School Plan for Student Achievement

GRANITE RIDGE INTERMEDIATE

2770 E. International
Fresno 93730-5400

7/1/23-6/30/24

Contact:
JOSH SHAPIRO
Principal
(559) 327-5000
joshshapiro@cusd.com

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Granite Ridge Intermediate School	10621170113548	May 19, 2023	June 14, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

> Schoolwide Program

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

> The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Table of Contents

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 following surveys are administered annually:

*SART- School Assessment Review Team
*Student body ELCAP survey
*CUSD school climate assessment
*English Learner needs assessment Survey
*Native American Education Survey
*Parent LCAP survey

These surveys resulted in the following feedback:
* Climate Assessment (Focus: campus culture, staff morale, district office and governing board relationships, professional development, student behavior)
* SART (Strength: High-quality education, Cleanliness, Teachers; Areas of improvement: Dress code, racism/race, trash)
* IDAC (Site Focus: School culture, working with parents and community)
Other
* Focus: PLCs, Multi-tiered systems of support, Professional development, cultural appreciation and sensitivity awareness, as well as cultural involvement.

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

As per CUSD Board Policy 6211Clovis Unified Board Policy #4315 and ED CODE #44664 require that all certificated teachers are evaluated on a regular bases. Informal and formal classroom observations occur throughout the school year. Administrators from both the site level and the district level regularly communicate their findings with the classroom teacher. The findings are used to illustrate best practices that can be replicated in other classrooms across the site and district. Site administrators also use this as an opportunity for teachers to learn from one another by observing each other within the classroom setting. The observation process also allows site administrators to use corrective feedback, provide coaching and to provide additional supports in specific areas of growth opportunities based on each individual teachers needs.

Common findings for growth opportunities include:

Behavior management
Classroom management
Frequency of Checking for Understanding
Differentiated Instruction
Frequency of Academic Conversation

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

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

A variety of tools are used to measure and monitor academic progress at our site and within our school district. Assessments are designed to provide staff with data so that instruction can be modified to meet individual needs, to monitor student achievement and to assess the school's overall success. Some examples of the assessments that we utilize include:
*SBAC
*ELPAC
*iReady
*iCAL
*iCAM
*Inspect
*IABs (Interim Assessment Blocks)
*FIABs (Focused Interim Assessment Blocks)

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

Teachers use the data collected from these assessments to chart progress and design an appropriate instructional program for all students. Individualized or classroom specific materials can then be produced using to address the identified academic need. The data is analyzed in PLC's where it is then used to help guide further instruction.

In addition, all students who have not meet proficiency standards are carefully evaluated for academic deficiencies and may be recommended for additional support either through the alter/before school Extended Day labs; supplemental instruction provided by Push-In Teachers, Instructional Aide/Tutors, BIAs (Instructional Aide-Bilingual); or classroom interventions. Instruction is targeted to the identified need. The Principal and GIS/Resource Teacher support, train, and provide resources necessary to assist teachers in the process.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers who are appropriately credentialed have a deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aid our students in reaching academic proficiency in their content areas.

All teachers on our campus hold an appropriate CTC credential, permit, or other document equivalent to that which a teacher in all other public schools would be required to hold. Those teachers that are in the status of seeking to complete their credentials (PIPS, STIPS and Interns) are in a program that will allow staff to meet the requirements needed in a timely manner. These staff members are supported by site and district administration for appropriate completion. An equivalent credential, permit, or other document would mean that the teacher has the appropriate authorization for their assignment.

All paraprofessionals whose duties include instructional support must meet the criteria as outlined in CUSD to be considered Highly Qualified to assist students.

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

All teachers receive site and/or district professional development on curriculum, instruction, and assessment throughout the year.

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

CUSD provides professional development for all school sites that are aligned with the needs of the schools, academic content standards, social emotional supports, and more. The district provided professional development for this school include--Tiered Writing Supports aligned to the Common Core writing standards, AVID training around WICOR that is utilized across content areas, Teaching Pyramid aligned to meet behavior needs in our primary classrooms, Science training aligned to NGSS, iReady training aligned with our district adopted curriculum and the Common Core standards in both math and reading.

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

Teachers have access to a variety of different sources of professional development both on and off-site. CUSD Teachers On Special Assignment (TOSA) provide professional learning sessions along with co-teaching opportunities and in-class coaching. Teachers on Special Assignment are experts in their specific content area and knowledgeable in the adopted curriculum. This is in addition to professional learning opportunities provided at our school site, through conferences, or at the district level. Additionally, new teachers are assigned mentor teachers (either site-based or district based) who are available to provide coaching, mentoring, and opportunities for our new teachers to observe more experienced teachers in action.

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

Grade level teams meet regularly in their professional learning communities (PLC's) to review student work samples, discuss and align curriculum to the state and district standards, evaluate where the students are performing and decide what their first-time best teaching and reteaching strategies should be. This time ensures that veteran and developing teachers are using the same evaluative procedures while assessing student work samples.

Teaching and Learning

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

The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in the core four content areas: English Language Arts, Math, Social Science, and Science. Clovis Unified has adopted and approved a variety of materials that both align to the content standards, but that also meet the needs of our school sites and community. A full list of our adopted textbooks can be found on our school site's SARC found here: https://www.cusd.com/sarc.aspx

In addition to the adopted textbooks and materials, CUSD utilizes Curriculum Design Teams (CDT) to produce additional materials that are standards aligned and support supplemental materials that have been purchased by school sites or the district.

Our English Learners (EL), Students with Disabilities (SWD), and students who move to an intervention program continue to receive core instruction while using the adopted instructional materials but are also provided with additional instruction using research-based materials that are aligned with the common core state standards, or in the case of our EL students aligned to the California ELD standards.

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

The administration and teachers have worked collaboratively to create a daily schedule that ensures our students receive the recommended instructional minutes in all content areas.

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

Long-term and short-term pacing guides are created by each grade-level team based on the district's assessment calendar. These pacing guides outline the lessons for major content areas on a weekly basis and are modified throughout the year based on student needs. Sites develop intervention schedules based on data collected and analyzed in PLC's to determine an intervention calendar to meet the needs of students in tier 2 and Tier 3.

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

The Williams Act requires all schools to have adopted curriculum in the four core subject areas available to all students on a daily basis. This adopted curriculum is reviewed on a regular basis to ensure it is aligned to the stated standards and the district AIMS. In addition to having adopted curriculum in the four core subject areas (ELA, Math, Social Science, and Science), CUSD also has adopted ELD curriculum that is aligned to the State's ELD standards.

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

SBE-adopted and standards-aligned instructional materials are utilized in the classrooms.
For more specific curriculum information please visit our school site link at the following site:
https://www.cusd.com/sarc.aspx

Opportunity and Equal Educational Access

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

Teachers regularly monitor students progress through assessments, observation and by analyzing work samples. This information is used by teachers to prepare an individualized plan for all students achieving below grade level expectations which then aides in the placement of intervention or acceleration--based on student needs.

Students in need of additional intervention resulting from academic, emotional or behavioral difficulties may be referred to SST where their needs are assessed, and they are linked with necessary intervention. Students struggling with attendance concerns may be referred to SARB, one-to-one counseling and student support groups based on specific needs with the school psychologist. When necessary, students may be referred to Fresno County Mental Health Services.

CUSD also offers a comprehensive summer school or extended year program designed to meet the specific needs of students K-12. A variety of extended year programs are offered for students at risk of retention, performing below proficiency and in need of credit for graduation.

Evidence-based educational practices to raise student achievement

Teachers and administration work together to continually provide first time best instruction and delivery. Training, collaboration, walk-throughs, and consistent feedback all provide research-based practices to raise student achievement. Professional learning communities (PLC's) review data, modify instruction, and provide intervention on a continuing basis so that students meet the standards.

Parental Engagement

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

Our site offers a variety of school and community resources to assist and support our families including:

*Parent communication through weekly newsletters
*Updated School Website
*Social Media Posts
*Referrals to outside resources as needed and based on needs

Additionally, we hold regular parent events and meetings to keep our families informed. These include:
*IDAC
*SART
*ELAC
*SSC
*Back to school night

Our site also offers social emotional supports in collaboration with our school psychologists and area transition teams in order to ensure students are available for learning. These supports include CSI groups, transition supports, All 4 Youth, CYS referrals, Hope Club, Peer Counselors, and small group interventions.

The district also provides parent opportunities through the district parent academies which are offered six times throughout the school year and cover a variety of topics that were requested by families from within the school district.

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)

Members of the School Site Council (SSC) - composed of principal, certificated teachers, classified staff, and parents - work together to develop, review, and evaluate school improvement programs and school budgets. The SSC meets quarterly throughout the school year.

Funding

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

Categorical funds allow our site to provide supplemental services to enable under-performing students to meet grade-level standards. Our categorical funds are used for the following but is not limited to: bilingual instructional aides to support our ELD students, push-in teachers, supplemental instructional supplies, copies and equipment, technology equipment and supplies, and professional development for classroom teachers. Federal and state laws require the COE to monitor the implementation of categorical programs operated by local educational agencies (LEAs) or district. Districts are responsible for creating and maintaining programs that meet requirements.

Fiscal support (EPC)

In addition to categorical funds, our school receives funding through the Local Control Funding Formula (LCFF). The LCFF allows for sites to purchase additional items and provide additional supports for students with greater flexibility and allows us to address the priorities listed within our district Local Control Accountability Plan (LCAP) . LCFF funds will be used to help achieve the goals of the LEA and district while maintaining transparency and accountability in relation to how funds will be spent to provide high-quality and equitable educational programs for all students.

Additionally, our site receives monies through the district general fund. These funds are utilized to provide basic needs for students (ex. curriculum) and to purchase other items that support our district goal of supporting students in mind, body, and spirit.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Both our SSC and our ELAC play a critical role in the creation and revisions of our SPSA. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports, etc. At our most recent SSC and ELAC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. The two committees then discussed next steps and needed changes as well as made recommendations to site administration for the new SPSA.

The following recommendations were made:
* Continued use of instructional assistants in the designated collaboration and English Learner classes
* Continued focus on subgroups (RSP, EL, SED)
* Professional development to focus on specific strategies for all students to close the achievement gap
* Continued opportunities for assistance - designated open lunch labs and after-school study hall
* Purchasing of software to further assist EL and RSP students
* Continued collaboration between site administration, parents/community, staff, and students

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.71%	0.45%	7	8	5
African American	3.3%	2.76%	2.59%	41	31	29
Asian	15.6%	17.83%	19.5%	194	200	218
Filipino	3.3%	3.12%	3.58%	41	35	40
Hispanic/Latino	26.5%	27.90%	28%	330	313	313
Pacific Islander	0.2%	0.27%	0.27%	2	3	3
White	46.7%	42.96%	40.79%	581	482	456
Multiple/No Response	3.9%	4.46%	4.74%	48	50	53
			Total Enrollment	1,244	1,122	1118

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	598	541	562
Grade 8	646	581	556
Total Enrollment	1,244	1,122	1,118

Conclusions based on this data:

1. Total enrollment shows a marginal decrease and continues to decline slightly

2. Hispanic, African American, subgroups continue to grow as the White subgroup shows a marginal decrease.

3. An increased number of new students enrolling are from outside the district, including other states and countries.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	35	32	32	2.8%	2.9%	2.9%
Fluent English Proficient (FEP)	143	143	173	11.5%	12.7%	15.5%
Reclassified Fluent English Proficient (RFEP)	3			8.6%		

Conclusions based on this data:

1. English Learner students fluctuate year-to-year with an increase in 22-23.

2. Reclassification process and ELPAC testing was interrupted due to COVID restrictions.

3. We anticipate that reclassification rates will increase during the 22-23 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	\tcolsep Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7	581	527		0	516		0	516		0.0	97.9	
Grade 8	638	567		0	562		0	562		0.0	99.1	
All Grades	1219	1094		0	1078		0	1078		0.0	98.5	

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

	Overall Achievement for All Students																	
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7		2635.			48.26			37.02			9.11			5.62	
Grade 8		2628.			34.34			42.17			16.19			7.30	
All Grades	N/A	N/A	N/A		41.00			39.70			12.80			6.49	

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7		40.89			54.65			4.46	
Grade 8		36.30			53.02			10.68	
All Grades		38.50			53.80			7.70	

	Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7		56.20			39.92			3.88	
Grade 8		38.97			53.38			7.65	
All Grades		47.22			46.94			5.84	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7		22.87			71.90			5.23	
Grade 8		23.84			71.89			4.27	
All Grades		23.38			71.89			4.73	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7		39.73			54.46			5.81	
Grade 8		33.10			60.68			6.23	
All Grades		36.27			57.70			6.03	

Conclusions based on this data:

1. Overall scores for both 7th and 8th dropped significantly from the 18-19 CAASPP results, the last time students took the assessment.

2. District and common assessments were used.

3. Focus area for 7-8 ELA is Listening and Reading.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	581	527		0	517		0	517		0.0	98.1	
Grade 8	638	567		0	563		0	562		0.0	99.3	
All Grades	1219	1094		0	1080		0	1079		0.0	98.7	

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2596.			35.40			28.24			18.38			17.99	
Grade 8		2600.			35.05			21.89			21.35			21.71	
All Grades	N/A	N/A	N/A		35.22			24.93			19.93			19.93	

Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		38.10			46.03			15.86	
Grade 8		33.87			47.24			18.89	
All Grades		35.90			46.66			17.44	

Concepts & Procedures — Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		35.78			51.45			12.77	
Grade 8		32.38			51.60			16.01	
All Grades		34.01			51.53			14.46	

Problem Solving & Modeling/Data Analysis — Using appropriate tools and strategies to solve real world and mathematical problems

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		32.30			55.71			11.99	
Grade 8		25.98			61.39			12.63	
All Grades		29.01			58.67			12.33	

Conclusions based on this data:

1. The results from 18-19 to 21-22 show a drop in percentages from Met Standard to At or Near Standard with those Below Standard staying relatively the same.

2. We are moving kids back to to met or exceeded standard in 7th but experiencing slight dips in 8th grade.

3. Continue to work on vertical alignment and rigor from 7th to 8th.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade 7	1610.5	1551.2	1635.6	1552.1	1584.9	1550.0	22	21
Grade 8	*	1564.9	*	1570.3	*	1559.2	9	15
All Grades							31	36

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	68.18	33.33	18.18	28.57	9.09	23.81	4.55	14.29	22	21
8	*	40.00	*	33.33	*	13.33	*	13.33	*	15
All Grades	61.29	36.11	19.35	30.56	16.13	19.44	3.23	13.89	31	36

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	81.82	38.10	4.55	38.10	9.09	14.29	4.55	9.52	22	21
8	*	53.33	*	26.67	*	6.67	*	13.33	*	15
All Grades	77.42	44.44	6.45	33.33	12.90	11.11	3.23	11.11	31	36

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	50.00	23.81	18.18	23.81	18.18	28.57	13.64	23.81	22	21
8	*	20.00	*	40.00	*	20.00	*	20.00	*	15
All Grades	35.48	22.22	29.03	30.56	22.58	25.00	12.90	22.22	31	36

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	36.36	14.29	50.00	57.14	13.64	28.57	22	21
8	*	6.67	*	73.33	*	20.00	*	15
All Grades	25.81	11.11	64.52	63.89	9.68	25.00	31	36

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	86.36	71.43	9.09	23.81	4.55	4.76	22	21
8	*	66.67	*	20.00	*	13.33	*	15
All Grades	80.65	69.44	16.13	22.22	3.23	8.33	31	36

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	59.09	23.81	18.18	42.86	22.73	33.33	22	21
8	*	42.86	*	35.71	*	21.43	*	14
All Grades	51.61	31.43	25.81	40.00	22.58	28.57	31	35

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	40.91	23.81	54.55	71.43	4.55	4.76	22	21
8	*	6.67	*	73.33	*	20.00	*	15
All Grades	29.03	16.67	67.74	72.22	3.23	11.11	31	36

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Conclusions based on this data:

1. Growth in EL student population in 7-8.

2. Continue to focus on Written Language domain utilizing ELD curriculum that emphasizes this domain.

3. Post-COVID focus on instruction and accurate assessment of the summative ELPAC.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,122	**29.9**	**2.9**	**0.2**
Total Number of Students enrolled in Granite Ridge Intermediate School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	32	2.9
Foster Youth	2	0.2
Socioeconomically Disadvantaged	335	29.9
Students with Disabilities	77	6.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	31	2.8
American Indian	8	0.7
Asian	200	17.8
Filipino	35	3.1
Hispanic	313	27.9
Two or More Races	50	4.5
Pacific Islander	3	0.3
White	482	43.0

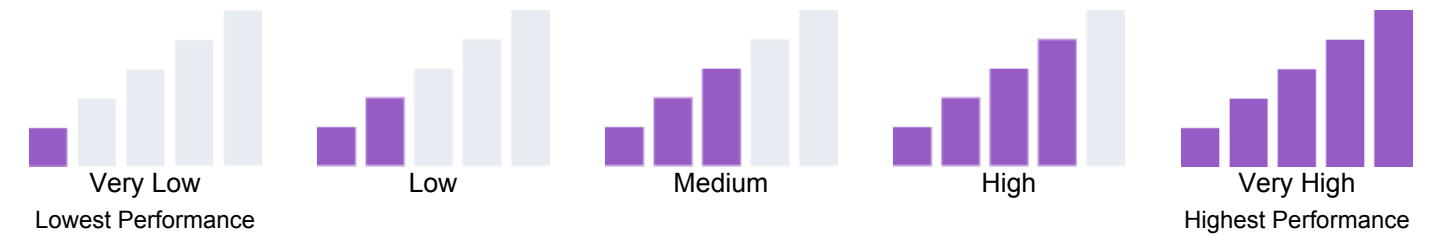**Conclusions based on this data:**

1. SED population has shown increase.

2. Hispanic, White, Asian make up a significant percentage of the student population.

3. GR population has decreased.
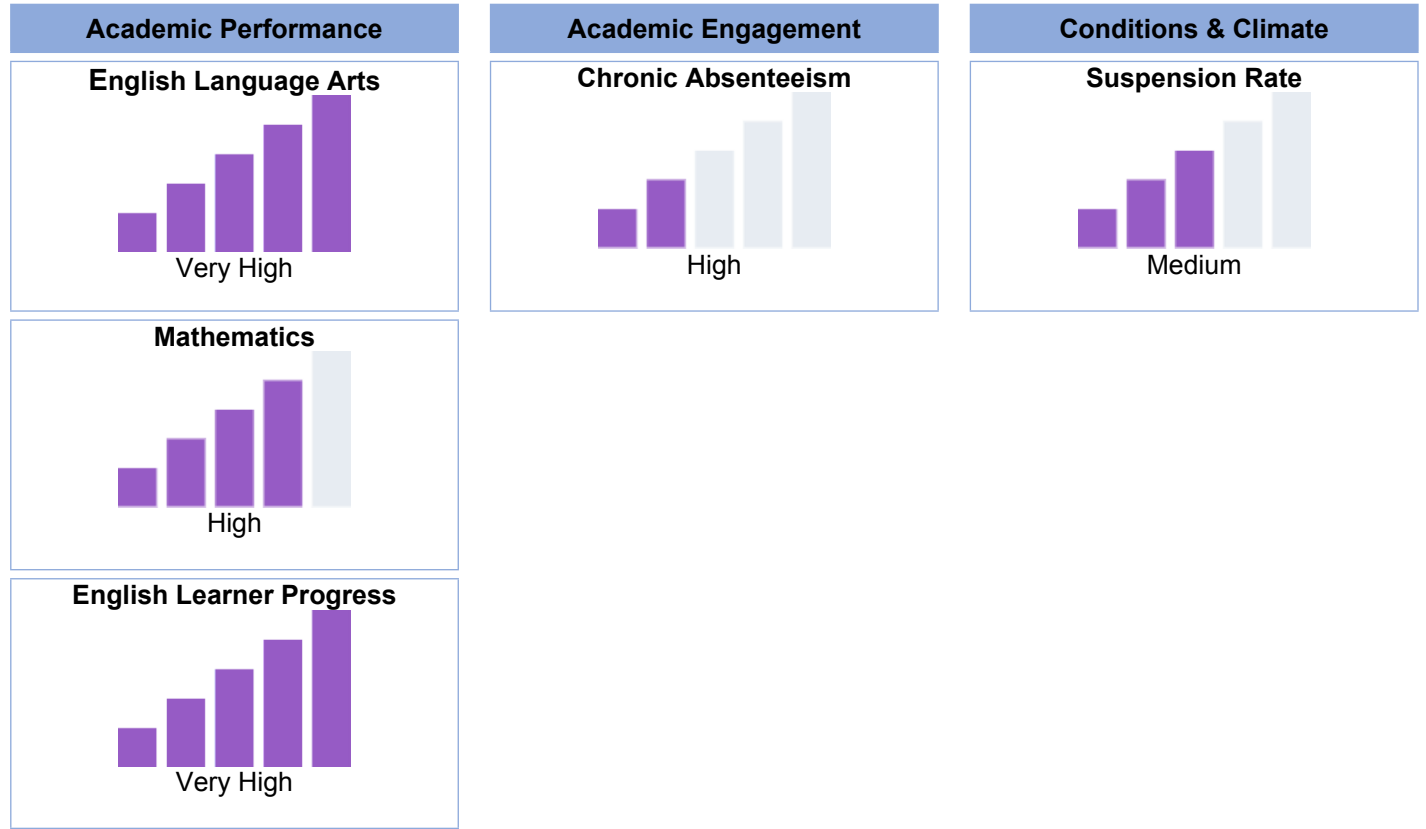
School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

2022 Fall Dashboard Overall Performance for All Students

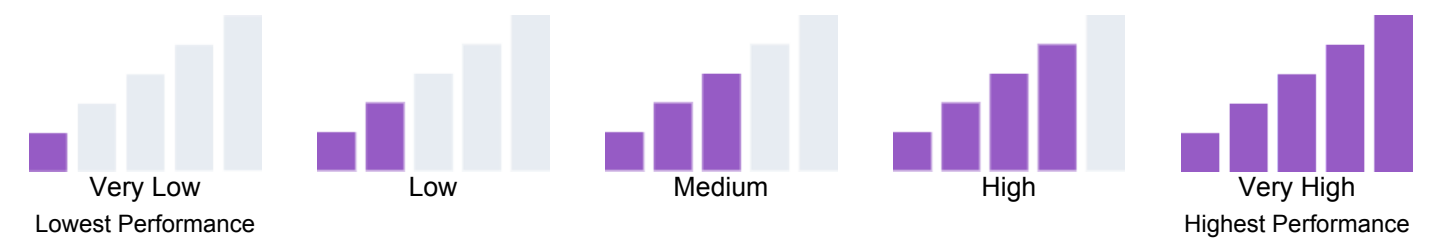| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts — Very High	**Chronic Absenteeism** — High	**Suspension Rate** — Medium
Mathematics — High		
English Learner Progress — Very High		

Conclusions based on this data:

1. Dashboard performance in all areas are well above the state average.

2. Chronic Absenteeism is high.

3. Suspension rate is medium. Student Services Office, along with SRLs and Transition Team, are connecting with at-risk students.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
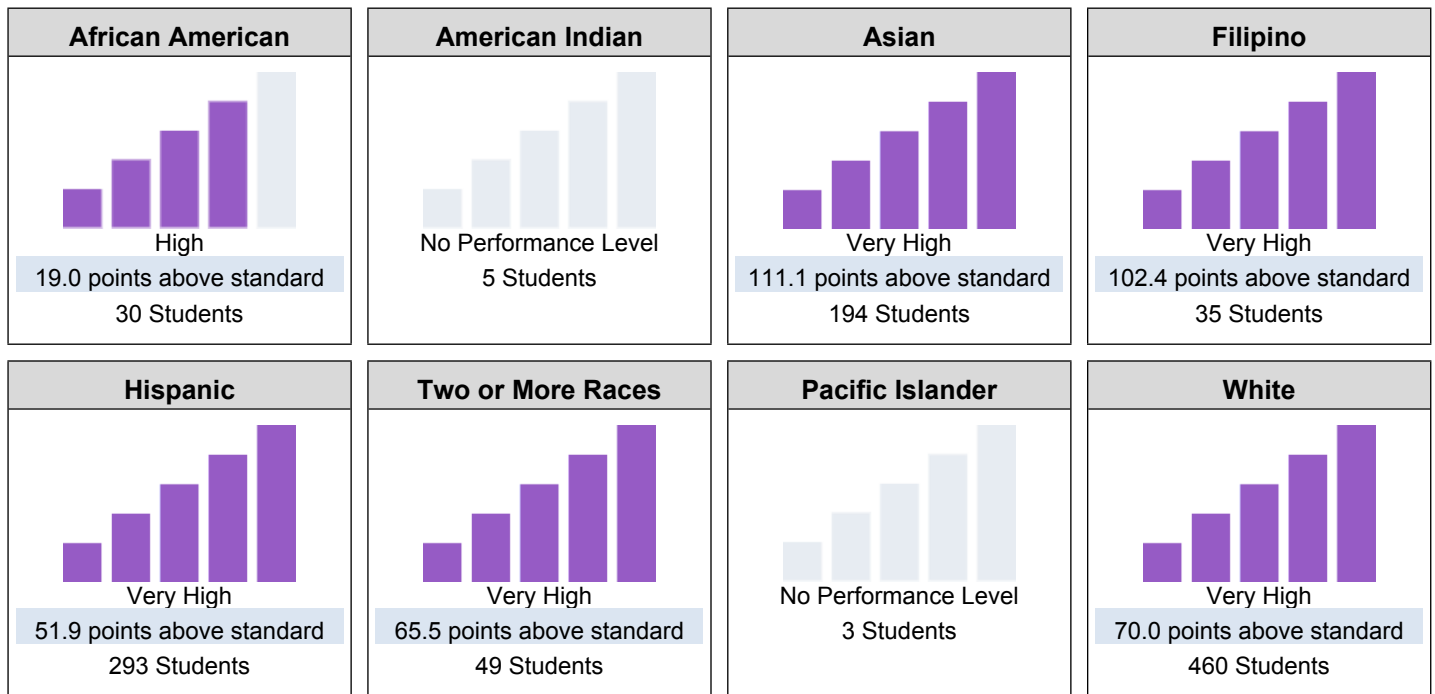
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	1	1	2	5

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Medium	No Performance Level
71.5 points above standard	7.0 points above standard	2 Students
1067 Students	63 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	High	Low
	43.8 points above standard	36.8 points below standard
	322 Students	74 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

High

19.0 points above standard

30 Students

American Indian

No Performance Level

5 Students

Asian

Very High

111.1 points above standard

194 Students

Filipino

Very High

102.4 points above standard

35 Students

Hispanic

Very High

51.9 points above standard

293 Students

Two or More Races

Very High

65.5 points above standard

49 Students

Pacific Islander

No Performance Level

3 Students

White

Very High

70.0 points above standard

460 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

118.9 points below standard

20 Students

Reclassified English Learners

50.4 points above standard

45 Students

English Only

72.6 points above standard

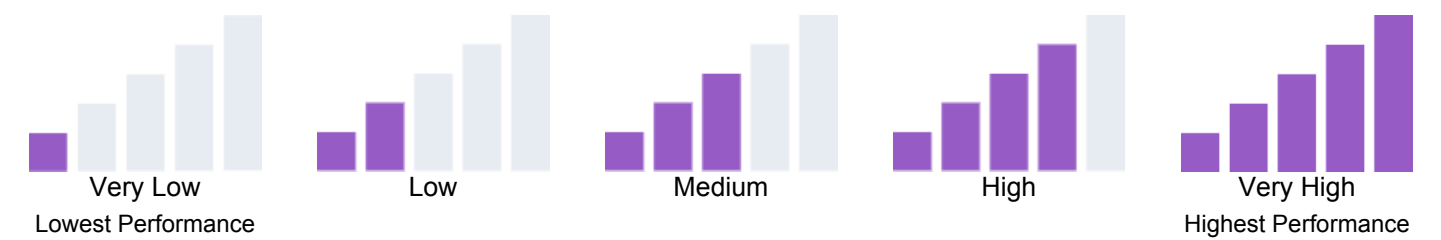900 Students

Conclusions based on this data:

1. Students with disabilities are below standard.

2. All sub groups are far above the state average.

3. Current EL students placed below standard and continue to be a focus in 22-23

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	2	2	2

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High 21.5 points above standard 1066 Students	Low 48.3 points below standard 64 Students	No Performance Level 2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Medium 18.0 points below standard 321 Students	Very Low 100.9 points below standard 74 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity
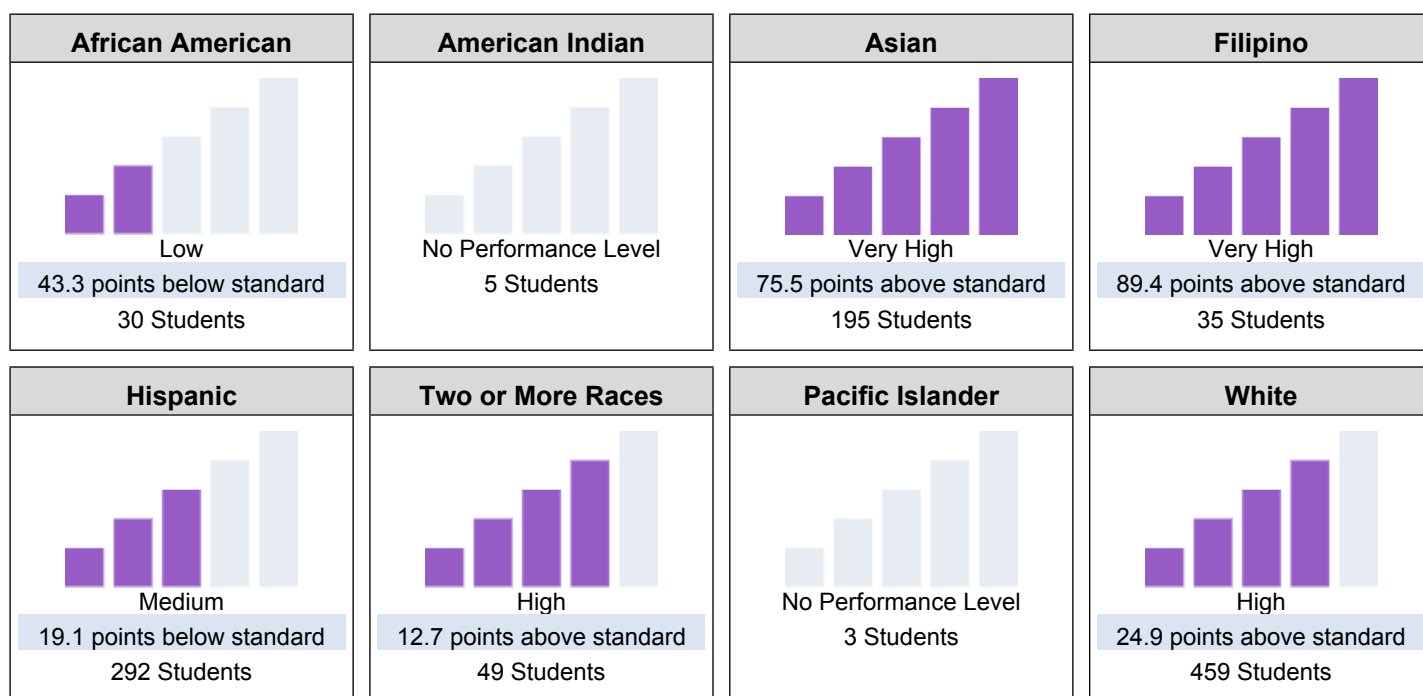
African American	American Indian	Asian	Filipino
Low	No Performance Level	Very High	Very High
43.3 points below standard	5 Students	75.5 points above standard	89.4 points above standard
30 Students		195 Students	35 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	High	No Performance Level	High
19.1 points below standard	12.7 points above standard	3 Students	24.9 points above standard
292 Students	49 Students		459 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
164.3 points below standard	0.7 points above standard	21.4 points above standard
19 Students	45 Students	897 Students

Conclusions based on this data:

1. Mathematics for our subgroups scored below the standard and continue to be a major focus for 22-23.

2. African American and Hispanic students scored below standard and are also a major focus for 22-23.

**3.** Other ethnic subgroups scored above the standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Very High

65.6 making progress towards English language proficiency

Number of EL Students: 32 Students

Performance Level: 5
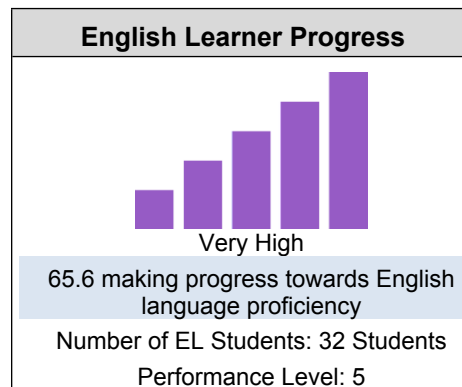
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

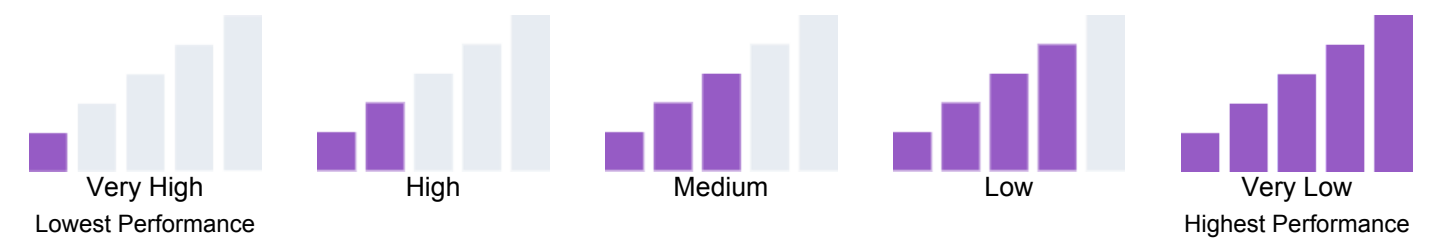| 2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
12.5%	21.9%	9.4%	56.3%

Conclusions based on this data:

1. 65.6% of EL population is demonstrating growth on ELPAC which is very high for the state.

2. The majority of students maintained their ELPI level or progressed a level.

3. 4 students decreased an ELPI level, so we will really need to support them.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
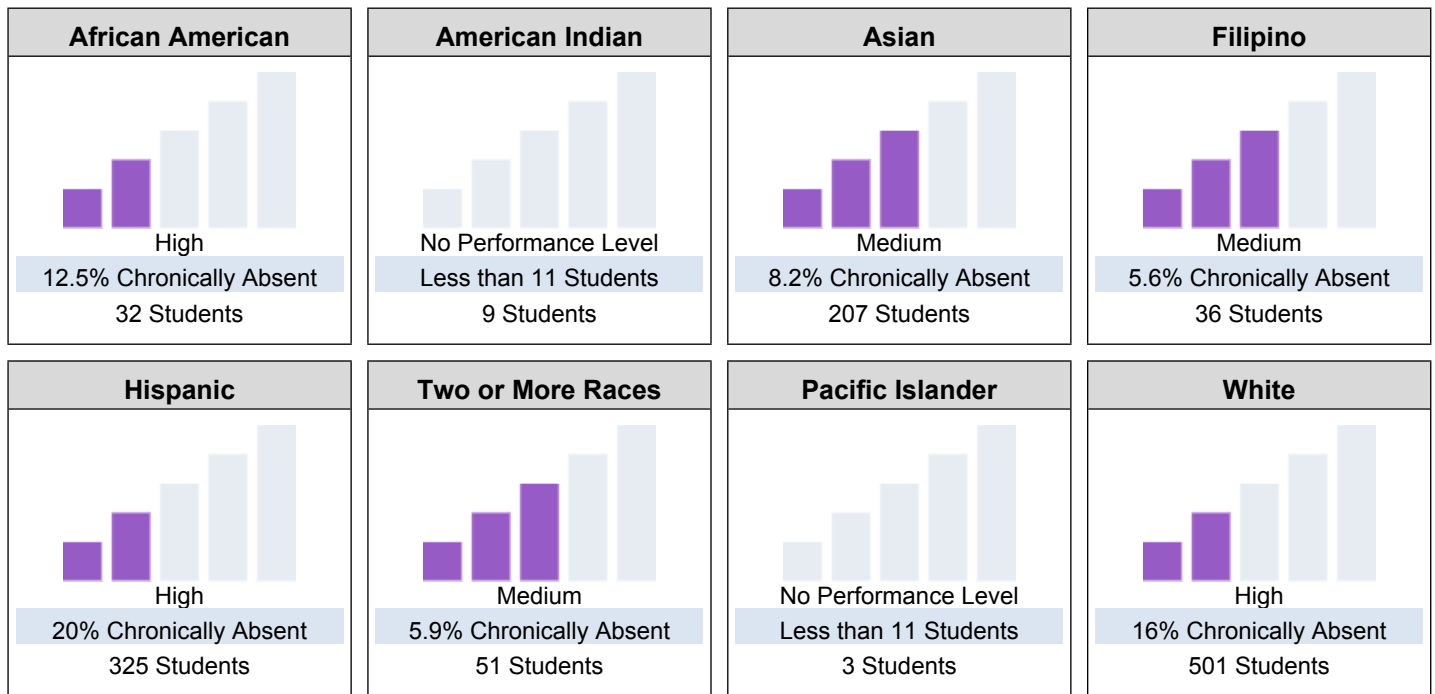
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
2	4	3	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
15.2% Chronically Absent	17.5% Chronically Absent	Less than 11 Students
1164 Students	57 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Very High	Very High
	20.4% Chronically Absent	30.2% Chronically Absent
	362 Students	86 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
High	No Performance Level	Medium	Medium
12.5% Chronically Absent	Less than 11 Students	8.2% Chronically Absent	5.6% Chronically Absent
32 Students	9 Students	207 Students	36 Students

Hispanic	Two or More Races	Pacific Islander	White
High	Medium	No Performance Level	High
20% Chronically Absent	5.9% Chronically Absent	Less than 11 Students	16% Chronically Absent
325 Students	51 Students	3 Students	501 Students

Conclusions based on this data:

1. Our students are medium to high with chronic absenteeism.

2. Examine interventions currently in place to support student attendance

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very High | High | Medium | Low | Very Low |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	1	7	1	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Medium	Medium	No Performance Level
3.9% suspended at least one day	5.1% suspended at least one day	Less than 11 Students
1179 Students	59 Students	4 Students

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Medium	Medium
	5.7% suspended at least one day	5.7% suspended at least one day
	371 Students	88 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

High

9.4% suspended at least one day

32 Students

American Indian

No Performance Level

Less than 11 Students

10 Students

Asian

Low

1% suspended at least one day

208 Students

Filipino

Medium

2.8% suspended at least one day

36 Students

Hispanic

Medium

6.7% suspended at least one day

330 Students

Two or More Races

Medium

7.5% suspended at least one day

53 Students

Pacific Islander

No Performance Level

Less than 11 Students

3 Students

White

Medium

2.8% suspended at least one day

507 Students

Conclusions based on this data:

1. Overall suspension rates are in the medium range.

2. Focus groups are African American, Hispanic, and SED students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELA and Math

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 1

Continue to focus on finding ways to engage ALL students in rigorous curriculum in both accelerated and non-accelerated courses while providing intervention and supports to close the achievement gap for our subgroup students.

Identified Need

Providing a rigorous curriculum for all students and supporting students toward mastery will increase the percentage of college and career ready students. A rigorous curriculum with appropriate interventions to help all students toward mastery will help to close the achievement gap for our subgroup students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA 7th	85%	3% growth
CAASPP ELA 8th	76%	3% growth
CAASPP Math 7th	63%	3% growth
CAASPP Math 8th	57%	3% growth
District and site based common formative assessments	N/A	Student growth on District assessments and common formative assessments
7th/8th Grade Math/ELA Significant Subgroups	N/A	3% overall growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Math Students

Strategy/Activity

Continue to train and implement Illustrative Math at 7th and 8th grade levels while supplementing with i-Ready.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

| 10,355.88 | LCAP Supplemental

Subs for PD/Trainings/PLCs/Planning |

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement PLC systems and structures while updating teacher training (District PD training) and understanding of the PLC process.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

| 5,000 | LCAP Supplemental

Subs for PD/Trainings/PLCs/Planning
*Duplicate Expenditure. See Goal One Strategy 1 |

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PLC team leads will create weekly standardized PLC agendas and aims that follow grade level scope/sequence and district assessment calendars. PLC teams will collaboratively create common formative assessments following the expected PLC assessment cycle (Plan, Do, Study, Act)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2204.12	LCAP Supplemental PLC meetings, SSC/ELAC, instructional supplies

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide PD, release time, and sub time to strengthen tier 1 intervention by allowing teachers to observe first time best instructional strategies that support student learning (RAAD, AVID, etc).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCAP Supplemental Subs for PD/Trainings/PLCs/Planning *Duplicate Expenditure See Goal One Strategy 1

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

7th/8th math

Strategy/Activity

Use the i-Ready Diagnostic assessment to identify students for intervention.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Utilize small group intervention and encourage lunch and after school labs as a Tier 2 intervention for students who perform below grade level on common assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	LCAP Supplemental 4000-4999: Books And Supplies Instructional Supplies *Duplicate Expenditure Goal One Strategy 1

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Create learning goals and prescribed intervention based off of Universal Screening to monitor academic achievement and if the tiered intervention is necessary any longer.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	LCAP Supplemental 1000-1999: Certificated Personnel Salaries Subs for PD/Trainings/PLCs/Planning *Duplicate expenditure. See Goal One Strategy 1

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL

Strategy/Activity

Provide additional supports and interventions for our EL students and newcomer students
Purchase and provide supplemental materials for our EL students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3616.16	Title III English Learner

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Growth in data driven PLCs and implementation of tier 1 MTSS has been demonstrated in all subject areas. CAASPP scores, District scores, and common formative assessment scores continued to show growth prior to COVID restrictions.

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

There were no major differences between the intended goals and strategies and actual goals and strategies.

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

We will continue to use this goal in the new year SPSA, with an increase emphasis on the California Dashboard to set baselines for goals in future years.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

PLC's

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students
The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit
by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Aim 2: Operate with Increasing Efficiency and Effectiveness.
The District will actively seek innovative solutions to operate with efficiency and effectiveness in all areas of operation.

Aim 3: Hire, Develop, Sustain, and Value a High-Quality and Diverse Workforce.
The District will provide a collaborative learning and working environment that effectively recruits, trains, and retains an exceptional workforce reflecting the diversity of our community and fostering the culture and traditions of the Clovis Unified School District.

Goal 2

Implement layered educational practices across all core subjects that supports ALL students.

Identified Need

Support the diverse needs of ALL students by developing practices that increase student productivity, efficiency, and effectiveness allowing for higher levels of growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased productivity in PLCs		Weekly PLC agendas focused on optimization of time, instruction focused on data, focus on student growth, agreed upon essential standards that help drive instruction, appropriate interventions applied.
Increased development of MTSS (Tier I, II, III)	Focus on Tier 1 "best practices"	Develop Tier I, II, and III interventions that support diverse student needs
Increased technology use	Three classroom sets of Chromebooks for each core subject	Increase Chromebook and laptop numbers to support student need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PLCs will complete standardized agenda on a weekly basis. Data discussions will be recorded on PLC agenda which will be submitted to department Learning Directors.

Continue working within PLCs to establish MTSS Tier 1 best practices. Identify and implement Tier 2 (Deployment) and Tier 3 practices (Study Strategies, Academic Seminar) in order promote student growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Seek out professional development opportunities and instructional materials focused on PLCs, MTSS, 1st time best instruction, and instructional strategies etc. beneficial in building compacity within our departments. Utilize District trainings when applicable.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Articulation with PLC leads in order to support lead teachers at each level to have effective PLCs.
  * Standings

- Collective goals/efficacy

Implement one-month data cycle discussions focusing in trends and essential standard mastery. Focus on the reteaching and RTI process for those students that have not shown mastery and an increased rigor of essential standards for those that have demonstrated mastery.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement regular administrative walk-throughs focused on identifying engaging activities, lessons, and teaching strategies. Provide timely feedback to teachers regarding observations.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

MTSS and PLC structure continues to develop.

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

There were no major differences between the intended goals and strategies and actual goals and strategies.

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

We will continue this goal in the 23-24 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Expand Development of teaching staff to increase student growth in all subject areas

LEA/LCAP Goal

Aim 2: Operate with Increasing Efficiency and Effectiveness.
The District will actively seek innovative solutions to operate with efficiency and effectiveness in all areas of operation.

Aim 3: Hire, Develop, Sustain, and Value a High-Quality and Diverse Workforce.
The District will provide a collaborative learning and working environment that effectively recruits, trains, and retains an exceptional workforce reflecting the diversity of our community and fostering the culture and traditions of the Clovis Unified School District.

Goal 3

Provide structure, time, and support for disciplinary teams to engage in subject specific, cross-curricular, and vertical articulation.

Identified Need

Strong collaborative teams that are using data to inform instructional decisions that support student achievement. Cross-curricular teams provide teachers with the opportunity to collaborate on shared standards and instructional practices that will support those shared standards. Vertical articulation ensures continuity of content and instructional practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased teacher knowledge of MTSS/PLC structure	Building of PLC centered around data/Establishment of Tier 1 MTSS best practices	Fully functional PLCs with three tier MTSS system
Increase full/half PD, PLC, and planning days		Close gaps in student achievement

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All math students

Strategy/Activity

Math 7-8, & 1 teachers will continue to attend Illustrative & CPM training, as well as receiving on-site coaching on IM/CPM implementation from our District TSA's and CPM trainer.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

0   District Funded

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide PD, release time, and sub time to strengthen tier 1 intervention by allowing teachers to observe first time best instructional strategies that support student learning (RAAD, AVID, etc).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

5,000   LCAP Supplemental
                                                       1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

PLCs and MTSS continues to develop by providing time and structure for meaningful training, dialogue, and action.

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

There were no major differences between the intended goals and strategies and actual goals and strategies.

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

We plan to continue this goal in the 23-24 school year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$3,616.16
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$38,176.16

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
District Funded	$0.00
LCAP Supplemental	$34,560.00
Title III English Learner	$3,616.16

Subtotal of state or local funds included for this school: $38,176.16

Total of federal, state, and/or local funds for this school: $38,176.16

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	$34,560.00	0.00
Title III English Learner	$3,616.16	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCAP Supplemental	34,560.00
Title III English Learner	3,616.16

Expenditures by Budget Reference

Budget Reference	Amount
	23,176.16
1000-1999: Certificated Personnel Salaries	10,000.00
4000-4999: Books And Supplies	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCAP Supplemental	19,560.00
1000-1999: Certificated Personnel Salaries	LCAP Supplemental	10,000.00
4000-4999: Books And Supplies	LCAP Supplemental	5,000.00
	Title III English Learner	3,616.16

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,176.16
Goal 2	0.00
Goal 3	5,000.00

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:

1 School Principal

3 Classroom Teachers

3 Other School Staff

5 Parent or Community Members

2 Secondary Students

Name of Members	Role
Joshua Shapiro	Principal
Carlos Zuniga	Other School Staff
Benton Lewis	Classroom Teacher
LisaMarie Slater	Classroom Teacher
Jamie Tewson	Classroom Teacher
Katelyn Kahl	Other School Staff
Logan Daggett	Secondary Student
Izabella Rutledge	Secondary Student
Mark Iraheta	Other School Staff
David Musson	Parent or Community Member
Brenda Reimer	Parent or Community Member
Lori Botkin	Parent or Community Member
Diane Jau	Parent or Community Member
Andrea Hill	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Yony Li Wu	English Learner Advisory Committee
[signature]	Other: SSC Committee Member

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/19/23.

Attested:

Signature	
Joshua Shapiro	Principal, Joshua Shapiro, Ed.D. on 5/19/23
C Zp	SSC Chairperson, Carlos Zuniga on 5/19/23