School Plan for Student Achievement
Granite Ridge Intermediate

7/1/24-6/30/25

Contact:
JOSHUA SHAPIRO, ED.D., Principal
(559) 327-5000
joshuashapiro@cusd.com

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School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Granite Ridge Intermediate School	10621170113548	May 15, 2024	June 12, 2024

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District Goals and Plan Overview

The purpose of the School Plan for Student Achievement (SPSA) 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.

Our district AIMS as well as our district's CLASSI goals are woven throughout our plan to meet the high expectations our district holds for our school sites, staff, students, and community.

District AIMS:
AIM I: Maximize Achievement for ALL Students
AIM II: Operate with Increasing Efficiency and Effectiveness
AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce

Plan Description

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

Within our SPSA we have created a plan that focuses on standards mastery and suspension rates. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our SBAC results in the areas of ELA and Math and suspension rates for the following subgroups: African-American and EL students.

Educational Partner Involvement

How, when, and with whom did Granite Ridge Intermediate 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

Our educational partners, including but not limited to our SSC, ELAC, and staff, play a huge role in the creation, monitoring, and revisions of our School Plan for Student Achievement. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports for students and families, and more. 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. Our committees then discussed possible next steps and needed changes as well as made recommendations to site administration for our SPSA.

The following recommendations were made:
* Continue to implement a math "boot camp" sessions for all 7th and 8th grade students
*Include in the 24-25 school year: SBAC practice tests for students with special needs to familiarize the online testing process and give additional practice opportunities.
* Continue to review data from common assessments, while focusing on the standards not mastered to guide reteaching.

> * Continue to provide tier 2 intervention during lunch and after school for additional support.
> * Improve on providing additional small group instruction and supports for EL students.
> * Improve on PLCs by connecting special education and EL teachers with the general education teachers to develop meaningful strategies.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

> Granite Ridge Intermediate's Overall Red Indicators include: None
>
> Granite Ridge Intermediate's Overall Orange Indicators include: Suspension Rates

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

> The following subgroups have two or more indicators below the all student performance level in the following areas:
> *SWD-Chronic absences, suspension rates, ELA, and Math
>
> We also have red indicators for our AA and EL subgroups in the area of suspension rates

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

> Local indicators and educational partner feedback also indicate that we have needs in the following areas:
> *We need to look at our overall system and address suspension rates

Goals, Strategies, & Proposed Expenditures

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

Goal 1

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
ELA Overall Met / Exceeded		Math Overall Met / Exceeded	
2022-2023	80 points above standard	**2022-2023**	33.1 points above standard
2021-2022	71.5 points above standard	**2021-2022**	21.5 points above standard
2018-2019	81.1 points above standard	**2018-2019**	53.5 points above standard
Subgroup DATA 2022-2023		**Subgroup DATA 2022-2023**	
SWD	30 points below standard	**SWD**	101.6 points below standard
EL	17.9 points above standard	**EL**	36.7 points below standard
SED	46.6 points above standard	**SED**	18.4 points below standard
Hispanic	56.4 points above standard	**Hispanic**	14.3 points below standard
Asian	103.5 points above standard	**Asian**	83.8 points above standard
AA	58.3 points above standard	**AA**	34 points below standard
Two or More Races	88.7 points above standard	**Two or More Races**	75.1 points above standard

Annual Review Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
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.
Identified Need(s) As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.
Based on our data analysis and needs assessment, we need to: * Build on our current practice of using data to identify/assist/intervene with important subgroups that struggle academically.

* Create professional development opportunities that deepen staff understanding of research-based teaching/assessment/intervention methodologies.

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
Increase academic achievement in ELA and Math state and local assessment scores by 5%	G1 A1: Utilization of Universal Design for Learning (UDL) as well as EL and Special Education strategies across content areas to support all student groups with an emphasis on our EL and SWD subgroups Strategy will include: *PD *Teacher release time *Supplemental materials	1. Evidence of implementation of UDL, EL and SpEd strategies across content areas 2. CFA assessment results including diagnostics 3. State and Local EOY assessment results	1. 20% of teachers using across content areas 2. Listed above	1. 100% of teachers using across content areas 2.5 % increase in overall and in subgroup data
	G1 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students Strategy may include: *supplemental staffing *supplemental materials *online resources *technology *Supplemental EL curriculum *Supplemental EL support staff	1. Pre and post assessment data from intervention 2. Attendance at intervention 3. iReady Diagnostics in reading and math	Baseline data in all 3 areas will be collected in the fall for each individual student	1. Increase between pre and post assessment data 2. Increase Checkpoint data to monitor growth closer.

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups

Additional supports will be provided for our EL and SWD populations as indicated in the actions above.	Goal 2 is dedicated to our EL subgroup which was our lowest performing subgroup on the dashboard.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
G1 A1: Utilization of Universal Design for Learning (UDL) as well as EL and Special Education strategies across content areas to support all student groups with an emphasis on our EL and SWD subgroups Strategy will include: *PD *Teacher release time *Supplemental materials	*All Students *EL Students *SWD Students	25,000.00 LCAP Supplemental
G1 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students Strategy may include: *supplemental staffing *supplemental materials *online resources *technology *Supplemental EL curriculum *Supplemental EL support staff	*All Students *EL students *SWD	11262.52 LCAP Supplemental 2545.61 Title III English Learner

Goals, Strategies, & Proposed Expenditures

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

Goal 2

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
Chronic Absenteeism DATA		**Suspension DATA**	
2022-2023	10.1% Chronically Absent	**2022-2023**	5% suspended at least one day
2021-2022	15.2% Chronically Absent	**2021-2022**	3.9% suspended at least one day
2018-2019	5.6	**2018-2019**	3.3
Subgroup DATA 2022-2023		**Subgroup DATA 2022-2023**	
SWD	22% Chronically Absent	**SWD**	9.6% suspended at least one day
EL	18% Chronically Absent	**EL**	16% suspended at least one day
SED	16.3% Chronically Absent	**SED**	9.1% suspended at least one day
Hispanic	11.4% Chronically Absent	**Hispanic**	6.3% suspended at least one day
Asian	4.5% Chronically Absent	**Asian**	3.5% suspended at least one day
AA	12.5% Chronically Absent	**AA**	18.8% suspended at least one day
Two or More Races	10.5% Chronically Absent	**Two or More Races**	3.5% suspended at least one day

Annual Review Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
Improved Granite Ridge Intermediate School's support for social/emotional health and diversity by implementing and improving access/awareness of mental health resources and increasing participation in school activities, athletics and clubs.
Identified Need(s) As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.
Support the diverse needs of ALL students by developing practices that increase student productivity, efficiency, and effectiveness allowing for higher levels of growth. Staff, students, and parents continue to believe that a continued focus on student mental health, school connectedness

and outreach will allow students to better access educational opportunities at Granite Ridge Intermediate and create an environment where students can learn.

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
Decrease suspension rates in our our EL subgroup from 16% to 14% and in our AA subgroup from 18.8% to 16.8%	Continue to utilize SRC staff and SRL's to support behavior interventions Strategy may include: *supplemental resources *student incentives *implementation of new interventions	Referral and suspension data	EL-16% AA-18.8%	EL-14% AA-16.8%
	Train students on how to get adult help before a problem escalates Strategy may include: *SRL's & transition team working with students *Intervention supports for students on choices for de-escalation of problems *Supplemental SEL curriculum	on-going process data collected through PDSA cycle	0% trained	All students who experience referrals will be involved in this action
	Continue to build a strong culture at our site. Strategy will include: *Diversity activities/days *Assemblies/rallies *Team building activities	Evidence that these events occurred	EL-16% AA-18.8%	EL-14% AA-16.8%

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Our EL, SED, and FY students will receive supplemental supports through our transitions team. Translations are available as needed.	Our SRL's provide added supports for students who are struggling the most. Our ELD teachers also provide additional home connections to our EL students and families.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
Continue to utilize SRC staff and SRL's to support behavior interventions Strategy may include: *supplemental resources *student incentives *implementation of new interventions	AA EL	District Funded
Train students on how to get adult help before a problem escalates Strategy may include: *SRL's & transition team working with students *Intervention supports for students on choices for de-escalation of problems *Supplemental SEL curriculum	AA EL	District Funded
Continue to build a strong culture at our site. Strategy will include: *Diversity activities/days *Assemblies/rallies *Team building activities	AA EL	

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$$2,545.61
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$38,808.13
Total Federal Funds Provided to the School from the LEA for CSI	$0

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	$36,262.52	0.00
Title III English Learner	$2,545.61	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

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 ($)
LCAP Supplemental	$36,262.52

Title III English Learner	$2,545.61

Subtotal of state or local funds included for this school: $38,808.13

Total of federal, state, and/or local funds for this school: $38,808.13

School Site Council Membership

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

Name of Members	Role
Joshua Shapiro	Principal
Carlos Zuniga	Teacher
Benton Lewis	Teacher
LisaMarie Slater	Teacher
Lavinia Terra	Other Staff Member
Lori Botkin	Parent Member
Brenda Reimer	Parent Member
Andrea Hill	Parent Member
Yongli Wu	Parent Member or Secondary Student
Madison Logan	Parent Member or Secondary Student

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: SSC and ELAC (if applicable)

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 5/15/24.

Attested:

[signature]	Principal, Joshua Shapiro, Ed.D. on 5/15/24
[signature]	SSC Chairperson, Carlos Zuniga on 5/15/24
[signature]	Other Committee Member (optional), Brittany Cook on 5/15/24