



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Barstow STEM Academy	36 67611 0129452	May 14, 2024	June 25, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Barstow STEM Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Barstow STEM Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

The mission of Barstow STEM Academy is to foster an environment that demands academic excellence and social responsibility. STEM provides a learning environment that promotes strong critical thinking and communication skills and prepares our students to be competent, capable citizens in a technology-dependent, increasingly interconnected global society.

This school plan aligns with the BUSD LCAP plan and provides resources to improve the academic achievement of all students, including students who fall into four key groups: students in poverty, minorities, students who receive special education, and those with limited English language skills. The SPSA includes areas of strength and addresses area of needs to support student academics, social-emotional learning, and behavioral supports. STEM is a school of high expectations for our students, our staff and our community. We know by working together, we can help your child rise to those expectations.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Title1 Parent meetings were conducted and open SSC meetings were held to provide parental and student input. Staff input was taken during regular staff meetings. Barstow STEM Academy's School Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with BUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The Barstow STEM Academy School Plan addresses how LCFF and categorical funds will be used to improve the academic performance of all students and close student group achievement gaps. We will use multiple measures from state CAASPP in ELA/math, CAST, ELPAC, Youth Truth survey, parents surveys, district and school benchmarks and assessments.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Chronic Absenteeism, Suspension Rate, Math and ELA Performance

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

ELA Dashboard All Student Group 23.6 points below standard (PBS)  
African American Student Group 48.6 PBS  
English Learner Student Group 72.6 PBS  
Students with Disabilities Student Group 84.2 PBS

Math Dashboard All Student Group 91.1 points below standard (PBS)  
African American Student Group 111 PBS  
English Learner Student Group 132 PBS  
Students with Disabilities Student Group 144.6 PBS

Chronic Absenteeism Dashboard All Student Group 38.6%  
African American Student Group 39.4%  
Two or More Races Student Group 41.4%  
Students with Disabilities Student Group 54.2%

Suspension Rate Dashboard All Student Group 11.36%  
African American Student Group 17.1%  
Two or More Races Student Group 19.4%  
Socioeconomically Disadvantaged Student Group 11.7%  
White Student Group 17.3%

## Other Needs

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

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Barstow STEM Academy. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.27%	0.25%	0.26%	1	1	1
African American	6.93%	7.58%	8.44%	26	30	33
Asian	1.07%	0.51%	0.26%	4	2	1
Filipino	2.13%	1.52%	1.02%	8	6	4
Hispanic/Latino	58.67%	62.37%	60.61%	220	247	237
Pacific Islander	2.40%	2.02%	1.79%	9	8	7
White	20.53%	18.43%	20.97%	77	73	82
Multiple/No Response	8.00%	7.32%	6.65%	30	29	26
<b>Total Enrollment</b>				375	396	391

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 5	92	90	98
Grade 6	96	104	99
Grade 7	97	104	94
Grade 8	90	98	100
<b>Total Enrollment</b>	375	396	391

#### Conclusions based on this data:

- Grades 7 and 8 exceeded 100 and 5th grade had the fewest amount of students in 22-23 (90 students).
- School has a max 400 students (100 per grade level) but some classes exceed the number depending on enrollment patterns.
- Subgroups levels have remained mostly consistent each year except for Hispanic which increased by approximately 8% and white that decreased by about 5% from 20-21 to 22-23.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	14	18	13	3.00%	3.7%	3.3%
Fluent English Proficient (FEP)	24	28	26	8.20%	6.4%	6.6%
Reclassified Fluent English Proficient (RFEP)				46.2%		

### Conclusions based on this data:

1. The number of EL students has increased by 1.5 % from 20-21 to 22-23.
2. The number of FEP students decreased by 7 from 20-21 to 22-23.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 5	90	95	89	84	95	88	84	95	88	93.3	100.0	98.9
Grade 6	110	97	100	95	97	100	95	97	100	86.4	100.0	100.0
Grade 7	113	95	101	109	93	98	109	93	98	96.5	97.9	97.0
Grade 8	95	93	99	91	93	98	91	93	98	95.8	100.0	99.0
All Grades	408	380	389	379	378	384	379	378	384	92.9	99.5	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 5	2506.	2496.	2482.	10.71	14.74	6.82	50.00	35.79	38.64	22.62	24.21	21.59	16.67	25.26	32.95
Grade 6	2548.	2516.	2484.	14.74	8.25	8.00	46.32	44.33	23.00	32.63	23.71	31.00	6.32	23.71	38.00
Grade 7	2543.	2557.	2532.	11.01	16.13	8.16	37.61	45.16	31.63	32.11	23.66	38.78	19.27	15.05	21.43
Grade 8	2575.	2570.	2558.	6.59	10.75	6.12	53.85	39.78	42.86	24.18	37.63	30.61	15.38	11.83	20.41
All Grades	N/A	N/A	N/A	10.82	12.43	7.29	46.44	41.27	33.85	28.23	27.25	30.73	14.51	19.05	28.13

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 5</b>	17.86	14.74	7.95	72.62	65.26	70.45	9.52	20.00	21.59
<b>Grade 6</b>	16.84	16.49	8.00	69.47	57.73	54.00	13.68	25.77	38.00
<b>Grade 7</b>	13.76	18.28	10.31	61.47	66.67	69.07	24.77	15.05	20.62
<b>Grade 8</b>	17.58	13.98	15.31	67.03	67.74	63.27	15.38	18.28	21.43
<b>All Grades</b>	16.36	15.87	10.44	67.28	64.29	63.97	16.36	19.84	25.59

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 5</b>	14.29	12.63	10.34	60.71	63.16	64.37	25.00	24.21	25.29
<b>Grade 6</b>	11.58	6.19	8.00	73.68	67.01	51.00	14.74	26.80	41.00
<b>Grade 7</b>	12.84	15.05	13.40	66.06	67.74	64.95	21.10	17.20	21.65
<b>Grade 8</b>	12.09	15.05	8.16	69.23	67.74	67.35	18.68	17.20	24.49
<b>All Grades</b>	12.66	12.17	9.95	67.55	66.40	61.78	19.79	21.43	28.27

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 5</b>	7.14	10.53	10.23	80.95	78.95	76.14	11.90	10.53	13.64
<b>Grade 6</b>	12.63	10.31	9.00	81.05	78.35	77.00	6.32	11.34	14.00
<b>Grade 7</b>	16.51	11.83	17.53	76.15	81.72	76.29	7.34	6.45	6.19
<b>Grade 8</b>	13.19	12.90	21.43	82.42	77.42	71.43	4.40	9.68	7.14
<b>All Grades</b>	12.66	11.38	14.62	79.95	79.10	75.20	7.39	9.52	10.18

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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
<b>Grade 5</b>	15.48	9.47	13.64	71.43	75.79	71.59	13.10	14.74	14.77
<b>Grade 6</b>	20.00	14.43	7.00	70.53	73.20	70.00	9.47	12.37	23.00
<b>Grade 7</b>	14.68	12.90	12.37	72.48	77.42	71.13	12.84	9.68	16.49
<b>Grade 8</b>	18.68	23.66	20.41	72.53	67.74	70.41	8.79	8.60	9.18
<b>All Grades</b>	17.15	15.08	13.32	71.77	73.54	70.76	11.08	11.38	15.93

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**Conclusions based on this data:**

1. The percent of students that did not meet the standard increased from 19.05 percent to 28.13 percent from 21-22 to 22-23.
2. The 6th grade students in 22-23 had the highest percent of students that did not meet the standard(38%)
3. The 8th grade students in 22-23 had the highest percent of students that met or exceeded the standard(48.98%)

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 5	90	95	89	81	94	87	80	94	87	90.0	98.9	97.8
Grade 6	110	97	100	90	97	99	90	97	99	81.8	100.0	99.0
Grade 7	113	95	100	108	93	96	108	93	96	95.6	97.9	96.0
Grade 8	95	93	99	91	93	98	91	93	98	95.8	100.0	99.0
All Grades	408	380	388	370	377	380	369	377	380	90.7	99.2	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 5	2474.	2442.	2422.	5.00	2.13	2.30	13.75	8.51	2.30	45.00	30.85	32.18	36.25	58.51	63.22
Grade 6	2502.	2494.	2443.	4.44	2.06	3.03	22.22	18.56	11.11	44.44	43.30	31.31	28.89	36.08	54.55
Grade 7	2522.	2519.	2476.	8.33	11.83	2.08	21.30	20.43	12.50	41.67	30.11	32.29	28.70	37.63	53.13
Grade 8	2550.	2546.	2520.	12.09	11.83	7.14	15.38	20.43	18.37	40.66	31.18	32.65	31.87	36.56	41.84
All Grades	N/A	N/A	N/A	7.59	6.90	3.68	18.43	16.98	11.32	42.82	33.95	32.11	31.17	42.18	52.89

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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 5	2.50	1.06	1.15	51.25	42.55	25.29	46.25	56.38	73.56
Grade 6	5.56	3.09	1.01	56.67	58.76	38.38	37.78	38.14	60.61
Grade 7	12.96	11.83	4.17	62.04	56.99	42.71	25.00	31.18	53.13
Grade 8	15.38	17.20	10.20	57.14	58.06	50.00	27.47	24.73	39.80
All Grades	9.49	8.22	4.21	57.18	54.11	39.47	33.33	37.67	56.32

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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 5	5.00	7.45	1.15	63.75	45.74	40.23	31.25	46.81	58.62
Grade 6	8.89	5.15	5.05	65.56	56.70	43.43	25.56	38.14	51.52
Grade 7	6.48	12.90	2.08	64.81	53.76	56.25	28.70	33.33	41.67
Grade 8	8.79	8.60	8.16	70.33	72.04	60.20	20.88	19.35	31.63
All Grades	7.32	8.49	4.21	66.12	57.03	50.26	26.56	34.48	45.53

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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 5	5.00	4.26	1.15	80.00	55.32	51.72	15.00	40.43	47.13
Grade 6	5.56	8.25	6.06	77.78	71.13	56.57	16.67	20.62	37.37
Grade 7	9.26	5.38	4.17	78.70	72.04	64.58	12.04	22.58	31.25
Grade 8	9.89	9.68	3.06	74.73	75.27	79.59	15.38	15.05	17.35
All Grades	7.59	6.90	3.68	77.78	68.44	63.42	14.63	24.67	32.89

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#### Conclusions based on this data:

1. The percent of students that did not meet the standard increased from 42.18 percent to 52.89 percent from 21-22 to 22-23.
2. The 5th grade students in 22-23 had the highest percent of students that did not meet the standard(63.22%)
3. The 5th grade students in 22-23 had the highest percent of students that met or exceeded the standard(25.51%)

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## 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
5	*	*	*	*	*	*	*	*	*	4	*	5
6	*	*	*	*	*	*	*	*	*	4	4	*
7	*	*	*	*	*	*	*	*	*	*	5	4
8	*	*	*	*	*	*	*	*	*	*	*	5
<b>All Grades</b>										12	13	17

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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
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	8.33	23.08	29.41	66.67	69.23	64.71	25.00	7.69	5.88	0.00	0.00	0.00	12	13	17

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	33.33	53.85	64.71	50.00	46.15	29.41	16.67	0.00	5.88	0.00	0.00	0.00	12	13	17

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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
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	0.00	7.69	5.88	41.67	23.08	64.71	58.33	69.23	29.41	0.00	0.00	0.00	12	13	17

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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	
5	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	33.33	0.00	5.88	66.67	100.00	88.24	0.00	0.00	5.88	12	13	17	

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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
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	50.00	84.62	94.12	50.00	15.38	5.88	0.00	0.00	0.00	12	13	17

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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
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	0.00	7.69	5.88	58.33	61.54	88.24	41.67	30.77	5.88	12	13	17

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	25.00	15.38	29.41	75.00	84.62	70.59	0.00	0.00	0.00	12	13	17

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. The percentage of students with an overall level 4 has increased from 8.33 in 20-21 to 29.41 in 22-23.
2. Data boxes with an asterisk had less than the minimum number of students for the LEA/school to receive a performance level reported on the California School Dashboard.
3. The number of students that have taken the ELPAC has increased from 12 to 17 from 20-21 to 22-23.





# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>396</b>	<b>54.8</b>	<b>4.5</b>	<b>0.3</b>
Total Number of Students enrolled in Barstow STEM Academy.	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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	18	4.5
Foster Youth	1	0.3
Homeless	1	0.3
Socioeconomically Disadvantaged	217	54.8
Students with Disabilities	24	6.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	7.6
American Indian	1	0.3
Asian	2	0.5
Filipino	6	1.5
Hispanic	247	62.4
Two or More Races	29	7.3
Pacific Islander	8	2
White	73	18.4

**Conclusions based on this data:**

1. The percentage of students at Barstow STEM Academy that are Socioeconomically Disadvantaged is 54.8 percent.
2. The percentage of students at Barstow STEM Academy that are English Learners is 4.5 percent.
3. The percentage of students at Barstow STEM Academy that are Hispanic is 62.4 percent.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

- English Language Arts and Math received an orange performance level color.
- Chronic Absenteeism and Suspension Rate received a red performance level color.
- English Learner Progress did not receive a level because there are fewer than 30 students designated as English Learners at the school.



# School and Student Performance Data

## Academic Performance English Language Arts

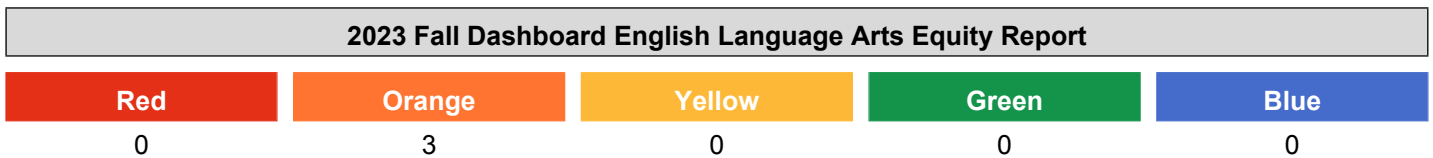
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 23.6 points below standard Decreased Significantly -22.4 points 375 Students	<b>English Learners</b> 72.6 points below standard Decreased Significantly -23.6 points 25 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Orange 29.3 points below standard Decreased Significantly -19.6 points 211 Students	<b>Students with Disabilities</b> 84.2 points below standard Decreased Significantly -32.6 points 22 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
48.6 points below standard Decreased Significantly -30 points 28 Students	Less than 11 Students  1 Student	Less than 11 Students  2 Students	Less than 11 Students  6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 29.5 points below standard Decreased Significantly - 21.1 points 235 Students	17.5 points below standard Decreased Significantly -26 points 26 Students	Less than 11 Students  7 Students	 Orange 12.4 points below standard Decreased Significantly - 27.9 points 70 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
82.4 points below standard Decreased -12.5 points 16 Students	Less than 11 Students  10 Students	21.2 points below standard Decreased Significantly -23.9 points 332 Students

**Conclusions based on this data:**

1. African American Students scored 48.6 points below the standard in ELA.
2. English Learners scored 72.6 points below the standard in ELA.
3. All Students scored 23.6 points below the standard in ELA.

# School and Student Performance Data

## Academic Performance Mathematics

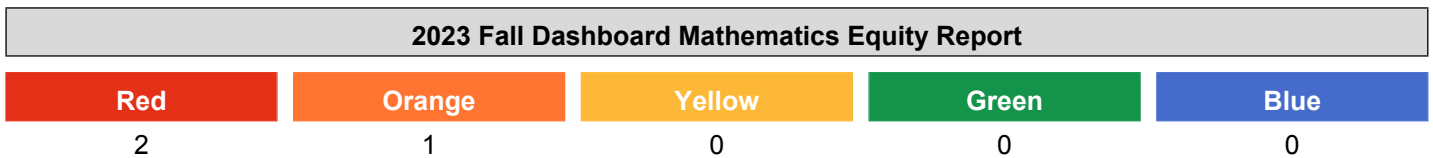
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>91.1 points below standard</p> <p>Decreased Significantly -37 points</p> <p>371 Students</p>	<p><b>English Learners</b></p> <p>132 points below standard</p> <p>Decreased Significantly -44.6 points</p> <p>25 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>97.2 points below standard</p> <p>Decreased Significantly -34.2 points</p> <p>208 Students</p>	<p><b>Students with Disabilities</b></p> <p>144.6 points below standard</p> <p>Decreased Significantly -34.5 points</p> <p>22 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
111 points below standard Decreased Significantly - 31.8 points 28 Students	Less than 11 Students  1 Student	Less than 11 Students  2 Students	Less than 11 Students  6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 99.2 points below standard Decreased Significantly - 36.5 points 231 Students	65.9 points below standard Decreased Significantly - 33.2 points 26 Students	Less than 11 Students  7 Students	 Orange 83.5 points below standard Decreased Significantly - 43.9 points 70 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
150.7 points below standard Decreased Significantly -24.4 points 16 Students	Less than 11 Students  10 Students	88.9 points below standard Decreased Significantly -37.7 points 329 Students

#### Conclusions based on this data:

1. English Learners scored 132 points below the standard in Math.
2. African American students scored 111 points below the standard in Math.
3. All students scored 91.1 points below the standard in Math.



# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
64.7% making progress towards English language proficiency
Number of EL Students: 17 Students
Performance Level: No Performance Level

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.

### 2023 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
1	5	1	10

#### Conclusions based on this data:

1. There are 17 EL Students.
2. 10 students progressed at least one ELPI level.
3. 1 student decreased one ELPI level

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Red 38.6% Chronically Absent Increased Significantly 3.5 407 Students	<b>English Learners</b> 20% Chronically Absent Declined -9.4 20 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Red 43.2% Chronically Absent Maintained 0.2 234 Students	<b>Students with Disabilities</b> 54.2% Chronically Absent Increased 7.5 24 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
39.4% Chronically Absent Increased 2.4 33 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 6 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Red 40.2% Chronically Absent Increased Significantly 6.1 254 Students	41.4% Chronically Absent Increased 8 29 Students	Less than 11 Students 7 Students	 Red 37.3% Chronically Absent Increased 0.6 75 Students

**Conclusions based on this data:**

1. 40.2% of Hispanic students are chronically absent.
2. 39.4% of African American students are chronically absent.
3. 37.3% of White students are chronically absent.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

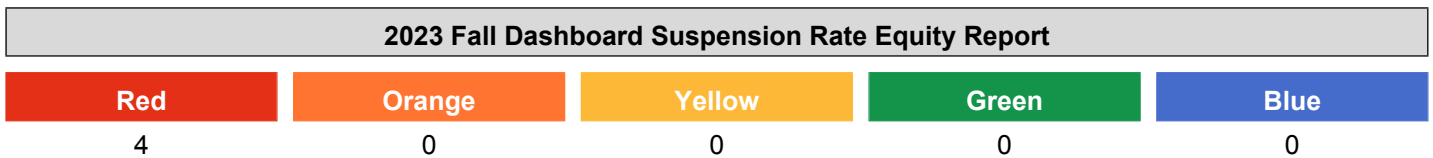
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Red 11.3% suspended at least one day Increased Significantly 9.6 417 Students	<p><b>English Learners</b></p> <p>0% suspended at least one day</p> <p>Maintained 0 21 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students 3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Red 11.7% suspended at least one day Increased Significantly 9.4 240 Students	<p><b>Students with Disabilities</b></p> <p>4% suspended at least one day</p> <p>Increased 4 25 Students</p>

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p>17.1% suspended at least one day</p> <p>Increased 13.7 35 Students</p>	<p>Less than 11 Students 2 Students</p>	<p>Less than 11 Students 2 Students</p>	<p>Less than 11 Students 6 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p> Red</p> <p>8.5% suspended at least one day</p> <p>Increased Significantly 6.4 259 Students</p>	<p> Red</p> <p>19.4% suspended at least one day</p> <p>Increased 19.4 31 Students</p>	<p>Less than 11 Students 7 Students</p>	<p> Red</p> <p>17.3% suspended at least one day</p> <p>Increased 16.1 75 Students</p>

**Conclusions based on this data:**

1. The suspension rates of African American, Hispanic and White subgroups all increased.
2. 11.3% of all students were suspended at least one day.
3. 17.1% of African American students were suspended at least one day.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Academic Achievement

By June 2025, Barstow STEM Academy will increase the number of students that meet or exceed the standard in English Language Arts and Math on the California Assessment of Student Performance and Progress (CAASPP) by 5%, and 90% of EL students will gain a performance level on ELPAC or exit the EL program.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To increase overall student achievement as aligned to Common Core State Standards, California Standards for the Teaching Profession, and California English Language Development Standards, we will increase the percentage of students reading at grade level by 3rd Grade, increase the number of English learners that are proficient and reclassified, increase the number of students that are A-G certified, and ensure students are prepared to graduate ready for college or a career.

Goal 2: To increase Family and Community Engagement at the district level and school site level.

### Identified Need

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

BSA students performed at 41.4% on the CAASPP in ELA at Standard Met and Standard Exceeded during the 2022-23 school year.

BSA students performed at 18.22% on the CAASPP in Math at Standard Met and Standard Exceeded during the 2022-23 school year.

On the ELPAC, 29.41% of the ELs scored at a Level 4, 64.71% scored at a Level 3 and 5.88% scored at a Level 2. No students scored at a Level 1.

We believe the drivers causing the needs are:

The turnover in staff and the inexperience in the Math department has lead to lower scores.

EL students and families need additional support and school engagement.

Students need supplemental curricular materials and student technology to increase student achievement.

Teachers need release time for lesson design, collaboration, curriculum alignment, and differentiation of instruction based on State Standards.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 2022-23 ELA Results	41.4% Met or Exceeded Standard	At least 45% of students Met or Exceed Standard by June 2025
CAASPP 2022-23 Math Results	18.22. Met or Exceeded Standard	At least 23% of students Met or Exceed Standard by June 2025
CAASPP 2022-23 ELA Results	The following percentage of students performed below standard in each of	Reduction of approximately 3% by June 2025

	<p>the following ELA claims on the 22-23 CAASPP.</p> <p>Reading 25.59%  Writing 28.27%  Listening 10.18%  Research/Inquiry 15.93%</p>	<p>Goal Targets</p> <p>Reading 22%  Writing 25%  Listening 7%  Research/Inquiry 13%</p>
CAASPP 2022-23 Math Results	<p>The following percentage of students performed below standard in each of the following Math claims on the 22-23 CAASPP.</p> <p>Concepts &amp; Procedures 56.23%  Problem Solving &amp; Modeling Data 45.53%  Communicating Reasoning 32.89%</p>	<p>Reduction of approximately 5% by June 2025</p> <p>Goal Targets</p> <p>Concepts &amp; Procedures 50%  Problem Solving &amp; Modeling Data 40%  Communicating Reasoning 28%</p>
2022-2023 EL Performance Levels ELPAC	<p>On the ELPAC, 29.41% of the ELs scored at a Level 4, 64.71% scored at a Level 3 and 5.88% scored at a Level 2. No students scored at a Level 1.</p>	<p>90% of students gain a performance level or exit EL.</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Supplemental curricular materials and technology will be purchased in an effort to increase student achievement. The curriculum materials will be of high interest and visually appealing to our lowest-performing students in an effort to close the achievement gap. Team focus on the pacing calendar, essential standards, and analyze data twice per month. The team will use formative assessments to judge progress and adjust pacing/re-teach to address areas of need.</p> <p>Teachers will use scope and sequence and following the specified timelines. Teachers will administer the i-Ready as specified by the site/district assessment calendar. Teachers will also deliver both summative and formative assessments, as a measure of student learning. They will meet at least monthly to review student progress.</p> <p>School will ensure that all students have access to the district/ school wide 1:1 Chromebook program. Teachers will have support materials, supplies, and upgraded technology (Laptops, desktops, document cameras, etc.) that promote overall literacy in Math and Language Arts (specifically in reading, literature, informational text and numeracy).</p>	All students	<p>3052.81  Title I  5000-5999: Services And Other Operating Expenditures  Barstow STEM Academy will purchase a variety of technology applications to supplement adopted material. There are a variety of interactive presentations and assessments tools. Teachers will use the tools to create original multimedia presentations or draw from an extensive, growing library of pre-made offerings.  6500  Title I  4000-4999: Books And Supplies  Supplemental supplies and materials requested by Grade Level Teams</p> <p>District LCAP  5000-5999: Services And Other Operating Expenditures  iReady is a diagnostic program that BUSD will use to help collect academic data</p>

	Responsible Persons: Site Administration, Teachers		<p>from diagnostic tests. This data will guide school-wide plans, potentially provide individualized data about students for classroom decisions, and monitor progress over time. In addition to being a diagnostic test, teacher's will use the iReady personalized instruction, it can also offer lessons and tasks that can be assigned to students during independent work and as student support. All math and ELA teachers will be trained on the system and implementation.</p> <p>8000 Title I 4000-4999: Books And Supplies Chromebooks will be available to students in a variety of learning models to access Google Classroom and the Google Apps for Education products.</p> <p>3076 Site LCAP 4000-4999: Books And Supplies Technology for teachers to provide instruction.</p>
1.2	<p>Barstow STEM Academy will continue to support the research-based AVID program in an effort to support and create a college/career going culture.</p> <p>Person Responsible: AVID coordinator and Principal</p>	All Students	<p>4000 Site LCAP 4000-4999: Books And Supplies Advancement Via Individual Determination Program: supplies to support AVID program, AVID Professional Development and Teacher Training, release time, substitute costs</p>
1.4	<p>Professional Development and training opportunities for teacher, counselors, and support staff (offsite/on-site conferences) on research-based and effective instructional strategies as well as to supplement California Standards Mastery: Substitutes, Professional Learning Communities, Social-Emotional Learning, Technology in the classroom, i-Ready, CR- PBIS, Data Driven Instruction, NGSS, AVID, District Professional Development Days, Illuminate Trainings,</p> <p>Responsible Persons: Teachers will look for opportunities and Principal will monitor</p>	All Students	<p>5000 Site LCAP 5800: Professional/Consulting Services And Operating Expenditures Staff members will attend a variety of conferences or webinars</p> <p>4817.04 Title I 5000-5999: Services And Other Operating Expenditures Registration and travel to professional development, including National Council of Mathematics, English</p>



			Teacher Training, Project Based Learning Training, Google Apps for Education Summit. 2000 Title I 4000-4999: Books And Supplies Professional Development Books and Materials
1.5	Barstow STEM Academy will conduct ELAC and EL Family Engagement Activities in an effort to increase/improve EL family engagement on campus. The Family Engagement Activities will provide bi-monthly programming opportunities designed to educate and connect parents of all students to the school community. These activities will be in coordination with our Parent-Teacher Organization.  Responsible Person: Principal and Grade Level Teams, EL Coordinator	EL Students and Families	1106 Site EL LCAP 5000-5999: Services And Other Operating Expenditures Monthly School EL Meetings and Family Engagement Activities
1.6	Supplemental curricular materials and experiences will be provided in an effort to increase student achievement. The materials and experiences will be of high interest and visually appealing to our lowest performing students in an effort to close the achievement gap.  Responsible Persons: Principal, teachers, staff	All Students	6000 Title I 5000-5999: Services And Other Operating Expenditures Cross Curricular Field Trips. Cross curricular field trips give students the opportunity to visualize, experience and discuss information on a subject. Going on field trips offers students a unique cultural learning experience. It allows students to be involved in new environments, key to encouraging curiosity about a given subject.
1.10			

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Barstow STEM Academy had a new administrator this school year. Most of the major activities were implemented.

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

There were no major changes.

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.

There are no major changes planned.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Academic Engagement and Parent and Family Engagement

Barstow STEM Academy will strive to improve school climate, student social-emotional competencies and family/student engagement as measured by the PBIS Tiered Fidelity Inventory (TFI), Youth Truth Survey and suspension rate.

By June 2025, BSA will reduce suspension/expulsion rates by 3% from 2022-23 and the TFI score will increase from 43.3% to at least 50%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: To increase Family and Community Engagement at the district level and school site level.  
Goal 3: To provide a safe and nurturing learning environment for all BUSD students.

### Identified Need

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

School Climate will improve with a strong implementation of school-wide PBIS and student mentorship.  
Parents can best help students when they are informed of student assignments and behavior expectations.

We believe the drivers causing this need are:

Lack of consistent PBIS system implementation  
Lack of communication with parents and community regarding school expectations  
More opportunities for outreach towards our parents.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
22-23 Barstow STEM Academy Suspension Rate	11.3% of all students were suspended at least one day in 2022-2023 school year	Reduce suspension rate by 3% by June 2025
22-23 Barstow STEM Academy PBIS TFI Score	43.3% (13/30) score during the 2022-23 school year	Increase to at least 50% by June 2025
22-23 (November 2023) Youth Truth Survey Engagement Summary Measure	3.34 score on the Youth Truth Engagement Summary Measure	Raise to 3.4 by June 2025

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Barstow STEM Academy will conduct Family Engagement Activities in an effort to increase/improve family engagement on campus. The Family Engagement Activities will provide bi-monthly programming opportunities designed to educate and connect parents of all students to the school community. These activities will be in coordination with our Parent-Teacher Organization. Parents can best help students when they are informed of student assignments and expectations. Opportunities outside of the standard academic classroom such as field trip and competition programs such as Lego robotics and national history continued to be a focal point of grade-level teacher teams.</p> <p>Facilitate two-way communication by aligning the site parent communication plan with the district's communication plan. Communication will be in the form of:</p> <p>English to Spanish Translation Email Telephone Parent Square Infinite Campus Site Website</p> <p>Responsible Persons: Principal, teachers, staff</p>	All students	<p>945.25</p> <p>Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Family Engagement Activities -- supplies, programming, training, etc. 500</p> <p>Title I Part A: Parent Involvement 5900: Communications Informational notices to families 100</p> <p>Title I Part A: Parent Involvement 4000-4999: Books And Supplies Technology Training for parents in the areas of Google Classroom, Infinite Campus Portal, Parent Square.</p>
2.2	<p>Provide opportunities and activities to increase student motivation and family engagement outside the standard curriculum including university visitations, field trips, and academic based competitions.</p> <p>Responsible Persons: Principal, teachers, staff</p>	All students	<p>2576</p> <p>Title I 5000-5999: Services And Other Operating Expenditures Provide field trips that tie real-life experiences to academic curricular experiences in the classroom</p>
2.3	<p>Continue to grow the WEB Leaders (Where Everyone Belongs) Program to provide mentorship for incoming 5th graders while at the same time, develop leadership qualities in the 8th grade leaders.</p> <p>Responsible Persons: Principal, WEB Advisor</p>	All students	<p>2500</p> <p>Site LCAP 5000-5999: Services And Other Operating Expenditures Materials and supplies for WEB mentorship program.</p>

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

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

Barstow STEM Academy had a new administrator this school year. Most of the major activities were implemented.

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

No major changes were made.

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.

Goal 2 was changed to focus on providing a safe environment with clear behavior expectations.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Conditions and Climate

Barstow STEM Academy will ensure equitable opportunities for every student by increasing student engagement in an effort to both increase student achievement, attendance rate and reduce our chronic absenteeism rates schoolwide.

Barstow STEM Academy will aim to increase attendance rate by 0.5% from 90.38% in 22-23. We will also attempt to decrease the chronic absenteeism rate by 3.6% (38.6%) from 2022-2023 to 2023-24. The TFI score will increase from 43.3% to at least 50% and the Youth Truth Engagement Summary measure will increase from 3.34 to 3.4.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: To provide a safe and nurturing learning environment for all BUSD students.

### Identified Need

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

Chronic Absentee Rate is at 38.6% for 22-23 which is a 3.5% increase from the previous school year. The Barstow STEM Academy attendance rate is at 90.38% for 2023-2024 which is below the attendance rate prior to the pandemic.

We believe the drivers causing this need are:

Lack of character building and SEL instruction.  
Students need supplemental curricular materials and technology.  
Need for stronger implementation of school-wide PBIS

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
22-23 Barstow STEM Academy Chronic Absenteeism Rate	38.6% rate during the 2022-23 school year	Reduce rate to 35% by June 2025
22-23 Barstow STEM Academy Attendance Rate	90.38% during the 2022-2023 school year	Raise to 90.88% by June 2025
22-23 Barstow STEM Academy PBIS TFI Score	43.3% (13/30) score during the 2022-23 school year	Raise to 50% by June 2025
22-23 (November 2023) Youth Truth Survey Engagement Summary Measure	3.34 score on the Youth Truth Engagement Summary Measure	Raise to 3.40 by June 2024

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Barstow STEM Academy teachers will strive to improve student Social-Emotional competency by providing structured SEL lessons during designated SEL time.  Responsible Persons: Administrator, Teachers	All students	3000 Title I 5000-5999: Services And Other Operating Expenditures Barstow STEM Academy teachers will be provided with curriculum and materials to improve student Social-Emotional competency.
3.2	Barstow STEM Academy will continue its implementation of schoolwide Positive Behavior Intervention and Supports (PBIS) in an effort to provide Tier 1, Tier 2 (for students identified as being more at-risk based on academic/discipline and attendance factors) and Tier 3 interventions (for those students identified as being the most at-risk based on academic/attendance/discipline factors) to our most underperforming students in an effort to close the achievement gap.  Responsible Persons: Teachers will conduct lessons and principal and counselor will monitor and support	All Students	4000 Site LCAP 5000-5999: Services And Other Operating Expenditures Prizes and awards for weekly, monthly, quarterly and semester awards.
3.3	Barstow STEM Academy will provide assembly opportunities to intervene on potential bullying behavior. Bullying prevention will be a targeted intervention for all students in an effort to eliminate these distractions so that academic success can be maximized, specifically with our most under performing students in an effort to close the achievement gap  Responsible Persons: Teachers will conduct lessons and principal and counselor will monitor and support	All students	1830.20 Title I 5000-5999: Services And Other Operating Expenditures School Assembly
3.4	Provide Art/Music/Drama teacher for a STEM Pathway class to improve student engagement and attendance.  Responsible Persons: Administrator, Teacher	All Students	48,495.20 Prop 28 AMS 1000-1999: Certificated Personnel Salaries Arts/Music/Drama Teacher (May need to be part-time) 12,123.80 Prop 28 AMS 4000-4999: Books And Supplies Materials and Supplies
3.6	Provide Attendance Recovery Saturday School, as needed	All Students	District-Level Grant/Funding

	Responsible Persons: Administrator, Teachers	1000-1999: Certificated Personnel Salaries Saturday School
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Barstow STEM Academy had a new administrator this school year. Most of the major activities were implemented.

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

Distance learning section was not implemented. No other changes were made.

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.

Goal was changed to address providing a positive and engaging school environment.



# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$39,321.30
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$119,622.30
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$37,776.05
Title I Part A: Parent Involvement	\$1,545.25

Subtotal of additional federal funds included for this school: **\$39,321.30**

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 (\$)
Prop 28 AMS	\$60,619.00
Site EL LCAP	\$1,106.00
Site LCAP	\$18,576.00

Subtotal of state or local funds included for this school: **\$80,301.00**

Total of federal, state, and/or local funds for this school: **\$119,622.30**

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Prop 28 AMS	60,619.00
Site EL LCAP	1,106.00
Site LCAP	18,576.00
Title I	37,776.05
Title I Part A: Parent Involvement	1,545.25

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	48,495.20
4000-4999: Books And Supplies	35,799.80
5000-5999: Services And Other Operating Expenditures	29,827.30
5800: Professional/Consulting Services And Operating Expenditures	5,000.00
5900: Communications	500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Prop 28 AMS	48,495.20
4000-4999: Books And Supplies	Prop 28 AMS	12,123.80
5000-5999: Services And Other Operating Expenditures	Site EL LCAP	1,106.00
4000-4999: Books And Supplies	Site LCAP	7,076.00
5000-5999: Services And Other Operating Expenditures	Site LCAP	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	Site LCAP	5,000.00
4000-4999: Books And Supplies	Title I	16,500.00

5000-5999: Services And Other Operating Expenditures	Title I	21,276.05
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	945.25
5900: Communications	Title I Part A: Parent Involvement	500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	43,551.85
Goal 2	6,621.25
Goal 3	69,449.20

# School Site Council Membership

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

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

Name of Members	Role
Eusebio Zavala	Principal
Danielle King	Classroom Teacher
Bryan Gibford	Classroom Teacher
Mary DeVera	Classroom Teacher
Stephanie Verdugo	Other School Staff
Mariana Rodriguez	Parent or Community Member
Jeanine Ellis	Parent or Community Member
Erica Parker	Parent or Community Member
Ethan Chacon	Secondary Student
Alexis Hitt	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**  
*Mariana P.*

**Committee or Advisory Group Name**  
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5-23-2022.

Attested:

*EZ*  
*S Verdugo*

Principal, Eusebio Zavala on 5-14-2024

SSC Chairperson, Stephanie Verdugo on 5-14-2024