

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
Buhach Colony High School	24657892430205	9/20/23	11/8/23

Purpose and Description

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

Schoolwide Program

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

The Every Student Succeeds Act (ESSA) ensures schools provide a high-quality, well-rounded education, and guarantees equity for all. The MUHSD LCAP goals were created and revised collaboratively with stakeholders to ensure that the district and all sites, including BCHS, meet the ESSA requirements and the overall success of all students. Our District and all sites are in Differentiated Assistance for Foster Youth in all dashboard indicators. The school district is in compliance and improvement monitoring for special education students for percentage of time in general education class and low performance in state assessments. BCHS’s SPSA goals are aligned and support the district’s focus and LCAP goals: all students are college and career-ready, school climate, equitable access, and recruit and retain staff. The MUHSD LCAP goals and BCHS SPSA goals are monitored and reviewed annually by stakeholders for accountability. California Dashboard data and assessment results are monitored and reviewed annually by stakeholders for accountability as well. This SPSA is in alignment with the Local Control and Accountability Plan and other federal, state, and local programs

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 Healthy Kids Survey is used district wide to guide school sites in fostering school climate and culture and to provide strategies for a safe environment.

See Appendix B: ELAC/DELAC Student Needs Assessment Survey.

Classroom Observations

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

The Merced Union High School District and District Teachers' Association collective bargaining agreement requires all probationary teachers to have three classroom observations per year. Permanent members are evaluated on an every other year basis. In addition to these formal classroom observations, each site administrator conducts numerous walkthroughs per week, providing feedback aligned to the MUHSD Instructional Norms.

From 2021 to present, MUHSD Must Haves were created, introduced, and implemented. These norms are research-based instructional strategies to ensure that teachers are incorporating common pedagogy. The instructional norms consist of daily student engagement in activities that integrate all four domains of language, posting a learning objective that is measurable and understood by each student, utilizing questioning techniques that ensure student demonstrate Higher Order Thinking Skills, and ensuring writing skills are consistently integrated into all disciplines. A district focus on standardizing lesson plans was implemented and staff has lesson plans ready daily for administrators to review during walk through and observations. As the focus of instruction becomes the implementation of the Common Core State Standards, the emphasis of planning and instruction rooted in college and career readiness evolves into depth of knowledge literacy strategies, interdisciplinary projects, and increased student use of technology. Administrator walk through and other observations occur several times a month during the school year.

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)

Mandatory state assessments, along with district and site assessments, are administered and the results analyzed to modify instruction and improve student achievement. The results are utilized for many reasons including to determine student placement in intervention courses and district and site benchmarks results are evaluated by departments to determine mastery of standards and to modify instruction, if necessary.

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

District Performance Tasks are given to measure student growth. The results are used in site collaborations to inform instructional decisions on reteaching.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Continue to work with Human Resources to ensure all staff are highly qualified. Currently, BCHS has 75 fully credentialed teachers, 5 Interns, 2 PIPs, 1 STP, and 2 CTE only credentials.

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

Continue to work with district to offer Induction for new teachers and ongoing professional development for Common Core, NGSS and ELD.

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

Continue to work with district to offer Induction for new teachers and ongoing professional development for Common Core, NGSS and ELD, and working to adopt new assessments that are aligned to Common Core, NGSS and ELD standards.

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

Buhach Colony has a full-time instructional coach on campus and teachers are also supported by district instructional coaches. Induction mentors work with new teachers to provide assistance and support. Buhach Colony has subject level facilitators in the areas of Math I, Math II, Math III, English I, English II, English III, Chemistry, Biology, World History and US History. BCHS also has an ILT (Instructional Leadership Team) on campus. This team consists of nine certificated members (seven core teachers, the instructional coach, and the teacher/librarian). Under the direction of the AP of Teaching and Learning, this team is responsible for developing and implementing Collaboration training sessions.

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

Collaboration is built into the Buhach Colony High School regular schedule during the Late Start Wednesday schedule. This includes ILT Breakout sessions, Department and Subject-specific collaborations for teachers to review pacing and curriculum to make informed instructional decision based upon data.

Teaching and Learning

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

Science teachers have received and are still attending NGSS trainings supported by the District Office. Many teachers have been trained on common core standards and pacing calendars have been aligned to the new standards. Teachers are able to use the district designed lessons and curriculum on the web. Some teachers are a part of the MUHSD ELA and Mathematics Curriculum Committees.

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

All high school students take required courses in English Language Arts and mathematics to meet graduation requirements.

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

Through the school's master schedule, the school complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic intervention in mathematics and English. English Language Arts and mathematics intervention courses are offered as part of the master schedule.

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

Teachers have been trained on common core standards and have developed standards-based instructional materials. The district has provided textbooks to check out to students, online, and in the library.

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

All students have access to standards aligned core courses. The school/district provides the district-adopted, standards-aligned English Language Arts (ELA) textbooks and instructional materials, including ancillary materials for universal access.

Opportunity and Equal Educational Access

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

The instructional expectations provide all students with access to Common Core State Standards, and support through intervention, and focus on literacy skills on a daily basis. All English Learner students from beginning to early intermediate levels receive ELD instruction daily from a credentialed teacher.

Evidence-based educational practices to raise student achievement

Research based, instructional best practices are the instructional expectations for all classrooms. Implementation of these components is supported by the Induction mentors, an instructional coach, and through administrative feedback. These instructional norms include: 1) Students are engaged in daily activities that integrate all four domains of language: reading, writing, speaking, and listening; 2) Learning objective is measurable and understood by each student; 3) Teachers employ frequent, purposeful checking for understanding; 4) Questioning techniques ensure students demonstrate Higher Order Thinking Skills; 5) Writing skills are consistently integrated into all disciplines.

Parental Engagement

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

BCHS provides academic counselors who meet with all students to determine their specific needs and goals. We also have an after school program called Thunder Academy (ASSETS), that offers students academic support, physical fitness, and enrichment opportunities. School provides monthly parent workshops on student learning platforms, as well as the high school and college process.

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)

Buhach Colony's School Site Council is composed of the principal, both certificated and classified staff members, parent and community representatives and students. The School Site Council is involved in the planning, implementation, and evaluation of the ConApp programs. The English Learner Advisory Committee is composed of parents and community members who also provide recommendations to the School Site Council. Workshops and classes are also available to parents and community members.

Funding

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

Categorical funds are used to assist underperforming students to meet standards. This includes section support in intervention courses, and supplementary materials and supplies. It is also used to support the intervention program which places students who are struggling academically in a tutorial or study hall. Funds are also used for AVID, technology, as well as professional development opportunities for all teachers.

Fiscal support (EPC)

Buhach Colony High School receives federal support with Title I funds. All categorical funding is used to provide over and above the regular support to be used for direct instructional support.

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

The Site Council is an ongoing, annual process that has meaningful involvement of parents, students, and other stakeholders in the critical process of the development of the SPSA and the budget process. BCHS shares the SPSA with the site's English Language Advisory Committee and Safety Committee. These committees provide input and assist with schoolwide decisions, such as the SPSA and budget. BCHS hosts district LCAP meetings onsite each year which allows for opportunities for parents and community to review site and district data and provide input into the way resources are allocated. Feedback and data from these meetings were presented to the School Site Council (SSC) for consideration in proposing updates and changes to the SPSA. Title 1 funding and actions were reviewed at School Site Council meetings during the 2023-2024 school year on 5/3/23, 9/20/23, 10/25/23, 12/6/23, 2/28/24, 5/1/24 and at the site's ELAC meeting on 5/3/23 and Safety Committee on 9/18/23. The 2023-2024 SPSA was approved at the 9/20/23 school site council meeting.

Resource Inequities

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

The Site Council is an ongoing, annual process that has meaningful involvement of parents, students, and other stakeholders in the critical process of the development of the SPSA and the budget process. BCHS shares the SPSA with the site's English Language Advisory Committee and Safety Committee. These committees provide input and assist with schoolwide decisions, such as the SPSA and budget. BCHS hosts district LCAP meetings onsite each year which allows for opportunities for parents and community to review site and district data and provide input into the way resources are allocated. Feedback and data from these meetings were presented to the School Site Council (SSC) for consideration in proposing updates and changes to the SPSA. Title 1 funding and actions were reviewed at School Site Council meetings during the 2023-2024 school year on 5/3/23, 9/20/23, 10/25/23, 12/6/23, 2/28/24, 5/1/24 and at the site's ELAC meeting on 5/3/23 and Safety Committee on 9/18/23. The 2023-2024 SPSA was approved at the 9/20/23 school site council meeting.

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	0.2%	0.38%	0.86%	4	7	15
African American	2.7%	2.85%	2.86%	50	52	50
Asian	9.1%	9.36%	9.05%	169	171	158
Filipino	0.8%	0.77%	0.74%	14	14	13
Hispanic/Latino	65.6%	67.21%	67.24%	1,221	1228	1174
Pacific Islander	0.4%	0.38%	0.46%	7	7	8
White	19.0%	18.01%	16.78%	353	329	293
Multiple/No Response	1.5%	0.33%	1.26%	27	6	22
	Total Enrollment			1,862	1827	1746

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	476	480	428
Grade 10	477	459	446
Grade 11	482	446	429
Grade 12	427	442	443
Total Enrollment	1,862	1,827	1,746

Conclusions based on this data:

1. Enrollment has decreased in the past few years.

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	169	192	174	9.10%	10.5%	10.0%
Fluent English Proficient (FEP)	755	750	707	40.50%	41.1%	40.5%
Reclassified Fluent English Proficient (RFEP)	2			1.2%		

Conclusions based on this data:

1. The English Learner population has fluctuated each of the last 3 years.
2. Fluent English Proficient has decreased in the past 3 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	455	433	420	424	417	411	423	416	411	93.2	96.3	97.9
All Grades	455	433	420	424	417	411	423	416	411	93.2	96.3	97.9

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	2569.	2553.	2561.	18.20	15.87	16.30	27.90	27.88	26.03	27.42	25.48	31.63	26.48	30.77	26.03
All Grades	N/A	N/A	N/A	18.20	15.87	16.30	27.90	27.88	26.03	27.42	25.48	31.63	26.48	30.77	26.03

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	22.93	16.35	19.22	57.68	57.93	60.10	19.39	25.72	20.68
All Grades	22.93	16.35	19.22	57.68	57.93	60.10	19.39	25.72	20.68

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	19.71	17.55	17.03	49.41	50.72	50.61	30.88	31.73	32.36
All Grades	19.71	17.55	17.03	49.41	50.72	50.61	30.88	31.73	32.36

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	8.98	10.34	8.52	75.89	65.63	73.24	15.13	24.04	18.25
All Grades	8.98	10.34	8.52	75.89	65.63	73.24	15.13	24.04	18.25

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	18.68	13.94	15.57	67.61	66.59	70.32	13.71	19.47	14.11
All Grades	18.68	13.94	15.57	67.61	66.59	70.32	13.71	19.47	14.11

Conclusions based on this data:

1. The mean score has dropped each year.
2. Consistent high completion rate.
3. Students had the most difficulty with the writing section.

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	455	433	420	416	420	411	416	420	411	91.4	97.0	97.9
All Grades	455	433	420	416	420	411	416	420	411	91.4	97.0	97.9

* 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	2542.	2500.	2490.	5.29	2.14	2.43	17.07	10.24	6.33	26.44	22.62	20.19	51.20	65.00	71.05
All Grades	N/A	N/A	N/A	5.29	2.14	2.43	17.07	10.24	6.33	26.44	22.62	20.19	51.20	65.00	71.05

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	9.86	3.11	2.68	46.39	35.17	30.17	43.75	61.72	67.15
All Grades	9.86	3.11	2.68	46.39	35.17	30.17	43.75	61.72	67.15

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	7.69	4.52	3.89	60.82	61.90	60.10	31.49	33.57	36.01
All Grades	7.69	4.52	3.89	60.82	61.90	60.10	31.49	33.57	36.01

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	5.77	3.33	2.43	69.71	63.10	62.53	24.52	33.57	35.04
All Grades	5.77	3.33	2.43	69.71	63.10	62.53	24.52	33.57	35.04

Conclusions based on this data:

1. Consistent high completion rate.
2. Mean scores decreased over the past few years.

3. Students had the most difficulty with the Apply Mathematical Concepts and Procedures section.

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1567.5	1556.3		1590.5	1553.4		1543.9	1558.7		51	55	
10	1534.3	1535.3		1542.4	1528.9		1525.6	1541.3		30	38	
11	1487.3	1530.5		1479.4	1525.4		1494.7	1535.2		38	28	
12	1543.2	1544.8		1555.4	1540.3		1530.3	1548.7		34	31	
All Grades										153	152	

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	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
9	30.43	18.18		28.26	47.27		30.43	23.64		10.87	10.91		46	55	
10	18.52	16.22		25.93	40.54		37.04	18.92		18.52	24.32		27	37	
11	13.89	7.69		13.89	34.62		44.44	23.08		27.78	34.62		36	26	
12	14.71	10.34		26.47	27.59		38.24	37.93		20.59	24.14		34	29	
All Grades	20.28	14.29		23.78	39.46		37.06	25.17		18.88	21.09		143	147	

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	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
9	54.35	27.27		28.26	49.09		10.87	18.18		6.52	5.45		46	55	
10	29.63	21.62		51.85	51.35		3.70	8.11		14.81	18.92		27	37	
11	22.22	19.23		41.67	38.46		13.89	19.23		22.22	23.08		36	26	
12	38.24	24.14		35.29	41.38		14.71	13.79		11.76	20.69		34	29	
All Grades	37.76	23.81		37.76	46.26		11.19	14.97		13.29	14.97		143	147	

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	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
9	8.70	9.09		23.91	25.45		34.78	43.64		32.61	21.82		46	55	
10	3.70	8.11		14.81	24.32		40.74	24.32		40.74	43.24		27	37	
11	11.11	0.00		11.11	19.23		22.22	46.15		55.56	34.62		36	26	
12	2.94	0.00		5.88	20.69		41.18	51.72		50.00	27.59		34	29	
All Grades	6.99	5.44		14.69	23.13		34.27	40.82		44.06	30.61		143	147	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.90	12.73		61.90	78.18		26.19	9.09		42	55	
10	4.00	2.70		76.00	72.97		20.00	24.32		25	37	
11	0.00	3.85		62.86	46.15		37.14	50.00		35	26	
12	0.00	10.34		51.52	65.52		48.48	24.14		33	29	
All Grades	4.44	8.16		62.22	68.71		33.33	23.13		135	147	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	93.33	67.92		2.22	24.53		4.44	7.55		45	53	
10	70.37	64.71		22.22	20.59		7.41	14.71		27	34	
11	69.70	70.83		12.12	8.33		18.18	20.83		33	24	
12	81.25	55.56		9.38	18.52		9.38	25.93		32	27	
All Grades	80.29	65.22		10.22	19.57		9.49	15.22		137	138	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	21.74	16.36		39.13	52.73		39.13	30.91		46	55	
10	15.38	13.51		30.77	45.95		53.85	40.54		26	37	
11	16.67	3.85		22.22	46.15		61.11	50.00		36	26	
12	5.88	3.45		35.29	62.07		58.82	34.48		34	29	
All Grades	15.49	10.88		32.39	51.70		52.11	37.41		142	147	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	1.82		82.93	81.82		17.07	16.36		41	55	
10	3.85	2.70		73.08	59.46		23.08	37.84		26	37	
11	11.76	7.69		58.82	65.38		29.41	26.92		34	26	
12	5.88	6.90		58.82	65.52		35.29	27.59		34	29	
All Grades	5.19	4.08		68.89	70.07		25.93	25.85		135	147	

Conclusions based on this data:

1. High percentage scored EL level 3 in overall language.
2. High percentage of students in the reading component of the test.
3. Over half of our ELs measured somewhat developed in writing.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,827	74.4	10.5	0.9
Total Number of Students enrolled in Buhach Colony 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	192	10.5
Foster Youth	16	0.9
Homeless	43	2.4
Socioeconomically Disadvantaged	1,360	74.4
Students with Disabilities	203	11.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	52	2.8
American Indian	7	0.4
Asian	171	9.4
Filipino	14	0.8
Hispanic	1,228	67.2
Two or More Races	6	0.3
Pacific Islander	7	0.4
White	329	18.0

Conclusions based on this data:

1. Higher percentage of socially disadvantage 71 to 74%
2. Continued need for English Learner student support English classes.
3. Continued need for services for students with Disabilities.

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](#).

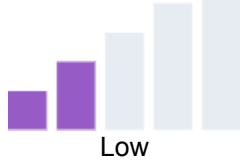
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



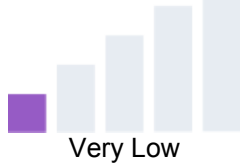
2022 Fall Dashboard Overall Performance for All Students

Academic Performance

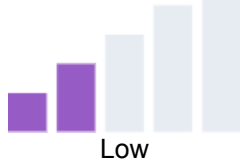
English Language Arts



Mathematics



English Learner Progress

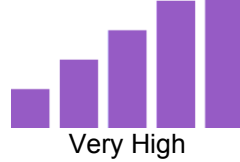


College/Career

Not Reported in 2022

Academic Engagement

Graduation Rate



Conditions & Climate

Suspension Rate



Conclusions based on this data:

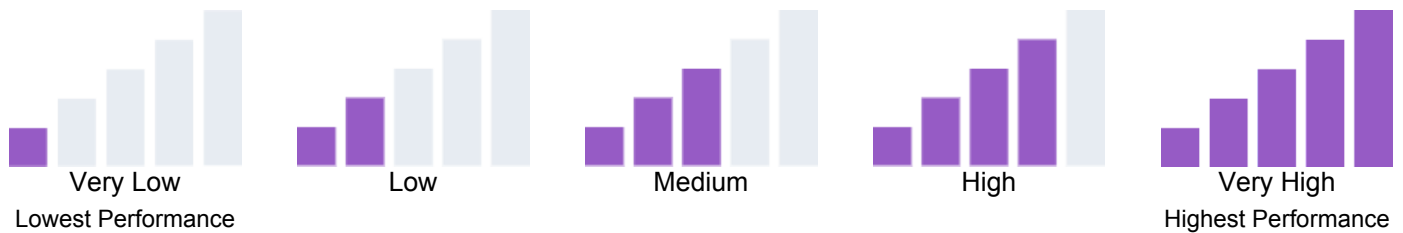
1. High graduation rate.
2. Suspension rates are improving.
3. Improvement is needed in our ELA , Math, and EL progress.

School and Student Performance Data

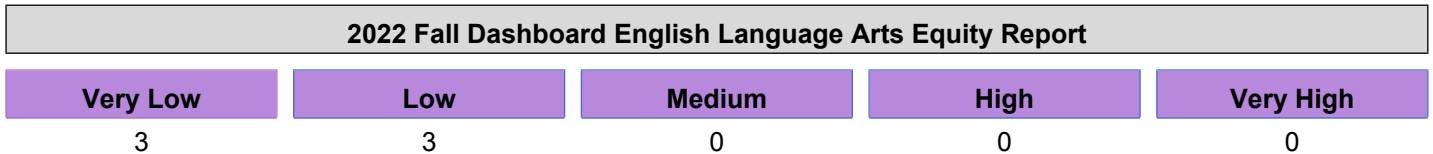
Academic Performance English Language Arts

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](#).

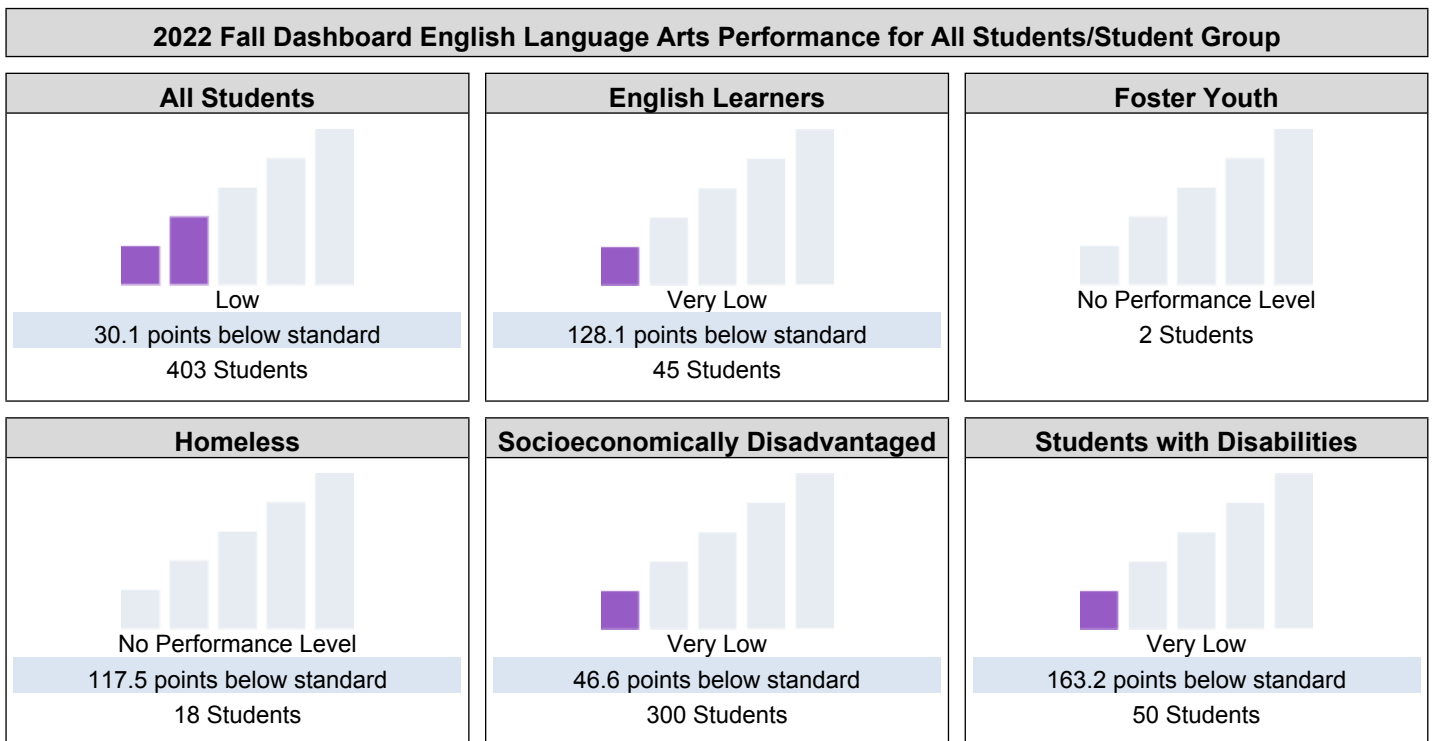
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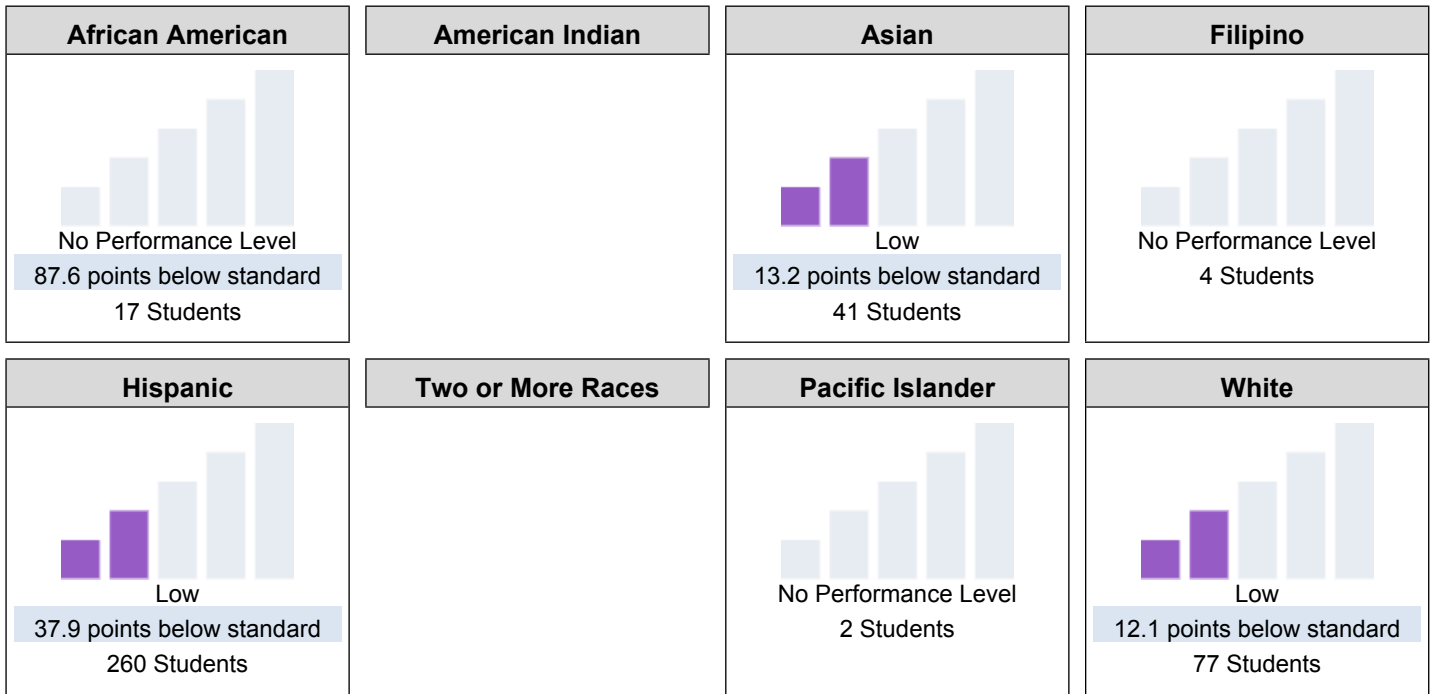
This section provides number of student groups in each level.



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
126.0 points below standard 23 Students	130.2 points below standard 22 Students	14.1 points below standard 197 Students

Conclusions based on this data:

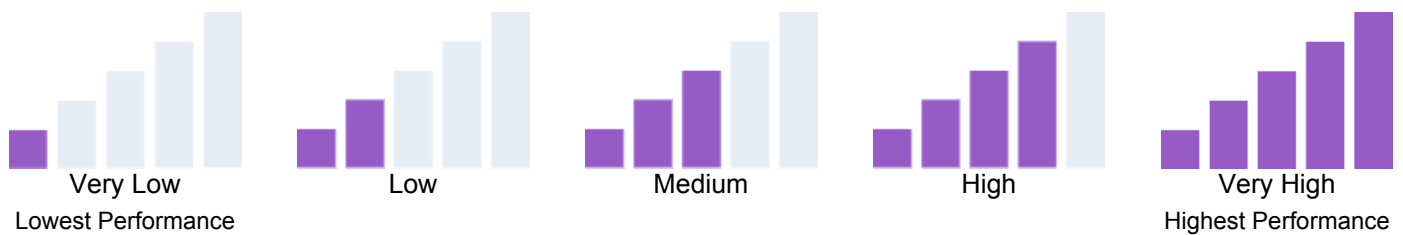
- Overall we performed Below Standard in English Language Arts.
- Students with Disabilities are 163 points below standard.
- English Learners are 128 points below standard.

School and Student Performance Data

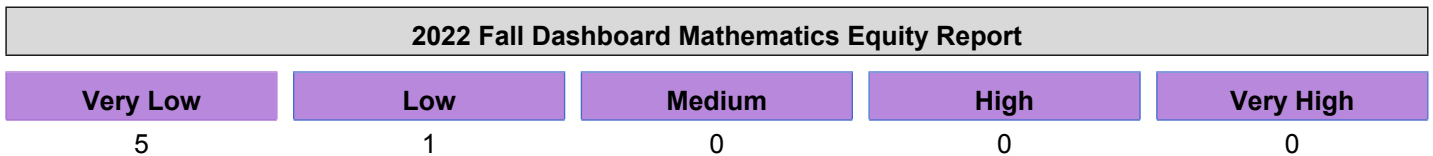
Academic Performance Mathematics

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](#).

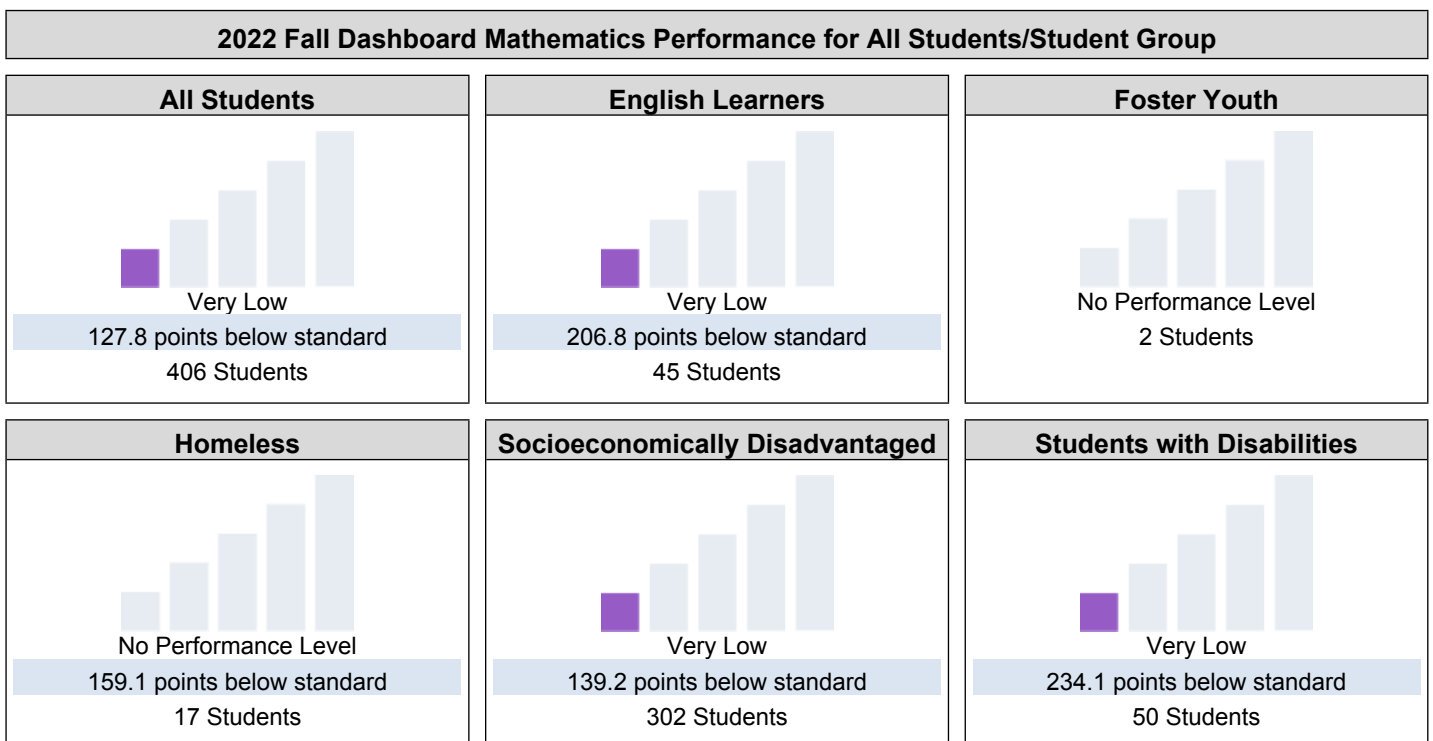
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



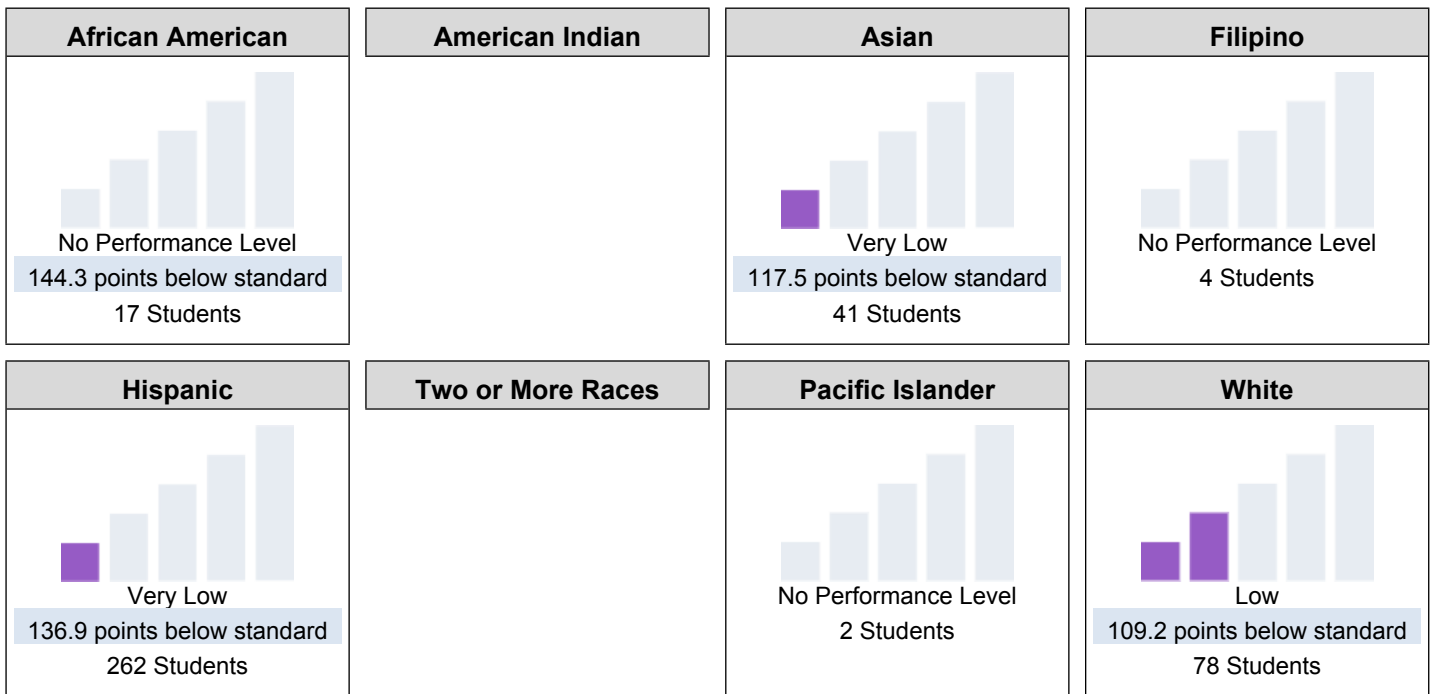
This section provides number of student groups in each level.



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
<p>214.3 points below standard 23 Students</p>	<p>199.0 points below standard 22 Students</p>	<p>110.9 points below standard 199 Students</p>

Conclusions based on this data:

1. Overall we performed below standard in Mathematics.
2. Students with Disabilities are 234.1 points below standard.
3. English Learners are 206.8 points below standard.

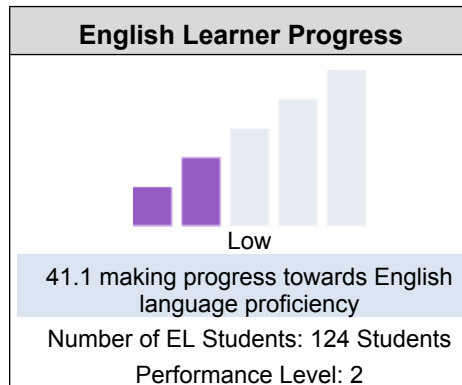
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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
28.2%	30.6%	2.4%	38.7%

Conclusions based on this data:

1. EL progress is low.
2. Only 41% of EL students are making progress.
3. 28% of ELs decreased a on ELP level.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

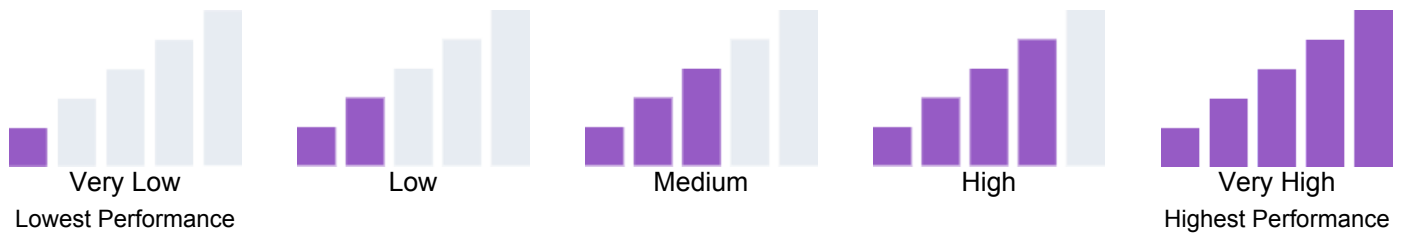
Conclusions based on this data:

- 1.

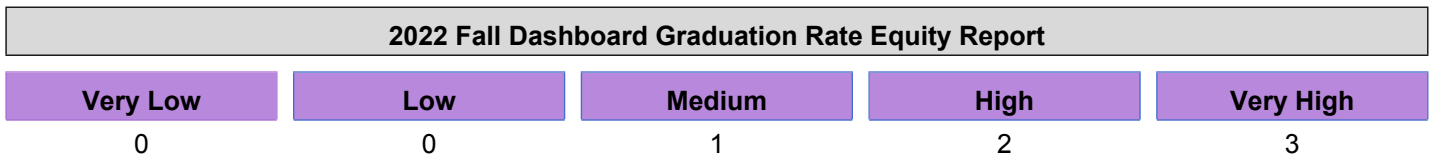
School and Student Performance Data

Academic Engagement Graduation Rate

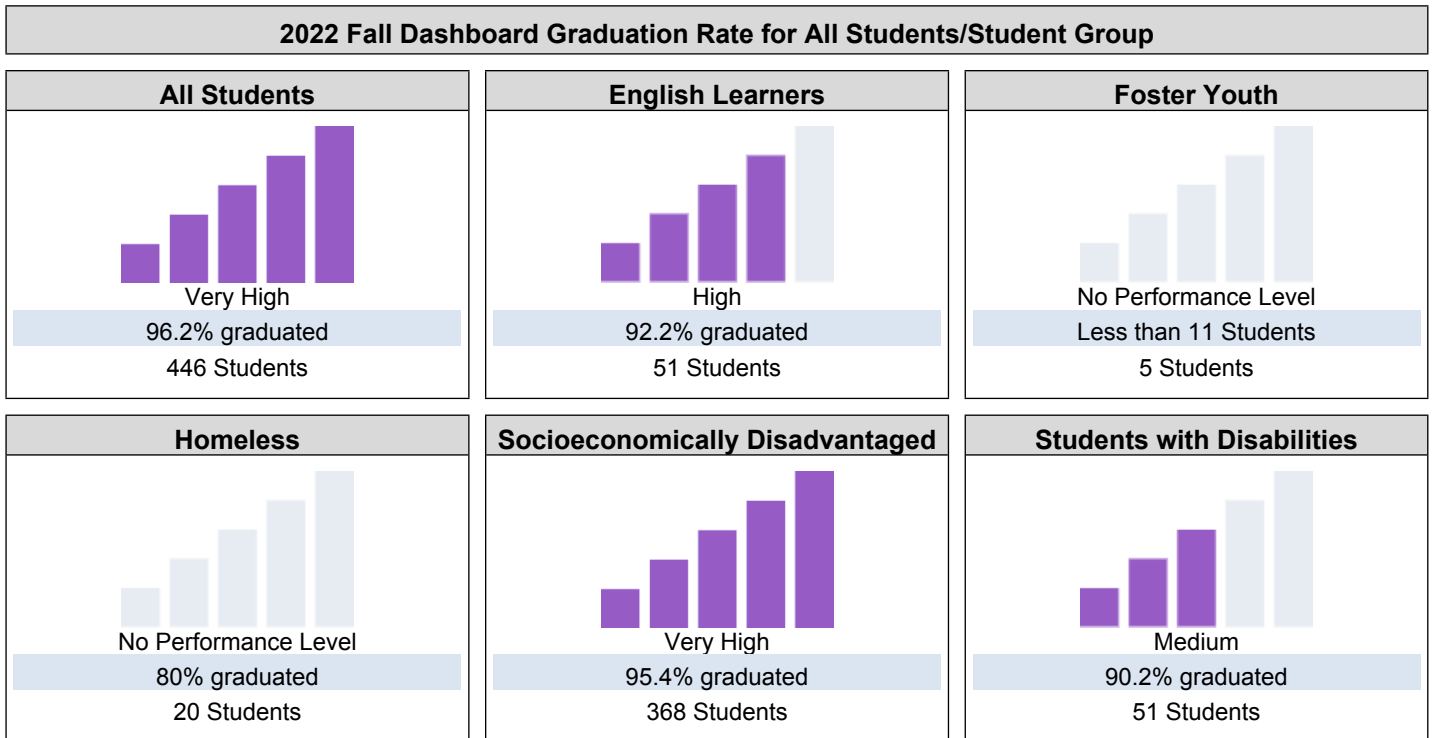
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



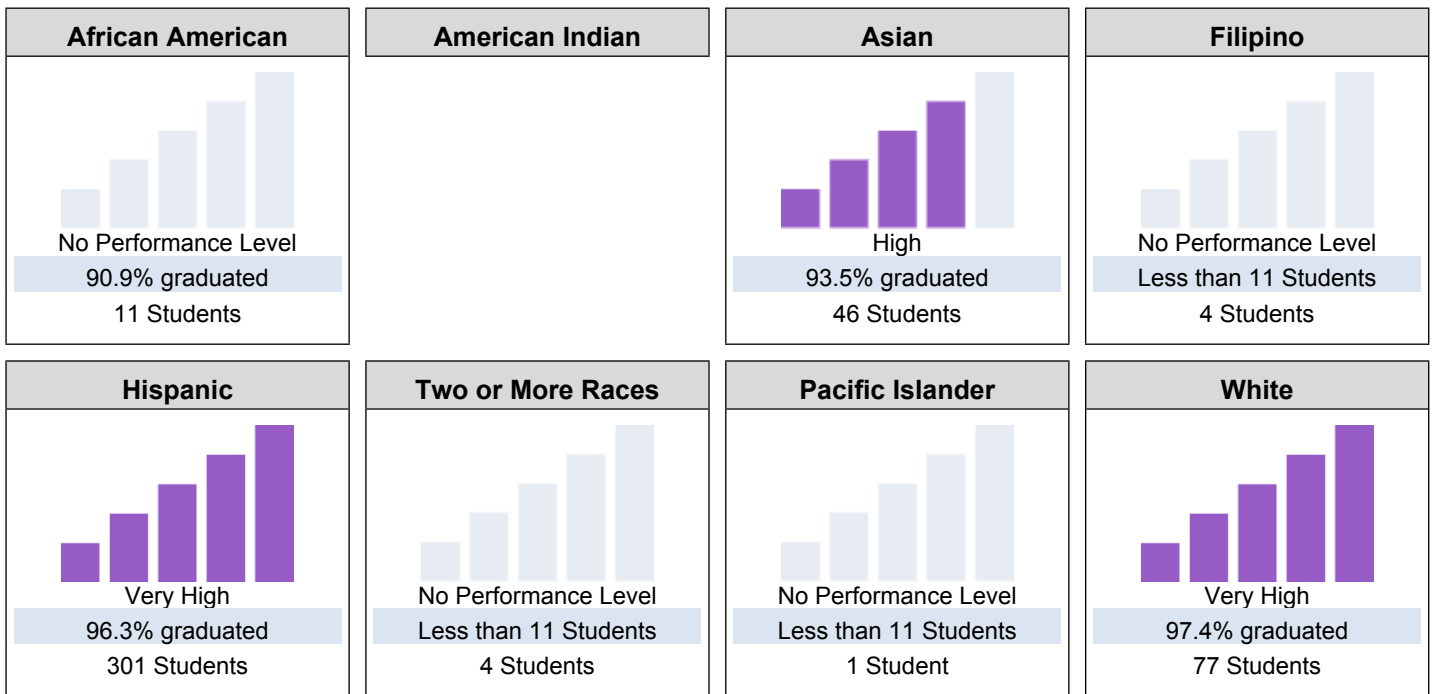
This section provides number of student groups in each level.



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:

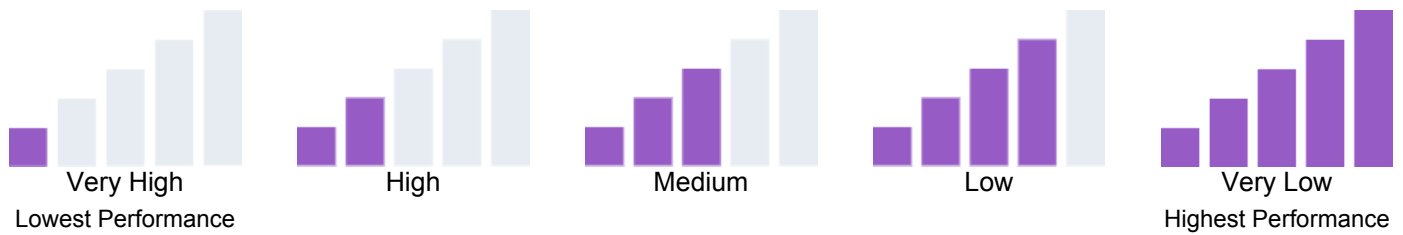
1. Graduation Rates for Students with Disabilities has room for improvement.
2. Graduation Rates for homeless students has room for improvement.
3. Overall high graduation rate.

School and Student Performance Data

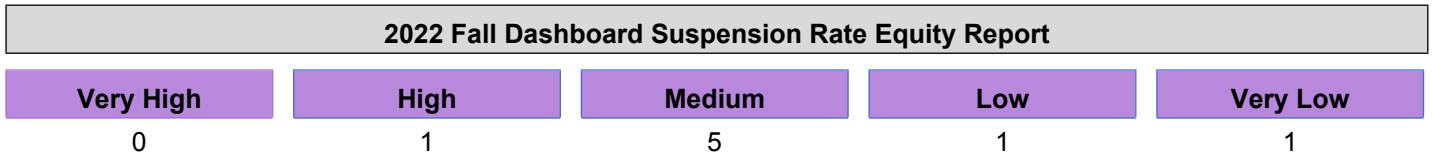
Conditions & Climate Suspension Rate

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](#).

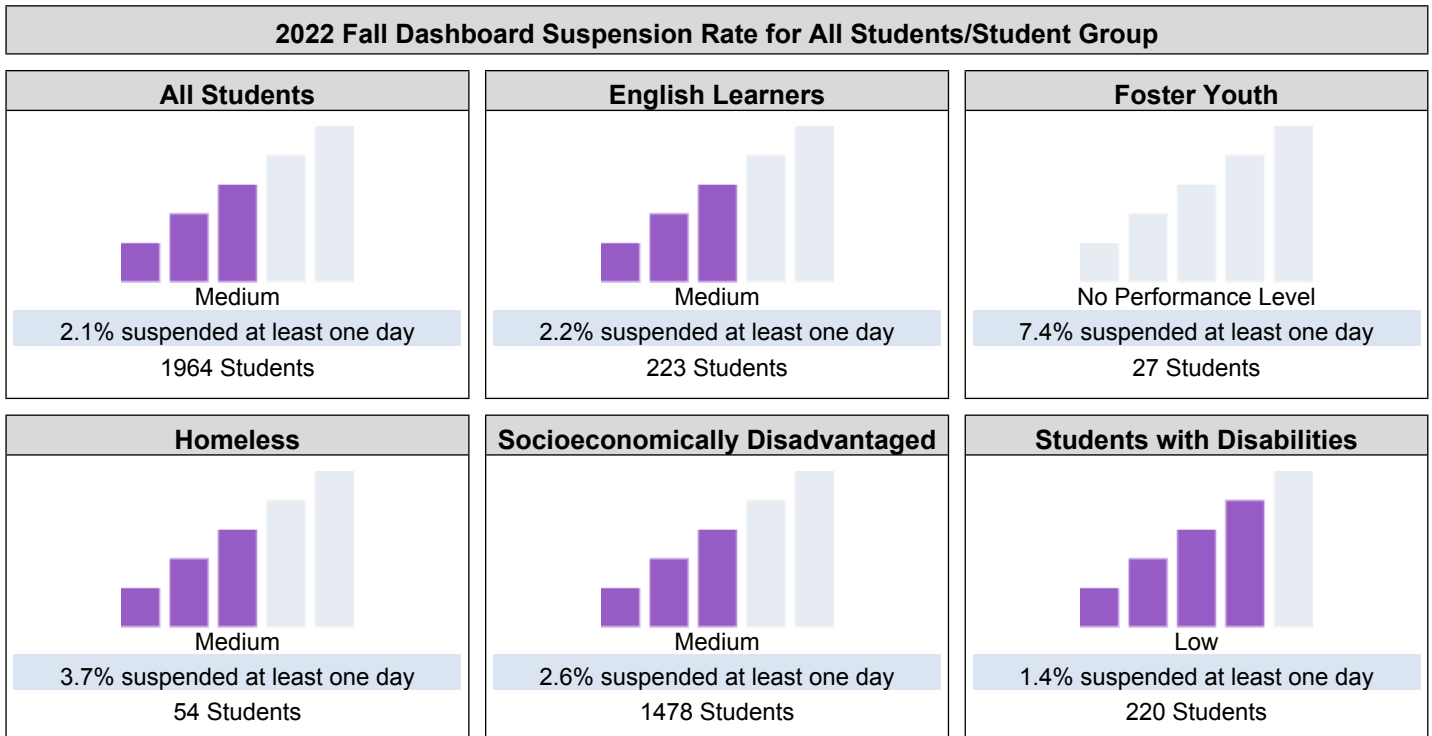
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



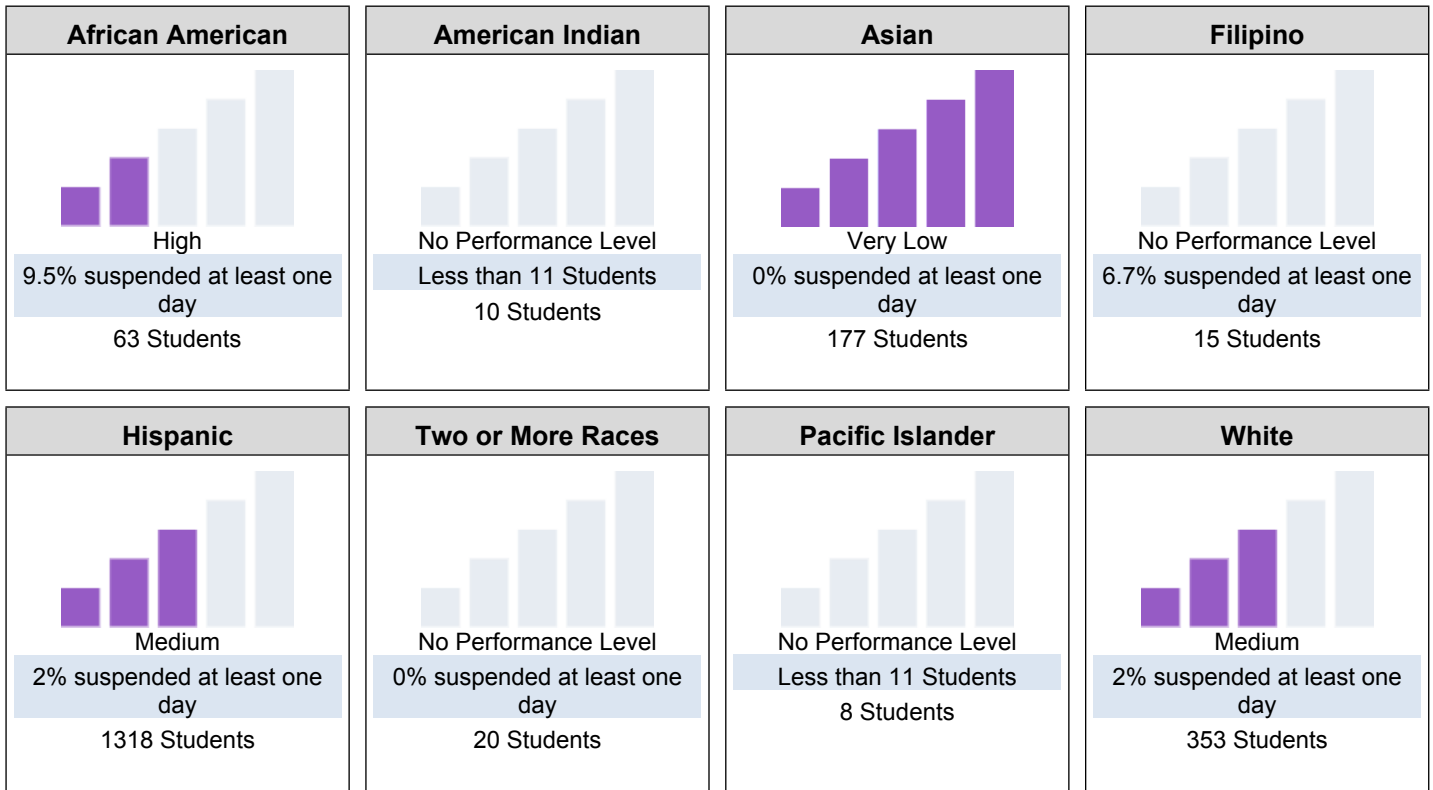
This section provides number of student groups in each level.



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, 2.1 f the total population was suspended, which is a decrease from previous years.
2. Homeless students have the highest suspension rate of 3.7%
3. Low suspension rate for students with disabilities.

Annual Review

Goal 1

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.

BCHS spend a lot of Goal 1 funding on student engagement activities to aid in counteract the negative impact of the COVID closure.

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

Funding was greatly utilized in CTE courses.

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.

Money is specifically spent on programs such as ELA, Math, and A-G, along with PBL initiatives on campys.

Goal 2

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.

BCHS utilized Goal 2 funds to create more parent involvement opportunities on campus. There were more parent meetings, workshops, PBL showcases, and cultural events open to parents and the public with great attendance.

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

There were additional funds used to purchase supplies for parent activities that aid in publicizing BCHS branding/expectations .

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.

Money is specifically being spent on parent engagement nights, such as our cultural events and PBL showcase evenings.

Goal 3

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.

Goal 3 funds were utilized for cultural events and materials to support academic support and learning skills classes.

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

Title 3 funds were houses at the district level and purchases were approved by district. Outside tutus were limited due to the COVID pandemic.

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.

Money is being spent on materials and support staffing in our ELD classrooms.

Goal 4

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.

Goal 4 was largely utilized to pay for additional sections to support lower class sizes and additional elective offerings.

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

A large percentage of the money spent was pay for service stipends, and professional development opportunities for our certificated staff.

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.

The majority of funds in this goal will be salary, benefits for out Title 1 sectioning and support staff.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: All students will be college and career ready. All students in the MUHSD will take graduation required courses that meet their academic and career technical education needs to prepare them for any endeavor they pursue after high school.

Goal 1

BCHS will provide all students with a relevant and rigorous instructional program that includes access to college and career readiness; increases literacy across all disciplines; increases A-G course completion, and AP test pass rates; improves SBAC ELA and math scores on all subgroups and students; decreases the F rate; and continues to support a strong AVID program with increased enrollment.

Identified Need

Students with Disabilities and English Learners had very low rates in the College/Career measure.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation rate	96.2% in 2022	Increase to 97%
AVID Student Enrollment	10.43 % for Fall 2020	Increase to 12%
ELA	Scored 30.1 points below standard in 2022	decrease this score by 3 points
Math	scored 127.8 points below standard in 2022	decrease this score by 3 points

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 will graduate college and/or career ready

Strategy/Activity

Examine instructional materials aligned to Common Core State Standards in all four core areas and work toward full implementation of the CCSS.

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)
24000	Title I 4000-4999: Books And Supplies Supplemental materials to support AP, A-G, PBL, Academic Support, Academic Decathlon
5800	5800: Professional/Consulting Services And Operating Expenditures Supplemental technology support and licenses to support AP, A-G, PBL, Academic Support, Academic Decathlon

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Targeted groups

Strategy/Activity

Support targeted groups in Math and English courses to increase college/career readiness and increased benchmark and state scores.

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)
1900	Title I 4000-4999: Books And Supplies Supplemental materials to support Math courses including Math 180
2000	Title I 5000-5999: Services And Other Operating Expenditures Technology and digital licenses to support Math 180 & Read 180 courses.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All AVID students

Strategy/Activity

Advancement Via Individual Determination (AVID) will be used as a means to achieving college and career readiness.

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)
70653.63	Title I 1000-1999: Certificated Personnel Salaries AVID teacher salary
2000	Title I 4000-4999: Books And Supplies AVID Supplemental Materials and Supplies
6000	Title I 5000-5999: Services And Other Operating Expenditures AVID management fees
4000	Title I 5000-5999: Services And Other Operating Expenditures AVID College Preparations
5000	Title I 2000-2999: Classified Personnel Salaries AVID Tutors
2038	Title I 3000-3999: Employee Benefits AVID Tutors Benefits
	Title I 3000-3999: Employee Benefits AVID teacher benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional class sections to reduce class size and/or provide students with more instructional support and more scheduling opportunities

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)
127249	Title I 1000-1999: Certificated Personnel Salaries

	Certificated staff salaries that reduce class size and/or provide instructional supports and more scheduling opportunities
40022	Title I 3000-3999: Employee Benefits Certificated staff benefits that reduce class size and/or provide instructional supports and more scheduling opportunities

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: All students in the MUHSD will have a safe environment and buildings in which to learn. Students will be consistently present, in good standing with their citizenship, and engaged in curricular and extracurricular activities.

Goal 2

BCHS will support school climate by maintaining a safe and orderly school, by promoting student and stakeholder involvement, the implementation of safety plans and regularly monitoring and improving facilities.

We will focus on increasing attendance and activity participation rates and decrease suspension and expulsion rates.

Identified Need

Overall, 2.1% of the total population was suspended.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	96.2 in 2023	97% in 2024
Suspension Rate	2.1 in 2023	1.7% in 2024

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

Increase opportunities for parent involvement. Increase parent/guardian knowledge of educational offerings/opportunities. Encourage and monitor parent engagement by tracking attendance through sign-in sheets. BCBS will hold monthly School Site Council and quarterly English Learner Advisory Committee meetings. Ensure that student families have an opportunity to attend at least one extra/ co-curricular activity per year.

BCBS maintains a Parent Resource Center complete with technology available to parents. The Parent Resource Center is staffed by a Bilingual Community Resource Liaison.

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)
2000	Title I 5000-5999: Services And Other Operating Expenditures Parent Workshops and events - Juntos, Mental Health classes for parents, Saturday Academy Parent Workshops, Parent Engagement mini-conferences, calendared throughout the year.
7500	Title I 4000-4999: Books And Supplies Resources and Supplies for parent engagement and community events: Thunder-fair, Back to School Night, extra-curricular, co-curricular, activities, PBL showcases cultural events.

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

BCHS will support MTSS interventions

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)
1000	Title I 5000-5999: Services And Other Operating Expenditures UDL and SEL curriculum to support MTSS supports
89274	Title I 3000-3999: Employee Benefits MTSS/ Intervention Coordinator benefits.
31136	Title I 1000-1999: Certificated Personnel Salaries MTSS/ Intervention Coordinator salary & extra hours for staff trainings.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3: The Merced Union High School District will provide equitable access to technology, technology connectivity, and academic, social-emotional, and extracurricular services to ensure high outcomes for all students while mitigating any barriers that correlate with any social or cultural factor.

Goal 3

BCHS will provide equitable access to academic, social-emotional, and extracurricular services by meeting the needs of underrepresented populations, Foster Youth and English Language Learners by providing interventions for Tier 2 and Tier 3 supports.

Identified Need

Students with Disabilities are 119 points below standard. English Learners are 95 points below the standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress	41.1 % making progress towards proficiency in 2023	50% in 2024
Graduation rate for ELs	92.2% in 2023	95% in 2024
Suspension Rate for ELs	2.2% in 2023	1.8% in 2024
Suspension rate for socioeconomically disadvantaged	2.6% in 2023	2% in 2024
Graduation Rate for socioeconomically disadvantaged	95.4% in 2023	97% in 2024

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)

Targeted groups

Strategy/Activity

Increase engagement and learning opportunities for targeted student populations

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)
2000	Title I 4000-4999: Books And Supplies Books & supplies to increase engagement and learning opportunities to improve target groups data
1000	Title I 5800: Professional/Consulting Services And Operating Expenditures Licenses to increase engagement and learning opportunities to improve target groups data

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL

Strategy/Activity

To provide additional supports and learning opportunities for ELs in A-G courses.

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)
1000	Title I 4000-4999: Books And Supplies Earbuds, supplies, and field trips to increase engagement and expand learning opportunities for our EL population.
56416	Title I 2000-2999: Classified Personnel Salaries EL Para
50394	Title I 3000-3999: Employee Benefits EL Para

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Recruit and Retain Highly Qualified Staff : Recruit and retain highly qualified staff by developing leadership capacity, supporting new teachers/administrators, and accessing professional development opportunities.

Goal 4

Support District in recruiting and retaining highly qualified staff by developing leadership capacity, supporting new teachers/administrators, and accessing professional development opportunities. Staff Development and peer support will assist in the retention of new teachers. BCHS provides opportunities for members of departments to take part in conferences with a focus on CCSS. The district Induction adviser will meet with the administration regularly to provide suggestions for how to improve retention.

Identified Need

Increase student centered instruction on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

Pay for service contracts to support schoolwide and district instructional focus.

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)

34000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Pay for Service hours for training including but not limited to: PBL, NHA, MTSS

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student

Strategy/Activity

Support staff with professional development and progress instruction at the site level.

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)

92440

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Instructional Coach salary

31877

Title I
3000-3999: Employee Benefits
Instructional Coach benefits

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

Ensure on-going professional development for certificated and classified staff so they may stay current in their field and continue to progress instruction at the site.

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)

10000

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Provide opportunities for members of departments to take part in conferences, webinars, etc.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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	\$429010
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$700,699.63

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 (\$)
Title I	\$694,899.63

Subtotal of additional federal funds included for this school: \$694,899.63

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 (\$)
	\$5,800.00

Subtotal of state or local funds included for this school: \$5,800.00

Total of federal, state, and/or local funds for this school: \$700,699.63

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
- 5 Classroom Teachers
- 5 Other School Staff
- 5 Parent or Community Members
- 5 Secondary Students

Name of Members	Role
Euker, Jennifer	Principal
Burningham, Amy	Classroom Teacher
Art Doucette	Classroom Teacher
Ariel Cardenas	Other School Staff
Natalie Williams	Classroom Teacher
Thuy Alejandre	Classroom Teacher
Michael Torres	Other School Staff
Chistina McNeil	Classroom Teacher
Michelle McCabe	Parent or Community Member
Tiffani Goodwin	Parent or Community Member
Lionzo Villareal	Parent or Community Member
Alondra Salgado	Parent or Community Member
Ryan Albright	Parent or Community Member
Harri Johal	Secondary Student
Mader Moua	Secondary Student
Xiomara Guzman	Secondary Student
Mia Lopez Perez	Secondary Student
Joana Lopez Padilla	Secondary Student
Cynthia Morales	Other School Staff
Elizabeth Pantoja	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
	English Learner Advisory Committee
	Other: Safety 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 9/20/23.

Attested:

	Principal, Jennifer Euker on 9/20/23
	SSC Chairperson, Art Doucette on 9/20/23

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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