

School Plan for Student Achievement



BUCHANAN HIGH SCHOOL

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Clovis 93619-7600

7/1/23-6/30/24

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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
Buchanan High School	10621171030501	May 1, 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)

Additional Targeted Support and Improvement

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. Within our SPSA we have created a plan that focuses on ELA, math and our MTSS system. It is our ultimate goal to implement this plan and continue to increase our academic achievement. Our plan also includes a goal focused on our ATSI area of suspension rates.

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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) survey
- *Student body LCAP survey
- *CUSD school climate assessment
- *English Learner needs assessment survey
- *Native American Education survey
- *Parent LCAP survey

Parents were also notified of our status in ATSI around suspension rates for our AA subgroup. Overall, parents and students feel very positively toward the staff at Buchanan. They feel that the teachers, support staff, and administration care about their students. Survey results have also illustrated that students feel well prepared for life beyond high school, whether that is college or entering the workforce. Additionally, students, parents, and teachers alike had positive comments regarding the culture and sense of community at Buchanan High School. Increased communication and avenues through which information is disseminated an areas of improvement from all surveys administered.

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 #6211, Clovis 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
- Articulation of Learning Objective
- 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

*Inspect

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 after/before school extended day labs; supplemental instruction provided by push-in teachers, Instructional Aides/Tutors, BIAs (Instructional Aide-Bilingual); or classroom interventions. Instruction is targeted to the identified need. The Principal, Deputy Principal, and Learning Directors 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, CPM training aligned with our district adopted Math curriculum and the Common Core standards in both Math and ELA.

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, 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, parents, and students - 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:

- *Streamline academic interventions for students so they are placed in the appropriate intervention
- *Include social-emotional interventions as part of the MTSS plan

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on a review of quantitative data, along with parent and educational partner input, and student interviews, we found a resource inequity exists within our program in the area of suspension rates within our African American student subgroup. Our needs assessment and data analysis revealed that our African American students are suspended more often than other subgroups and to address this inequity, our site will provide professional learning for our staff around trauma informed practices, alternatives to suspension, and other research-based practices that will allow us to close the suspension gap. More information around these actions can be found in goal 3 of our site plan.

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	0.5%	0.48%	0.42%	14	13	11
African American	2.5%	2.76%	2.54%	67	74	66
Asian	11.1%	10.84%	11.76%	293	291	306
Filipino	2.0%	1.79%	2%	52	48	52
Hispanic/Latino	31.9%	33.30%	33.79%	842	894	879
Pacific Islander	0.4%	0.37%	0.42%	10	10	11
White	47.8%	46.70%	45.33%	1,263	1,254	1179
Multiple/No Response	3.9%	3.72%	3.69%	102	100	96
	Total Enrollment			2,643	2,685	2601

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	678	727	673
Grade 10	671	651	692
Grade 11	672	641	618
Grade 12	622	666	618
Total Enrollment	2,643	2,685	2,601

Conclusions based on this data:

1. Overall student enrollment has been very consistent over the last three years.
2. Our largest subgroups are white students (47%) and Hispanic/Latino (33%).
3. Student demographics overall remain relatively consistent, with only slight changes from year-to-year.

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	42	45	50	1.6%	1.7%	1.9%
Fluent English Proficient (FEP)	397	381	374	15.0%	14.2%	14.4%
Reclassified Fluent English Proficient (RFEP)	3	4		7.1%	8%	

Conclusions based on this data:

1. The number of EL students has gradually increased over the last three years.
2. RFEP rates have decreased significantly in the last two years.
3. Students designated as FEP had been gradually decreasing over the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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 11	661	599		0	585		0	584		0.0	97.7	
All Grades	661	599		0	585		0	584		0.0	97.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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 11		2674.			48.63			36.30			11.47			3.60	
All Grades	N/A	N/A	N/A		48.63			36.30			11.47			3.60	

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 11		44.35			51.54			4.11	
All Grades		44.35			51.54			4.11	

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 11		51.71			43.66			4.62	
All Grades		51.71			43.66			4.62	

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 11		27.40			69.01			3.60	
All Grades		27.40			69.01			3.60	

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 11		40.58			55.48			3.94	
All Grades		40.58			55.48			3.94	

Conclusions based on this data:

1. Test participation rate has remained over 97%, which gives very accurate data on overall student achievement levels.
2. Overall achievement on the ELA CAASPP showed a slight decrease from 18-19 school year, but still remains relatively high (84.9% met or exceeded the standard).
3. Writing domain is the greatest area for improvement (4.62% below the standard) and remains a focus for ELA teachers.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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 11	661	599		0	584		0	584		0.0	97.5	
All Grades	661	599		0	584		0	584		0.0	97.5	

* 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 11		2608.			15.75			33.56			23.46			27.23	
All Grades	N/A	N/A	N/A		15.75			33.56			23.46			27.23	

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 11		27.74			45.72			26.54	
All Grades		27.74			45.72			26.54	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		19.69			65.24			15.07	
All Grades		19.69			65.24			15.07	

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 11		17.98			67.47			14.55	
All Grades		17.98			67.47			14.55	

Conclusions based on this data:

1. Test participation rate has remained over 97%, which gives very accurate data on overall student achievement.

2. Overall achievement on the Math CAASPP showed a decrease from 18-19 school year and remains an area of focus schoolwide (49.3% met or exceeded the standard).
3. Communicating Reasoning domain is the greatest are for improvement (14.55% below the standard) and remains a focus for Math teachers.

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 9	1587.5	1568.6	1592.5	1567.7	1581.8	1569.0	13	12
Grade 10	*	*	*	*	*	*	4	10
Grade 11	*	*	*	*	*	*	5	4
Grade 12	*	*	*	*	*	*	*	4
All Grades							25	30

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
9	46.15	8.33	46.15	75.00	0.00	16.67	7.69	0.00	13	12
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	36.00	20.00	32.00	53.33	24.00	16.67	8.00	10.00	25	30

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
9	76.92	25.00	15.38	75.00	0.00	0.00	7.69	0.00	13	12
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	52.00	40.00	24.00	50.00	16.00	0.00	8.00	10.00	25	30

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
9	23.08	0.00	46.15	50.00	7.69	50.00	23.08	0.00	13	12
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	3.33	32.00	33.33	32.00	50.00	16.00	13.33	25	30

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	
9	15.38	0.00	76.92	100.00	7.69	0.00	13	12	
10	*	*	*	*	*	*	*	*	
11	*	*	*	*	*	*	*	*	
12	*	*	*	*	*	*	*	*	
All Grades	12.00	10.00	80.00	80.00	8.00	10.00	25	30	

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	
9	92.31	66.67	0.00	33.33	7.69	0.00	13	12	
10	*	*	*	*	*	*	*	*	
11	*	*	*	*	*	*	*	*	
12	*	*	*	*	*	*	*	*	
All Grades	72.00	73.33	20.00	16.67	8.00	10.00	25	30	

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	
9	53.85	0.00	23.08	75.00	23.08	25.00	13	12	
10	*	*	*	*	*	*	*	*	
11	*	*	*	*	*	*	*	*	
12	*	*	*	*	*	*	*	*	
All Grades	36.00	6.67	44.00	70.00	20.00	23.33	25	30	

Writing 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
9	0.00	0.00	92.31	100.00	7.69	0.00	13	12
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	4.00	0.00	88.00	93.33	8.00	6.67	25	30

Conclusions based on this data:

1. A majority of EL students are performing at a Level 3 (75%).
2. Speaking domain is an area of relative strength for current EL students (66.75 well developed).
3. Reading domain is the greatest area of growth for current EL students (25% beginning).

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
2,685	37.2	1.7	0.3
Total Number of Students enrolled in Buchanan High 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	45	1.7
Foster Youth	9	0.3
Homeless	3	0.1
Socioeconomically Disadvantaged	998	37.2
Students with Disabilities	207	7.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	74	2.8
American Indian	13	0.5
Asian	291	10.8
Filipino	48	1.8
Hispanic	894	33.3
Two or More Races	100	3.7
Pacific Islander	10	0.4
White	1,254	46.7

Conclusions based on this data:

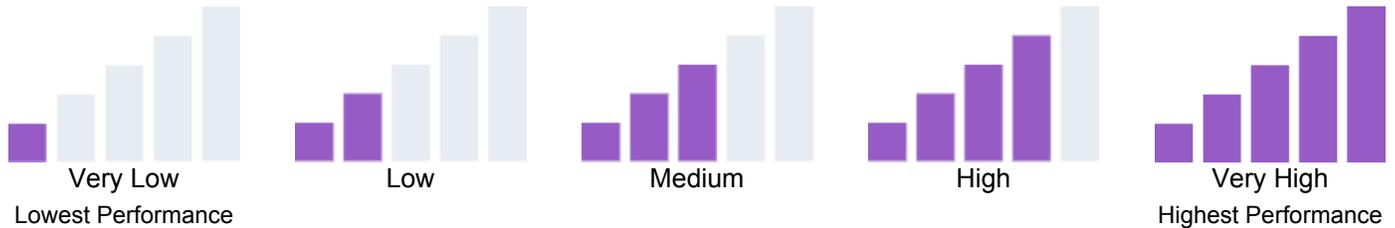
1. Our largest student groups by ethnicity are our White students (47%) and Hispanic students (33%).
2. Socio-economically disadvantaged (SED) student population is 37%.
3. English Learner (EL) population is 2%.

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).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Mathematics



English Learner Progress



College/Career
Not Reported in 2022

Academic Engagement

Graduation Rate



Conditions & Climate

Suspension Rate



Conclusions based on this data:

1. Graduation rates remained at a very high level.
2. Our highest area of academic achievement was ELA (very high) and our area for improvement was Math (medium).
3. Our suspension rates are also an area of improvement (medium).

School and Student Performance Data

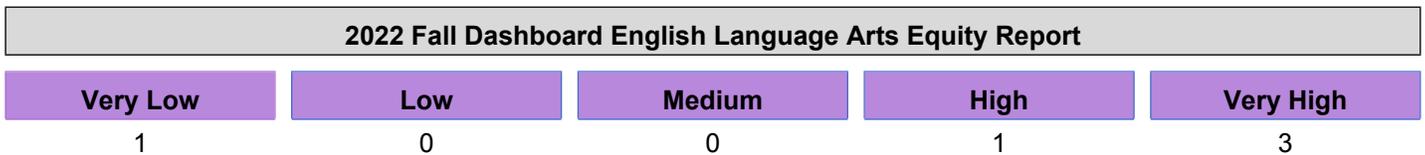
Academic Performance English Language Arts

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](#).

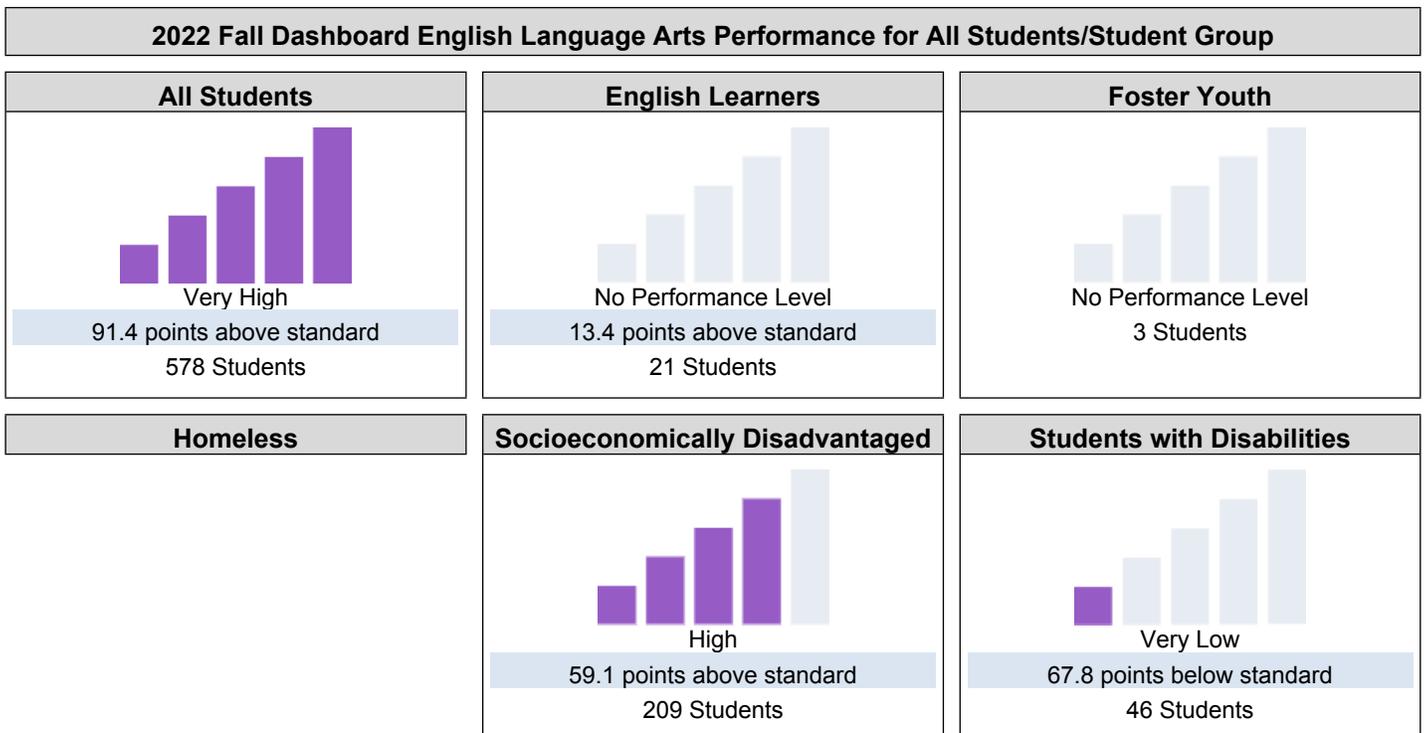
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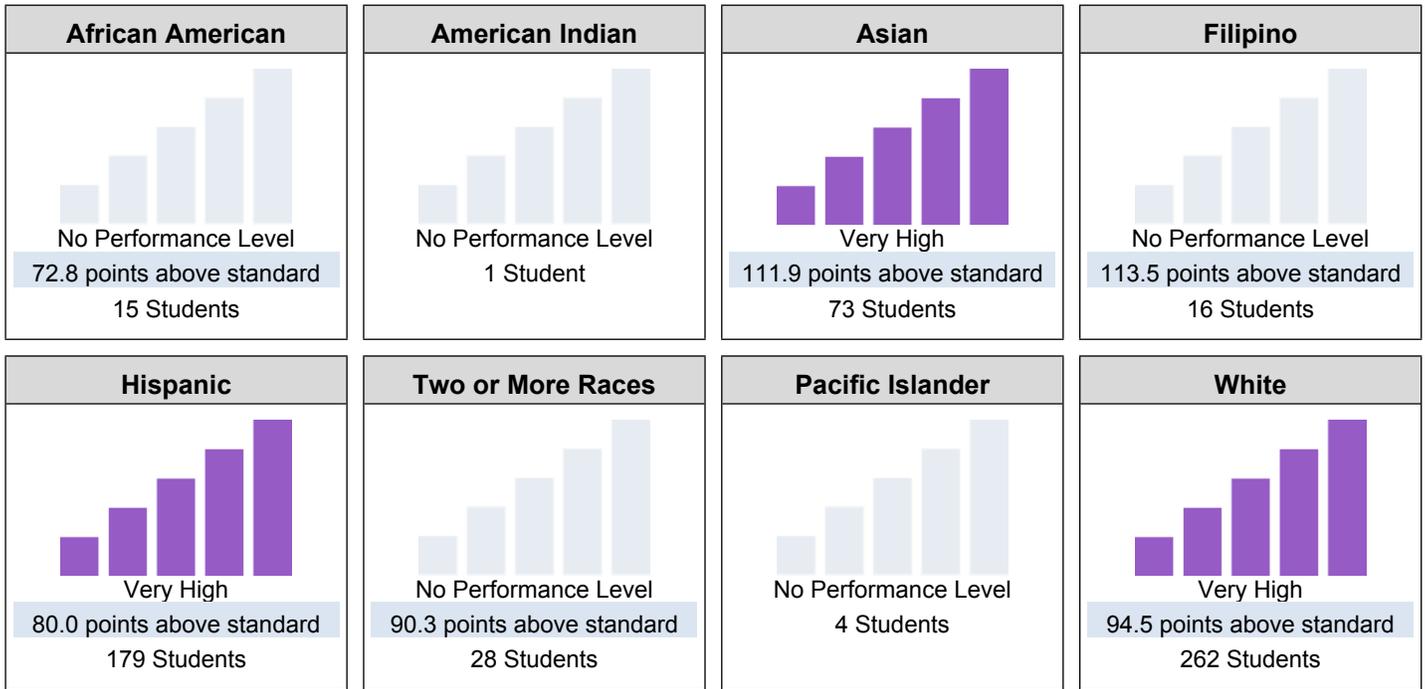
This section provides number of student groups in each level.



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 by Race/Ethnicity



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	Reclassified English Learners	English Only
2 Students	27.3 points above standard 19 Students	90.9 points above standard 475 Students

Conclusions based on this data:

1. Overall, all students performed at a very high level in English Language Arts.
2. Socioeconomically disadvantaged students performed at a high level in English Language Arts.
3. Our Students with Disabilities population remains the area of greatest need, performing at a very low level.

School and Student Performance Data

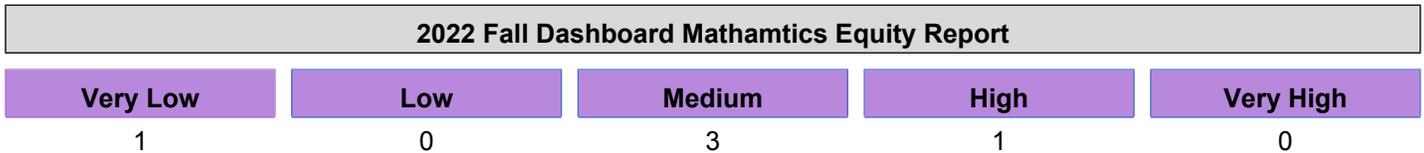
Academic Performance Mathematics

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](#).

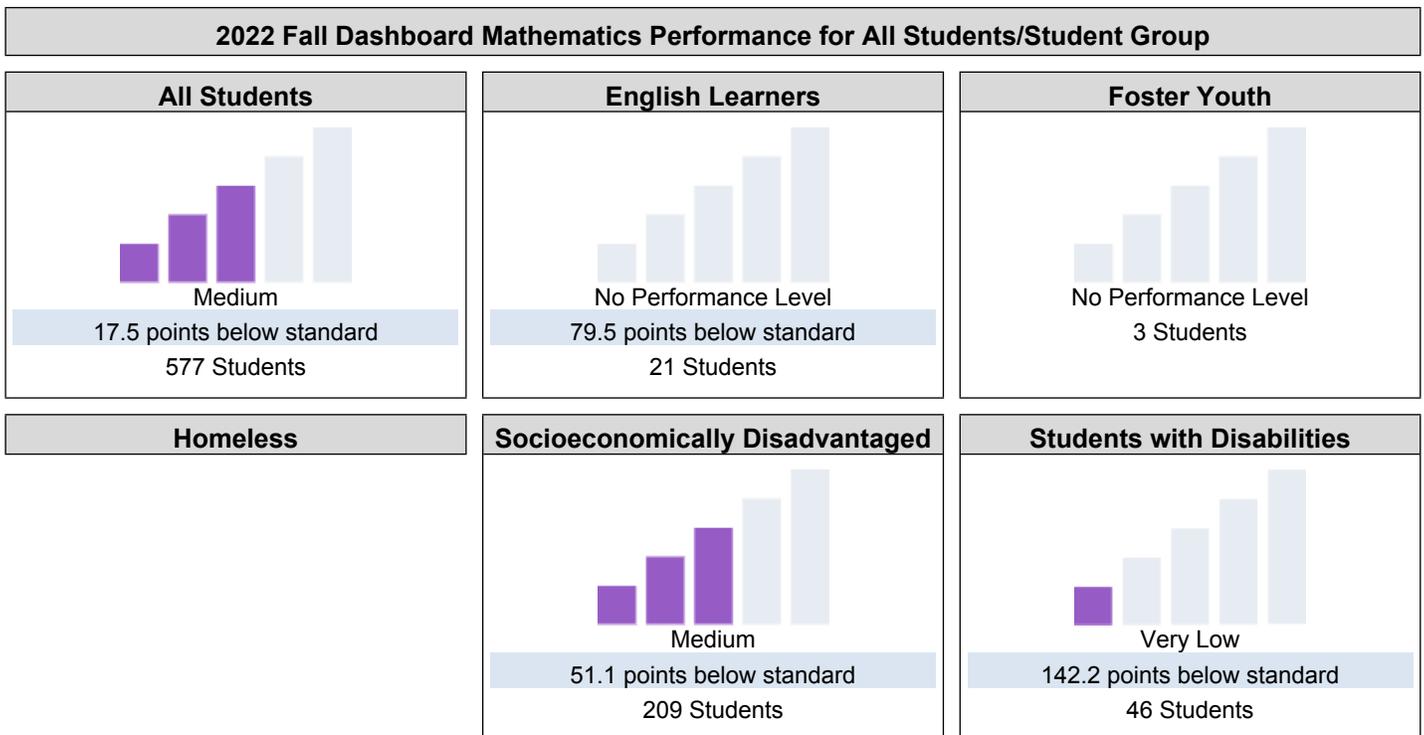
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



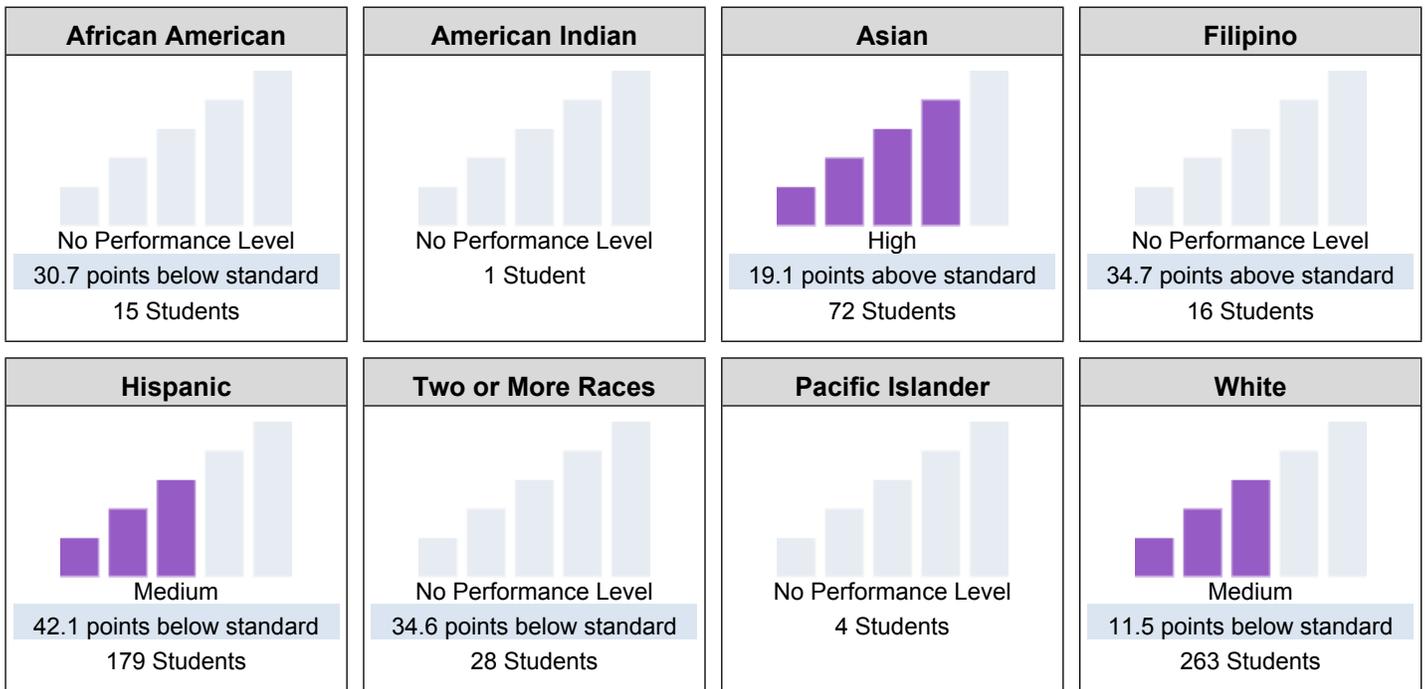
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
2 Students	72.6 points below standard 19 Students	20.1 points below standard 475 Students

Conclusions based on this data:

1. Overall, students performed at a medium level in Mathematics, making this our greatest area for improvement academically.
2. Socioeconomically disadvantaged students also performed at a medium level in Mathematics.
3. Our Students with Disabilities population remains the area of greatest need, performing at a very low level.

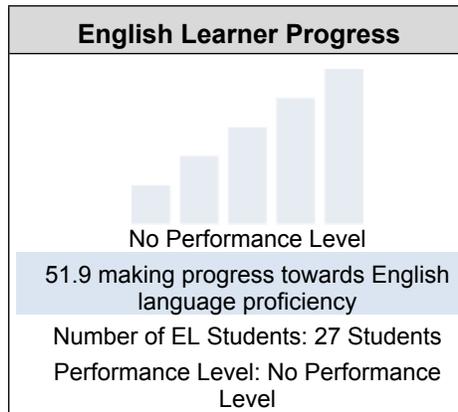
School and Student Performance Data

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



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
22.2%	25.9%	3.7%	48.1%

Conclusions based on this data:

1. Buchanan's EL population remains very low which is why there is not a performance level reflected; however, 52% of our EL students are making progress towards English proficiency.
2. 6 students decreased a level in English proficiency.
3. 13 students progressed at least one level in English proficiency.

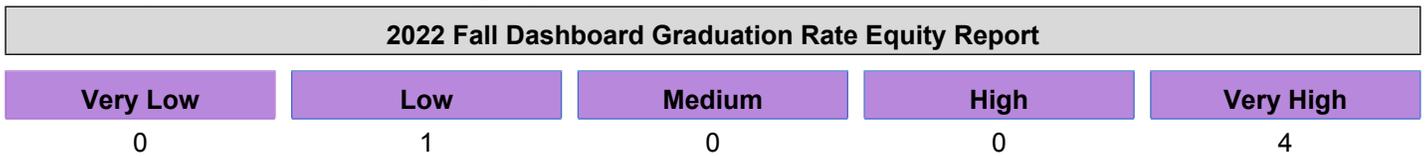
School and Student Performance Data

Academic Engagement Graduation Rate

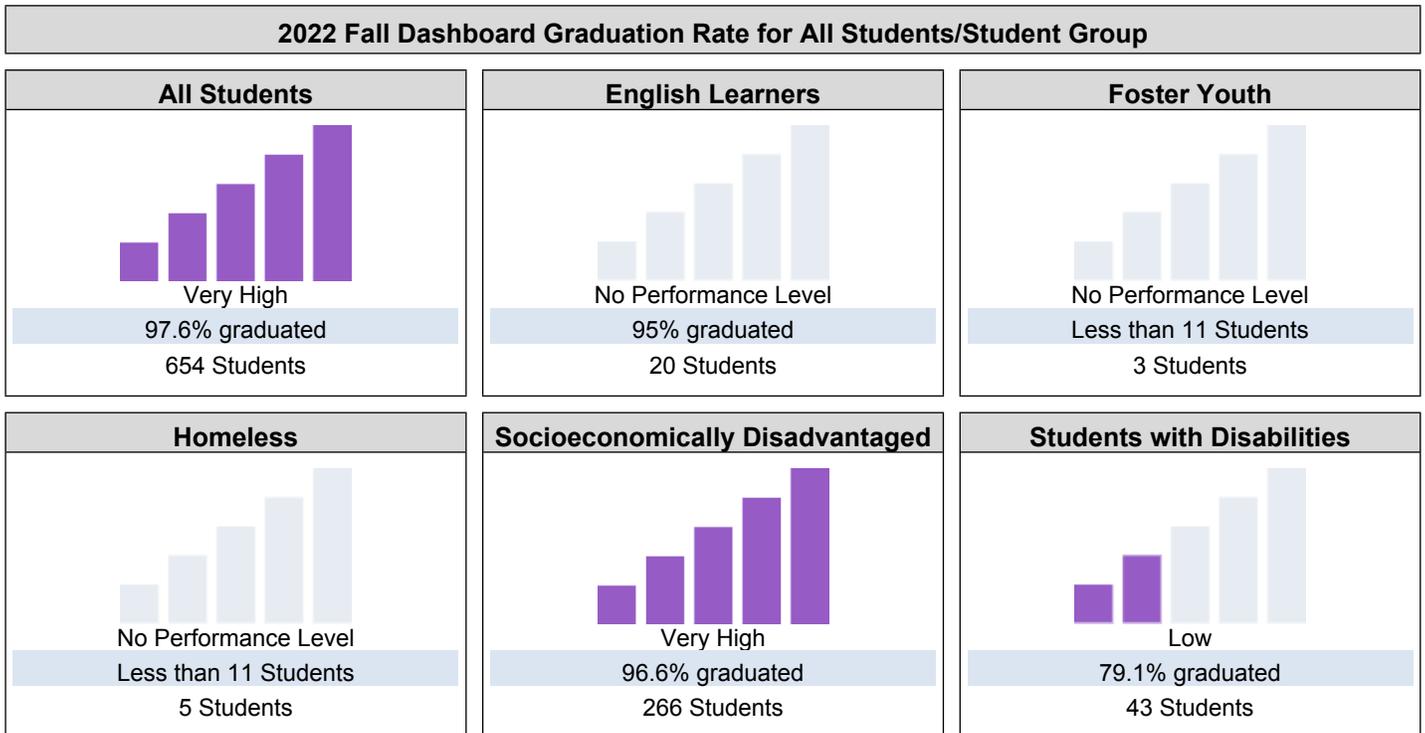
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. 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](#).



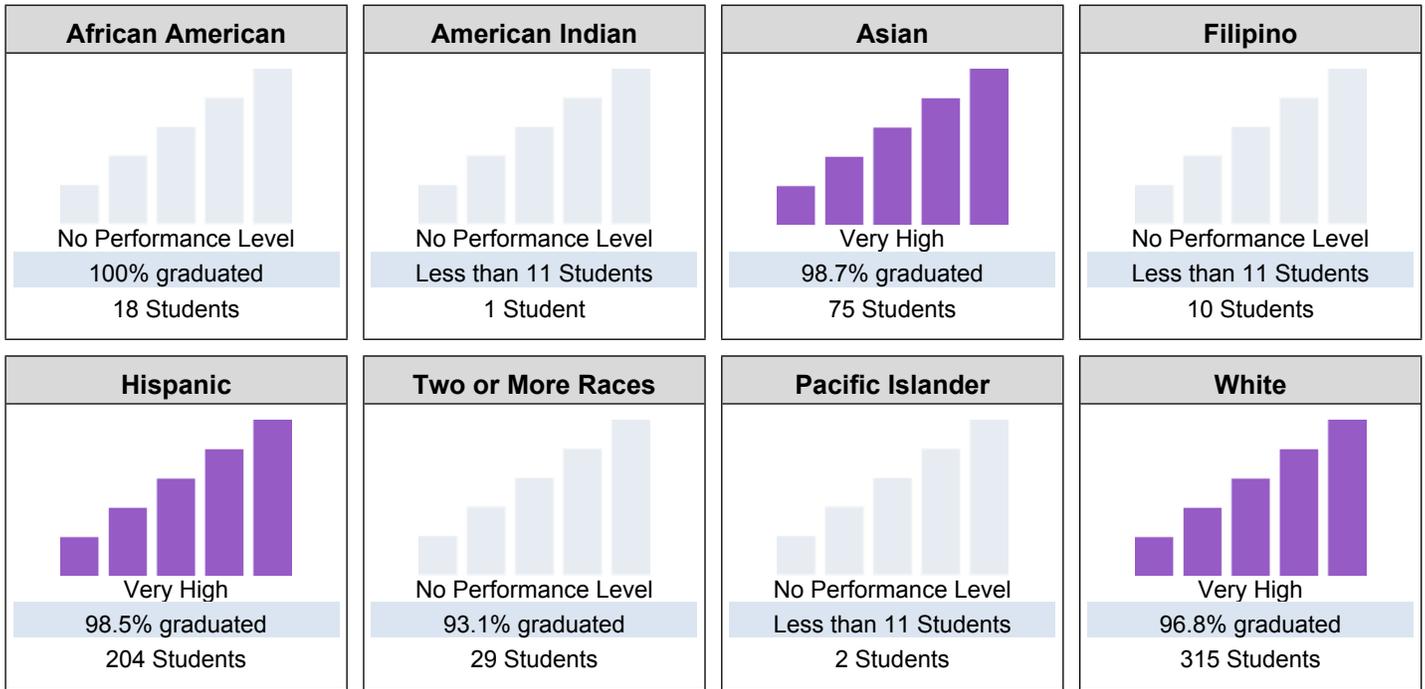
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

- Overall, graduation rates are very high (98%).
- All significant racial subgroups, as well as socioeconomically disadvantaged students, graduated at a very high level.
- Our Students with Disabilities population remains the area of greatest need, graduating at a relatively low level (79%).

School and Student Performance Data

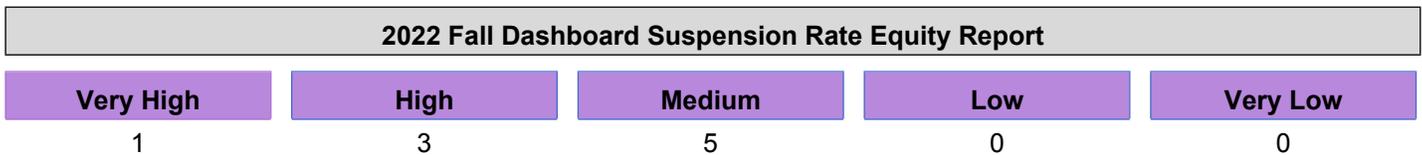
Conditions & Climate Suspension Rate

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](#).

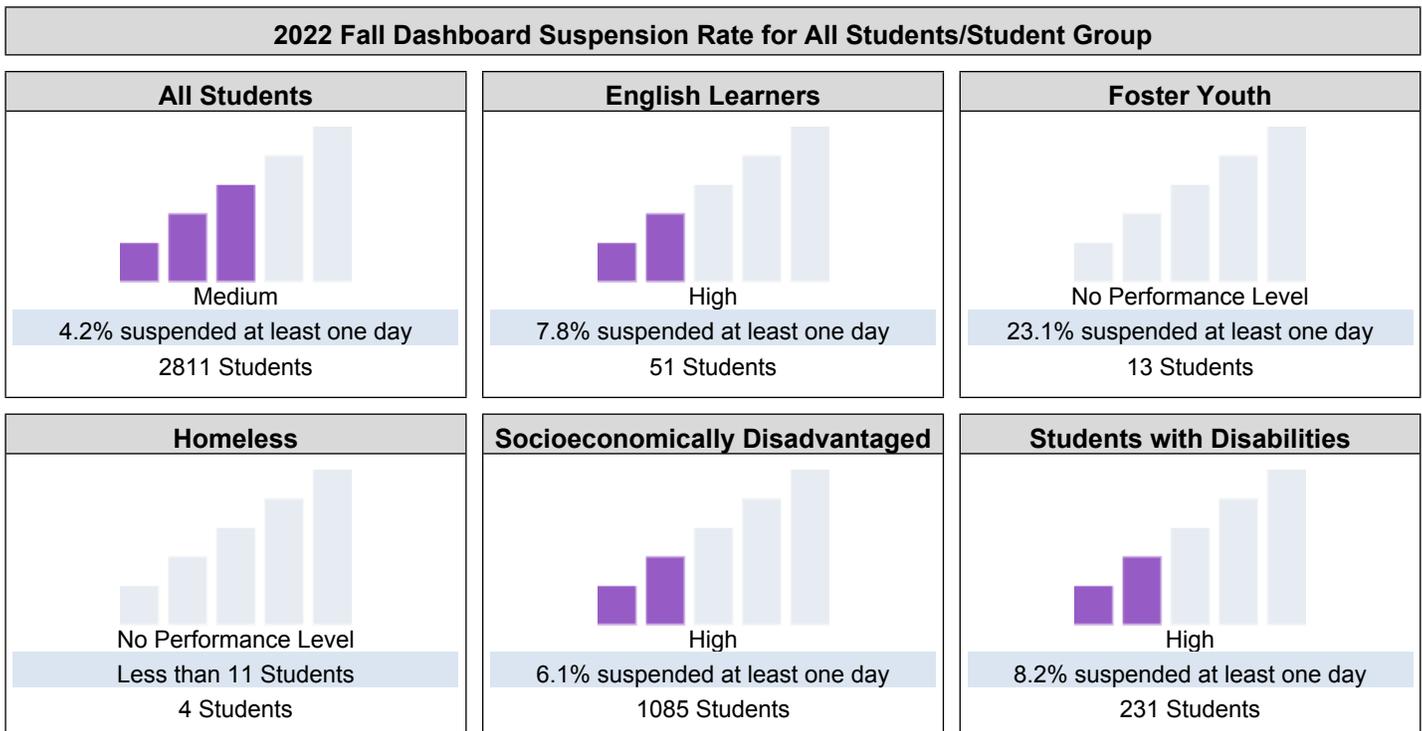
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



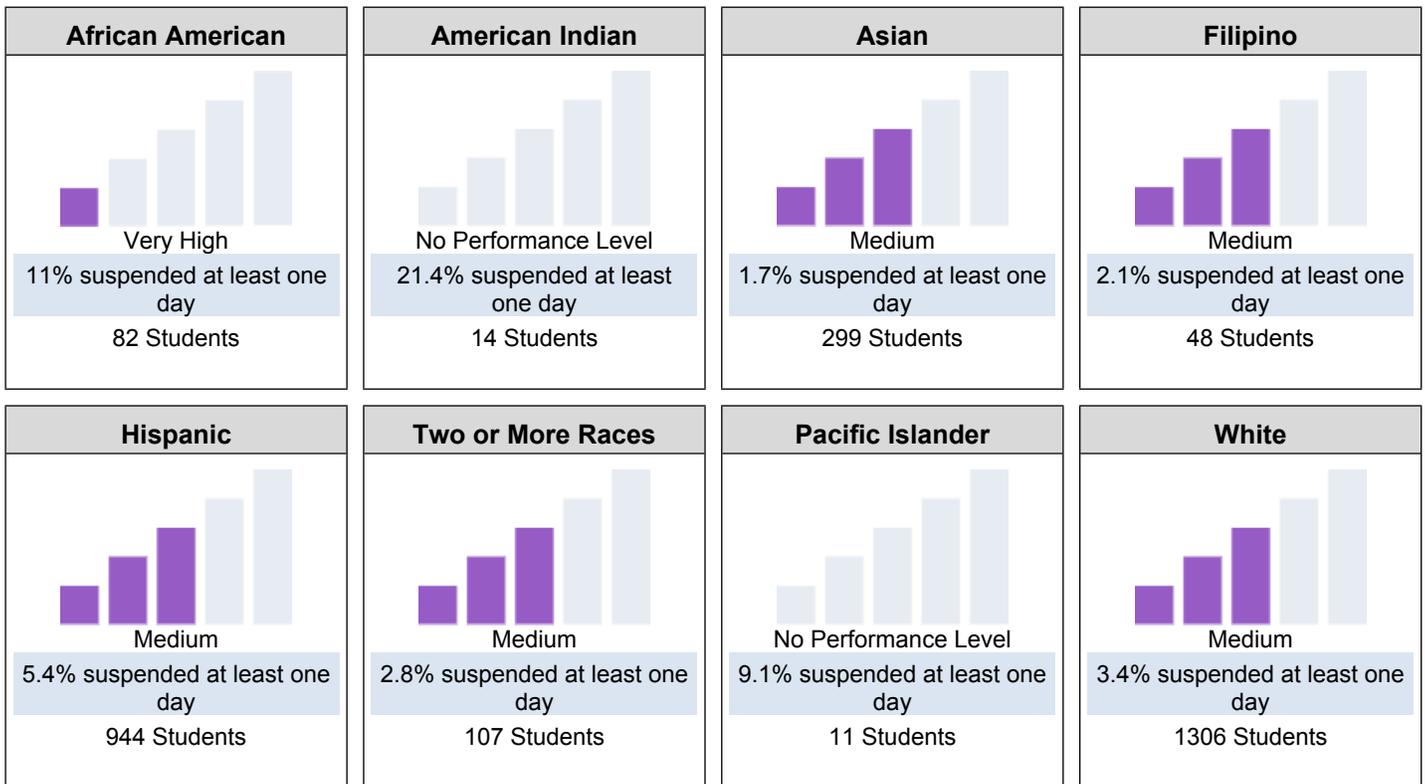
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

1. Overall, student suspensions are an area of need with 4% of the population suspended for at least one day.
2. Suspensions of African American students is the area of greatest need, with 11% of students suspended for at least one day.
3. English Learners, socioeconomically disadvantaged students, and Students with Disabilities are also an area of need with high 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 Subject

ELA

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

Increase schoolwide ELA proficiency to 90% meeting or exceeding the standard on the CAASPP.

Identified Need

11th grade students as a whole have lost traction on CAASPP achievement levels over the last few years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased % of students who meet or exceed the standard in ELA on the CAASP.	2021-2022 % of students meeting or exceeding the standard on ELA CAASPP: 84%.	2022-2023 % of students meeting or exceeding the standard on ELA CAASPP: 90%.

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

Strategy: PLC Community

Activity:

*Regular monthly and bi-monthly standing meetings with PLC Leads to communicate expectations of data analysis and the development of common assessments, collaboration on focus strategies (RA and AVID strategies) and instructional practices, MTSS plan for intervention, and professional development needs.

*Meetings with District ELA Administration at Curriculum and Instruction department regarding department needs and targeted Professional Development opportunities.

*Learning Director, ELD, and PLC Leads will attend PLC meetings to assist in guiding conversations.

*Each PLC team will submit all agendas and supporting documents for each meeting.

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)
1926.71	LCAP Supplemental
510	LCAP Supplemental
1500	LCAP Supplemental

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

Strategy: Systematic Intervention

Activity:

*Intervention team will monitor the D and F list to identify students for intervention. PLCs will gather evidence and discuss plan for in-class intervention of failing students.

*Have ELA teacher available during after-school intervention labs to assist students with individual needs.

*Learning Director will collect evidence through the use of Walk Through observations and follow up emails that identify Tier I instructional strategies being implemented in classrooms and further instructional supports in place to help students reach mastery.

*Teachers will use Common Assessments and Unit Assessments to compare data on student progress.

*In-class intervention will be focused on Essential Standards identified by PLC teams.

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)
890	LCAP Supplemental
200	LCAP Supplemental

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

Strategy: Professional Development

Activity:
*Teachers/PLCs will participate in professional development to support Tier I first-time best instruction such as Reading Apprenticeship and/or AVID strategies and curriculum and technology training.

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)
1128.29	LCAP Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ELD Students

Strategy/Activity

Strategy: ELD Support

Activity:
*Hire a Bilingual Instructional Assistant to support English language development of Level 1 and Level 2 EL students in their core academic classes.

*Provide professional development for BIA, ELD teacher, and/or teachers of EL students on best practices for teaching English Learners.

*Purchase supplemental materials for ELD students to help facilitate their learning.

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)
5134	LCAP Supplemental
3890.60	LCAP Supplemental
3128	Title III English Learner
1295.66	Title III English Learner
1000	Title III English Learner
226.59	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.

*Department-wide curriculum mapping and pacing guides have allowed for consistency across grade levels.

*Essential standards have been identified to focus Tier I instruction.

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

- *Data from common formative assessments are not regularly analyzed to focus Tier II intervention.
- *Implementation of Reading Apprenticeship training and ongoing professional development has not been consistent.

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.

- *Implement peer observation to share best practices for Tier I instruction.
- *Refocus efforts of PLCs on data analysis of essential standards.

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

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 2

Increase schoolwide Math proficiency to 60% meeting or exceeding the standard on the CAASPP.

Identified Need

11th grade students as a whole have relatively stagnant with Math achievement as measured by the CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased % of students who meet or exceed the standard in Math on the CAASP.	2021-2022 % of students meeting or exceeding the standard on Math CAASPP: 49%.	2022-2023 % of students meeting or exceeding the standard on Math CAASPP: 60%.

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

Strategy: PLC Community

Activity:

*Regular monthly and bi-monthly standing meetings with PLC Leads to communicate expectations of data analysis and the development of common assessments, collaboration on focus strategies (RA and AVID strategies) and instructional practices, MTSS plan for intervention, and professional development needs.

*Meetings with District Math Administration at Curriculum and Instruction department regarding department needs and targeted Professional Development opportunities.

*Learning Director and PLC Leads will attend PLC meetings to assist in guiding conversations.

*Each PLC team will submit all agendas and supporting documents for each meeting.

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)
1190.47	LCAP Supplemental
496.28	LCAP Supplemental
4017	LCAP Supplemental

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

Strategy: Systematic Intervention

Activity:

*Intervention team will monitor the D and F list to identify students for intervention. PLCs will gather evidence and discuss plan for in-class intervention of failing students.

*Have Math teacher available during after-school intervention labs to assist students with individual needs.

*Learning Director will collect evidence through the use of Walk Through observations and follow up emails that identify Tier I instructional strategies being implemented in classrooms and further instructional supports in place to help students reach mastery.

*Teachers will use Common Assessments and Unit Assessments to compare data on student progress.

*In-class intervention will be focused on Essential Standards identified by PLC teams.

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)
1780	LCAP Supplemental
403	LCAP Supplemental

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

Strategy: Professional Development

Activity:

*Teachers/PLCs will participate in professional development to support Tier I first-time best instruction such as Reading Apprenticeship and/or AVID strategies and curriculum and technology training.

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)
1147	LCAP Supplemental

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.

*Peer-led professional development has allowed teachers to share best Tier I teaching strategies.

*Math department have led a schoolwide effort to revisit PLC processes and move back toward implementing common formative assessments.
*Vertical articulation in Math 1-Math 3 identified essential standards to focus intervention efforts.

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

*Adoption of new curriculum has caused much of dedicated PLC time to focus on lesson planning.
*Teachers had to focus on filling in learning gaps more than expected.

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.

*Implementation of Math Teachers on Special Assignment (TOSA) to support curriculum development and Tier II intervention.
*PLC training and focus on use of common formative assessments to analyze data, monitor student progress, and inform intervention.

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

Maximize Student Achievement

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

Refine and implement processes and systems as they relate to both academic and social emotional multi-tiered systems of support (MTSS) to increase student achievement.

Identified Need

A performance gap on the CAASPP exists between Buchanan's total population and the LCAP subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Ds and Fs at each grading period.	Approximately 26% of students received at least one D or F during the second semester in 21-22 school year.	Reduced number of students receiving a D or F by the end of each semester.
Student referrals to available social-emotional supports.	In 21-22 school year, 140 students participated in an initial peer counseling session, with at least 2-3 follow up sessions; 31 students participated in one of two total CSI groups offered during the year.	Increased number of students accessing available social-emotional supports.

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

Strategy: School-Wide Academic Intervention Systems

Activity:

*Provide after-school academic intervention for core subjects for students to access one-on-one help from content teachers.

*Streamline Mandatutorial, Study Table, and Study Skills programs to identify which interventions are most appropriate for qualifying students.

*Establish an Intervention/MTSS Team to create a unified approach to academic intervention and analyze D/F data.

*Provide professional development and instructional resources to teachers/PLCs to improve Tier II intervention support in the classroom.

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)
31108.53	LCAP Supplemental
7045.96	LCAP Supplemental
47972.81	LCAP Intervention
9888.78	LCAP Intervention
55.18	LCAP Intervention

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

Strategy: Social Emotional Intervention Team

Activity:

*Implementation of Intervention/MTSS Team to collect and analyze data relevant social-emotional programs and services to better identify and serve all students.

*Provide social-emotional learning (SEL) lessons, frameworks, and strategies for teachers to utilize with students in their classrooms to better support students in Tier I.

*Provide professional development to staff around SEL topics and strategies to support students and increase student achievement.

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)
25418	LCAP Supplemental
18875.16	LCAP Supplemental
9486	LCAP Intervention
2148.58	LCAP Intervention
1147	LCAP Supplemental

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.

*Study Skills and Mandatutorial programs were expanded to provide more intervention opportunities for students earning D/F grades.

*D/F students were monitored by Intervention team every six-week grading period.

*Academic Clinics provide support after school for all subjects.

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

- *Student academic stamina remained low all year.
- *Student engagement with school remained low all year.
- *Teachers focus was on filling larger gaps than initially anticipated.
- *No follow-up with poor Mandatutorial attendance made it difficult to hold students accountable.
- *Academic Clinics started late in the semester which limited opportunities for students to receive help outside of class time.

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.

- *Begin offering Academic Clinics by 3rd week of school.
- *Focus Mandatutorial enrollment on students receiving D/F in academic core subjects.
- *Adjust Mandatutorial systems for better data collection to better monitor effectiveness.
- *Create SEL MTSS team to include social-emotional intervention systems for monitoring and implementation.

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

Suspensions

LEA/LCAP Goal

Maximize Achievement for ALL students

Goal 4

Decrease the number of students who are suspended across our campus, including in our African American Student subgroup.

Identified Need

In looking at our overall student suspension data versus our subgroup data, it is evident that our African American (AA) student subgroup represents a higher percentage of suspensions than other subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard Suspension rates	In 21-22, 12% of our African American (AA) student subgroup were suspended for at least one day	In 23-24, we expect there to be a decline of students in our AA subgroup who are suspended for one or more days by 3%

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 including our AA student subgroup

Strategy/Activity

Professional development

1. Site administrators will be provided with PD around alternatives to suspension that they can utilize at their sites and with their staffs.
2. The district will continue to provide PD around SEL supports which will attend to increase supports for students on our campus.

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 students including our AA student subgroup

Strategy/Activity

Maintain/Increase student engagement opportunities

1. We will maintain student engagement opportunities including co-curricular activities, clubs etc.
2. To increase our AA subgroup student engagement opportunities we will form both a young men's and young women's alliance which will provide students the opportunity to have another connection to schools

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)

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.

This is a new goal for the 2023-2024 school year, so it includes baseline data.

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

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.

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	\$5,650.25
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	\$183,009.60

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 (\$)
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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 Intervention	\$69,551.35
LCAP Supplemental	\$107,808.00
Title III English Learner	\$5,650.25

Subtotal of state or local funds included for this school: \$183,009.60

Total of federal, state, and/or local funds for this school: \$183,009.60

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	\$107,808.00	0.00
LCAP Intervention	\$69,551.35	0.00
Title III English Learner	\$5,650.25	0.00

Expenditures by Funding Source

Funding Source	Amount
LCAP Intervention	69,551.35
LCAP Supplemental	107,808.00
Title III English Learner	5,650.25

Expenditures by Budget Reference

Budget Reference	Amount
	183,009.60

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP Intervention	69,551.35
	LCAP Supplemental	107,808.00
	Title III English Learner	5,650.25

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,829.85
Goal 2	9,033.75

Goal 3

153,146.00

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
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Omar Hemaidan	Principal
Julie Rey	Parent or Community Member
Matthew Saucedo	Parent or Community Member
Jeremy Ware	Parent or Community Member
Connor Loggins	Classroom Teacher
Dimple Ravuri	Classroom Teacher
Brianna Williams	Classroom Teacher
Tobey Cummins	Secondary Student
Avery Chaney	Secondary Student
Michelle Dodson	Other School Staff

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

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 May 1, 2023.

Attested:

Principal, Omar Hemaidan on 5/1/2023

SSC Chairperson, Avery Chaney on 5/1/2023

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

English Learner Advisory Committee

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 May 1, 2023.

Attested:




Principal, Omar Hemaidan on 5/1/2023

SSC Chairperson, Avery Chaney on 5/1/2023