with at-risk students and provide academic counseling. (Concurrent with ELA)
Supplies	4000-4999: Books And Supplies	\$3,000.00	School Culture	Provide supplies for student & teacher involvement in performance related events and overall attendance as well as equipment for engaging students during unstructured time to help teachers prepare at-risk students to close the experience gap.
Translator Services	2000-2999: Classified Personnel Salaries	\$1,400.00		Will provide monthly opportunities for parent education/involvement.
Childcare during events	2000-2999: Classified Personnel Salaries	\$375.00		Will provide monthly opportunities for parent education/involvement.

El Capitan Middle School

Salaries for tutoring and academic counseling	1000-1999: Certificated Personnel Salaries	\$9,000.00	English Language Arts	Provide a long-term substitute to assist in 2 English classes per day to work with at-risk students who are not at grade level as well as one period to meet with at-risk students and provide academic counseling. (Concurrent with MA)
Salaries for History Day participation (2 @ \$200)	1000-1999: Certificated Personnel Salaries	\$400.00	English Language Arts	Provide opportunities for student performance in History Day and other competitions with mentoring to expand the experience base of at-risk students.
Purchase presentation supplies for Career Cruiser presentations for 8th grade students.	4000-4999: Books And Supplies	\$760.00	English Language Arts	Increase at-risk student exposure to career, community, and college opportunities for the purpose of closing the experience gap.
Language! Live	5800: Professional/Consulting Services And Operating Expenditures	\$4,813.50	English Language Arts	Utilize Language! Live as an intervention curriculum for tier 3 intervention students.
Salaries for after school tutoring	1000-1999: Certificated Personnel Salaries	\$5,875.00	English Language Arts	Provide intervention opportunities for students who are Tier 1, 2, or 3 in terms of needing intervention or support after school.
Upgrade projectors, printers, chromebooks, and production technologies.	4000-4999: Books And Supplies	\$23,152.50	English Language Arts	Provide improved technology for student use to improve research and presentation practices and broaden the background knowledge of at-risk students and close their experience gap.
Substitutes/Salaries for teacher training and planning.	1000-1999: Certificated Personnel Salaries	\$2,000.00	English Language Arts	Increase the amount and effectiveness of differentiation in the classroom through professional development, resources, and collaboration.
Leadership Team hourly pay	1000-1999: Certificated Personnel Salaries	\$9,000.00	Mathematics	Utilize data to drive instructional planning as well as adjust practices to better meet the needs of at-risk students.
Subs for teacher planning and training	1000-1999: Certificated Personnel Salaries	\$3,100.00	Mathematics	Equip teachers with the technology and training necessary to provide opportunities for student presentations and project-based learning.

Title I Part A: Allocation Total Expenditures: \$74,416.00

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

Funding Source: Title I Parent Involvement

\$2,260.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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El Capitan Middle School

Parent Education Program: Extended sessions based on computer skills,

4000-4999: Books And Supplies

\$2,260.00

Will provide monthly opportunities for parent education/involvement.

Title I Parent Involvement Total Expenditures: \$2,260.00

Title I Parent Involvement Allocation Balance: \$0.00

El Capitan Middle School Total Expenditures: \$183,283.92

EL Capitan Middle School Title I School-Level Parental Involvement Policy

At El Capitan Middle School, we recognize the vital role parent involvement plays in the development of a healthy campus where learning takes places on a variety of levels. We believe that school plays an important role in preparing tomorrow's families, and therefore the power of today's families in the educational process cannot be overstressed. The mission of our district is to empower students through education. This empowerment is facilitated through family involvement.

We also recognize that we live in a fast paced society that places diverse and often conflicting demands on its members. As such, we value communication with the parent as well as the physical involvement of parents on campus. We want to make every parent a vital part of El Capitan, even if they are unable to visit on a regular basis.

El Capitan Middle School has developed a written Title I parental involvement policy with input from Title I parents. El Capitan's parent involvement policy was developed with consultation of parents, students and teachers to meet the changing needs of parents and the school. El Capitan Middle School has distributed the policy to parents of Title I students in the First Day Packet and is a required document for student enrollment. El Capitan Middle School's policy describes the means for carrying out the following Title I parental involvement requirements. [Title I Parental Involvement, 20 USC 6318(a)-(f)]

Involvement of Parents in the Title I Program

El Capitan Middle School does the following:

1. Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program
 - All Title I parents/guardians are invited through Connect-Ed, monthly newsletter and website (including digital calendar) to the annual Title I meeting to review our philosophy, rationale, reading standards, Home-School Compacts, and program to meet the students needs to improve their academic knowledge
2. Offers a flexible number of meetings
 - Connect-Ed survey is done with all parents providing the option of several meeting times which will be used to plan the date/time for the initial Title I parent meeting
 - Parent are informed at the annual Title I meeting and through the website that they may request other meetings any time
3. Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy [20 USC 6318(c) (3)]
 - The School Site Council members who include students, parents, and staff are involved in the planning, review and improvement of the School Plan for Student Achievement (which includes the parent involvement policy, school-home compact, budget, etc.). The SSC will be reviewing student test results for trends and possible ways the SSC can use the categorical funds to improve student achievement. Recommendations from the English Learner Advisory Committee (ELAC) will be reported by an ELAC representative and will be taken into account by the SSC when making decision on the use of EIA-LEP funds (funds specifically for English Learners). The Student Government representatives will also provide input from the students perspective on the perceptions student have on campus.

4. Provides parents of Title I students with timely information about Title I programs
 - All Title I parents/guardians are invited to the annual Title I meeting to review our philosophy, rationale, reading standards, Home-School Compacts, and program to meet the students needs to improve their academic knowledge
 - Additional meetings will be scheduled if requested or if additional information needs to be addressed to the parents that cannot be addressed through letters or flyers sent home
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet
 - Topics are covered in the annual Title I parent meeting using a PowerPoint/Activestudio presentation (with accompanying handouts) which will include state testing results, the district adopted curriculum and supplemental materials provided to each student, and how parents are to interpret testing data and the expectations of their students in performing at the proficient level or higher
6. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children
 - Parent are informed at the annual Title I meeting through the presentation and handouts that they may request other meetings any time

School-Home Compact

El Capitan Middle School has jointly developed with and distributed to parents of Title I students a school-home compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-home compact describes the following items in addition to items added by parents of Title I students:

El Capitan's school-home compact was developed with consultation of parents, students and teachers to meet the changing needs of parents and the school. El Capitan Middle School has distributed the school-home compacts of Title I students in the First Day Packet and is a required document for student enrollment. A copy of the School-Home Compact is provided for parent and student reference in the student agenda.

Building Capacity for Involvement

El Capitan Middle School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - English Learner Advisory Committee is an advisory forum for parents of English Learners to learn about and help improve the program offered at El Capitan
 - School Site Council is a governance body through which parents can learn about all of the programs offered and have their input considered for the Single Plan for Student Achievement and categorical expenditures
 - Parent Conferences are for at-risk students and provide an opportunity for the parents and staff to discuss the programs and possible ways to boost student achievement
 - Back to School Night provides a way for parents and staff to start the partnership that will benefit the students' academic performance

- Parent Portal is Available for parents to monitor student information (i.e. grades, attendance, etc.)
- Open House provides another opportunity for parents and staff to build on their partnership for student achievement
- Parent Forum is where parents meet to discuss issues and topics related to middle school students'
- First Day Packets as well as student agendas outline all of the district's policies, procedures and programs offered at El Capitan
- Student Agendas and Google Classroom announcements provide a means of daily communications between teachers, students and parents
- Connect-Ed telephone messages are used to inform the parents of issues relating to the site.
- Class Syllabi sent home at the beginning of the year, outlines teachers' policies, procedures and class requirements
- School-Home Compact unites all stakeholders together to help students achieve high standards
- Student Success Teams are used to diagnose and respond to a specific student's needs in order to achieve academically
- Academic Awards are given each semester for attendance and academic achievement
- Sports Awards are given for athletic achievement
- Student recognition is continually modeling and recognizing positive student behaviors
- Portfolio Day provides an opportunity for students to showcase their 8th grade academic achievement to community members
- Flyers, Newsletters, Connect-Ed and site website are used as a methods of direct communication between school and home

2. Provides materials and training to help Title I parents work with their children to improve their children's achievement.

- Homework guidelines flyer in English and Spanish
- Website resources at www.centralusd.k12.ca.us/elcapitan.int/

3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners.

4. Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- Title I parents are invited through newsletters and flyers sent home to participate in the School Site Council meetings, ELAC meetings and to participate in the Eagle Parent Forum
- Parents are encourage to be speakers for our Advancement Via Individual Determination (AVID) students
- Parents are invited to be a community representative during our 8th grade Portfolio Day's

5. Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

- Will provide translators for meetings, phone calls, conferences, etc. for limited English parents as needed
- Notifying Migrant Parents of District Advisory Committee meetings
- Will provide signer for hearing disability as needed
- Will provide services as need for parents with disabilities

- Spanish translation provided for school district activities (flyers, EL Master Plan, SARC, etc.)
6. Provides support for parental involvement activities requested by Title I parents.
- Administration will support, within reason, parent involvement activities requested by parents

Accessibility

El Capitan Middle School provides opportunities for all Title I parents including parents with limited English proficiency, parents with disabilities, and parents of migrant students to participate in all school activities. This includes providing information and school reports in a form and language parents understand.

- El Capitan Middle School provides translation services, as required by law, to facilitate communication of various forms between parents and the school. These may include phone conversations, automatic dialers (Connect-Ed), face-to-face conversations (such as parent conferences) and written communications.

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRCI, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA. <http://www.nationalpirc.org/directory/CA-7.html>

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

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

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

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

Name _____ Grade _____ Date _____

EL CAPITAN MIDDLE SCHOOL
Home-School Compact 2016-2017

The faculty at El Capitan 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; correct and return appropriate work in a timely manner;
- ✓ 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; and
- ✓ Conduct myself within the expectations of the Board Civility Policy.

Teacher's Signature _____

Date _____

PARENT COMMITMENTS

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

- ✓ Talk with my child regularly about the value 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 El Capitan's discipline, dress code and attendance 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 student gets adequate sleep, regular medical attention, and proper nutrition;
- ✓ Participate in shared decision making with school staff for the benefit of my student; and
- ✓ Conduct myself within the expectations of the Board Civility Policy.

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 El Capitan's dress code policy;
- ✓ Take all communications home to my parent/guardian;
- ✓ Be a good listener and an active learner; Ask for help when needed;
- ✓ Respect my school, staff, and family; and
- ✓ Conduct myself within the expectations of the Board Civility Policy.
- ✓ Respect my school, staff, other students, and family when using technology such as social media, texting, etc.

Student's Signature _____

Date _____

EL Capitan Middle School

Política de Participación de Padres a Nivel Escolar del Título I

En El Capitan Middle School, reconocemos el rol vital que cumple la participación de los padres para el desarrollo de un campus saludable, donde el aprendizaje se dicta a través de una serie de niveles. Creemos que la escuela cumple la importante función de preparar a las familias del mañana y, por lo tanto, sería imposible enfatizar cuán importante es la energía de las familias de hoy en el proceso educativo. La misión de nuestro distrito es fortalecer a los estudiantes a través de la educación. Este fortalecimiento se facilita por medio de la participación familiar.

También reconocemos que vivimos en una sociedad que avanza a un ritmo rápido y que plantea demandas diversas y con frecuencia conflictivas sobre sus miembros. Como tal, valoramos la comunicación con los padres y su participación física en el campus. Queremos que cada padre ocupe una parte vital de El Capitán, incluso aunque no nos puedan visitar en forma regular.

El Capitan Middle School desarrolló una política escrita de participación de los padres en el Título I (Title I), con el aporte de los padres de dicho programa. La política escolar de participación de padres fue desarrollada junto con los padres, estudiantes y maestros a fin de cubrir las necesidades cambiantes de los padres en la escuela. La escuela distribuyó la política entre los padres de los estudiantes del Título I a través del Paquete del Primer Día y es un documento requerido para la inscripción de los estudiantes. La política de El Capitan Middle School describe los medios para reunir los siguientes requisitos de participación de padres del Título I.

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

Participación de Padres en el Programa Título I

El Capitan Middle School realiza lo siguiente:

1. Convoca a una reunión anual para informar a los padres de estudiantes del Título I sobre requisitos de dicho programa y sus derechos de participación en el mismo.
 - Se invita a todos los padres/tutores del Título I a través de Connect-Ed, el boletín informativo mensual y el sitio web (incluyendo el calendario digital) a la reunión anual del Título I para realizar una revisión de nuestra filosofía, fundamentos, estándares de lectura, Acuerdos entre el Hogar y la Escuela y el programa para cubrir las necesidades estudiantiles y mejorar su conocimiento académico.
2. Ofrece un número flexible de reuniones
 - La encuesta de Connect-Ed se realiza con todos los padres, brindando la opción de diferentes reuniones que se usarán para planificar la fecha/horario de la reunión de padres inicial del Título I.
 - En la reunión anual del Título I y a través del sitio web, se informa a los padres que pueden solicitar otras reuniones en cualquier momento.
3. Involucra a los padres de estudiantes del Título I de forma organizada, continua y puntual, en la planificación, revisión y mejoramiento de los programas del Título I y en la política de participación de padres [20 USC 6318(c) (3)]
 - Los miembros del Consejo Escolar (School Site Council, SSC), que incluye a estudiantes, padres y el personal, participan en la planificación, revisión y mejoramiento del Plan Escolar para el Aprovechamiento Estudiantil (que incluye la política de participación de padres, el acuerdo entre la escuela y el hogar, presupuesto, etc.). El SSC revisará los resultados de las evaluaciones escolares a fin de detectar tendencias

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y posibles formas de utilizar los fondos categóricos para mejorar el nivel de aprovechamiento estudiantil. Las recomendaciones del Comité Asesor para Estudiantes de Inglés (English learner Advisory Committee, ELAC) serán informadas por un representante y el SSC las tendrá en cuenta al tomar una decisión sobre el uso de los fondos EIA-LEP (fondos específicamente para estudiantes de inglés). Los representantes del Gobierno Estudiantil también brindan su aporte desde la perspectiva de los estudiantes sobre las percepciones que los estudiantes tienen en el campus.

4. Brinda a los padres de estudiantes del Título I información puntual sobre los programas del Título I.

- Se invita a todos los padres/tutores del Título I a la reunión anual para realizar una revisión de nuestra filosofía, fundamentos, estándares de lectura, Acuerdos entre el Hogar y la Escuela y el programa para cubrir las necesidades estudiantiles y mejorar su conocimiento académico.
- Se programarán reuniones adicionales si se solicitan o si se necesita tratar información adicional que no se pueda tratar con los padres a través de cartas o anuncios enviados a los hogares.

5. Brinda a los padres de los estudiantes del Título I información sobre el plan de estudios, evaluaciones y niveles de dominio que se espera que los estudiantes logren.

- Los temas son cubiertos en la reunión anual de padres del Título I, utilizando una presentación en PowerPoint/Activestudio (con guías de acompañamiento), la cual incluirá los resultados de las evaluaciones estatales, el plan de estudios adoptado por el distrito y materiales adicionales provistos a cada estudiante y cómo los padres deben interpretar los datos de las evaluaciones y las expectativas sobre el desempeño de sus hijos en el nivel de dominio o superior.

6. Si se solicita, los padres de los estudiantes del Título I acceden a oportunidades de reuniones regulares para participar en la toma de decisiones relacionadas con la educación de sus hijos.

- En la reunión anual del Título I, se informa a los padres a través de la presentación y de las guías que pueden solicitar otras reuniones en cualquier momento.

Acuerdo entre la Escuela y el Hogar

El Capitán Middle School desarrolló en forma conjunta con y distribuyó entre los padres de los estudiantes del Título I un acuerdo entre la escuela y los padres donde se detalla cómo los padres, todo el personal escolar y los estudiantes compartirán su responsabilidad para mejorar el nivel de aprovechamiento académico de los estudiantes. También describe cómo la escuela y los padres desarrollarán una alianza para ayudar a los niños a lograr el dominio en los estándares de contenido académico de California. El acuerdo entre la escuela y el hogar describe los siguientes ítems, además de los ítems agregados por los padres de los estudiantes del Título I:

El acuerdo entre la escuela y el hogar de El Capitan fue desarrollado junto con los padres, estudiantes y maestros a fin de cubrir las necesidades cambiantes de los padres y la escuela. La escuela distribuyó los acuerdos entre la escuela y el hogar de los estudiantes del Título I a través del Paquete del Primer Día y es un documento requerido para la inscripción de los estudiantes. En la agenda estudiantil, se brinda una copia del Acuerdo entre la Escuela y el Hogar para referencia de los padres y los estudiantes.

Construyendo la Capacidad de Mejorar

El Capitan Middle School involucra a los padres del Título I en interacciones significativas con la escuela. Apoya las alianzas entre el personal, los padres y la comunidad para mejorar el nivel de aprovechamiento de los estudiantes. A fin de ayudar a lograr estas metas, la escuela realiza lo siguiente:

1. Ayuda a los padres del Título I a entender los estándares de contenido académico, evaluaciones y a monitorear y mejorar el aprovechamiento de los niños.

- El Comité Asesor para Estudiantes de Inglés es un foro de consejería donde los padres de los estudiantes de inglés pueden aprender sobre y ayudar a mejorar el programa ofrecido en El Capitán.
- El Consejo Escolar (School Site Council, SSC) es un cuerpo gobernante a través del cual los padres pueden aprender sobre todos los programas ofrecidos y que se considere su aporte sobre el Plan Simple para el Aprovechamiento Estudiantil y gastos categóricos.
- Las conferencias para padres son para estudiantes en riesgo y brindan la oportunidad a los padres y el personal de hablar sobre los programas y formas posibles de alentar el aprovechamiento estudiantil.
- La tarde de regreso a la escuela (Back to School Night) brinda a los padres y al personal una forma de iniciar una asociación que beneficiará el desempeño académico de los estudiantes.
- El Parent Porta esta disponible para padres a monitorar la informacion del estudiante (por ejemplo, grados, asistencia, etc.)
- El día en que las familias de los estudiantes visitan la escuela (Open House) brinda otra oportunidad a los padres y al personal de desarrollar su trabajo conjunto para el aprovechamiento estudiantil.
- El Foro para Padres es donde estos últimos hablan sobre cuestiones y temas relacionados con los estudiantes de la escuela intermedia.
- Los Paquetes del Primer Día y las agendas estudiantiles detallan todas las políticas, procedimientos y programas del distrito ofrecidos en el Capitán.
- Las Agendas Estudiantiles y Google anuncios de aula brindan un medio de comunicación diaria entre los maestros, estudiantes y padres.
- Mensajes telefonicos de Connect-Ed se usan para informar los padres de asuntos que relacionan al sitio.
- La programa de estudios mandado al hogar al principio del año, resume las normas de los maestros, los procedimientos y los requisitos de los clases.
- El Acuerdo entre la Escuela y el Hogar une a todos los beneficiarios para ayudar a los estudiantes a lograr altos estándares académicos.
- Los Comités de Éxito Pedagógica (Student Success Teams) se usan para diagnosticar y responder las necesidades específicas de un estudiante con la finalidad de que logre sus objetivos académicos.
- Cada semestre se entregan los premios por asistencia y logros académicos.
- Los Premios Deportivos se entregan por logros atléticos.
- Reconocimiento del estudiante se modelan continuamente y reconocen las conductas positivas del estudiante.
- El Día de Muestras (Portfolio Day) brinda a los estudiantes la oportunidad de exhibir sus logros académicos en 8vo grado ante los miembros comunitarios.
- Notas, Boletines, Connect-Ed y el sitio web se usan como metodos de comunicacion directa entre escuela y hogar.

2. Brinda materiales y capacitación para ayudar a los padres del Título I a trabajan con sus hijos para mejorar sus niveles de aprovechamiento académico.

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- Anuncio sobre pautas de las tareas para el hogar en inglés y español
 - Recursos del sitio web en www.centralusd.k12.ca.us/elcapitan.int/
3. Educa al personal, con la ayuda de los padres del Título I, a través de contribuciones de padres y sobre cómo trabajar con los padres en forma igualitaria.
- La guía para una Mejor Educación (Better Teaching) brindada al personal de la Oficina de Educación del Condado de Fresno
 - La Guía de Ideas que el Personal Puede Usar (Ideas Staff Can Use), brindada por la Oficina de Educación del Condado de Madera
4. Coordina e integra el programa de participación de padres del Título I con otros programas y conduce otras actividades, tales como centros de recursos para padres, que alientan y apoyan a los padres para una participación más completa en la educación de sus hijos.
- Los padres del Título I reciben invitaciones a través de boletines informativos y anuncios que se envían a los hogares para participar en las reuniones del Consejo Escolar (School Site Council), reuniones de ELAC.
 - Se alienta a los padres a actuar como oradores para nuestros estudiantes del programa de Avance por Determinación Individual (Advancement Via Individual Determination, AVID).
 - Se invita a los padres a participar como representantes comunitarios durante el Día de Muestras (Portfolio Day) de 8vo grado.
5. Distribuye entre los padres del Título I información relacionada con los programas para padres y escolares, reuniones y otras actividades de una forma y en un idioma que los padres entiendan.
- Cuando es necesario, brindaremos traductores para las reuniones, llamadas telefónicas, conferencias, etc., para padres con dominio limitado del inglés.
 - Notificación sobre reuniones para Padres Migrantes del Comité Asesor del Distrito (District Advisory Committee)
 - Brindará un especialista en lenguaje de señas por una incapacidad auditiva según sea necesario
 - Brindará servicios según sea necesario para padres con incapacidades
 - Se brindará traducción al español para las escuelas del distrito escolar (anuncios, Plan Maestro de EL, SARC, etc.).
6. Brinda apoyo para actividades de participación de padres solicitadas por los padres del Título I.
- La administración apoyará, con razón, las actividades de participación de padres solicitados por estos.

Accesibilidad

El Capitan Middle School brinda oportunidades a todos los padres del Título I, incluyendo a padres con dominio limitado del inglés, padres con incapacidades y padres de estudiantes migrantes para participar en todas las actividades escolares. Esto incluye brindar información e informes escolares de una forma y en un idioma que los padres entiendan.

- El Capitan Middle School brinda servicios de traducción, según lo requiere la ley, para facilitar la comunicación de diferentes formas entre los padres y la escuela. Las mismas pueden incluir conversaciones telefónicas, sistemas de discado automático (Connect-Ed), conversaciones cara a cara (tales como conferencias para padres) y comunicaciones escritas.

Centros de Información y Recursos para Padres (PIRC)

Los PIRC son financiados por el Departamento de Educación de EE.UU. Brindan servicios tanto a nivel local como estatal. California cuenta con dos PIRC: PIRC1, Proyecto de Inspiración (Project Inspire) en la Asociación de Educación Bilingüe de California (California Association of Bilingual Education), Covina, CA y PIRC2, Cal-PIRC en las Academias de Cambridge (Cambridge Academies), Modesto, CA.

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

PIRC 1, Project Inspire es el resultado de una alianza entre la Asociación de Educación Bilingüe de California, el Superintendente de Escuelas del Condado de San Bernardino y la Oficina de Educación del Condado de Alameda. Project Inspire brinda talleres de capacitación para padres y recibirá financiamiento hasta el año 2011. Una lista de temas de los talleres y un catálogo en inglés y español que describen los servicios están disponibles en múltiples idiomas.

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

PIRC2, Cal-PIRC estableció en tres ubicaciones Centros de Recursos e Información para Padres en el norte y centro de California. Cal-PIRC brinda servicios directamente a los padres y escuelas en comunidades seleccionadas dentro de los Condados de Merced y Stanislaus y en las áreas de Sacramento Occidental. Además brinda apoyo en todo el estado a través de conferencias, talleres y un sitio web. Cal-PIRC será financiado hasta el año 2011. Cuando están disponibles, los recursos son publicados en inglés, español, ruso, chino, árabe y hmong.

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

Nombre _____ Grado _____ Fecha _____

ESCUELA SECUNDARIA EL CAPITAN
Acuerdo entre la escuela y el hogar 2016-2017

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

COMPROMISOS DEL PERSONAL ESCOLAR

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

- ✓ Comunicarles las altas expectativas a todos los estudiantes;
- ✓ Motivar a cada estudiante a aprender; corregir y devolver el trabajo apropiado de forma oportuna;
- ✓ Imponer las reglas equitativamente y proporcionar un ambiente de aprendizaje seguro, positivo y saludable;
- ✓ Enseñar e involucrar a los estudiantes en clases interesantes y desafiantes;
- ✓ Comunicarles regularmente a las familias acerca del progreso del estudiante;
- ✓ Enseñar estándares y conceptos a nivel de grado, abordando las necesidades individuales de los estudiantes;
- ✓ Participar en la toma de decisiones compartida con otros miembros del personal escolar y familias para el beneficio de los estudiantes;
- ✓ Respetar a todos los estudiantes y prepararlos para el éxito en el colegio, profesión y la comunidad; y
- ✓ Comportarme dentro de las expectativas de la Póliza de Civismo

Firma del maestro(a) _____

Fecha _____

COMPROMISOS DE LOS PADRES

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

- ✓ Hablar con mi hijo(a) regularmente acerca del valor de la educación;
- ✓ Asegurarme que mi hijo(a) asista a la escuela todos los días, a tiempo y con las tareas terminadas;
- ✓ Alentar a mi hijo(a) a participar en actividades de lectura al menos durante 30 minutos cada día;
- ✓ Apoyar las pólizas de disciplina, código de vestimenta y de asistencia de El Capitán;
- ✓ Monitorear el progreso de mi hijo(a) en la escuela;
- ✓ Hacer todo lo posible para asistir a eventos escolares, como conferencias de padres y maestros, Exhibición Escolar (Open House), Noche de Regreso a la Escuela, y otros eventos escolares;
- ✓ Asegurarme de que mi hijo duerma lo suficiente, reciba la atención médica regular y una nutrición adecuada;
- ✓ Participar en la toma de decisiones con el personal escolar para el beneficio de mi estudiante;
- ✓ Comportarme dentro de las expectativas de la Póliza de Civismo.

Firma del Padre/Tutor _____

Fecha _____

COMPROMISOS DE LOS ESTUDIANTES

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

- ✓ Venir a clase a tiempo, listo para aprender y con las tareas terminadas;
- ✓ Creo que puedo aprender y aprenderé;
- ✓ Dedicar tiempo todos los días para completar mi tarea;
- ✓ Saber y seguir las reglas de la escuela y del salón;
- ✓ Cumplir con el código de vestuario de El Capitán;
- ✓ Llevar todos los comunicados a casa a mi padre/tutor;
- ✓ Ser un buen oyente y aprendiz activo; Pedir ayuda cuando la necesite;
- ✓ Respetar mi escuela, el personal y a mi familia; y
- ✓ Comportarme dentro de las expectativas de la Póliza de Civismo.
- ✓ Mi escuela, el respeto personal, otros estudiantes y familiares al usar tecnología como las redes sociales, mensajes de texto, etc.

Firma del Estudiante _____

Fecha _____