

2017-18 Single Plan for Student Achievement

Granite Oaks Middle School

School Name

31750856116057

CDS Code

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.. California Education Code and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs into the *Single Plan for Student Achievement*.

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

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Rocklin Unified School District

School District

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The District Governing Board approved this School Plan on 1/17/2018.

II. School Vision and Mission

Mission Statement

Our mission at Granite Oaks Middle School, a leader in collaborative and dynamic learning, is to inspire all students to develop their unique abilities with a well-balanced, quality educational experience through high academic standards and diverse extra curricular opportunities strengthened by engagement with our families and community.

Strategies

We will use a variety of collaborative programs to support students with academics, social and emotional growth.

We will provide multiple pathways for students to engage in extra curricular and community based activities.

We will continue to provide and implement technological advancements to meet the needs of our 21st century learners.

Beliefs

We believe that all students can and must learn, and are committed to helping all students learn at high levels of achievement. We are confident that students can master challenging academic material with our support and help. We believe that:

- People have the capacity for goodness.
- Respect, fairness, tolerance and compassion are necessary for meaningful interaction.
- Humor and a positive attitude contribute to a positive result.
- Every individual has unique gifts, talents and strengths.
- People are responsible for their actions and choices.
- An optimal environment includes nurturing, structure, guidance and safety.
- People are intrinsically curious.
- Communication and cooperation among family, school and community are essential for learning and growth.
- People need to be valued.
- Ethical behavior and integrity are essential to the development of the whole person.
- Learning is a life-long process.
- The development of healthy, well-rounded individuals is important.

III. School Profile

Granite Oaks is a seventh and eighth grade middle school located just north of Sacramento in Rocklin, California with a student enrollment of 1088. Our school opened in the fall of 1999. The principal is Jay Holmes.

Our teachers are divided into teams of four teachers that are called academies. Each academy has approximately 140 students. Students spend five periods out of a seven-period day in core academy (language arts, mathematics, science, and social studies). Academy teachers use a common student-free planning time to design flexible scheduling that better accommodates core lessons. In this environment, teachers are better able to network with each other to assist students who may need extra help and support.

Four of the periods are scheduled for core academics, and one period is for enrichment. The enrichment period is a time that can be used in a variety of ways, such as extra research time, guest speakers, going to the computer lab, extra study time, reading, more academics, etc. The remaining two periods of the seven-period day are reserved for one period of physical education and one period for an elective. The electives currently available at Granite Oaks for both grades include Band, Chorus, Orchestra, Art, Family and Consumer Science, Manufacturing Technology, Computer Science, Spanish, Journalism, and Falcon Advantage. Students may take Honor Band, Student Government or Broadcasting before school. A student who enters Granite Oaks as a seventh grader and stays through the four semesters to promotion may be able to take four of the electives plus Honor Band offered during the "0" period. We also offer S.T.E.M. and GATE programs for both 7th and 8th grade.

IV. Planned Improvements in Student Performance

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 and adequate yearly progress growth 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:

<p>DISTRICT GOAL (Goals should be prioritized, measurable, and focused on identified student learning needs) To align our Single plan for Student Achievement to the LCAP Priorities, including the following District Strategic Priority Objective and Strategies;</p> <ul style="list-style-type: none"> Engage in authentic learning experiences Demonstrate continuous progress toward increasingly challenging academic goals Find his or her passion as a learner Acquire skills to conquer challenges and build healthy relationships Learn the value of contributing to community through active participation <p>We will create student academic growth through dynamic, relevant and increasingly challenging learning experiences. We will provide a variety of opportunities for all students to become healthy, self-aware, resilient and high-functioning adults</p> <p>Each school site will focus on their LCAP subgroups based on current CAASPP data: Low-Income, Foster Youths, and English Learners.</p>	
<p>SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) Language Arts – The Granite Oaks staff will increase the percent of students who achieve Standard Met Level 3 score or above on the SBAC assessment tests.</p>	
<p>What data did you use to form this goal (findings from data analysis)? SBAC data, MAP data, student grades</p>	<p>How does this goal align to your Local Educational Agency Plan goals? 2014-19 RUSD Strategic Plan Strategy #1 and Granite Oaks Middle School Strategic plan Strategy's 1 and 3</p>
<p>What did the analysis of the data reveal that led you to this goal? Not all students are achieving at a Standard Met Level 3 score or above on the SBAC assessment tests. Not all students are achieving their accelerated reading goals.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal? Language Arts Professional Learning Community Team</p>
<p>Who are the focus students and what is the expected growth? 7th and 8th grade students; achieving at a Standard Met Level 3 score or above on the SBAC assessment tests for both grades with special emphasis on the English Learners, Socioeconomically Disadvantaged, Hispanic, Asian, Black and multiple sub groups.</p>	<p>What data will be collected to measure student achievement? All student will test throughout the year to gather data regarding the LA's growth of our students during the 2017-2018 school year, SBAC testing data, RUSD LA assessments, MAP assessments, and student grades.</p>
<p>What process will you use to monitor and evaluate the data? Language Arts Professional Learning Communities (PLC teams), Leadership Council, and support staff will monitor and evaluate student gains on common assessments, progress reports, writing assessments and student data collected from intervention classes with special emphasis on the English Learners, Socioeconomically Disadvantaged, Hispanic, Asian, Black and multiple sub groups. Students need to receive a passing grade (75%) on common assessments, report cards and receive a 3 or better on the writing assessments. Intervention students need to show proficiency on standards being taught during intervention sessions.</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p>

SCHOOL GOAL #1					
Strategies/Actions to Implement this Goal		Start Date Completion Date	Object Type	Each Funding Source and Amount	Process for Evaluation
1	Focus of literature and informational text throughout the year for both 7th and 8th grades with use of SpringBoard curriculum.	2017/2018	1100-1999: Certificated Personnel Salaries		Adoption of SpringBoard 2017
2	Identify students who need additional support using test score data from SBAC scores, MAP assessments, grades, and student writing samples of incoming 7th and 8th graders with special emphasis on the English Learners, Socioeconomically Disadvantaged, Hispanic, Asian, Black and multiple sub groups. Continue before/after school intervention program in Language Arts. Implement intervention program with identified students in each academy during enrichment period and/or advisory period (Intervention).	2017/2018			Aggregate data; use quarterly targeted intervention program based on non-proficient scores.
3	Continue with writing program for 7th and 8th grades. Integrate writing throughout all curricular areas. Use articulation days to do norming and timed writing practice.	2017/2018			Normed Rubrics, SBAC Data, Lesson Study Data
4	Academy collaboration provided before start of school for planning. Articulation Day time provided for on-going planning and evaluation of programs including SpringBoard. In-service training on the use of data (Intervention)	2017/2018			SBAC data, student grades, MAP assessment data
5	Intervention within academy, before/after school assisted by instructional and library aides. Counselors' services provided. Evaluate Intervention program and technology support equipment to monitor student progress. Will develop new intervention program. Use of enrichment time to work with small groups of identified students within academies. Intervention. Confer with P.E./Elective teachers to use Advisory Period for small group work. Identification of incoming 7th and 8th grade intervention students. Begin Intervention starting 1st quarter with Language Arts Aides and pull out writing assessment and Intervention rubric for placement and progress with special emphasis on the English Learners, Socioeconomically Disadvantaged, Hispanic, Asian, Black and multiple sub groups .	2017/2018	2100-2999: Classified Personnel Salaries	SLIP	Aides Salaries – Hire support staff to assist with Intervention and skill development (Intervention).
6	Staff Development: site visits – use of articulation time to align instruction, curriculum to provide best teaching practices and intervention. Use of articulation time to monitor student progress with other teachers.	2017/2018			Principal Academy Meetings, SBAC Data, Articulation Day Agendas and Meeting Reports
7	Professional development conferences (i.e. CATE, CRA) for Best Teaching and current trends	2017/2018			Monday Articulation Days- Professional Development Days
8	The Library will support Common Core Language Arts standards through direct instruction and collection development. Information Literacy skills appear through the Common Core standards, requiring students to use resources in various formats to build new knowledge and communicate effectively. Library staff will support student learning through collaboration with classroom teachers and purchasing decisions.	2017/2018			Gather statistics regarding numbers of inquiry-based projects utilizing library resources, and usage data from databases and library circulation.
9	Explore and pilot new ELA curriculum that matches the new California State Common Core Standards.	2017/2018			Assign ELA teachers to pilot new curriculum's and work with the RUSD ELA Leadership Team to assess new curriculum's.

IV. Planned Improvements in Student Performance (continued)

<p>DISTRICT GOAL (Goals should be prioritized, measurable, and focused on identified student learning needs) To align our Single plan for Student Achievement to the LCAP Priorities, including the following District Strategic Priority Objective and Strategies;</p> <ul style="list-style-type: none"> • Engage in authentic learning experiences • Demonstrate continuous progress toward increasingly challenging academic goals • Find his or her passion as a learner • Acquire skills to conquer challenges and build healthy relationships • Learn the value of contributing to community through active participation <p>We will create student academic growth through dynamic, relevant and increasingly challenging learning experiences. We will provide a variety of opportunities for all students to become healthy, self-aware, resilient and high-functioning adults</p> <p>Each school site will focus on their LCAP subgroups based on current CAASPP data: Low-Income, Foster Youths, and English Learners.</p>	
<p>SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) Mathematics – The Granite Oaks staff will increase the percent of students who achieve Standard Met Level 3 score or above on the SBAC assessment tests.</p>	
<p>What data did you use to form this goal (findings from data analysis)? New Accelerated Math test scores, SBAC Test Data, Student grades, and MAP assessments.</p>	<p>How does this goal align to your Local Educational Agency Plan goals? 2014-19 RUSD Strategic Plan Strategy #1 and Granite Oaks Middle School Strategic plan Strategy's 1 and 3</p>
<p>What did the analysis of the data reveal that led you to this goal? Not all students 7th and 8th grade students are achieving at a Standard Met Level 3 score or above on the SBAC assessment tests.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal? Math Professional Learning Community Team</p>
<p>Who are the focus students and what is the expected growth? Special emphasis on the English Learners, Socioeconomically Disadvantaged, Hispanic, Asian, Black and multiple sub group All 7th and 8th grade students; SBAC test scores growth to scores of proficient/advanced for 85% for 7th grade math; 85% for 8th grade math; 85% for 8th grade Algebra 1</p>	<p>What data will be collected to measure student achievement? All students will test throughout the year with SVMI MAC Tasks, RUSD math assessments, MAP assessments, and SBAC tests to gain data regarding the growth of our students taking math during the 2017-2018 school year.</p>
<p>What process will you use to monitor and evaluate the data? Mathematics Professional Learning Communities (PLC teams), Leadership Council, and support staffs will monitor and evaluate student gains on common assessments, progress reports with special emphasis on the English Learners, Socioeconomically Disadvantaged, Hispanic, Asian, Black and multiple sub groups , Algebra Readiness Test and student data collected from intervention classes. Students need to receive a passing grade on report cards and receive a 70% or better on the Algebra Readiness Test. Intervention students need to show proficiency on standards being taught during intervention sessions.</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p>

SCHOOL GOAL #2					
	Strategies/Actions to Implement this Goal	Start Date Completion Date	Object Type	Each Funding Source and Amount	Process for Evaluation
1	Improvement of instructional strategies and materials: Purchase supplemental resource material for 7th grade pre-algebra classes.	2017/2018			Supplemental resource material
2	Extended learning time: Academies will use enrichment period for small group instruction, targeting students that are below "proficient" with special emphasis on the English Learners, Socioeconomically Disadvantaged, Hispanic, Asian, Black and multiple sub groups .	2017/2018			Aide Salaries
3	Staff development and professional collaboration: Use articulation time to discuss collaborative lessons and to design assessments with special emphasis on the English Learners, Socioeconomically Disadvantaged, Hispanic, Asian, Black and multiple sub groups.	2017/2018			
4	Intervention within academy assisted by instructional aides; counselors service provided with special emphasis on the English Learners, Socioeconomically Disadvantaged, Hispanic, Asian, Black and multiple sub groups.	2017/2018			Aide Salaries
5	Monitoring program implementation and results: Use benchmarks for assessment and placement of students in appropriate programs or levels of learning. Evaluate 7th grade progress to determine following year's 8th grade class configurations. Use benchmarks to evaluate the math program and make appropriate adjustments to the curriculum. Analyze student test data to adjust curriculum and for placing students in appropriate math classes with special emphasis on the English Learners, Socioeconomically Disadvantaged, Hispanic, Asian, Black and multiple sub groups.	2017/2018			Testing Materials
6	Utilize MAP assessment data and RUSD math benchmark tests to inform student math placement as well as classroom instruction and development of student math skills toward grade level goals.	2017/2018			Test Results

IV. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Goals should be prioritized, measurable, and focused on identified student learning needs) Social Studies- The Granite Oaks staff will increase the percent of students who achieve Standard Met Level 3 score or above on the SBAC assessment tests.	
What data did you use to form this goal (findings from data analysis)? SBAC test scores and MAP assessments.	How does this goal align to your Local Educational Agency Plan goals? 2014-19 RUSD Strategic Plan Strategy #1 and Granite Oaks Middle School Strategic plan Strategies 1 and 3
What did the analysis of the data reveal that led you to this goal? Not all students 7th and 8th grade students are achieving at a Standard Met Level 3 score or above on the SBAC assessment tests.	Which stakeholders were involved in analyzing data and developing this goal? Social Studies Professional Learning Team
Who are the focus students and what is the expected growth? 7th & 8th grade students: MAP Test	What data will be collected to measure student achievement? SBAC test scores and MAP Assessments
What process will you use to monitor and evaluate the data? Social Studies Professional Learning Communities (PLC teams), Leadership Council, and support staff will monitor and evaluate student gains on common assessments and progress reports, and identify students who need additional support using test score data from the SBAC and MAP Tests with special emphasis on the English Learners, Socioeconomically Disadvantaged, Hispanic, Asian, Black and multiple sub groups.	Actions to improve achievement to exit program improvement (if applicable).

SCHOOL GOAL #3					
	Strategies/Actions to Implement this Goal	Start Date Completion Date	Object Type	Each Funding Source and Amount	Process for Evaluation
1	Articulation time for on-going planning and evaluation of programs and assessments. Enrichment time for remediation. Before/After School time for remediation with special emphasis on the English Learners, Socioeconomically Disadvantaged, Hispanic, Asian, Black and multiple sub groups.	2017/2018			Enrichment resources
2	Staff development, release days, substitute pay are all used to allow teachers to collaborate on thematic units designed to increase the reading level and comprehension of our students. Teachers work with the LA TOSA to develop lesson study assignments across different curriculum's.	2017/2018			Release time 1 time/yr @ 8 staff
3	Add resources to the current library collection to support social studies standards at varying levels of difficulty: list provided at year's end	2017/2018			
4	Social Studies articulation time to study MAP and SBAC data regarding students reading comprehension and ELA skills.	2017/2018			Utilize SMART Goals, assessment results, and instructional rounds to evaluate student achievement and levels of support needed.

IV. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Goals should be prioritized, measurable, and focused on identified student learning needs) Science – The Granite Oaks staff will increase the percent of students who achieve Standard Met Level 3 score or above on the SBAC assessment tests.	
What data did you use to form this goal (findings from data analysis)? SBAC test scores and MAP assessments.	How does this goal align to your Local Educational Agency Plan goals? 2014-19 RUSD Strategic Plan Strategy #1 and Granite Oaks Middle School Strategic plan Strategy's 1 and 3
What did the analysis of the data reveal that led you to this goal? Not all students 7th and 8th grade students are achieving at a Standard Met Level 3 score or above on the SBAC assessment tests.	Which stakeholders were involved in analyzing data and developing this goal? Science Professional Learning Community Team
Who are the focus students and what is the expected growth? 7th & 8th grade students: MAP test	What data will be collected to measure student achievement? SBAC test scores and MAP Assessments
What process will you use to monitor and evaluate the data? Science Professional Learning Communities (PLC teams), Leadership Council, and support staffs will monitor and evaluate student gains on common assessments and progress reports, and identify students who need additional support using test score data from the SBAC and MAP Tests with special emphasis on the English Learners, Socioeconomically Disadvantaged, Hispanic, Asian, Black and multiple sub groups .	Actions to improve achievement to exit program improvement (if applicable).

SCHOOL GOAL #4					
	Strategies/Actions to Implement this Goal	Start Date Completion Date	Object Type	Each Funding Source and Amount	Process for Evaluation
1	Use Schoology tests/chapter tests to determine student mastery of state standards with special emphasis on the English Learners, Socioeconomically Disadvantaged, Hispanic, Asian, Black and multiple sub groups . Intervention – Reteach/reassess during prep/advisory/resource	On-going			Test results, Common assessment data, SBAC data, and MAP data
2	Increase collaboration with RSP/Falcon Advantage teachers to support regular education instruction/curriculum with special emphasis on the English Learners, Socioeconomically Disadvantaged, Hispanic, Asian, Black and multiple sub groups.	On-going			
3	Attend Annual Science conferences or professional development	On-going			Science conferences/workshops
4	Analysis of Common District Assessment data to determine student mastery of state standards and to share best teaching practices during articulation days between and within middle school PLC's with special emphasis on the English Learners, Socioeconomically Disadvantaged, Hispanic, Asian, Black and multiple sub groups .	On-going			General Fund
5	Utilize SBAC scores and MAP data points to inform and improve instruction. Develop SMART Goals based on the needs of the students that will be incorporated into Instructional Walks.	On-going			Common assessment data, SBAC, and MAP data

IV. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Goals should be prioritized, measurable, and focused on identified student learning needs) Physical Education – The Granite Oaks PE Department will reduce the number of 8th grade students who score below the "Healthy Fitness Zone" on the California Physical Fitness Upper Body Strength Test by 1%, as compared to the percent of 7th grade students who scored below the "HFZ" level using the previous year's test data as a baseline.	
What data did you use to form this goal (findings from data analysis)? Previous year of the California Physical Fitness Tests	How does this goal align to your Local Educational Agency Plan goals? 2014-19 RUSD Strategic Plan Strategy #1 and Granite Oaks Middle School Strategic plan Strategy's 1 and 3
What did the analysis of the data reveal that led you to this goal? Students need regular exercise to increase their upper body strength as measured on the California Physical Fitness Test	Which stakeholders were involved in analyzing data and developing this goal? GOMS PE Department Professional Learning Community Team
Who are the focus students and what is the expected growth? 7th grade; Increase the "HFZ" level by 1% by testing date in 8th grade	What data will be collected to measure student achievement? State of California physical fitness testing data
What process will you use to monitor and evaluate the data? Physical Education staff will monitor and evaluate student gains on common assessments, progress reports, and physical fitness tests.	Actions to improve achievement to exit program improvement (if applicable).

SCHOOL GOAL #5					
	Strategies/Actions to Implement this Goal	Start Date Completion Date	Object Type	Each Funding Source and Amount	Process for Evaluation
1	Strength and flexibility warm-ups; Area-targeted exercises	On-going		0	State Physical Education Test Data
2	Articulation day meetings to target curricular areas for improvement based on State Physical Education Test data.	On-going			State Physical Education Test Data

IV. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #6 (Goals should be prioritized, measurable, and focused on identified student learning needs) Service Learning – The 8th Grade California Junior Scholarship Federation (CJSF) will implement 2 service learning projects while the Seventh Grade CJSF will implement 1 project. Student Senate will implement 1 service learning project over the course of the academic year. All Granite Oaks staff will receive in-service trainings during the year regarding using service learning as an instructional tool in teaching state standards covered in the core curriculum.</p>	
<p>What data did you use to form this goal (findings from data analysis)? Number of projects completed</p>	<p>How does this goal align to your Local Educational Agency Plan goals? 2014-19 RUSD Strategic Plan Strategy #1, 2, and 4 and Granite Oaks Middle School Strategic plan Strategy's 1 and 2</p>
<p>What did the analysis of the data reveal that led you to this goal? 80% student participation in project completion.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal? Teachers, school administration, and CJSF members.</p>
<p>Who are the focus students and what is the expected growth? 7th and 8th grade; students will complete 85% of their projects with special emphasis on the English Learners, Socioeconomically Disadvantaged, Hispanic, Asian, Black and multiple sub groups .</p>	<p>What data will be collected to measure student achievement? School Assessments, district assessments, school service learning evaluation data, and district service learning evaluation data.</p>
<p>What process will you use to monitor and evaluate the data? Assessments, surveys and attendance records</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p>

SCHOOL GOAL #6					
	Strategies/Actions to Implement this Goal	Start Date Completion Date	Object Type	Each Funding Source and Amount	Process for Evaluation
1	<p>1. Alignment of instruction with content standards:</p> <p>Teachers will receive staff development in service learning. Teachers will use service learning curricular connections to determine points of entry for service learning. Principals will receive staff development on how to lead their teachers in establishing curricular connections.</p>	2017/2018			Professional Development
2	<p>2. Use of standards-aligned instructional strategies and materials:</p> <p>Teachers will use grade level articulation time to discuss and plan service learning experiences. Teachers will implement service-learning as an instructional strategy that promotes learning through service to the local community or beyond, resulting in increased student engagement, motivation and academic achievement.</p>	2017/2018			In-services, articulation
3	<p>3. Extended Learning Time:</p> <p>Implement service learning activities in after school interventions and clubs. CJSF and Student Senate will integrate service learning activities into the activities planned for the school and community. Provide professional development to instructional aides.</p>	2017/2018			In-services, professional development
4	<p>4. Increased educational opportunity/access to technology:</p> <p>ELD students will have opportunities to participate in service learning projects. Students will use the Internet to locate and communicate with community and business organizations Students will use technology to create multi-media to promote their projects.</p>	2017/2018			Chromebook checkout records
5	<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Staff will discuss service learning projects, professional development opportunities and goals at monthly staff meetings and during PLC time.</p>	2017/2018			PD day surveys

SCHOOL GOAL #6					
	Strategies/Actions to Implement this Goal	Start Date Completion Date	Object Type	Each Funding Source and Amount	Process for Evaluation
6	6. Involvement of staff, parents and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Provide parents with service learning pamphlet. The site council may observe and give input on service learning projects. Teachers and students will collaborate with business and community partners.	2017/2018			Site Council Agendas
7	7. Auxiliary services for students and parents (including transition from preschool, elementary and middle school): Cross-age service learning projects with elementary and high school.	2017/2018			
8	8. Monitoring program effectiveness: Service learning district surveys and evaluation. Assessments and meetings to evaluate impact of service learning on academic growth, attendance, motivation and engagement.	2017/2018			Program Surveys
9	9. Added services tied to student academic need: Community volunteers, Community and business finances Cross grade span activities (elementary school and high school) College Partnerships	2017/2018			Supplies, transportation

Part VI. Centralized Services Goals

Centralized Support for Planned Improvements in Student Performance for LCAP Subgroup

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>Program Support Goal #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) Ensure all students of need, including English Learners, Foster Youth and students of poverty have access to meaningful core academics and achieve California Common Core State Standards (CCCSS) to close the achievement gap as rapidly as possible.</p>	
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): English Learners Students of Poverty (Free and Reduced Lunch) Foster Youth</p>	<p>Anticipated annual growth for each group: Grade level benchmarks</p>
<p>Means of evaluating progress toward this goal: Annual review of district benchmark data Annual review of CAASPP assessments Progress monitoring measures Eadms/MAP/Ren Place progress reports</p>	<p>Group data to be collected to measure gains: MAP Assessments or STAR Reading and Math, SBAC Interim Assessments, or SBAC Summative Assessments</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meet the needs of our targeted three subgroups	Review every fall	District Level Administration Site Level Administration Teachers Instructional Aides	Ensure all EL students are placed with certified and qualified teachers	None Specified	None Specified	0
			Provide Professional Development, ongoing coaching and continual lesson preparation and design to focus on differentiated instruction.	5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	21,000
			Provide additional support materials for ELD and SDAIE as needed to supplement core curriculum.	4000-4999: Books And Supplies	LCFF-EL	2000
			Assess and monitor growth in ELD and ELA.	5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	0
			Providing support for families and students before, after, during school calendar days.	1000-1999: Certificated Personnel Salaries	LCFF-EL	27,000
			SAME	2000-2999: Classified Personnel Salaries	LCFF-EL	0
			SAME	3000-3999: Employee Benefits	LCFF-EL	0
			SAME	4000-4999: Books And Supplies	LCFF-EL	1200
			SAME	5700-5799: Transfers Of Direct Costs	LCFF-EL	0
			1. Technology Loan Program for	4000-4999: Books And Supplies	LCFF - Supplemental	41,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			targeted students 2. Individualized learning opportunities for targeted students 3. Individual Foster Youth Success Plans to meet student needs academically, socially, and emotionally			
			Provide Free Lunch and Free Bus Pass from RUSD Food Services and transportation Departments for Foster Youths.	0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	500000
			Foster Youths are to be immediately enrolled in their school of origin and have the right to matriculate with their peers from elementary to middle to high school. High School Foster Youth students who enroll in their Junior or Senior year can request a waiver of local grad requirements and graduate with state graduate requirements (when appropriate).	None Specified	None Specified	0
			Provide Free	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Lunch and Free Bus Pass from RUSD Food Services and Transportation Departments to our Qualified Students with Low Income Provide site level interventions to Students with Low Income that qualify based on academic need	None Specified	None Specified	0

1. See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.
2. List the date an action will be taken or will begin, and the date it will be completed.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	487	436	530	484	423	526	484	423	526	99.4	97	99.2
Grade 8	457	512	464	449	497	454	448	497	454	98.2	96.7	97.8
All Grades	944	948	994	933	920	980	932	920	980	98.8	96.8	98.6

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2591.2	2611.2	2599.5	25	36	30.04	45	41	44.11	21	17	16.92	9	6	8.94
Grade 8	2605.9	2619.9	2623.9	23	32	35.24	45	42	37.67	24	19	18.50	7	7	8.59
All Grades	N/A	N/A	N/A	24	34	32.45	45	42	41.12	23	18	17.65	8	7	8.78

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	35	40	41.25	51	48	45.06	14	12	13.69
Grade 8	34	42	44.27	50	44	44.05	16	13	11.67
All Grades	35	41	42.65	51	46	44.59	15	13	12.76

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	46	52	49.81	44	41	40.11	10	7	10.08
Grade 8	41	51	51.10	47	39	38.11	12	10	10.79
All Grades	44	51	50.41	45	40	39.18	11	9	10.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	25	32	25.86	67	63	66.73	8	5	7.41
Grade 8	22	26	28.41	72	67	67.18	6	7	4.41
All Grades	24	29	27.04	69	65	66.94	7	6	6.02

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	33	49	44.11	57	45	44.11	11	6	11.79
Grade 8	35	42	48.24	54	48	39.65	10	9	12.11
All Grades	34	45	46.02	56	47	42.04	10	8	11.94

Conclusions based on this data:

1. The faculty will need to use the data to assess the strengths and weaknesses of our school programs in regard to the success of all stakeholders at GOMS, especially our various sub-groups.
2. We will need to use the data to determine what curriculum and materials we have to address the needs of our strength and weakness areas.
3. The GOMS Staff will use the data to drive curriculum and instruction changes that will enable our stakeholders to succeed at the highest level possible.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	487	436	530	484	423	527	482	423	527	99.4	97	99.4
Grade 8	457	512	464	449	497	454	446	495	453	98.2	96.7	97.8
All Grades	944	948	994	933	920	981	928	918	980	98.8	96.8	98.7

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2590.4	2612.2	2604.8	32	44	40.04	29	28	30.36	26	20	19.35	12	9	10.25
Grade 8	2617.1	2624.9	2624.0	34	40	42.60	29	24	20.97	23	25	24.06	13	10	12.36
All Grades	N/A	N/A	N/A	33	42	41.22	29	26	26.02	24	23	21.53	13	9	11.22

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	44	53	51.23	38	31	32.45	18	16	16.32
Grade 8	46	46	46.02	36	40	37.83	18	14	16.15
All Grades	45	49	48.83	37	36	34.93	18	15	16.24

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	37	49	44.02	47	43	42.88	16	8	13.09
Grade 8	38	41	46.90	50	47	38.27	12	12	14.82
All Grades	38	45	45.35	48	45	40.76	14	10	13.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	36	48	43.07	56	42	48.01	8	9	8.92
Grade 8	38	43	43.36	46	49	45.13	15	8	11.50
All Grades	37	45	43.21	52	46	46.68	12	9	10.11

Conclusions based on this data:

1. The faculty will need to use the data to assess the strengths and weaknesses of our school programs in regard to the success of all stakeholders at GOMS, especially our various sub-groups.
2. We will need to use the data to determine what curriculum and materials we have to address the needs of our strength and weakness areas.
3. The GOMS Staff will use the data to drive curriculum and instruction changes that will enable our stakeholders to succeed at the highest level possible.

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7			25	75		50	25					25			
8		***		75	***		25								
Total		33	25	75	67	50	25					25			

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from ESSA, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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 was 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 (ESSA)

SBAC Scores, CST scores, MAP, Accelerated Reading, and GOMS test results are utilized by GOMS staff to identify student deficiencies and intervention needs. SBAC and CST results help guide staff to modify our Essential Skills and Concepts and instruction to improve student achievement in all assessment areas. Common formative and summative assessments were created by every PLC Team. Data from these assessments is utilized to develop the best practices needed to enhance student learning and ascertain the intervention or enrichment needs of our students. This data will also be used to inform the development on SMART Goals which will be used by each PLC Team to improve instruction.

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

All common, summative, and formative assessments are standards based assessments developed around our Essential Skills and Concepts. Teachers utilize data collected on these tests to monitor student progress and modify their instruction accordingly. Google and Schoology have been valuable tools for us to use to capture and analyze data.

Staffing and Professional Development

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

Our district requires all teachers to have the appropriate California credential to teach in their designated program and is highly qualified to teach within their curriculum area.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The GOMS principal is trained with the Principal's Assembly Bill (AB) 75 training from the State Board of Education adopted instructional materials.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

GOMS developed a budget which supports teachers searching for professional development relating to improving student achievement. Every GOMS teacher has been offered the ability to attend workshops, such as DuFour, to learn about the importance of the PLC team and process. On going training and professional development will be offered to all teachers in the area of Common Core Standards during the 13/14, 14/15, 15/16, and 16/17 years.

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

All staff development is aligned to enhance and develop common and formative assessments, Essential Skills and Concepts, and student achievement. Teachers utilize data collected on these tests to monitor student progress and modify their instruction accordingly with special emphasis on the English Learners, Socioeconomically Disadvantaged, Hispanic, Asian, Black and multiple sub groups. SMART Goals are developed by each PLC Team to help target specific learning goals.

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

GOMS teachers give each other ongoing instructional assistance each week during our Articulation Mondays. RUSD provides staff professional development days throughout the year and also provides math and Language Arts training throughout the school year and into the summer.

8. Teacher collaboration by grade level (EPC)

GOMS teachers meet each Monday by PLC team to collaborate regarding Essential Skills and Concepts, student achievement, common assessments, and assignments. Teachers also receive an advisory period in which they can collaborate with their peers on the ESC's, assessments, student achievement. and assignments.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (ESSA)

All PLC Teams have developed pacing guides, Essential Skills and Concepts, SMART Goals, and formative/summative assessments that are based on the California State Standards.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

GOMS offers over 6000 minutes above the mandated instructional minute requirements for all content areas.

11. Lesson pacing schedule (EPC)

Each PLC Team has developed and follows formal pacing guides. Each pacing guide is based on the California State Standards.

12. Availability of standards-based instructional materials appropriate to all student groups (ESSA)

Every teacher and student has equal access to instructional materials that are based on the California State Standards. Each student has access to a text book at school and at home.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

All of GOMS instructional materials are standards-aligned and purchased from the the approved California State Adoption List.

Opportunity and Equal Educational Access

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

GOMS offers systemic intervention for all students during the school day. Each student has access to the following interventions: Accelerated Reading, math intervention, After School Math Lab, Language Arts Intervention, Falcon Advantage, Learning Center, Granite Oaks Lunch Bunch, and individual teacher advisory period interventions. All of these interventions are designed to improve each student's academic achievement on the state standards with special emphasis on the English Learners, Socioeconomically Disadvantaged, Hispanic, Asian, Black and multiple sub groups.

15. Research-based educational practices to raise student achievement at this school (ESSA)

GOMS utilizes a research-based Renaissance Accelerated Reading Program. Positive Behavior Intervention Supports program has been initiated to improve student culture and the overall learning environment.

16. Opportunities for increased learning time (Title I SWP)

GOMS is not a Title 1 or PI school.

17. Transition from preschool to kindergarten (Title I SWP)

GOMS does not transition from preschool to kindergarten.

Involvement

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

Rocklin Unified offers the Free and Reduced Lunch Program, intervention programs, bussing, the Parent Project, Rachel's Challenge, People Reaching Out, and other various resources to help our under achieving students.

19. Strategies to increase parental involvement (Title I SWP)

GOMS has developed the GOMS Parent Falcon Club (PFC) which is open to all parents and members of the community. This organization raises money, supports GOMS activities, and promotes all programs that support the students and staff of GOMS. The GOMS PFC seeks to involve as many GOMS parents as possible by soliciting parents at all GOMS events.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

GOMS has developed the GOMS Site Council which is made up of various school personnel, parents, and students. The GOMS Site Council takes a heavy role in planning, implementation, and evaluation of programs at GOMS.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (ESSA)

RUSD provides GOMS with appropriate categorical funds to enable GOMS to provide for systemic intervention programs which enable underperforming students to meet California State Standards.

22. Fiscal support (EPC)

RUSD provides GOMS with appropriate fiscal funds to enable GOMS to provide for systemic intervention programs which enable underperforming students to meet California State Standards.

Appendix C - Programs Included in this Plan

Check the box for each federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Neglected <u>Purpose:</u> Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$0
Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$0
Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$0
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$0
Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$0
Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$0
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$0
Title IV, Part A: Safe And Drug-Free Schools And Communities <u>Purpose:</u> Support Learning Environments That Promote Academic Achievement. This program is no longer funded beginning with the 2010-11 school-year.	\$0
Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$0
Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$0
Other Federal Funds (list and describe*)	\$0
Total amount of federal categorical funds allocated to this school	\$0

* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - Final Categorical District Services Budget

	Title I			
Allocation				
Parent Involvement				
Carryover				
Total Allocation				
1100-1999 Certificated Salaries/benefits				
2100-2999 Instructional Aide Salary w/Benefits				
4100-4999 Materials & Supplies				
5100-5999 Services				
6100-6999 Capital Outlay				
EXPENSE TOTALS:				
Allocation & Expense Difference:				

Appendix E - Preliminary Categorical District Services Budget

	Title I			
Allocation				
Parent Involvement				
Carryover				
Total Allocation				
1100-1999 Certificated Salaries/benefits				
2100-2999 Instructional Aide Salary w/Benefits				
4100-4999 Materials & Supplies				
5100-5999 Services				
6100-6999 Capital Outlay				
EXPENSE TOTALS:				
Allocation & Expense Difference:				

Appendix F - Recommendations and Assurances (Granite Oaks Middle School)

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

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

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

X Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: October 17, 2017

Attested:

Jay Holmes

 Typed Name of School Principal

 Signature of School Principal

 Date

Rachelle Price

 Typed Name of SSC Chairperson

 Signature of SSC Chairperson

 Date

Appendix G - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I pledge to be loyal to my school and to the ideals for which it stands,
To be truthful, courteous, and kind to my fellow schoolmates,
To respect those who are in authority over me,
To do my best, always, in the classroom and in the community,
To hold myself accountable for all that I do, knowing that my actions are my responsibility,
This I pledge to myself, my family, and my school.

Parents Pledge:

To support student learning at Granite Oaks Middle School by encouraging my child's attendance at school each day and supporting the importance of my child arriving to school on time each day.
To stay involved in my child's education by consistently discussing, reviewing and checking his/her instructional, standard-based assignments.
Requiring my child to complete and turn in homework assignments on a daily basis.
To assist in maintaining a safe school environment by supporting Granite Oaks guidelines/policies and requiring my child to do the same, especially the "Dress Code", "No Drugs or Dangerous Items at School", "Anti-Bullying/Cyber Bullying", and the "Cell Phone" policy.

Staff Pledge:

We believe that all students can and must learn, and are committed to helping all students learn at high levels of achievement. We are confident that students can master challenging academic material with our support and help. We pledge that:

- People have the capacity for goodness.
- Respect, fairness, tolerance and compassion are necessary for meaningful interaction.
- Humor and a positive attitude contribute to a positive result.
- Every individual has unique gifts, talents and strengths.
- People are responsible for their actions and choices.
- An optimal environment includes nurturing, structure, guidance and safety.
- People are intrinsically curious.
- Communication and cooperation among family, school and community are essential for learning and growth.
- People need to be valued.
- Ethical behavior and integrity are essential to the development of the whole person.
- Learning is a life-long process.
- The development of healthy, well-rounded individuals is important.

Appendix H - School Site Council Membership: Granite Oaks Middle School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jay Holmes	X				
Jeff Christensen (Vice Principal non voting member)			X		
Gene Knipe		X			
Megan Persinger		X			
Sarah Wright		X			
Kelly Holm			X		
Radhakrishnan Nageswaran				X	
Rachelle Price				X	
Robyn ReBell				X	
Nicole Zehnder				X	
Arthi Prasanna				X	
Paige Nettles (Non Voting)					X
Voting Members					
Numbers of members of each category	1	3	2	5	1

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.

Appendix I - WASC High School Accreditation Crosswalk: Schools Conducting a Full Self-Study

For high schools, the SPSA should integrate major growth areas resulting from the WASC/CDE self-study and the visiting committee's identified critical areas for follow-up. The SPSA process can be done in tandem with the WASC/CDE Focus on Learning (FOL) Process Guide. The table below describes the alignment of the FOL Process with the expectations of the SPSA.

Section	SPSA Guide	Coordinating timelines	Focus on Learning Process Guide (References from WASC/CDE Focus on Learning 2016, Fall Update Edition)
Introduction	School plans must contain all federal and state planning requirements for programs offered at the site. In California, use of the SPSA fulfills these requirements.		<p>For California public schools that are WASC accredited, the expectation of the Accrediting Commission for Schools, WASC, is that the findings from the self-study will result in refinement of the SPSA.</p> <p>Overview: Schools are required to annually review progress. The SPSA shall address how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. The SPSA required by this section shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp, by the SCC. The SPSA shall be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting whenever there are material changes that affect the academic programs for students. The SPSA shall also identify the schools' means of evaluating progress toward accomplishing those goals and how state and federal law governing these programs will be implemented.</p> <p>WASC/CDE Focus on Learning, 2016 Edition, pages 3–4</p>
Step One	Analyze Student Achievement Data:	<p>FOL: 18 months prior to the site visit—data to be based on three consecutive years of data.</p> <p>SPSA: based upon release of STAR data from the previous year's assessment</p>	<p>Task 1: Based on the findings of the SPSA data analysis, refine student/community profile; identify two to three critical academic needs.</p> <p>WASC/CDE Focus on Learning, 2016 Edition, pages 37–43</p>
Step Two	<p>Measure Effectiveness of Current Improvement Strategies Using State Tools to Help Determine Critical Causes of Student Underachievement:</p> <p>The SSC conducts an academic needs assessment (may use state tools such as the APS of the instructional program and identifies, by analyzing achievement data and survey data, academic challenges and student subgroups failing to achieve standards.</p>	<p>FOL, Task 3: February of the year prior to the site visit.</p> <p>SPSA: Upon release of September data, or upon identification of Program Improvement status, conduct a needs assessment using tools such as the APS to identify critical causes of student underachievement in ELA and mathematics.</p>	<p>Task 1 (Cont.): Use findings from the updated student/community profile including the two to three identified critical academic needs, as appropriate.</p> <p>Task 2: Summarize the progress made on achieving the goals of the previous SPSA, including critical areas of follow-up from the last full self-study.</p> <p>WASC/CDE Focus on Learning, 2016 Edition, page 45</p> <p>Task 3: Analyze the quality of the school program in relation to the WASC/CDE criteria with emphasis on the identified critical academic needs; synthesize the information... (WASC/CDE Self-Study Product: Chapter IV: Self-Study Findings)</p> <p>WASC/CDE Focus on Learning, 2016 Edition, pages 47–49</p>
Step Three	Identify Achievement Goals, Key Program/Improvement Strategies to Achieve Those Goals:	FOL/SPSA: Suggest that timelines for FOL Task 3 in ELA and	<p>Task 3 (Cont.) ...determine strengths (of the academic program) and growth needs and identify potential action steps. (WASC/CDE Self-Study</p>

Section	SPSA Guide	Coordinating timelines	Focus on Learning Process Guide (References from WASC/CDE Focus on Learning 2016, Fall Update Edition)
	Identify three to five achievement goals and select appropriate strategies to achieve those goals.	mathematics and SPSA identification of achievement goals and plan writing be conducted in tandem during the full self-study.	Product: Chapter IV: Self-Study Findings) WASC/CDE Focus on Learning, 2016 Edition, pages 47–49
Step Four	Define Timelines, Benchmarks, Personnel and Proposed Expenditures and Funding Sources to Implement the Plan: In order to implement the SPSA, the SSC must identify target completion dates, persons who will be responsible to ensure timely completion, and estimated costs with funding sources for each step in the plan.		Task 4: Revise the SPSA. (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, A & B) WASC/CDE Focus on Learning, 2016 Edition, pages 51–54 Follow-up after Visit: refine SPSA to integrate critical academic area recommendations identified by the Visiting Committee. WASC/CDE, 2016 Edition, page 161–163
Step Five	Recommend the SPSA to the Local Governing Board		Follow-up after Visit (Cont.): Revised SPS A sent to WASC. WASC/CDE, 2016 Edition, page 161
Step Six	Implement the SPSA:	Implementation and monitoring of the SPSA is determined by the benchmarks in the plan.	Task 4: Monitor implementation of schoolwide action plan. (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, C) WASC/CDE Focus on Learning, 2016 Edition, pages 51–54 Ongoing Improvement: WASC/CDE Focus on Learning, 2016 Edition, page 163
Step Seven	Monitor Implementation for progress to achieve benchmarks: Monitoring will be made easier if the plan specifies actions, dates, and estimated costs and measurable anticipated student academic outcomes, as well as personnel involved and responsible.... 2009 Single Plan for Student Achievement, p.13. California Department of Education, Sacramento, CA. Continue the Cycle: Periodically review progress on the implementation of the plan, determine whether the actions are having the desired effects, and make revisions as needed.	At least once per year.	Task 4: Monitor implementation and accomplishment of the schoolwide action plan. (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, C) WASC/CDE Focus on Learning, 2016 Edition, pages 51–54 Ongoing Improvement: WASC/CDE Focus on Learning, 2016 Edition, page 163 Ongoing Improvement: Annually prepare a progress report based on implementation of the plan and impact on student achievement. Revise plan as needed. WASC/CDE Focus on Learning, 2016 Edition, page 163