



The Single Plan for Student Achievement

School: Sierramont Middle School
CDS Code: 43693776093033
District: Berryessa Union Elementary School District
Principal: Chris Mosley
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Chris Mosley
Position: Principal
Phone Number: 408-923-1955
Address: 3155 Kimlee Dr.
San Jose, CA 95132
E-mail Address: cmosley@busd.net

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Sierramont Middle School's Vision and Mission Statements

Berryessa Union School District

MISSION STATEMENT

Berryessa Union School District provides all students the skills to become lifelong learners and successful 21st century global citizens.

VISION STATEMENT

Berryessa Union School District will be recognized for educational excellence in a safe, innovative and inclusive student-centered learning environment, inspiring students, staff and the community.

CORE VALUES

The Berryessa Union School District values . . .

Honest and Integrity... Being student-centered... Equity... Diversity... Collaboration... Accountability... Commitment to excellence in education... Reflective and visionary thinking

THREE-YEAR GOALS

Ensure a safe learning environment
Enhance communication, collaboration, critical thinking and creativity
Enhance Technology
Provide professional development for all staff
Increase parent and community education and involvement
Adopted by the Board of Trustees January 21, 2014

School Profile

Sierramont Middle School is 1 of 13 schools in the Berryessa Union School District. Sierramont was opened in 1975. The school has 30 regular classrooms, a multipurpose room, a library, and an administration building. In addition to the main building, there are seven portable classrooms that have been added to accommodate class size reduction and instructional programs.

Our school is a partnership of students, parents, educators, support staff, and community members. Our school community takes pride in providing a quality education in a caring and supportive environment. We have high academic expectations combined with a climate that promotes student creativity and respect for diversity. Students are challenged to enthusiastically and willingly develop to their full potential.

In the Summer of 2016, Sierramont was modernized due the passed Measure L Bond in 2015. Sierramont received over three million dollars of upgrades and additions. Sierramont is a 2:1 ratio of chromebooks to students, added a new gym floor and a new flexible instruction space where two or more classrooms could make presentations and work at the same time.

With the ever present themes of life long learning and school pride, Sierramont Middle School provides all students with a motivating environment in which to learn. This is reflected in the prevalent atmosphere that says every student should develop a love for learning for a lifetime in the elementary grades. Teachers are trained with research-based practices that best respond to students' learning needs. All teachers communicate on a regular basis with parents and the support staff. They are open, caring, and dedicated individuals. Our group of highly qualified, effective educators demonstrate a positive attitude toward their profession, the Berryessa Union School District, and the Berryessa community they serve.

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).

The community has participated in multiple surveys as sources of data gathering for the 2016-2017 school year.

Parents, students and staff members have taken the BriteBytes survey, to gather information about the use of technology, the technological skills of our school community, and the overall accessibility to technology of all stakeholders.

Students have taken the Cornerstone survey, a data gathering device that provides information to the school and the district regarding school safety issues.

The feedback generated from this tool helps drive the academic, social and emotional programs for all students at Piedmont Middle School.

Additionally, Students in grades 5 and 7, all parents and staff are asked to complete the following surveys in the Spring every other school year.

The California School Climate Staff Survey, along with its companion student and parent surveys—the California Healthy Kids Survey (CHKS) and the California School Parent Survey (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the California School Climate, Health, and Learning Survey (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis to provide key data on school climate and culture, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. The surveys provide a wealth of information to guide school improvement efforts and Local Control and Accountability Plans (LCAP), particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement. For additional information and resources, visit the survey websites: cscs.wested.org and cal-schls.wested.org.

Student Surveys – California Healthy Kids Survey (CHKS)

The CHKS consists of a required general set of questions and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest.

The survey consists of a broad range of key questions identified by an expert advisory committee that is considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being. The primary focus of the survey is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health).

School-Related Core Content

To support school improvement efforts, the majority of questions on the CHKS assess school performance, engagement, climate, and experiences. The survey provides self-reported data on:

- School connectedness;
- The level of which students experience caring adult relationships, high expectations, and opportunities for meaningful participation at school, three fundamental developmental supports (protective factors) that promote positive academic outcomes; and
- Perceived safety and frequency of, and reasons for, harassment and bullying at school.

Parent Surveys - California School Parent Survey (CSPS)

The survey is specifically designed to provide data to help foster better parent involvement, one of the required priorities of Local Control and Accountability Plans (LCAP). It also provides data to help meet three other LCAP priorities: enhancing academic achievement, school climate, and pupil engagement. It aims to raise awareness of how well the school is doing in its parent involvement efforts and what are the needs and concerns of parents that it should address. It provides a means to confidentially

obtain parent perceptions about learning and teaching conditions, school climate, and parent-school involvement and relationships, including whether the school environment is academically challenging, caring and welcoming, participatory, safe, and fair. More information about the survey is available on its website: csps.wested.org.

Parental involvement in the school and their child's education is one of the important characteristics of a positive school climate and quality schooling. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful—all variables assessed by the CSPS.

Involving caring adults and family members is absolutely essential to creating a safe, caring, challenging, participatory, and supportive school climate. Social relationships or ties among students, parents, teachers, and administrators are a key component of school improvement efforts and are a common characteristic of effective schools. When parents are involved at school, children perform better in terms of both behavior and academic achievement, they stay in school longer, and they learn better.

Positive relationships or ties among students, parents, teachers, and administrators, and the fostering of parental support for education are key components of effective schools. Many studies show that parent and other family involvement in children's learning is a critical element of student success.

SURVEY CONTENT OVERVIEW

The CSPS serves two primary purposes. First, it addresses most of the key issues in regard to parental involvement in both the school and their own child's education. Second, it provides feedback on how parents view school climate conditions, their perspective on the degree to which positive factors exist in a school. It asks parents and guardians to rate their own experience as school partners through questions like This school keeps me well-informed, promptly responds [to me], encourages me to be an active partner, etc. The survey content, as organized in this report, covers several key content areas:

1. Characteristics of Parent Respondents and their Children
2. Student Support (learning environment and supports, school discipline, cultural sensitivity, opportunities for meaningful student participation)
3. Parental Support and Involvement
4. Perceptions of Student Risk Behaviors (how much of a problem at the school)

Staff Surveys - California School Climate Staff Survey (CSCS)

The CSCS was developed for CDE by WestEd in 2004, to fulfill the requirement in the No Child Left Behind Act of 2001, Title IV, that schools conduct an anonymous teacher survey related to student drug use and violence. Recognizing the opportunity this requirement presented over time, CDE has expanded the content to collect other data to guide school improvement efforts and to meet LCAP state priorities. Schools can also add questions of their own choosing to meet other local data needs. Because the results are anonymous and confidential, the survey provides staff with an opportunity to honestly communicate their perceptions about the school.

The CSCS grew out of CDE's commitment to: (1) helping schools promote the successful cognitive, social, and emotional development of all students; and (2) fostering positive school working environments, particularly to help address the growing problem of low teacher retention. This CSCS report provides perspective on the degree to which staff perceive that their school has learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. In conjunction with CHKS student data, CSCS data enrich a school's ability to create a positive school climate that promotes quality teaching, school connectedness, academic achievement, and overall well-being among both students and staff.

Reports from these surveys are available in the school office.

Classroom Observations

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

Formal lesson and informal classroom visits are conducted by the site administrator to ensure fidelity to standards-based instruction, student engagement, alignment to the Common Core State Standards, district and site implemented programs and to ensure that student academic needs are met. Information collected by classroom observations is a critical component to assess and improve teaching strategies and drive the instructional program.

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)

The use of assessments to modify and improve student achievement is being selected and/or designed to correspond with the Common Core State Standards (CCSS). These assessments will provide information that, when integrated and examined together, creates a full picture of student achievement and school improvement. Assessments may include reading, writing, math, CELDT, CA Physical Fitness Test, NGSS Science Pilot Testing this year. These assessments will assist and support with the planning for full implementation of CCSS in the 2016-17 school year.

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

The school/district has monitoring system which includes curriculum-embedded assessments available as part of the language arts and math adopted programs. These assessments inform teachers and principals on student progress and effectiveness of instruction in all reading/language arts and mathematics classrooms. The purpose of these assessments is to provide timely data to teachers and principals to make instructional decisions that will improve instruction and student achievement. As a district, we are transitioning and developing district benchmarks, which will include curriculum-embedded assessments aligned with Common Core state Standards (CCSS) in both math and language arts. Currently, the district requires all students in Kindergarten-3rd grade to be assessed with Fountas and Pinnell Reading assessments. We are also looking at assessments that will show the achievement of students who are receiving instruction with Writer's Workshop K-5 and the CCSS Writing Rubric.

Staffing and Professional Development

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

Berryessa strives to become a high performing district. In order to reach this goal, we must ensure that there is an adequate supply of highly qualified and effective teachers, paraprofessionals and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population.

These efforts..... have resulted in significant improvements in the preparation, authorization and assignment of teachers throughout the district.

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

All Berryessa classrooms are staffed with highly qualified teachers. Teachers possess a bachelor's degree, hold an appropriate teaching credential, authorization, or intern certificate, and demonstrate subject matter knowledge and competence. Berryessa Union School District certifies that all classrooms have highly qualified teachers credentialed for their assignment, as documented on the annual CBEDS report.

We are utilizing SBE adopted ELA/ELD materials and a SBE adopted Common Core mathematics materials. Berryessa will also utilize our adoptions as well as supplemental materials and resources to access the Common Core State Standards (CCSS). All teachers are participating in professional development in the district and some outside of the district at SCCOE and with other professional organizations. At district trainings on and off site, all staff are learning about utilizing current textbooks while shifting instructional practices to align with CCSS, as needed, selecting and utilizing supplemental resources that align with CCSS, and understanding CCSS in depth to further develop their current teaching practices. Teacher leads are trained in Mathematics, NGSS, ELA/ELD, and Technology and provide monthly ELD and ongoing support at all sites.

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

Staff development is aligned with identified teacher and staff needs as well as the ongoing anticipated needs of our students. Curriculum teams from each site align newly adopted curriculum to standards, develop pacing guides, benchmarks assessment and identify professional development needs for implementation of these resources. Curriculum teams review and revise pacing guides from the previous years based on student data and make recommendations for on-going professional development as well as create and facilitate site-level professional development sessions. Continue support for integrated thematic instruction through SEAL unit design and PBL sustained support and PBL 101 moving toward full district-wide implementation.

- PROFESSIONAL DEVELOPMENT for ELEMENTARY ONLY -Early Academic Language Strategies Training & Integrated Unit Design for SEAL TK-1 (BT, TY, VP) & K-3 (CW, LV, SD), 10 days, and four afternoon planning sessions -Benchmark Assessment System for K-2 Teachers, 1 day, plus 2 supported release days -Leveled Literacy Intervention Training for RSP and SDC teachers, 3 days
- PROFESSIONAL DEVELOPMENT for MIDDLE SCHOOL ONLY -Integrated Pathway for NGSS Instruction, 6-8 science teachers, 2-5 days -Academic Discussion for ELA/Social Studies teachers, 2 days -Technology Applications for Education, 2 afternoon sessions -Scholastic Read 180 for ELD Teachers of CELDT 1 & 2 students, 3 days -English 3D for teachers of long term English learners, 3 days
- PROFESSIONAL DEVELOPMENT for BOTH MIDDLE SCHOOL & ELEMENTARY -Project Based Learning 101, 3 days in summer - Professional Learning Community Training with New Teacher Center for Lead Teachers, 3 days -Math Professional Development and Curriculum Mapping, 3 days, and 2 afternoon sessions -ELA/ELD Framework for Literacy Lead Teachers, 4 days -NGSS Awareness for Science Lead Teachers, 1-2 days -Writing Workshop Narrative Unit of Study, for TK-5 teachers and 6-8 ELA/ELD & Social Studies Teachers -Writing Calibration for Narrative Writing TK-5 and 6-8 ELA/ELD & Social Studies Teachers, 2 sessions -Examining Common Core Content Literacy in the Arts for Music and Art Teachers, 2 days -Curriculum Mapping, Goal Setting & Nutrition for PE Teachers, 2 days -Behavior Strategies for Social Workers, Psychologist, SDC Teachers, SLPs, 2 days -Job Alike Planning and Professional Development for Special Education Teachers, monthly
- PROFESSIONAL DEVELOPMENT for ADMINISTRATION & COACHING STAFF -Coach Training for teacher advisors, 8 days - ELA/ELD Framework for Principals and APs, 4 sessions -Positive Discipline & Intervention for Principals & APs, 2-3 sessions - Walk-through Tools for Principals & APs with instructional rounds, 1 session -LCAP/SPSA alignment training for Principals, 2 sessions -Collaboration and Professional Development for Coaches, bimonthly sessions
- PROFESSIONAL DEVELOPMENT for CLASSIFIED STAFF Page 42 of 87 -Technology training for Attendance Clerks and School Secretaries, 3 sessions -Common Core Classroom Support/Special Ed. Paraprofessionals, 2-4 sessions -TCI training for Paraprofessional Choice, 3 days

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

Teachers participate in district driven professional development supported by teacher presenters who bring the information back to their sites. Instructional Coaches are assigned to each site to support teachers in developing their instructional practices and support implementation of district initiatives including SEAL, new instructional materials including Writer's Workshop and support in lesson implementation. The district collaborates with the SVMII (Silicon Valley Math Initiative) and Sobrato Center (for SEAL) which provides instructional assistance and support for math and ELL student strategies.

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

Teacher Collaboration is an integral part of our district's culture. We understand that to improve student achievement teachers must collaborate to make a more consistent and cohesive instructional program for our Berryessa students. Teacher collaboration varies at different school sites but is an expected part of our professional development. Our district PD days have built in collaboration times to focus on the specific topic being presented. Teacher release days by grade level are utilized by the district and school site. By having these release days teachers can work in grade level groups that are either site specific or an entire grade level across the district. In addition to these PD times our teachers and/or site leadership are offered various opportunities to participate in learning communities on a variety of topics. Some of these span across districts to allow for a broader scope of learning. All of our teacher collaboration has an element of data to drive conversations. Data is presented in different forms that can best relate to the ongoing work and process of these groups and topics. This data comes from state and district assessments, formative and summative assessments, and formal and informal observations. The collaboration groups work to improve instruction and increase student achievement.

Teaching and Learning

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

The Berryessa Union School District's Board of Trustees Board Policy 6010 guides the programs and instruction delivered to all students grades K – 8th in BUSD including general education, special education and English Learner students. Among the guarantees the board has adopted, is the dedication to providing all students with the supports and education necessary to promote strong communication skills. The district office provides professional development opportunities for all teachers in both the methodologies of good teaching practices as well as how to utilize the board adopted materials for instruction. Under the guidance of the Board, BUSD has continuously adopted curricular materials which are board approved and aligned with the State of California Content standards. Those adoptions include:

Language Arts

- K-6th Houghton Mifflin © 2003 A Legacy of Literacy 2008
- 6TH – 8TH Holt, Rinehart, Winston © 2003 Literature & Language Arts 2008

Mathematics

- TK Dale/Seymour/Pearson: Mathematics Their Way
- K-2: Houghton Mifflin: Go Math Common Core Hybrid 2015
- 3-5: Pearson: Envision Math CA Common Core 2015
- 6-8: CPM College Prep Mathematics Common Core Series/Core Connections 2014

Science

- K – 5th Houghton Mifflin © 2007 California Science 2012
- 6th – 8th CPO © 2007 CPO Science 2012

Social Science/History

- K – 5th Pearson Scott Foresman © 2006 2011
- 6th – 8th Glencoe/McGraw-Hill © 2006 Discovering our Past (Basic) 2011
- 6th – 8th TCI (Teachers Curriculum Institute) 2004/2005 History Alive (supplemental) 2011

Visual and Performing Arts

- 6th – 8th Pearson Scott Foresman – Making Music, California Edition 2014

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

Sierramont complies with and monitors implementation of instructional time for the adopted programs for core English/reading/language arts, reading intervention, core mathematics, as well as provides additional time for students needing mathematics intervention. This time should be given priority and be protected from interruptions.

The daily guidelines for reading/language arts are 60 minutes for kindergarten, 90 minutes for grades 1 through 5, and 90 minutes

The recommended daily instructional minutes for areas of focus include:

- Oral language 10 minutes
- Word study 10 to 20 minutes
- Reading 10 to 20 minutes
- Writing 15 to 20 minutes
- Small group instruction 45 to 60 minutes.

The daily guidelines for mathematics are 45 minutes for kindergarten, 60 minutes for grades 1 through 5, and 60 minutes

The daily guidelines for each subject in Middle School is 55 minutes daily and 40 minutes on minimum days.

Those students in need of Math or Language arts intervention is scheduled into a support class that replaces their elective

Adherences to the recommended guidelines are:

The alignment of daily classroom instruction to CCSS

Utilize state adopted texts and resources to align classroom instruction to CCSS

Weekly Lesson plans

Grade level planning and collaboration

Deep understanding of CCSS

On-going professional development

Development of units of study

Classroom assessments

School wide assessments

District assessments

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

The district has put together Curriculum Committees for math, ELA, and Science to create frameworks, pacing guides, and assessments. The committees also discuss curriculum and areas of focus for professional development trainings. A new SST protocol has been put into place to ensure struggling students are properly identified and are given immediate interventions. Teachers are trained on a variety of instructional strategies to make sure all levels of students are receiving instruction at their target level through differentiation.

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

To comply with California Education Code 35186 in regards to textbooks and curricular materials, BUSD must provide sufficient textbooks and instructional materials for each pupil, including English learners and students with special needs. Textbooks and/or instructional materials must be available to students to use in the classroom and to take home. All students receive SBE approved grade-level textbooks and consumable workbooks in ELA, Math, and Science even though they are not in complete alignment with the CCSS and frameworks:

BUSD's Adopted Instructional Materials; expires June 30th

LANGUAGE ARTS:

K - 6 Houghton Mifflin © 2003 A Legacy of Literacy (BUSD 06-18-02) 2008

6 - 8 Holt, Rinehart, Winston © 2003 Literature and Language Arts (BUSD 06-18-02) 2008

MATH

K - 2 Macmillan © 2009 California Mathematics Concepts, Skills, and Problem Solving (BUSD 06-10-08) 2013

3 - 5 Scott Foresman © 2009 enVisionMath (BUSD 06-10-08) 2013

6 - 8 Prentice Hall Mathematics California © 2009 (BUSD 06-10-08) 2013

Grade 6 Math, Pre-Algebra, Algebra Readiness

8 - Holt © 2008 California Algebra 1 (BUSD 06-10-08) 2013

8 - Holt © 2008 California Geometry (BUSD 06-10-08) 2013

SCIENCE :

K-5 Houghton Mifflin © 2007 California Science (BUSD 05-15-2007) 2012

6 - 8 CPO © 2007 CPO Science (BUSD 05-15-2007) 2012

SOCIAL SCIENCE/ HISTORY

K - 5 Pearson Scott Foresman © 2006 (BUSD 06-13-06) 2011

6 - 8 Glencoe/McGraw-Hill © 2006 Discovering Our Past (Basic) (BUSD 06-13-06) 2011

6 - 8 TCI (Teachers Curriculum Institute)© 2004/2005History Alive! (Supplemental) 2011 (BUSD 06-13-06)

VISUAL AND PERFORMING ARTS

6 - 8 Pearson Scott Foresman - Making Music, California Edition (BUSD 04-11-08) 2014

CDE Price List of Adopted Instructional Materials <http://www3.cde.ca.gov/impricelist/implsearch.aspx>

CDE Schedule for Curriculum Framework and Instructional Materials Adoptions

<http://www.cde.ca.gov/ci/cr/cf/documents/frwkdevsch.doc>

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)

Berryessa Union School District provides State Board of Education (SBE) adopted and standard-based materials (SBM) for every student as described in California Education Code 35186. Every student in grades k-5 and middle school (6-8) is provided with grade level appropriate textbooks in core curricular areas:

English Language Arts- K through 5th grade, Houghton Mifflin/Medallions; 6th through eighth grade, Holt, Rinehart, and Winston

Mathematics - K through second grade Houghton Mifflin Go Math; third through fifth grade, Scott Foresman enVision Math; sixth through eighth grade, College Prep Math (CPM)

Science - K – 5th Houghton Mifflin © 2007 California Science; 6th – 8th CPO © 2007 CPO Science.

Social Science/History - K – 5th Pearson Scott Foresman; 6th – 8th Glencoe/McGraw-Hill © 2006 Discovering our Past (Basic); 6th – 8th Teachers Curriculum Institute (TCI), History Alive (supplemental)

Visual and Performing Arts- 6th – 8th Pearson Scott Foresman – Making Music, California Edition

Intervention materials used at the K-5th include the use of the Fountas and Pinnell Leveled Literacy Intervention Kits.

Opportunity and Equal Educational Access

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

Teachers are proactive in providing a successful academic experience for all students. Services provided by the regular education program that enable underperforming students to meet standards may include, but are not limited to the following: a Common Core State Standards (CCSS) aligned curriculum in all grades which includes assessments to inform and differentiate instruction, English Language Development curriculum, Title I program assistance (if applicable), Our teachers and support staff collaborate frequently to ensure success for all students. Teachers use classroom strategies that are differentiated, which includes small group instruction to frontload, re-teach, and model concepts that support the curriculum. In addition, the teacher is supported with monthly professional development and access to Teachers on Special Assignment (TOSAs). The teacher and principal meet throughout the year to discuss and monitor student performance. Targeted students work toward academic goals one-on-one and small group support.

14. Research-based educational practices to raise student achievement

Our school's mission is to provide all students with the skills to become lifelong learners and successful 21st century global citizens. We use Marzano's book, *What Works in Classrooms*, and Schmokers's book, *Focus*, as research-based guides for developing daily instruction that meets the needs of a diverse student population using tools such as a lesson design template (with a clear objective, gradual release of responsibility, and checks for understanding); learning groups; graphic organizers, positive reinforcement and recognition.

In addition, we reference Kate Kinsella's work to provide appropriate instructional support for English learners including explicit instruction on listening and speaking skills, sentence frames, and activities that prompt all students engage in discussions. Using the research of Carol Ann Tomlinson, we implement differentiated instructional strategies that provide each student the opportunity to grow academically including compacting curriculum, adjusting questions, tiered assignments, learning centers and partner work.

District curriculum teams for math, English language arts, and science align adopted curriculum with CCSS standards, develop benchmark assessments, and develop curriculum maps. These district teams and our school community regularly review CAASPP and benchmark assessment data to review student progress. Adjustments are made to instruction as needed. Interventions are provided during and after school based on the research of student data.

Our school also monitors the social emotional health of our students through data on truancy, suspensions, Healthy Kids survey, and Project Cornerstone survey. We are currently use Sherman Garnet & Associates book, *Guidelines on Discipline, Due Process, Suspension and Expulsion Handbook*, to develop practices that promote positive learning environments with high student engagement. In addition, we promote student engagement in academics through Projected Based Learning and integrated thematic units. We are supported in this work by training offered by the Buck Institute, East Side Alliance, and Sobrato Early Academic Language Program.

Finally, we promote community and parent involvement based on research from Marzano and others that correlates involvement with academic achievement. Parents participate in shared leadership through School Site Council, PTA, and the English Language Advisory Committee. We promote parent and community involvement through many educational and fun events throughout the year such as Family Math Night, Harvest Festival, and Family Science Night.

Parental Involvement

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

Academic assessments are used to diagnose and differentiate student learning and address the needs of underachieving students to meet the district and state expectations. In addition, district adopted materials are utilized to adapt and support alignment with Common Core State Standards (CCSS) and facilitate student learning to master grade level standards. The school also offers extended day learning opportunities within the school year to address the needs of underachieving students. The district and school sites design staff development and professional collaboration aligned with CCSS instructional materials to assist underachieving students. District and the schools have active parent leadership groups including the School Site Council, English Learner Advisory Committee, and the District English Learner Advisory Committee where the involvement of parents focuses on ways to assist students and monitor program effectiveness.

Additional services listed below assist students' academic needs:

- Student Study teams provide coaching to classroom teachers and monitoring of individual student success.
- School psychologists and Social Workers are available at all schools to work directly with students and families most at risk of not achieving academic proficiency.

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)

Parent involvement is a district and site priority. The School Site Council (SSC), under the leadership of the principal, serves as a team through which the school improvement process moves forward. The team, which is comprised of parents, staff members and the site principal, work collaboratively to develop a school plan that has measurable objectives. These objectives are based on the school budget and seek to improve the needs of the total school population. The SSC oversees, monitors, and reviews the site plan. The team also approves any revisions to the plan when necessary. Ultimately, the SSC recommends our plan to the Berryessa Union School District Board for approval.

The English Learner Advisory Committee (ELAC) is comprised of school staff and members of the parent community. The ELAC committee helps develop and implement the plan for English Learners. With information from the principal, the committee learns about the needs of English learners in our school and ensures the EL Master Plan addresses those needs. The school also has at least one representative who participates at the district level in DELAC, the District English Learner Advisory committee. There, the representative has the opportunity to have his/her voice heard regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. Information is provided in the parent's home language, where possible.

Funding

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

Categorical funds are used to provide services to assist underperforming students in meeting the standards during the instructional day and before and after school using SBE approved materials. Some of the added programs are pull-out time using instructional aides, technology support, after school intervention, homework clubs, parent meetings and workshops, and Summer school. Teachers are trained in utilizing a variety of instructional strategies to ensure all students are being serviced through differentiated instruction. Instructional coaches have been hired to support each school site with SBE adopted materials, technology, instructional models and instructional strategies.

18. Fiscal support (EPC)

Insert school name general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in Reading/English Language Arts, English Language Development (ELD), Mathematic, and the Single Plan for Student Achievement (SPSA). Each school uses the monies that are allocated by the state to assure that the educational needs of all students are being met through a balanced academic program. The School Site Council (SSC) helps in development of the SPSA to ensure that the money is being used for all academic programs at the school.

Description of Barriers and Related School Goals

With the declining enrollment and the availability of common core aligned instructional materials, aligned benchmark measurements and time to implement best practices impair but do not impede our work to continuously strive to provide the best opportunities available to teach our students.

The primary goals for the 2016-2017 school year are:

- 1) Ensure that all students are provided an engaging and rigorous daily learning experience.
- 2) Create and promote a common and consistent experience for students from class to class.
- 3) Provide supports and opportunities for the teaching staff to learn and grow as professional educators.
- 4) Upgrade and increase the opportunities for students to have hands-on experiences with technology and software that will positively impact their learning experiences.

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 6	374	358	368	356	367	356	98.4	99.4
Grade 7	354	374	351	370	351	370	99.2	98.9
Grade 8	380	352	379	349	379	349	99.7	99.1
All Grades	1108	1084	1098	1075	1097	1075	99.1	99.2

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

*Total Numbers refer to the Total Percent of Student's who tested at each level for each school year.

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 6	2570.7	2561.0	33	31	39	34	17	19	11	16
Grade 7	2600.6	2604.5	34	36	38	40	17	13	11	11
Grade 8	2606.0	2617.0	26	35	44	38	20	16	11	10
All Grades	N/A	N/A	31	34	40	37	18	16	11	13

*Total Numbers refer to the Total Percent of Student's who tested at each level for each school year.

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 6	35	30	52	46	13	24	
Grade 7	40	43	47	42	13	15	
Grade 8	40	43	43	42	17	15	
All Grades	38	39	47	43	14	18	

*Total Numbers refer to the Total Percent of Student's who tested at each level for each school year.

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 6	42	40	44	40	14	19
Grade 7	48	51	43	38	10	10
Grade 8	42	52	44	37	14	11
All Grades	44	48	44	39	13	14

*Total Numbers refer to the Total Percent of Student's who tested at each level for each school year.

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 6	29	26	63	63	8	11
Grade 7	23	30	66	62	11	8
Grade 8	23	25	67	67	10	8
All Grades	25	27	65	64	10	9

*Total Numbers refer to the Total Percent of Student's who tested at each level for each school year.

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 6	41	40	51	52	7	8
Grade 7	50	50	40	39	10	10
Grade 8	42	45	46	45	12	10
All Grades	45	45	46	45	10	9

*Total Numbers refer to the Total Percent of Student's who tested at each level for each school year.

Conclusions based on this data:

1. Sierramont made no overall progress from 2014-15 to 2015-16
2. SMS 7th grade students students improved from 72% in 2014-15 to 76% standards met in 2015-2016
3. 71% of the SMS students overall are meeting or exceeding the standard for ELA

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 6	374	358	370	358	370	358	98.9	100
Grade 7	354	374	353	373	353	373	99.7	99.7
Grade 8	380	352	379	351	379	351	99.7	99.7
All Grades	1108	1084	1102	1082	1102	1082	99.5	99.8

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

*Total Numbers refer to the Total Percent of Student’s who tested at each level for each school year.

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 6	2563.1	2564.5	33	32	25	27	27	23	15	17
Grade 7	2605.4	2602.9	45	43	24	24	19	20	12	14
Grade 8	2618.4	2632.1	46	51	22	18	15	16	17	15
All Grades	N/A	N/A	41	42	23	23	21	20	15	15

*Total Numbers refer to the Total Percent of Student’s who tested at each level for each school year.

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 6	38	41	38	36	24	24	
Grade 7	54	51	29	29	17	19	
Grade 8	53	58	28	24	19	18	
All Grades	48	50	32	30	20	20	

*Total Numbers refer to the Total Percent of Student’s who tested at each level for each school year.

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 6	27	33	56	48	17	19
Grade 7	45	45	43	38	12	17
Grade 8	44	46	41	42	15	12
All Grades	39	41	47	43	15	16

*Total Numbers refer to the Total Percent of Student’s who tested at each level for each school year.

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 6	36	36	50	48	13	16
Grade 7	47	47	42	42	10	10
Grade 8	47	52	37	35	16	13
All Grades	44	45	43	42	13	13

*Total Numbers refer to the Total Percent of Student's who tested at each level for each school year.

Conclusions based on this data:

1. Sierramont made 1% overall progress from 2014-15 to 2015-16
2. SMS 7th grade students improved from 58% in 2014-15 to 67% standards met in 2015-2016
3. 65% of the SMS students overall are meeting or exceeding the standard for ELA

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
6		26	28		46	41		17	26		6	4		4	2
7		37	47		41	34		14	6		2	2		6	11
8		24	30		38	41		29	19		5	7		5	4
Total		29	35		43	38		19	17		4	4		5	5

*Total Numbers refer to the Total Percent of Student's who tested at each level for each school year.

Conclusions based on this data:

1. The overall numbers of CELDT students only changed by one (1) student from 2014-15 to 2015-16 from 100 to 99 students.
2. Annually, there is a large percentage of ELL students in the Early Advanced and Advanced Level.
3. Annually, there is a small percentage of ELL students in the Early Intermediate and Beginning Level.

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
6	13	28	29	44	44	37	33	16	24	2	5	5	8	7	5
7	18	38	44	42	38	32	20	13	6	13	2	2	7	11	16
8	29	24	26	29	39	39	25	26	16	6	7	6	10	4	13
Total	20	30	34	38	41	36	26	18	16	7	5	4	9	7	11

*Total Numbers refer to the Total Percent of Student's who tested at each level for each school year.

Conclusions based on this data:

1. There is a significant increase in the percentage of students at the Advanced CELDT level from 13-14 to 15-16
2. There is a significant decrease in the percentage of students at the Intermediate CELDT level from 13-14 to 15-16
3. Sierramont has always maintained below 15% of the students scoring Early intermediate or Beginning from 13-14 to 15-16

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	128	162	128
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	128	162	128
Number Met	87	122	98
Percent Met	68.0%	75.3%	76.6%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

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	31	104	35	131	27	103
Number Met	11	64	16	95	13	79
Percent Met	35.5%	61.5%	45.7%	72.5%	48.1%	76.7%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

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. Sierramont's ELL students are exceeding the NCLB target for annual growth on the CELDT.
2. Sierramont's ELL students receiving 5 or more years of EL instruction are exceeding the NCLB target for attaining English Proficiency.
3. Sierramont's ELL students receiving less than 5 years of EL instruction are exceeding the NCLB target for attaining English Proficiency.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	2083	2149	2,107
Percent with Prior Year Data	100.0	99.9	100
Number in Cohort	2082	2146	2,107
Number Met	1440	1536	1,638
Percent Met	69.2	71.6	77.7
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	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	1963	556	2030	610	1,961	547
Number Met	829	338	849	407	1,002	359
Percent Met	42.2	60.8	41.8	66.7	51.1	65.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	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	100	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. BUSD's EL students are exceeding the NCLB target for annual growth on the CELDT.
2. BUSD's EL students receiving 5 or more years of EL instruction are exceeding the NCLB target for attaining English Proficiency.
3. BUSD's EL students receiving less than 5 years of EL instruction are exceeding the NCLB target for attaining English Proficiency.

Planned Improvements in Student Performance

School Goal #1

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 Climate
LEA/LCAP GOAL:
Ensure a Safe and productive environment for all students
SCHOOL GOAL #1:
Sierramont staff will ensure a safe and productive learning environment for all students by monitoring student behavior & academic progress, provide parent information, and after-school social and emotional opportunities.
STRATEGY:
Staff will monitor absences and tardies monthly and meet with students and parents. Student and parent meetings will focus on the importance of good attendance and correlation to positive school experiences as well as life implications. Students will receive positive recognition for Academics and positive character assets. Administrative staff will conduct school-wide safety drills and implement the Site Safety Plan. Administrators and personnel will monitor student behavior and progress. Staff will provide various after school activities/programs for students.
Data Used to Form this Goal:
Suspensions, Attendance, Referrals, Staff and Community Surveys
Findings from the Analysis of this Data:
Administration, Counselor & Social worker, continuous improvement with suspension and attendance.
How the School will Evaluate the Progress of this Goal:
Monitor and Review Discipline throughout the school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
WEB - Where Everyone Belongs	2016-2017	Admin/Staff	Web Staffing		LCFF - Supplemental	5000
			T-shirts		LCFF - Supplemental	1500
			Supplies		LCFF - Supplemental	500
			Food		LCFF - Supplemental	500
Parent Information Nights dealing with Bullying and Internet Safety	2016-2017	Admin/Staff	Workshop/Presentations		LCFF - Supplemental	1000
			Dinner		LCFF - Supplemental	1000
Social Worker	2016-2017	Arlene Andrade	Social worker		District Funded	
Fire, earthquake, code, safety plan, drills/continuous	2016-2017	Admin/Staff	Refill and purchase Safety materials		LCFF - Supplemental	1000
Portable Radios	2016-2017	Admin/Staff	Ensure each staff member is assigned a portable radio		LCFF - Supplemental	2000

Planned Improvements in Student Performance

School Goal #2

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: Common Core Implementation
LEA/LCAP GOAL:
Provide CCS instruction with the strategic use of technology for proficiency in the 4 C's; Communication, Creative Thinking, Collaboration, Creativity
SCHOOL GOAL #2:
Sierramont Middle School will provide students with Common Core and 21st Century skills based curriculum in order to increase our SBAC scores by 3% in ELA and Math Strategies: *Teachers will implement school-wide use of on-line ELA support programs. (ST Math, NewsELA, SumDog, Accelerated Reader, etc) *Staff will implement school-wide use of AVID strategies, as designed by the AVID program. *Staff will identify target students for additional academic support. *Administrators and staff will coordinate on and off site teacher collaboration during the school day *Staff will participate in professional development on and off-site.
Data Used to Form this Goal:
SBAC, CELDT, Benchmark Assessments
Findings from the Analysis of this Data:
We have remained at the same scores for the past two years.
How the School will Evaluate the Progress of this Goal:
Ongoing monitoring, Formative and Summative Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AVID	2016-2017	Admin/Mr. Pousho/Staff	AVID is a program for 1st generation college bound students. To keep them encouraged and for them to achieve the goal of attending college.		LCFF - Supplemental	10000
ST Math	2016-2017	Admin/ Math Dept	ST Math is a game-based instructional software designed to boost math comprehension and proficiency through visual learning. ST Math is designed to help all students reach math proficiency through self-paced, language-independent, mastery-based objectives.		LCFF - Supplemental	8000
Accelerated Reader	2016-2017	Admin/LA Dept	Accelerated Reader engage students in reading practice with authentic books and nonfiction articles. Strengthen reading skills essential for learning in any subject by practicing with comprehension quizzes and close-reading activities.		LCFF - Supplemental	5000
After-School programs	2016-2017	Admin/Staff	Offer after-school programs for targeted students to receive additional support.		LCFF - Supplemental	15,000
Technology	2016-2017	Admin/Staff	Maintain the technology needs of the school		LCFF - Supplemental	10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Library Resources	2016-2017	Admin/Staff	Add more resources and reading material to our library		LCFF - Supplemental	5,000
Instructional Materials	2016-2017	Admin/Staff	Provide teachers with supplies and materierals		LCFF - Supplemental	25,690
Supplemental Supplies	2016-2017	Admin/Staff	Provide additional materials for supplemental classes		LCFF - Supplemental	10,000
Copy Machine Contracts	2016-2017	Admin/Staff	Copy Machines used by teachers and staff to produce materials to support CCSS. (Ongoing)		LCFF - Supplemental	8,000

Planned Improvements in Student Performance

School Goal #3

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: Professional Development
LEA/LCAP GOAL:
Providing Professional Development for all Staff
SCHOOL GOAL #3:
Sierramont will provide adequate professional Development in partnership with the district and off-ste opportunities.
Professional Development will include
* AVID
* Project Based Learning
* Common Core Base Training
* CPM Mathematics Training
* YMCA Developmental Assets
* Use of Technology in the classroom
Data Used to Form this Goal:
Teacher Survey
Findings from the Analysis of this Data:
LCAP and Bright Bytes Survey
How the School will Evaluate the Progress of this Goal:
Teachers will report back from trainings

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PD Release time	2016-2017	Admin/Staff	Allocation for Substitute Teachers		LCFF - Supplemental	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Off-Site Trainings and Workshops	2016-2017	Admin/Staff	Off-Site Trainings and Workshops. Teachers must also report what they learn at Staff Meetings		LCFF - Supplemental	10,000

Planned Improvements in Student Performance

School Goal #4

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: Community & Parent Engagement
LEA/LCAP GOAL:
Increase Parent and Community involvement and Education
SCHOOL GOAL #4:
To provide more informational nights on how to be more involved in their students education
STRATEGY: During the 2016-17 school year the counselor and social worker will assist in providing informational nights for parents to assist students in their educational and social lives.
Data Used to Form this Goal:
Parent Surveys
Findings from the Analysis of this Data:
Parents need more information on the following; 1. Infinite Campus 2. How to help their kids with their work 3. Cyber Safety 4. Developmental Assets
How the School will Evaluate the Progress of this Goal:
Attendance at the events.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Education Events	2016-2017	Admin/Staf	3 informational nights (Food, interpreters & speakers)		LCFF - Supplemental	2000
Career Day	2016-2017	Admin/Staff	Supplies		LCFF - Supplemental	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Middle School News	2016-2017	Admin	Monthly Newsletter to provide tips on how to assist their child.		LCFF - Supplemental	200

Appendix A: 2016-17 Centralized Services

Will H. Ector, Jr.
Superintendent

1376 Piedmont Road
San Jose, CA 95132-3427



Pathway to the Future

Phone: (408) 923-1800
Fax: (408) 923-0623

Appendix A: 2016-17 Centralized Services

Centralized Services

The Education Services Department supports this plan by providing centralized services from categorical funds allocated to the school through the Consolidated Application. At least 85 percent of the Consolidated Application program expenditures support direct services to students at school sites. For example, summer school programs (EL summer school and Middle School Math programs) are supported through centralized services.

No funds are being reserved at the district level for centralized services from this school's categorical program allocation.

Appendix C: Parent Involvement Policy

BP 6171

INSTRUCTION

District Wide Parental Involvement Policy

The Berryessa Union School District believes that parents should have meaningful involvement in the governance and financial decisions of district schools. To that end, this policy will put into operation programs, activities and procedures for the involvement of parents in all of its schools including those with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be implemented with meaningful consultation with all parents.

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

UNITED STATES CODE< TITLE 20

6314 Title I schoolwide programs

6318 Parent involvement

Policy Adopted: **June 13, 2006**

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Supplemental	127,390	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	127,390.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Supplemental	127,390.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,500.00
Goal 2	96,690.00
Goal 3	15,000.00
Goal 4	3,200.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Chris Mosley	X				
Gocken Ceran	X				
Bettina Strickland			X		
Harninder Mehat			X		
John Nora		X			
Maritza Rai		X			
Melanie Ontiverous		X			
John Nguyen				X	
Bao Tran Nguyen				X	
Kelly Darlucio				X	
Stella Rao				X	
Silva Leon				X	
Vincent Tran				X	
Matt Murphy				X	
Numbers of members of each category:	2	3	2	7	

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 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.
4. 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.
5. This SPSA was adopted by the SSC at a public meeting on 12/6/2016.

Attested:

Chris Mosley

Typed Name of School Principal



Signature of School Principal

12/6/2016

Date

Vincent Tran

Typed Name of SSC Chairperson



Signature of SSC Chairperson

12/6/2016

Date

Budget By Expenditures

Sierramont Middle School

Funding Source: LCFF - Supplemental

\$127,390.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Web Staffing		\$5,000.00	School Climate	WEB - Where Everyone Belongs
T-shirts		\$1,500.00	School Climate	WEB - Where Everyone Belongs
Supplies		\$500.00	School Climate	WEB - Where Everyone Belongs
Food		\$500.00	School Climate	WEB - Where Everyone Belongs
Workshop/Presentations		\$1,000.00	School Climate	Parent Information Nights dealing with Bullying and Internet Safety
Dinner		\$1,000.00	School Climate	Parent Information Nights dealing with Bullying and Internet Safety
Refill and purchase Safety materials		\$1,000.00	School Climate	Fire, earthquake, code, safety plan,drills/continuous
Ensure each staff member is assigned a portable radio		\$2,000.00	School Climate	Portable Radios
AVID is a program for 1st generation college bound students. To keep them encouraged and for them to achieve the goal of attending college.		\$10,000.00	Common Core Implementation	AVID
ST Math is a game-based instructional software designed to boost math comprehension and proficiency through visual learning. ST Math is designed to help all students reach math proficiency through self-paced, language-independent,mastery-based objectives.		\$8,000.00	Common Core Implementation	ST Math

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Accelerated Reader engage students in reading practice with authentic books and nonfiction articles. Strengthen reading skills essential for learning in any subject by practicing with comprehension quizzes and close-reading activities.	\$5,000.00	Common Core Implementation	Accelerated Reader
Offer after-school programs for targeted students to receive additional support.	\$15,000.00	Common Core Implementation	After-School programs
Maintain the technology needs of the school	\$10,000.00	Common Core Implementation	Technology
Add more resources and reading material to our library	\$5,000.00	Common Core Implementation	Library Resources
Provide teachers with supplies and materials	\$25,690.00	Common Core Implementation	Instructional Materials
Provide additional materials for supplemental classes	\$10,000.00	Common Core Implementation	Supplemental Supplies
Copy Machines used by teachers and staff to produce materials to support CCSS. (Ongoing)	\$8,000.00	Common Core Implementation	Copy Machine Contracts
Allocation for Substitute Teachers	\$5,000.00	Professional Development	PD Release time
Off-Site Trainings and Workshops. Teachers must also report what they learn at Staff Meetings	\$10,000.00	Professional Development	Off-Site Trainings and Workshops
3 informational nights (Food, interpreters & speakers)	\$2,000.00	Community & Parent Engagement	Parent Education Events
Supplies	\$1,000.00	Community & Parent Engagement	Career Day
Monthly Newsletter to provide tips on how to assist their child.	\$200.00	Community & Parent Engagement	Middle School News

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LCFF - Supplemental Total Expenditures:	\$127,390.00
LCFF - Supplemental Allocation Balance:	\$0.00
Sierramont Middle School Total Expenditures:	\$127,390.00