

Back to School Night

Agenda

- ◆ Welcome
- ◆ Middle School Faculty
- ◆ Expectations
- ◆ Language Arts and Math
- ◆ Grades
- ◆ Illuminate Parent/Student Portal
- ◆ Electives
- ◆ Field Trips
- ◆ Jog-A-Thon 2019-2020
- ◆ Kinesiology



Welcome!



Welcome and thank you for choosing The Language Academy of Sacramento as your learning community for 2019-2020!

- ◆ Middle school learning experience represents the **pivotal** years in an adolescent's life.
- ◆ Middle school students need to become proficient in life skills such as: **organization, goal setting and disciplined work ethics.**
- ◆ Academically, students are challenged to apply the foundational skills they acquired in the elementary grades in **more complex, in-depth learning experiences.**
- ◆ Middle school students surrounded by teachers and peers who are respectful and supportive of their efforts help students feel safe **taking learning risks.**

Middle School Faculty

Anguiano, Maria

Ms. Anguiano received her undergraduate degree (B.A.) in Liberal Studies from California State University, Sacramento. She received her teaching credential with an emphasis on bilingual and multicultural education from California State University, San Diego. This year she will teach Spanish Language Arts, Math, Ancient Civilizations, US History, and Study Skills.

Castañeda, Graciela

Mrs. Castañeda earned a B.A. in Child Development from California State University, Sacramento. She also received her Multiple Subject Teaching Credential with a Spanish BCLAD. Mrs. Castañeda is currently teaching middle school and has experience in teaching kindergarten, first and fourth grade. This year, Mrs. Castañeda is teaching Spanish Language Arts, Integrated Science 1, Math, and Art.

De La Cruz, Natalie

Ms. De La Cruz has a B.S. in Human Biology from the University of California, Merced (UCM). She received her teaching credential with a BCLAD emphasis from the University of California, Davis (UCD). Ms. De La Cruz is currently a candidate in the Masters of Education program at UCD. This year, Ms. De La Cruz is teaching English Language Arts, Math, Integrated Science, and Technology.

Middle School Faculty

Hayes, Alexander

Mr. Hayes received his B.A. in Cultural Anthropology with an emphasis on Sustainable Development, and a B.A. in Latin American and Latino Studies from the University of California, Santa Cruz. In addition, he received his Single Subject Credential in History/Social Science with a BCLAD emphasis. In 2018, he received his Masters Degree in Education from the UC Davis. Mr. Hayes is teaching English Language Arts, Math, U.S. History, and Introduction to French Culture and Language.

Jáuregui, Gemma

Maestra Jáuregui received her Bachelor's degree in Liberal Studies with an emphasis on Social Science and English from California State University of Sacramento (CSUS). She also received her teaching credential from CSUS through the Bilingual Multicultural Education Department. Mrs. Jáuregui has experience on the Governing Board, Policy Committee, the Curriculum Design Team, and is currently teaching Spanish Language Arts, Math, and Ancient Civilizations. She has experience with Spanish Language Development in first through eighth grade, and is now working part time as a literacy coach.

Lomelí, Rosa

Ms. Lomelí received her B.S. in Health Science with an emphasis in community health and received her Multiple Subject, with a BCLAD emphasis, credential from California State University of Sacramento. She has experience teaching at the 3th-7th grade level and is currently a middle school teacher for grades sixth through eighth. Ms. Lomelí is teaching Spanish Language Arts, Math, Integrated Science, and Action Civics.

Middle School Faculty

Luna-Franco, Ana

Ms. Luna-Franco received her B.S in Community and Regional Development with a minor in Sociology from the University of California Davis. She received her teaching credential with a Spanish bilingual authorization from California State University Sacramento. Ms. Luna-Franco teaches English Language Arts, Math, History and, Speech and Debate.

Luna, Brenda

Ms. Luna received her B.A. in History with a minor in Ethnic Studies. She received her Multiple Subject teaching credential with a Spanish bilingual authorization from California State University, Sacramento. She teaches Integrated Science 3, Math, English Language Arts, and Current Events. She is a Student Council Advisor and a member of the School Site Council.

Graham, Clark

Mx. Graham received their B.A. in Asian Studies with a minor in Spanish and Political Science from the University of Utah. They received their Masters in Special Education from Arizona State University. They received their special education credential through the Sacramento County Office of Education. They co-teach math and language arts and teach College Prep (Study Skills).

Middle School Faculty

Vargas, Karina

Ms. Vargas received her B.A. in Liberal Studies at California State University, Sacramento. She received her teaching credential with a Spanish BCLAD also from California State University, Sacramento. She has worked at Language Academy for 16 years with experience in 2nd, 3rd, Tk and ELD. This year she teaches Academic English Language Development for 6th, 7th and 8th grade students. She teaches Transitional Kinder in the morning.

Ms. Phelps

Ms. Phelps was a member of the charter development team as well as original teacher board member where she served as Board Treasurer. Ms. Phelps received a Bachelor of Arts degree from California State University, Sacramento and later attained a Bilingual Cross Cultural credential. She completed her Master of Arts from the Multilingual Education department at CSUS. She has presented on multicultural education, bilingual programs, and science at both local and state conferences. This year Ms. Phelps is teaching a math class.

Middle School Support Personnel:

- Amanda Cervantes
- Monica Castañeda

Middle School Advisory Teachers



Grade 6 and Grade 7 Advisory Teachers:

Ms. Anguiano
Ms. Castañeda
Ms. De La Cruz
Ms. Lomelí
Ms. Luna

Grade 8 Advisory Teachers:

Mr. Hayes
Mrs. Jáuregui
Ms. Luna-Franco

NOTE:

Advisory Teacher (AT) Role:

Each student has a designated advisory teacher for the year. The AT is the main contact person for inquiries regarding: **independent study, overall communication, fundraising, letters from office (school forms), etc.**

Middle School Agreements

◆ School Wide Norms

Show Respect

Help to Solve Problems

Make Good Choices

◆ Our school staff is committed to providing a safe, orderly, and caring learning environment where students

- ◆ feel comfortable,
- ◆ share responsibility for maintaining a positive school climate, and
- ◆ take pride in their school and their achievements.

◆ MS Structures and Programs for Socio-Emotional Learning:

- ◆ MTSS (Multi-Tier System of Supports)
- ◆ PBIS (Positive Behavior Interventions and Supports)
- ◆ Circle-Up (Restorative Justice Practice)
- ◆ Cyber Civics (Digital Smarts and Safety Curriculum)



Language Arts



The **Teachers College Reading and Writing Project** serves as the foundational research design of the middle school language arts Reader's and Writer's Workshop Curriculum (L. Calkins, M. Ehrenworth, & C. Lehman, *Pathways to the Common Core*, 2012).

This new curriculum adheres to the Common Core State Standards (CCSS), and is based on 35 years of research and development spearheaded by Lucy Calkins from the Teachers College at Columbia University in New York. The curriculum Units of Study:

- ◆ Addresses students of all levels of understanding within each grade level.
- ◆ Gives students more time to practice reading and writing at their own pace and level versus a more scripted lesson plan where everyone is doing the same thing and at the same speed.

Math



The **College Preparatory Math (CPM)** curriculum used in middle school is student-centered and problem solving-based and is aligned with the CCSS. At the core of all middle school mathematics courses are the following research based principles:

- ◆ Students should engage in problem-based lessons structured around a core idea.
- ◆ Guided by a knowledgeable teacher, students should interact in groups to foster mathematical discourse.
- ◆ Practice with concepts and procedures should be spaced over time; that is, mastery comes over time.

CPM Homework Help Website:

www.homework.cpm.org

LAS Mathematics Pathways

Based on information learned from the CPM publisher, as well as experts in the field, the following are the two math pathways that 6th-8th grade students can take while at LAS: Traditional CPM Math and Integrated CPM Math. Either pathways would prepare students opportunity to take Calculus and/or higher level mathematics in high school as students are able to challenge placements, even in high school, depending on their readiness and proficiency on the subject.

6th Grade (All students)
CPM Core Connections Course 1

Upon completion of above course, all students are evaluated based on the math data points criteria for next course placement:

	Math Data Points Criteria	Student meets minimum requirements	Your Child's Results	Met Minimum Criteria (Yes/No)
1	Diagnostic Exam (Administered end of 6 th or beginning of 7 th)	80% or higher		
2	CPM Course 1: End of Year Grade	90% or higher		
3	California Assessment of Student Performance and Progress (CAASPP) 6 th Math Result	Standard Met or Standard Exceeded		

Upon completion of Course 1, the following pathways are designed for Grade 7 and Grade 8:

- 1) Students who meet two or more data points criteria above are placed in the Integrated Math Pathway.

Integrated Pathway
Grade 7: CPM Core Connections Course 2 & most of Course 3
Grade 8: Completion of CPM Core Connections Course 3 & Integrated I Course

- 2) Students who meet less than two data points criteria above are placed in the Traditional Math Pathway.

Traditional Pathway
Grade 7: CPM Core Connections Course 2
Grade 8: CPM Core Connections Course 3

Grades



- ◆ Agenda
- ◆ Students have until the next class meeting to turn in late homework for 50% credit.
- ◆ Students who are absent are expected to obtain missing assignment tasks on the day they return to school.

Category Per Subject	Language Arts English & Spanish	Math	History	Science
Cumulative Assessments (writing prompts, chapter and unit tests, literature tests, comprehension tests, etc.)	35%	35%	25%	25%
Assignments (classwork, projects, presentations, science labs, notebooks, grammar, spelling, etc.)	20%	20%	40%	40%
Homework Completion	15%	15%	5%	5%
Quizzes	15%	15%	15%	15%
Participation	15%	15%	15%	15%



Illuminate Parent and Student Portal

- ◆ Parent Portal
 - ◇ Access to standardized test scores
 - ◇ Access to student grades
- ◆ Student Portal
 - ◇ Access to classroom grades
 - ◇ Access to student schedule

The screenshot shows a login form with the following elements:

- Username:** A text input field.
- Password:** A text input field.
- Login:** A blue button.
- Create Account:** A green button.
- Forgot Password:** A grey button.
- Log in with Google if you're a student:** A red button labeled "Sign in with Google".
- Footer:** A link that says "If this isn't your district, you can search for your district here."

Semester 1 Elective Classes

- ◆ Action Civics
- ◆ Art
- ◆ College Preparatory Class
- ◆ Current Events
- ◆ AELD - Academic English Language Development
- ◆ Introduction to French Culture
- ◆ MCAT- Mentoring Cross-age Tutoring
- ◆ Study Skills
- ◆ Speech and Debate
- ◆ Technology

Note: Students designated as an English Learner (EL) or Reclassified Fluent English Learner (RFEP for 4 years or less) are strategically placed in elective course(s) that will further support their academic English language development.

Middle School Field Trips

6th	7th	8th
<ul style="list-style-type: none">-The Rink-B Street Theater-Tech Interactive Museum-Rosicrucian Museum-Waterpark	<ul style="list-style-type: none">-Cinemark-B Street Theater-Tech Interactive Museum-Rosicrucian Museum-Six Flags	<ul style="list-style-type: none">-Broadway Theater (In the Heights)-B Street Theater-Tech Interactive Museum-Rosicrucian Museum-The Rink-UC Santa Cruz/Boardwalk



Middle School Field Trip Chaperones

- ◆ All parent chaperones must do the following:
 - ◇ Attend a Chaperone Orientation
 - ◇ Read and sign the Guidelines for Volunteer Field Trip Chaperones
 - ◇ Complete an Emergency Card and other required volunteer documents as needed.



Jog-A-Thon 2019-2020

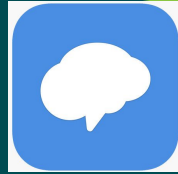
- ◆ Opportunity to:
 - ◇ fundraise for field trips
 - ◇ volunteer
- ◆ OCTOBER 2019

Your parent representative will contact you to see how can you can volunteer.



Contact us

- ◆ Remind App



- ◆ Emails

M. Anguiano: manguiano@lasac.info
G. Castañeda: gcastañeda@lasac.info
N. De La Cruz: ndelacruz@lasac.info
A. Hayes: ahayes@lasac.info
G. Jáuregui: gjauregui@lasac.info
R. Lomelí: rlomeli@lasac.info
B. Luna: bluna@lasac.info
A. Luna Franco: alfranco@lasac.info
K. Vargas: kvargas@lasac.info
C. Graham: rcgraham@lasac.info
P. Phelps: pphelps@lasac.info



LAS HEALTH PYRAMID

PHYSICAL Health -

The ability of the body to function properly while being able to perform age appropriate activities.

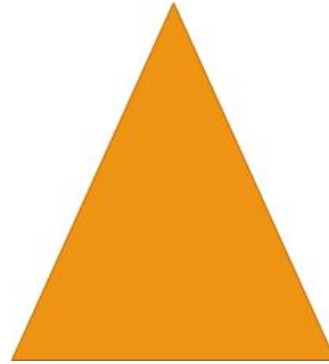
Main Factors: Nutrition, Exercise, Rest



EMOTIONAL Health -

The ability to manage and express behaviors, feelings, and thoughts in an appropriate way.

Main Factors: Friendship, Family, Relationships, Society



SOCIAL Health - The ability to form positive relationships with others.

Main Factors: Self-Esteem, Communication, Accepting Differences

PE Uniform...

- For hygiene, comfort and safety all 5th-8th Language Academy students are asked to dress for PE every day
- Winter sweatpants and sweatshirts are optional
- NO** sharing PE clothes with other students.
- PE clothes should not be worn to their next class or during the day.



Medical Notes

If a student cannot participate in class, a note including the 5 items below must be submitted:

Parent Note:

- Dated
- Parent signature
- Contact number
- Reason for limited participation
- What student can/cannot do

Doctor Note:

- Date seen by doctor
- Reason for non-participation
- Modifications for student
- Date as to when student is to return to Physical Education.
- Signature and phone number for the doctor.

Grading Policy Middle School

Fitness - 5%

Skill / Knowledge - 10 %

Project - 10%

Participation - 40%

Personal Conditioning - 35%

Contact Us At...

The PE / Kinesiology Team

C. Ferreira: cferreira@lasac.info

T. Gellie: tgellie@lasac.info

S. Mercado: smercado@lasac.info