

School Plan for Student Achievement Buchanan High School



7/1/24-6/30/25

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Our parent involvement policy
can be found by [clicking here!](#)

School Year:

2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Buchanan High School	10621171030501	May 13, 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 maximizing student learning and academic success. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around increasing schoolwide ELA, Math, and Science proficiencies on the CAASPP for the following subgroup: Students with Disabilities. We also have a focus on lowering our suspension rates, specifically for our Students with Disabilities and African American Students. We have goals, actions, or strategies included in our plan to address our AA suspensions as that is our ATSI area.

Educational Partner Involvement

How, when, and with whom did Buchanan High 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:

*Refine and implement intervention processes and systems to reduce the amount of students receiving a D or F grade in one or more classes.

*Establish an Intervention Team to look at innovative ways to effectively use our instructional minutes to provide increased Tier II Intervention.

*Implement a Social Emotional (SEL) Team (Mental Health Support Provider, CSI Coordinator, Peer Counseling Advisor, Counselors, Admin, School Psych, Transition Coordinator, Teachers) who should intentionally collect and analyze data relevant to school climate, student safety and trust in existing systems of support in order to inform the creation of a tiered support system and measurement model for student learner outcomes.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

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 students and Students with Disabilities subgroups. Our needs assessment and data analysis revealed that our African American students and Students with Disabilities 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 2 of our site plan.

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.

*Overall Red Indicators include: None

*Overall Orange Indicators include: None

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:

*Students with Disabilities in ELA

Additionally, the following indicators are red on our dashboard for the following subgroups:

*Suspension Rates: Students with Disabilities and African American students

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:

*Academic Intervention

- *Social Emotional Intervention
- *Support with Multi-lingual (EL) program
- *Professional development for staff to support our underserved population
- *PLC training for staff

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	97.7 points above standard	2022-2023	17.2 points below standard
2021-2022	91.4 points above standard	2021-2022	17.5 points below standard
2018-2019	100.9 points above standard	2018-2019	12 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	42.5 points below standard	SWD	141.6 points below standard
EL	12.7 points above standard	EL	81.6 points below standard
SED	73.5 points above standard	SED	52.1 points below standard
Hispanic	73.8 points above standard	Hispanic	52.5 points below standard
Asian	118.4 points above standard	Asian	9.8 points above standard
AA	70.4 points above standard	AA	86.3 points below standard
Two or More Races	122 points above standard	Two or More Races	10.6 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.
<p>*Regular standing meetings with PLCs and PLC leaders to communicate expectations of data analysis and the development of common assessments, collaboration on focus strategies and instruction practices and professional development needs.</p> <p>*Systematic interventions in place: Mandatorials, Academic Clinics, Read 180, Bilingual Instructional Aides to support Multi-Lingual (EL) learners.</p> <p>*Purchase of classroom materials which support the above interventions.</p> <p>*Provide social-emotional learning (SEL) lessons, frameworks and strategies to teachers to utilize in their classrooms - Positivity Project.</p>
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:

*Refine our intervention practices for English, Math and Science for all students, and with special considerations for our SWD and EL subgroups.

*Increase academic supports in language acquisition for our English Language Learners.

*Increase academic supports in math for all students, with special consideration for our SWD subgroup.

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
<p>Increase schoolwide ELA proficiency to 90% meeting or exceeding the standard on the CAASPP.</p> <p>Increase schoolwide Math proficiency to 60% meeting or exceeding the standard on the CAASPP.</p> <p>Increase schoolwide Science proficiency to 60% meeting or exceeding the standard on the CAASPP.</p>	<p>G1 A1: Utilization of intervention across content areas to support all student groups with an emphasis on our SWD subgroup</p> <p>Strategies may include: *supplemental staff *supplemental curriculum and resources *supplemental technology or online resources *PD *staff release time to attend PD</p>	<ol style="list-style-type: none"> 1. During school intervention once a week for 45 minutes (BEAR Hour). 2. After school intervention is available Tuesday through Thursday for 1 hour and 45 minutes per day (Academic Clinics) 3. PLC Leads and teams help determine weekly focus for intervention by analyzing data 4. Monitoring attendance during interventions 5. Teachers assigning students to interventions based on need 	<p>Baseline data will be collected in fall to begin student placement</p> <p>Approximately 22% of students received at least one D or F during the second semester in the 22-23 school year.</p>	<p>Increase in student ELA outcomes</p> <p>Increase in student Math outcomes</p> <p>Increase in student Science outcomes</p> <p>Reduced number of students receiving a D or F by the end of each semester.</p>
	<p>G1 A2: Provide additional support for EL students</p> <p>Strategies may include: *PD *Release time for teachers</p>	<p>On-going progress monitoring of student performance</p>	<p>78.6% making progress on ELPI</p>	<p>80% making progress on ELPI</p>

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
	<ul style="list-style-type: none"> *Supplemental EL curriculum and resources *Supplemental staffing *Translation supports 			

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.	Our SWD was our lowest performing subgroup. We plan to work collaboratively with our SPED team to ensure correct placement, modifications, and support are in place.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>G1 A1: Utilization of intervention across content areas to support all student groups with an emphasis on our SWD subgroup</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> *supplemental staff *supplemental curriculum and resources *supplemental technology or online resources *PD *staff release time to attend PD 	<ul style="list-style-type: none"> *All Students *SWD 	<p>73258.56 LCAP SEC INTERV STIPENDS</p> <p>80865.43 LCAP Supplemental</p>
<p>G1 A2: Provide additional support for EL students</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> *PD *Release time for teachers *Supplemental EL curriculum and resources *Supplemental staffing *Translation supports 	<ul style="list-style-type: none"> *All Students *EL students 	<p>4,666.95 Title III English Learner</p>

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		2022-2023	3.7% suspended at least one day
2021-2022		2021-2022	4.2% suspended at least one day
2018-2019		2018-2019	3
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD		SWD	11.6% suspended at least one day
EL		EL	3.6% suspended at least one day
SED		SED	5.4% suspended at least one day
Hispanic		Hispanic	4.6% suspended at least one day
Asian		Asian	1.6% suspended at least one day
AA		AA	14.5% suspended at least one day
Two or More Races		Two or More Races	2.9% 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.	
*Site administrators provide PD around alternatives to suspension that can be utilized on site and with staff	
*PD focused on SEL supports to help students on our campus	
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.	
*Implementation of a Social Emotional (SEL) Team, which includes our mental health support provider, CSI coordinator, Peer Counseling advisor, counselors, administration, school psychologists, Transition coordinator, and teachers. The team's objective is to intentionally collect and analyze	

data relevant to the school climate, student safety and trust in existing systems of support in order to inform the creation of a tiered support system and measurement model for student learner outcomes. The SEL Team will intentionally collect and analyze data relevant to school climate, student safety and trust in existing systems of support in order to inform the creation of a tiered support system and measurement model for student learner outcomes.

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
<p>Decrease suspension rates from 3.7% to 2.7% for all students.</p> <p>Both SWD and AA are in the red indicator and our goal is to decrease by .5% so they will move to the orange indicator.</p>	<p>Refine behavior MTSS model</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> *Formation of a Social Emotional (SEL) Team who will meet throughout the school year *Supplemental SEL curriculum *PD for staff *PD release time 	<ul style="list-style-type: none"> *Student referrals to available SEL interventions *California Data Dashboard for CAASPP scores and suspension rates 	<p>*In 2022-23 school year, 73 students participated in an initial peer counseling session with at least 2-3 follow up sessions; 72 students participated in one of two total CSI groups offered during the school year.</p> <p>*In 2022-23 school year, 11.6% of our Students with Disabilities were suspended for at least one day and 14.5% African American students were suspended for at least one day.</p>	<p>*Increased number of students accessing available social-emotional supports.</p> <p>*In 2024-25, we expect there to be a decline of students in our SWD and AA subgroups who are suspended for one or more days by .5%.</p>

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
	<p>Maintain engagement opportunities including co-curricular activities, clubs, academic teams, etc.</p> <p>Strategies may include: *PD *Staff release time *Supplemental materials that support enrichment activities</p>	<p>*Student rosters for clubs, academic teams, sports, drama, band, choir, etc. to determine how many students are involved in at least one.</p>	<p>*LCAP survey contains a question for students to share their involvement, but we have a small percentage of students who complete the survey.</p>	<p>*Increased number of students involved in at least one co-curricular activity.</p>

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
<p>Our suspension goal is written to support all students. Additionally, our transitions team provides SEL supports to our EL, FY, and SED students.</p>	<p>Support to decrease suspension for African-American students through the following initiatives:</p> <p>*Re-entry meetings after a suspension: These meetings are crucial for reintegrating students back into the school community after a suspension. They provide an opportunity to identify any concerns or issues the African-American student may be facing and to offer appropriate support to ensure their successful return.</p> <p>*Positivity Project: Focusing on a different character trait each week can help promote a positive school culture and reinforce important values among African-American students and staff.</p> <p>*Flexible engagement hour (BEAR Hour): Offering a dedicated hour for choice and intervention allows African-American students to pursue activities they're passionate about while also providing support for those who may need extra academic assistance or guidance.</p>

*Mentoring check-in with students: Regular check-ins with mentors from student services can provide students with valuable support and guidance, helping them navigate challenges and achieve their academic and personal goals.

*Educating African-American freshmen and new-to-district African-American students: Hosting expectation meetings and introducing them to support staff can help ease the transition for incoming students, ensuring they feel welcome and supported from the start.

*Diverse Hiring: Ensuring diversity, particularly within African-American student services, can help create a more inclusive and representative support system for the student body. Having mentors and contacts who reflect the diversity of the African-American student population can foster stronger connections and understanding.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
Refine behavior MTSS model Strategies will include: *Formation of a Social Emotional (SEL) Team who will meet throughout the school year *Supplemental SEL curriculum *PD for staff *PD release time	All students	10000 LCAP Supplemental
Maintain engagement opportunities including co-curricular activities, clubs, academic teams, etc. Strategies may include: *PD *Staff release time *Supplemental materials that support enrichment activities	All Students with a focus on our SWD and AA subgroups and engagement opportunities for these specific student groups.	3000 LCAP Supplemental

Goals, Strategies, & Proposed Expenditures

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

Goal 3

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			
Graduation Rate		College/Career Report	
2022-2023	97.8% graduated	2022-2023	72.1 Prepared
2021-2022	97.6% graduated	2021-2022	
2018-2019	95.3	2018-2019	71.4
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	83.3% graduated	SWD	18.8 Prepared
EL	100% graduated	EL	50 Prepared
SED	96.1% graduated	SED	59.1 Prepared
Hispanic	97.9% graduated	Hispanic	67 Prepared
Asian	98.7% graduated	Asian	79.2 Prepared
AA	94.4% graduated	AA	50 Prepared
Two or More Races	96.7% graduated	Two or More Races	73.3 Prepared

Annual Review
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
This is a new goal.
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.
Increase college and career readiness specifically for our SWD subgroup.

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
<p>Increase SWD CCI from 18.8% to 20%</p>	<ul style="list-style-type: none"> *Regular conferences scheduled during sophomore, junior and senior year - making sure they are taking A-G courses to graduate. *Option for career option interest survey to determine their career interest/best fit. *Meeting with case managers regularly. *Career awareness conversations during annual IEP meeting, including goals that are career related. *PDs for counselors and case managers on effective career counseling. *Sub days for PDs. *Supplemental materials needed. 	<p>*Counselors and case managers have a shared partnership and monitor students throughout their high school career.</p>	<p>18.8%</p>	<p>20%</p>

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
<p>Our college/career goal is written to support all students.</p>	<p>*Regular check-in with students: Regular check-ins with counselors from the Counseling and Career Center can provide students with valuable support and guidance, helping them navigate challenges and achieve their academic, personal, and career goals.</p>

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>*Regular conferences scheduled during sophomore, junior and senior year - making sure they are taking A-G courses to graduate.</p> <p>*Option for career option interest survey to determine their career interest/best fit.</p> <p>*Meeting with case managers regularly.</p> <p>*Career awareness conversations during annual IEP meeting, including goals that are career related.</p> <p>*PDs for counselors and case managers on effective career counseling.</p> <p>*Sub days for PDs.</p> <p>*Supplemental materials needed.</p>	All students	3500 LCAP Supplemental

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	\$\$4,666.95
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$175,290.94
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	\$97,365.43	0.00
Title III English Learner	\$4,666.95	0.00
LCAP SEC INTERV STIPENDS	\$73,258.56	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 SEC INTERV STIPENDS	\$73,258.56
LCAP Supplemental	\$97,365.43
Title III English Learner	\$4,666.95

Subtotal of state or local funds included for this school: \$175,290.94

Total of federal, state, and/or local funds for this school: \$175,290.94

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
Omar Hemaidan	Principal
Briana Williams	Teacher
Dimple Ravuri	Teacher
Dulce Gianonni	Teacher
Methinee Bozeman	Other Staff Member
Cara Giovanonni	Parent Member
Nicole Mosqueda	Parent Member
Jonathan Mayer	Parent Member
Avery Chaney	Parent Member or Secondary Student
Addison Eisele	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:

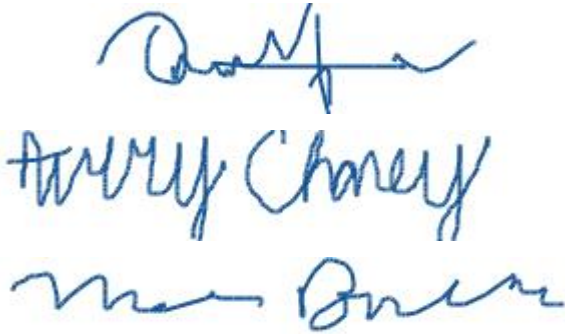
- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student 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 May 13, 2024.

Attested:



Principal, Omar Hemaidan on 5/13/2024
SSC Chairperson, Avery Chaney on 5/13/2024
Other Committee Member (optional), Methinee Bozeman on 5/13/2024