



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Barstow Fine Arts Academy	36 67611 0138834	May 16, 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 Fine Arts Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of the Barstow Fine Arts Academy School Plan for Student Achievement (SPSA) is to provide information to our community regarding funding allocation, programs, resources, and services for our students. The SPSA includes information regarding areas of strength and addresses areas in need of improvement to support student academic, social-emotional learning, and behavioral supports.

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 Fine Arts Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of the Barstow Fine Arts Academy School Plan for Student Achievement (SPSA) is to provide information to our community regarding funding allocation, programs, resources, and services for our students. The SPSA includes information regarding areas of strength and addresses areas in need of improvement to support student academic, social-emotional learning, and behavioral supports.

The administration team will complete SPSA documentation and will gain input from all stakeholders including school site leadership, school site council, and ELAC.

The plan is informed by students' performance data (campus, district, and state assessments), the California School Dashboard, parent input, and site metrics:

The development of the BFAA SPSA will be informed by:

2022-2023 CAASPP Scores

2022-2023 ELPAC Scores.

2023-2024 Diagnostic and benchmark assessment results in ELA, Math, Science, and Social Studies.

Use of Infinite Campus and SWISS Data (as applicable) to analyze the discipline data and campus suspension rate.

Use of Infinite Campus to analyze attendance rate and chronic absenteeism.

Analyze longitudinal data of ELPAC scores to inform the English language learner's progress of English language acquisition.

Analyze parent survey data, district and school benchmarks and assessments, and the Youth Truth Survey results.

The SPSA Plan includes Evidence-Based Strategies and Interventions such as, but not limited to:

A full analysis of academic program's efficacy based on multiple sources of data. Analysis of discipline data.

Analysis of actions and services to improve conditions that may result in disproportionality of exclusionary discipline practices of African American students and Students with Disabilities.

Actions and services to improve academic achievement in Math and ELA.

The BFAA SPSA will continue to support and expand effective foundational programs and interventions, analyze resources to improve academic achievement, and discontinue use of ineffective interventions.

The BFAA SPSA plan includes a School Level Needs Assessment:

BFAA will implement the CR-PBIS and MTSS to include social emotional learning for all students.

Complete a comprehensive needs assessment for culture, climate, teaching, and learning based on the results of the California Dashboard and other metrics.

*Student demographics

*Analyze parent survey, district and school benchmarks and assessments, and the Youth Truth Survey results, and staff survey.

*Academic achievement

*Instructional data

*Family and Community engagement

SPSA Plan Resources Inequities:

Analyze funding, human resources, and material allocation to basic and intervention programs to provide equity and support realignment as applicable.

Approval:

Obtain recommendations from the English Language Advisory Committee

Barstow Fine Arts Academy School Site Council Approval

Local Education Agency (BUSD School Board) Approval

This year our goals are:

1: ignite the learning environment: We will continue to cultivate a safe and productive learning and working environment for all at BFAA.

- 2: imagine instructional leadership: we will continue to share a collaborative culture of teaching and learning, informed by professional standard and focused on student and professional growth.
- 3: inspire connectedness (climate): we will continue to strengthen school climate through participation, engagement, connection, and a sense of belonging among all students, staff and families.

Educational Partner Involvement

How, when, and with whom did Barstow Fine Arts 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

Barstow Fine Arts Academy leadership engaged in an annual review and completed a root cause analysis and a comprehensive needs assessment to inform the planning process for the SPSA at the end of the 2023-2024 school year. Barstow Fine Arts leadership team analyzed data and shared generalizations and trends based on student performance, curriculum embedded assessments, attendance, and suspension data. In addition, teachers conducted a universal screening assessment as a way to inform evidence-based strategies and interventions on the I-Ready platform. Staff, parents, and students completed surveys (Title I, Youth Truth Survey) to provide input. The approval process included the presentation of the 2023-2024 SPSA to the school site council and ELAC; where community members are able to provide input and make recommendations.

Resource Inequities

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

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

Barstow Fine Arts Academy will use longitudinal CAASPP results from previous years, ELPAC, I-ready diagnostic benchmarks, and curriculum embedded assessment data gathered during the school year to identify inequalities and allocate resources to address and resolve inequalities.

We identified a need to increase:

Overall Math and ELA performance scores in the standard met and standard exceeded bands.

Increase ELPAC Performances with our long-term English learners in reading comprehension and writing.

Continue to develop deeper levels of implementation for Social-Emotional Learning as part of the core program.

Continue to implement interventions to decrease the overall Suspension Rate. Specifically, the high rates of exclusionary practices experienced by our African American students and students with disabilities. Continue to effectively implement other means of correction interventions and alignment to the district's behavior matrix.

Increase our attendance to meet the 95% rate.

Provide training for all-staff members and ongoing coaching, and support regarding: (a) implementation of the culturally responsive tiered system of CR-PBIS; (b) nondiscrimination in discipline, equity, and equitable decision-making; (c) bias, including explicit and implicit bias, and individual and system-wide strategies to address (d) how to implement conflict resolution and de-escalation techniques, trauma-informed and restorative practices in class and school-wide; (e) instructional strategies: curriculum, lesson design, lesson structure, assessments

Through the needs assessment, the following resource inequities were revealed:

- Males are at a higher risk of suspension than females. Services and resources have helped lower suspensions across the school, but have failed to close this gap. The counselor will attend professional development regarding this area.
- Academic growth was minimal in all subgroups. More interventions and strategies need to be given to students.
- Parent involvement is minimal. More training and information needs to be given to parents for them to be effective participants in the school community.

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.

The dashboard indicates that overall performance in ELA and math is in the "orange" performance level. Suspensions fell in the "orange" indicator.

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.

Student groups that fell two or more performance levels were Hispanic, socioeconomically disadvantaged, students with disabilities and White.

Other Needs

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

Chronic absenteeism

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 Fine Arts 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	0.61%	0.67%	0.99%	4	3	4
African American	13.82%	7.4%	6.44%	90	33	26
Asian	0.15%	0.67%	0.99%	1	3	4
Filipino	0.77%	1.12%	1.73%	5	5	7
Hispanic/Latino	57.45%	64.57%	67.08%	374	288	271
Pacific Islander	1.23%	1.12%	0.74%	8	5	3
White	18.28%	18.61%	16.34%	119	83	66
Multiple/No Response	7.68%	5.83%	5.69%	50	26	23
Total Enrollment				651	446	404

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	89	70	68
Grade 1	92	68	67
Grade 2	94	72	70
Grade3	84	67	69
Grade 4	109	74	67
Grade 5	94	51	40
Grade 6	89	44	
Total Enrollment	651	446	404

Conclusions based on this data:

1. Overall, enrollment decreased due to no longer have the Barstow Digital Academy enrolled at the FAA.
2. We opened needing a 6th grade teacher and a 4th grade teacher. It was necessary to have a combo 5th/6th grade class to address the lack of a 6th grade teacher. The 4th grade had a two-teacher team and they were impacted with extra large class sizes due to not being able to hire a 4th grade teacher.

3. Our enrollment numbers in the 5th and 6th grades were lower. Our demographics reflect Hispanic/Latino and White are the two largest subgroups, followed by African American, No Response, American Islander, Filipino, American Indian, an Asian.

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	29	18	22	4.00%	4.5%	5.4%
Fluent English Proficient (FEP)	13	6	5	0.80%	2.0%	1.2%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. 4% of the student population at Barstow Fine Arts Academy is English Learners.
2. 1.3% are considered to be FEP
3. 0% of students were considered RFEP.

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 3	64	95	68	56	83	66	54	81	65	87.5	87.4	97.1
Grade 4	82	110	74	72	95	71	67	95	71	87.8	86.4	95.9
Grade 5	64	89	44	55	75	40	53	74	40	85.9	84.3	90.9
Grade 6	60	92	43	59	60	41	59	60	41	98.3	65.2	95.3
All Grades	270	386	229	242	313	218	233	310	217	89.6	81.1	95.2

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 3	2341.	2356.	2372.	3.70	7.41	4.62	14.81	13.58	24.62	22.22	27.16	26.15	59.26	51.85	44.62
Grade 4	2431.	2388.	2379.	8.96	5.26	4.23	19.40	14.74	12.68	35.82	21.05	16.90	35.82	58.95	66.20
Grade 5	2418.	2418.	2405.	3.77	6.76	2.50	15.09	13.51	5.00	16.98	16.22	20.00	64.15	63.51	72.50
Grade 6	2422.	2444.	2441.	0.00	3.33	0.00	13.56	11.67	14.63	16.95	25.00	24.39	69.49	60.00	60.98
All Grades	N/A	N/A	N/A	4.29	5.81	3.23	15.88	13.55	15.21	23.61	22.26	21.66	56.22	58.39	59.91

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.

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 3	5.56	7.41	7.69	46.30	56.79	61.54	48.15	35.80	30.77
Grade 4	7.46	5.26	7.04	64.18	58.95	54.93	28.36	35.79	38.03
Grade 5	3.77	5.48	0.00	58.49	57.53	65.00	37.74	36.99	35.00
Grade 6	5.08	5.00	0.00	42.37	40.00	43.90	52.54	55.00	56.10
All Grades	5.58	5.83	4.61	53.22	54.37	56.68	41.20	39.81	38.71

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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 3	1.92	2.53	1.56	42.31	45.57	56.25	55.77	51.90	42.19
Grade 4	4.69	1.10	0.00	65.63	43.96	44.29	29.69	54.95	55.71
Grade 5	4.00	8.11	2.50	44.00	36.49	42.50	52.00	55.41	55.00
Grade 6	0.00	3.33	2.44	28.81	48.33	39.02	71.19	48.33	58.54
All Grades	2.67	3.62	1.40	45.78	43.42	46.51	51.56	52.96	52.09

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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 3	7.41	6.17	9.23	70.37	75.31	75.38	22.22	18.52	15.38
Grade 4	7.46	4.26	5.63	68.66	65.96	67.61	23.88	29.79	26.76
Grade 5	5.66	9.59	5.00	64.15	67.12	65.00	30.19	23.29	30.00
Grade 6	5.08	10.00	7.32	57.63	66.67	65.85	37.29	23.33	26.83
All Grades	6.44	7.14	6.91	65.24	68.83	69.12	28.33	24.03	23.96

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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
Grade 3	1.85	9.88	9.23	51.85	51.85	56.92	46.30	38.27	33.85
Grade 4	10.45	5.32	1.41	80.60	58.51	69.01	8.96	36.17	29.58
Grade 5	0.00	6.76	0.00	58.49	45.95	67.50	41.51	47.30	32.50
Grade 6	1.69	0.00	2.44	50.85	58.33	53.66	47.46	41.67	43.90
All Grades	3.86	5.83	3.69	61.37	53.72	62.21	34.76	40.45	34.10

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Conclusions based on this data:

1. Participation rate in 2021-2022 was 81.1%
2. Overall student achievement has decreased
3. Standard not met increased from the previous school year changing from 56% to 58%

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.

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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 3	64	96	68	55	83	65	54	82	65	85.9	86.5	95.6
Grade 4	82	110	74	67	94	70	66	92	70	81.7	85.5	94.6
Grade 5	64	89	44	55	73	40	54	72	40	85.9	82.0	90.9
Grade 6	60	92	43	59	64	40	59	64	40	98.3	69.6	93.0
All Grades	270	387	229	236	314	215	233	310	215	87.4	81.1	93.9

* 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 3	2345.	2364.	2365.	1.85	3.66	3.08	18.52	13.41	12.31	7.41	25.61	32.31	72.22	57.32	52.31
Grade 4	2416.	2395.	2400.	4.55	2.17	1.43	19.70	11.96	11.43	31.82	27.17	31.43	43.94	58.70	55.71
Grade 5	2396.	2405.	2378.	0.00	2.78	2.50	5.56	2.78	2.50	22.22	22.22	7.50	72.22	72.22	87.50
Grade 6	2387.	2397.	2395.	0.00	1.56	0.00	1.69	3.13	2.50	11.86	18.75	15.00	86.44	76.56	82.50
All Grades	N/A	N/A	N/A	1.72	2.58	1.86	11.59	8.39	8.37	18.88	23.87	24.19	67.81	65.16	65.58

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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 3	3.70	4.88	4.62	25.93	40.24	43.08	70.37	54.88	52.31
Grade 4	4.62	4.35	1.43	35.38	33.70	41.43	60.00	61.96	57.14
Grade 5	0.00	2.78	0.00	22.22	20.83	15.00	77.78	76.39	85.00
Grade 6	0.00	3.13	0.00	16.95	21.88	12.50	83.05	75.00	87.50
All Grades	2.16	3.87	1.86	25.43	30.00	31.63	72.41	66.13	66.51

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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 3	5.56	9.76	6.15	33.33	34.15	53.85	61.11	56.10	40.00
Grade 4	7.58	2.17	2.86	51.52	43.48	40.00	40.91	54.35	57.14
Grade 5	7.41	1.39	5.00	31.48	44.44	27.50	61.11	54.17	67.50
Grade 6	1.69	1.56	0.00	20.34	25.00	30.00	77.97	73.44	70.00
All Grades	5.58	3.87	3.72	34.76	37.42	40.00	59.66	58.71	56.28

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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 3	1.85	9.76	6.15	59.26	54.88	63.08	38.89	35.37	30.77
Grade 4	6.06	3.26	2.86	57.58	43.48	55.71	36.36	53.26	41.43
Grade 5	1.85	1.39	2.50	50.00	41.67	35.00	48.15	56.94	62.50
Grade 6	0.00	1.56	0.00	54.24	50.00	42.50	45.76	48.44	57.50
All Grades	2.58	4.19	3.26	55.36	47.42	51.63	42.06	48.39	45.12

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Conclusions based on this data:

1. Participation rate in 2021-2022 was 81.1%
2. Overall student achievement has decreased
3. Standard not met decreased from the previous school year changing from 67% to 65%

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the 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
K		*	*		*	*		*	*		6	4
1	*	*	*	*	*	*	*	*	*	*	4	4
2	*	*	*	*	*	*	*	*	*	*	5	*
3	*	*	*	*	*	*	*	*	*	*	5	*
4		*	*		*	*		*	*		*	5
5	*	*		*	*		*	*		*	9	
6	*	*	*	*	*	*	*	*	*	10	*	*
All Grades										18	33	18

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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
K		*	*		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*		*	*
5	*	*		*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	6.06	11.11	44.44	36.36	33.33	44.44	42.42	50.00	11.11	15.15	5.56	18	33	18

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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
K		*	*		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*		*	*
5	*	*		*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	36.36	33.33	66.67	33.33	55.56	16.67	21.21	11.11	0.00	9.09	0.00	18	33	18

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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
K		*	*		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*		*	*
5	*	*		*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	5.56	11.11	18.18	11.11	55.56	51.52	55.56	33.33	30.30	27.78	18	33	18

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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
K		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	24.24	16.67	72.22	66.67	77.78	11.11	9.09	5.56	18	33	18

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.

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
K		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	48.48	38.89	50.00	42.42	55.56	0.00	9.09	5.56	18	33	18

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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
K		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.56	6.06	5.56	38.89	60.61	61.11	55.56	33.33	33.33	18	33	18

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
K		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	11.11	83.33	69.70	72.22	16.67	30.30	16.67	18	33	18

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. 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.
2. In the 2022-2023 school year 18 students were assessed.

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
446	58.1	4	0.2
Total Number of Students enrolled in Barstow Fine Arts 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
Foster Youth	1	0.2
Homeless	1	0.2
Socioeconomically Disadvantaged	259	58.1
Students with Disabilities	48	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	7.4
American Indian	3	0.7
Asian	3	0.7
Filipino	5	1.1
Hispanic	288	64.6
Two or More Races	26	5.8
Pacific Islander	5	1.1
White	83	18.6

Conclusions based on this data:

1. 2022-2023 enrollment for all student groups indicates that socioeconomically disadvantaged is our largest group at 58% followed by students with disabilities at 10.8%
2. 2022-2023 enrollment for all student groups indicates that African American is 7.4%, American Indian 0.7%, Asian 0.7%, Filipino 1.1%, Hispanic is 64.6%, Pacific Islander 1.1% and White is 18.6%
3. 2022-2023 Two or more races was 5.8%

School and Student Performance Data

Overall Performance

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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
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Orange		

Conclusions based on this data:

1. For the 2022-2023 school year performance levels in ELA and math fell into the "Orange" indicator
2. Overall performance is ELA and math were low
3. Suspension rate was low and chronic absenteeism was medium

School and Student Performance Data

Academic Performance English Language Arts

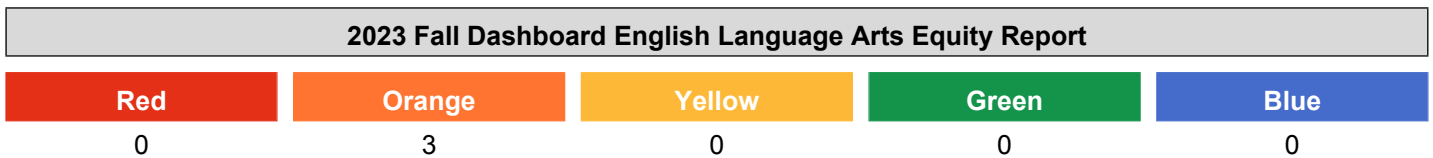
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



This section provides 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		
<p style="text-align: center;">All Students</p> <p style="text-align: center;"> Orange</p> <p style="text-align: center;">85.2 points below standard</p> <p style="text-align: center;">Increased Significantly +33.2 points</p> <p style="text-align: center;">216 Students</p>	<p style="text-align: center;">English Learners</p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">10 Students</p>	<p style="text-align: center;">Foster Youth</p> <p style="text-align: center;"> No Performance Color</p> <p style="text-align: center;">0 Students</p>
<p style="text-align: center;">Homeless</p> <p style="text-align: center;"> No Performance Color</p> <p style="text-align: center;">0 Students</p>	<p style="text-align: center;">Socioeconomically Disadvantaged</p> <p style="text-align: center;"> Orange</p> <p style="text-align: center;">94.6 points below standard</p> <p style="text-align: center;">Increased Significantly +44.9 points</p> <p style="text-align: center;">134 Students</p>	<p style="text-align: center;">Students with Disabilities</p> <p style="text-align: center;">152.9 points below standard</p> <p style="text-align: center;">Decreased -5.5 points</p> <p style="text-align: center;">27 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>91.2 points below standard</p> <p>Increased Significantly +102.8 points</p> <p>18 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>86.5 points below standard</p> <p>Increased Significantly +15 points</p> <p>138 Students</p>	<p>109.1 points below standard</p> <p>Increased Significantly +17.6 points</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p></p> <p>Orange</p> <p>84.6 points below standard</p> <p>Increased +11.3 points</p> <p>39 Students</p>

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
<p>Less than 11 Students</p> <p>9 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>85.7 points below standard</p> <p>Increased Significantly +34.4 points</p> <p>204 Students</p>

Conclusions based on this data:

- Overall performance for all students was low at 85.2 points below the standard
- Overall performance by race/ethnicity showed that two or more races performed the lowest at 109.1 points below the standard followed by African American students at 91.2 points below the standard
- Socioeconomically disadvantaged students performed 94.6 points below the standard

School and Student Performance Data

Academic Performance Mathematics

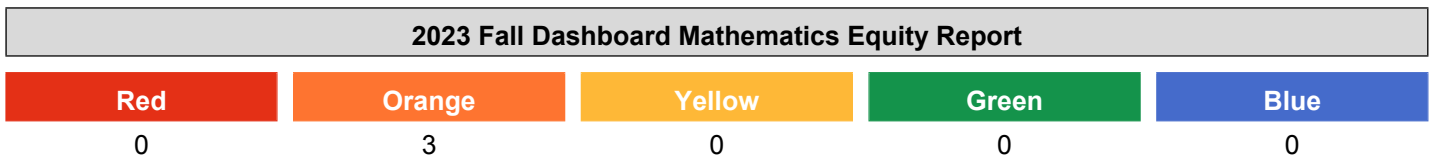
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



This section provides 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		
All Students Orange 108.3 points below standard Increased Significantly +33.9 points 213 Students	English Learners Less than 11 Students 10 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 125 points below standard Increased Significantly +36.7 points 133 Students	Students with Disabilities 164.1 points below standard Increased +6.1 points 27 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>145.7 points below standard</p> <p>Increased Significantly +84.5 points</p> <p>18 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>105.1 points below standard</p> <p>Increased +13.5 points</p> <p>136 Students</p>	<p>124.6 points below standard</p> <p>Increased Significantly +26 points</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p></p> <p>Orange</p> <p>117.1 points below standard</p> <p>Increased +9.2 points</p> <p>39 Students</p>

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
<p>Less than 11 Students</p> <p>9 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>107.1 points below standard</p> <p>Increased Significantly +36.8 points</p> <p>201 Students</p>

Conclusions based on this data:

1. Overall performance for all students was low at 108.3 points below the standard
2. Overall performance by race/ethnicity showed that African American students performed the lowest at 145.7 points below the standard followed by two or more races at 124.6 points below the standard
3. Students who are English learners performed at 107.1 points below the standard

School and Student Performance Data

Academic Performance English Learner Progress

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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 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
28.6% making progress towards English language proficiency
Number of EL Students: 14 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
4	6	0	4

Conclusions based on this data:

- 4 students progressed at least one ELPI level.
- 4 students decreased one ELPI level.
- 6 students maintained ELPI levels of 1, 2L,2H, 3L, or 3H

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.

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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 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		
All Students	English Learners	Foster Youth
 Yellow 35.7% Chronically Absent Declined Significantly -19.7 454 Students	44.4% Chronically Absent Declined -26.7 18 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 1 Student	 Yellow 44.8% Chronically Absent Declined Significantly -17.1 281 Students	 Orange 46.4% Chronically Absent Declined -9.9 56 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 35.3% Chronically Absent Declined -38.6 34 Students	Less than 11 Students 3 Students	Less than 11 Students 3 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 40.8% Chronically Absent Declined Significantly -13.4 292 Students	27.6% Chronically Absent Declined -30.6 29 Students	Less than 11 Students 5 Students	 Orange 22.9% Chronically Absent Declined -19.2 83 Students

Conclusions based on this data:

1. Chronic absenteeism for all students was medium at 35.7%
2. Chronic absenteeism was the highest for Hispanic at 40.8%, followed by African American at 35.3%, followed by White at 22.9%
3. Chronic absenteeism for students with disabilities was the highest at 46.4% followed by socioeconomically disadvantaged at 44.8%

School and Student Performance Data

Conditions & Climate Suspension Rate

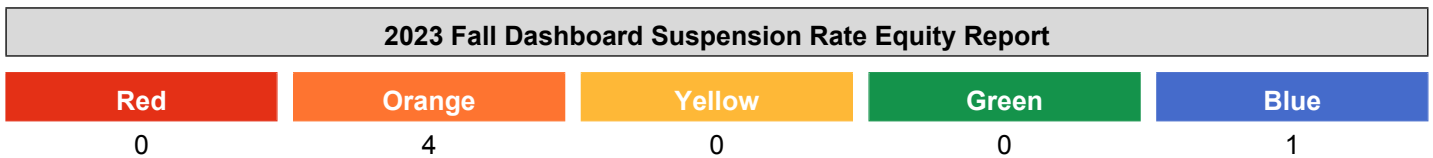
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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>All Students</p> <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 1.6 462 Students</p>	<p>English Learners</p> <p>5.6% suspended at least one day</p> <p>Increased 3.6 18 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 1 Student</p>
<p>Homeless</p> <p>Less than 11 Students 1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 1.2 284 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 1.8 57 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Declined -0.6 36 Students	Less than 11 Students 3 Students	Less than 11 Students 3 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2% suspended at least one day Increased 1.4 297 Students	3.4% suspended at least one day Increased 2 29 Students	Less than 11 Students 5 Students	 Orange 3.6% suspended at least one day Increased 3.6 84 Students

Conclusions based on this data:

1. Suspension rate was low for all students at 2.2% suspended at least 1 day
2. White students have a higher rate of suspension compared to all other races/ethnicities
3. African American students fell in the very low indicator with 0% 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 Performance

By June 2025, I-Ready Reading proficiency/grade level scores will increase 5% from the 2023-2024 baseline.

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.

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.

For I-Ready reading, 27% of students were at grade level or above (proficient), 49% of students were one grade level below, and 24% of students were two or more grade levels below.

We believe the drivers causing this need are:

1. Teachers need continued opportunities for professional development in high quality instruction, classroom management, instructional strategies, and tiered supports.
2. There needs to be fidelity with using core adoption and consistent usage of reading intervention programs.
3. Students need supplemental/intervention instruction
4. The core adoption does not have a strong writing component. The students need a comprehensive writing program that has been proven to increase student achievement.

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
2023-2024 I-Ready Reading Diagnostic Results	For I-Ready reading, 27% of students were at grade level or above (proficient), 49% of students were one grade level below, and 24% of students were two or more grade levels below.	I-Ready Reading proficiency/grade level scores will increase 5% from the 2023-2024 baseline.

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>Through monthly collaboration, teachers will develop grade level plans that align with the CCSS. Collaboration will be monitored by teacher developed agendas, meeting minutes, sign in sheets, and admin walkthroughs.</p> <p>Certificated and classified staff will attend various professional development trainings to support their understanding of and implementation for improving student achievement, including high quality instruction, classroom management, and instructional strategies.</p> <p>Responsible Persons: Principal, Certificated and Classified staff</p>	All Students	<p>3,000 Title I 1000-1999: Certificated Personnel Salaries Certificated Professional Development 1,000 Title I 2000-2999: Classified Personnel Salaries Classified Professional Development</p>
1.2	<p>Teachers will use supplemental intervention programs and materials to support academic progress with 90%-100% fidelity by May 2025 as indicated on student usage reports.</p> <p>BFAA will purchase intervention programs that specifically support tier 1, tier 2, and tier 3 interventions for students and implement these with 90-100% fidelity by June 2025 as indicated through student usage reports and classroom walkthroughs.</p> <p>Responsible Persons: Principal, Teachers</p>	<p>All students</p> <p>Identified student groups: Socioeconomically disadvantaged Hispanic White African-American</p>	<p>18,000 Title I 5000-5999: Services And Other Operating Expenditures Intervention Programs: Accelerated Reader, Lexia Core 5, IXL Reading 5,806 Site LCAP 5000-5999: Services And Other Operating Expenditures Copier Lease and estimated printing costs 5,000 Site LCAP 4000-4999: Books And Supplies Classroom Supplies for Beginning of the year 5,000 Title I 4000-4999: Books And Supplies Classroom Libraries: Purchase books for classroom libraries to promote literacy</p>
1.3	<p>BFAA will purchase a comprehensive writing program through Learning A to Z. This program will be used with 90-100% fidelity as indicated on student usage reports.</p> <p>Responsible persons: Principal, Teachers</p>	<p>All students</p> <p>Identified student groups: Socioeconomically disadvantaged Hispanic White African-American</p>	<p>2,713.15 Title I 5000-5999: Services And Other Operating Expenditures Learning A to Z writing</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 Fine Arts Academy ELA achievement data is low. The needs assessment identified the need for reading intervention programs and continued professional development for certificated and classified staff.

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 differences for the 2024-2025 school year.

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.

No major changes for the 2024-2025 school year.

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 Performance

By June 2025, I-Ready Math proficiency/grade level scores will increase 5% from the 2023-2024 baseline.

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.

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.

For I-Ready math, 12% of students were at grade level or above (proficient), 64% of students were one grade level below, and 25% of students were two or more grade levels below.

We believe the drivers causing this need are:

1. Teachers need continued opportunities for professional development in high quality instruction, classroom management, instructional strategies, and tiered supports.
2. There needs to be fidelity with using the core adoption and consistent usage of math intervention programs.
3. Students need continued supplemental/intervention instructional programs.
4. Students need hands on learning utilizing manipulatives to gain a deeper understanding of mathematical reasoning.

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
2023-2024 I-Ready Math Diagnostic Results	For I-Ready math, 12% of students were at grade level or above (proficient), 64% of students were one grade level below, and 25% of students were two or more grade levels below.	I-Ready Math proficiency/grade level scores will increase 5% from the 2023-2024 baseline

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>Through monthly collaboration, teachers will develop grade level plans that align with the CCSS. Collaboration will be monitored by teacher developed agendas, meeting minutes, sign in sheets, and admin walkthroughs.</p> <p>Certificated and classified staff will attend various professional development trainings to support their understanding of and implementation for improving student achievement, including high quality instruction, classroom management, and instructional strategies.</p> <p>Responsible Persons: Principal, Certificated and Classified staff</p>	All students	<p>3,000 Title I 1000-1999: Certificated Personnel Salaries Professional Development 1,000 Title I 2000-2999: Classified Personnel Salaries Professional Development</p>
2.2	<p>Teachers will use supplemental intervention programs and materials to support academic progress with 90%-100% fidelity by May 2025 as indicated on student usage reports.</p> <p>BFAA will purchase intervention programs that specifically support tier 1, tier 2, and tier 3 interventions for students and implement these with 90-100% fidelity by June 2025 as indicated through student usage reports and classroom walkthroughs.</p> <p>Responsible Persons: Principal, Teachers</p>	<p>All students</p> <p>Identified student groups: Socioeconomically disadvantaged Hispanic White African-American</p>	<p>3,800 Title I 5000-5999: Services And Other Operating Expenditures Intervention programs: IXL math, Mystery Science</p> <p>3,500 Site LCAP 5000-5999: Services And Other Operating Expenditures Copies lease and estimated printing costs 3,000 Site LCAP 4000-4999: Books And Supplies classroom supplies</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 Fine Arts Academy math achievement data is low. The needs assessment identified the need for continued professional development and the need for intervention programs.

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 differences for the 2024-2025 school year.

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.

No major changes for the 2024-2025 school year.

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.

English Learner Progress and Parent and Family Engagement

By June 2025, 80% of our English Language Learners will grow at least one ELPAC level as indicated on state ELPAC scores.

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.

For the 2023-2024 school year, out of the 11 students who completed summative ELPAC testing, 1 student scored an overall proficiency level of 4, 6 students maintained an overall proficiency level of 1, 2L, 2H, 3L, or 3H, and 4 students declined on overall proficiency back to level 1.

For I-Ready reading, 0% of EL students were at grade level or above (proficient), 63% of EL students were one grade level below, and 38% of EL students were two or more grade levels below.

For I-Ready math, 7% of EL students were at grade level or above (proficient), 53% of EL students were one grade level below, and 40% of EL students were two or more grade levels below.

Staff surveys and data usage reports illustrate a continued need for intervention programs.

We believe the drivers causing this need are:

1. Teachers need continued training in high quality instruction and English Language Development instruction.
2. Students need to be recognized for their achievement.
3. BFAA will purchase intervention programs to support tier 1, tier 2, and tier 3 supports and interventions for students and implement these with 90-100% fidelity by June 2025 as indicated through student usage reports.

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
Lexia Usage Reports	70% of our students used Lexia Core 5	85% of Tier 2, Tier 3, and ELL students will utilize Lexia with 90-100% fidelity.
Learning A-Z	54% of our students used Learning A-Z	70% of all students will utilize Learning A-Z with 90-100% fidelity.

I-Ready Reading	95% of our EL students will continue to utilize I-Ready reading to increase language acquisition proficiency.	100% of EL students will utilize i-Ready reading 90-100% fidelity.
ELPAC	ELPAC scores from 2023-2024	80% of our EL students will advance one proficiency level on the ELPAC.
IXL Reading	45% of our students used IXL Reading	70% of all students will utilize IXL reading with 90-100% fidelity.

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	Teachers will engage in training and professional development for intervention programs by June 2025. This will be monitored by sign in sheets, classroom walkthroughs, and teacher created lesson plans. Responsible Persons: Principal, Teachers	EL students and All students	None Specified Professional development included with purchases of intervention programs.
3.2	Teachers will engage in a reflection cycle to progress monitor students and usage of programs with 90-100% fidelity by June 2025. The school library will increase the number of Spanish/English books by June 2025. This will be monitored through the Destiny program, delivery tracking sheets, and book counts. Responsible Persons: Principal, Teachers, Librarians	EL students and All students	500 Site EL LCAP 4000-4999: Books And Supplies EL Intervention Supplies, copies, and translation services/timecards as needed. 300 Site EL LCAP 4000-4999: Books And Supplies Expansion of EL library to include Spanish books at all levels.
3.3	Students will be recognized in an annual assembly for growth of at least one ELPAC level. This will be monitored through ELPAC achievement reports and will be scheduled on the school calendar. Responsible Persons: Principal, EL Teacher, EL Coordinator	EL students	200 Site EL LCAP 4000-4999: Books And Supplies Award/Recognition supplies
3.6	BFAA will implement the Family Latino Literacy Project with 80% participation. This will be implemented during the 2024-2025 school year and will be monitored through meeting agendas, sign up sheets, sign in sheets and meeting minutes. Responsible Persons: Principal, EL teacher, EL Coordinator	EL students and All students	501 Site EL LCAP 4000-4999: Books And Supplies Office supplies needed for the Latino Literacy Project

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 Fine Arts Academy ELA and math achievement data was low according to the state indicators. Further, some of our EL students declined in English language acquisition achievement according to the ELPAC. The needs assessment identified the need for professional development in the area of English language acquisition instruction (SADIE), increased family involvement opportunities specific to EL students and the need for recognition for achievement on the ELPAC.

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 differences for the 2024-2025 school year.

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.

No major changes for the 2024-2025 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Academic Engagement and Conditions and Climate

By June 2025, the attendance rate at BFAA will be 95% for all student groups. BFAA will continue to develop a schoolwide CR-PBIS system of supports and implement this system with an expected outcome of 100% participation rate in classrooms and across the school campus. BFAA will provide opportunities for parents and families to participate in the school community through family events and school meetings with an expected outcome that 80% will engage in this partnership.

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.

2023-2024 Attendance rate was 92.4%
2023-2024 3 total suspensions
2023-2024 35 Parent/Family engagement events

We believe the drivers causing this need are:

1. Staff at BFAA need continued professional development in CR-PBIS and monthly collaboration meetings to review schoolwide discipline data.
2. BFAA will maintain the current level of opportunities for parents and families to participate in the school community but would like to see the participation rate increase.
3. Schoolwide attendance incentives need to be implemented.

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
A2A Attendance data	2023-2024 attendance rate was 92.4%	Goal of 95% attendance rate for all student groups for the 2024-2025 school year.
Infinite Campus data	2023-2024 there were a total of 3 suspensions	Goal of 100% implementation of CR-PBIS
ELAC Meetings	BFAA was able to hold at least four ELAC meetings for the 2023-2024 school year however parent participation was low.	Goal to increase parent participation rate to 80%
BFAA Campus Events	BFAA was able to hold at at least 35 family activities this year however we	Our goal is to maintain the number of parent and student involvement

	would like to increase participation at these events.	opportunities with parent participation increased to 80%. These events will be coordinated in collaboration with parents, administration, staff, and our parent involvement coordinator.
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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
4.1	Develop a schoolwide CR-PBIS System of supports and implement with an expected outcome of 100% participation rate in classrooms and across the school campus. As measured by monthly walkthroughs and semi-annual TFI. Responsible Persons: Principal, Counselor, Teaching and Support Staff	Tier 1, Tier 2 and Tier 3 students and All students	6000 Site LCAP 5000-5999: Services And Other Operating Expenditures PBIS Rewards System (Program) and estimated costs for student incentives.
4.2	Progress monitor student attendance and partner with parents to communicate the importance of student attendance through various communication pathways (e.g. Conferences, Email, announcements, phone calls, teacher selected additional communications: Dojo, Remind 101, home visits as necessary etc.). Monitor student attendance twice a month through the A2A system and that conferences are being held at a rate of 80%. Responsible Persons: Teachers, Counselor, Principal,	All Students	1,000 Title I 4000-4999: Books And Supplies Attendance incentives
4.3	Provide at least two Saturday School opportunities for students to make-up attendance per trimester. This will be monitored through sign in sheets, attendance records and parent permission slips. Responsible Persons: Principal, Teachers, SST Coordinator	Tier 2 and Tier 3 students	District LCAP 1000-1999: Certificated Personnel Salaries Timecards for Saturday school personnel (not a site cost)
4.4	Provide at least 25 campus events throughout the year to increase community and a sense of belonging across the school campus. This will be monitored with the monthly school calendar, monthly newsletter, flyers promoting the events and parent surveys. Responsible persons: Principal, Counselor, Teachers and Support Staff	All students	1,575.40 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Supplies for parent involvement activities and printing costs as needed.
4.5	Implement Leader in Me schoolwide TK-5th grade with 80% fidelity as measured by classroom observations, participation in professional development, usage reports, material usage, student achievement and behavior reports (SWIS)	All students	None Specified Leader in Me

	Responsible Persons: Principal, Counselor, Teachers and Support Staff		
4.6	Provide one full-time paraeducator to support the VAPA classes (art, drama, and music). Responsible persons: Principal, VAPA teachers	All students	50,000 Prop 28 AMS 2000-2999: Classified Personnel Salaries VAPA paraeducator
4.7	BFAA VAPA classes will use classroom materials and supplies to support academic achievement in the domains of art, drama, and music. Responsible persons: Principal, VAPA teachers	All students	19,595 Prop 28 AMS 4000-4999: Books And Supplies Classroom supplies

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.

Overall BFAA showed improvement in each of these areas. There was a total of 3 suspensions. The site was able to continue with PBIS implementation and will be applying for the Silver medal award. We were able to hold 35 family engagement events.

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

The goal has been updated to reflect attendance, behavior, and suspensions from the 23-24 school year baseline data. Actions and expenditures will carry over to next school year.

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.

No major changes to activities. Expenditures were increased based upon the need to allocate additional funding for to the proposed activities and strategies.

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	\$40,088.55
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$134,490.55
Total Federal Funds Provided to the School from the LEA for CSI	\$0

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	\$38,513.15
Title I Part A: Parent Involvement	\$1,575.40

Subtotal of additional federal funds included for this school: \$40,088.55

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	\$69,595.00
Site EL LCAP	\$1,501.00
Site LCAP	\$23,306.00

Subtotal of state or local funds included for this school: \$94,402.00

Total of federal, state, and/or local funds for this school: \$134,490.55

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	69,595.00
Site EL LCAP	1,501.00
Site LCAP	23,306.00
Title I	38,513.15
Title I Part A: Parent Involvement	1,575.40

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,000.00
2000-2999: Classified Personnel Salaries	52,000.00
4000-4999: Books And Supplies	35,096.00
5000-5999: Services And Other Operating Expenditures	41,394.55

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Prop 28 AMS	50,000.00
4000-4999: Books And Supplies	Prop 28 AMS	19,595.00
4000-4999: Books And Supplies	Site EL LCAP	1,501.00
4000-4999: Books And Supplies	Site LCAP	8,000.00
5000-5999: Services And Other Operating Expenditures	Site LCAP	15,306.00
1000-1999: Certificated Personnel Salaries	Title I	6,000.00
2000-2999: Classified Personnel Salaries	Title I	2,000.00
4000-4999: Books And Supplies	Title I	6,000.00

5000-5999: Services And Other Operating Expenditures	Title I	24,513.15
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,575.40

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,519.15
Goal 2	14,300.00
Goal 3	1,501.00
Goal 4	78,170.40

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
- 5 Parent or Community Members

Name of Members	Role
Elizabeth Davis	Principal
Jamie Mattox	Classroom Teacher
Amanda Will	Classroom Teacher
Melissa Hilton	Classroom Teacher
Diana Guardado	Other School Staff
Stefanie Madrid	Parent or Community Member
Crystal Flores-Kane	Parent or Community Member
Jordan Cordova	Parent or Community Member
Gabriela Hidalgo	Parent or Community Member
Sheila Ayala	Parent or Community Member

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

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 5/16/24.

Attested:



Principal, Elizabeth Davis, Principal on 5/16/24



SSC Chairperson, Stefanie Madrid, Vice Chairperson on 5/16/24