

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Barstow High School	36 67611 3630803	April 24, 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 High School 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 High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This plan is in line with the BUSD LCAP plan and aims to provide resources to enhance the academic achievement of all students, including those who belong to five specific groups. These groups are students in poverty, students experiencing homelessness, students who receive special education, African American students, and students identified as Two or More Races. This year, the plan will give special attention to student groups such as SPED and African-American students to address the issue of disproportional suspension rates. Additionally, the plan will focus on improving the student and staff culture at BHS. Lastly, there will be a centralized focus on the academic structures around our EL population.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As a Title I Schoolwide program, we conduct a Comprehensive Needs Assessment annually and develop our SPSA with stakeholder involvement, including our Leadership Team, School Site Council, and English Learner Advisory Committee. The SPSA is based on strategies that support state standards and addresses the needs of all children, and particularly those at risk of not meeting standards, by identifying evidence-based activities, strategies, and interventions that will improve student achievement. Our SPSA implementation is monitored and evaluated through ongoing meetings with our stakeholders. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

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.

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.

On Barstow High School's California School Dashboard, the following indicators are orange or red: Suspension Rate (Red), English Learner Progress (Orange), English Language Arts (Orange), and Mathematics (Orange).

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.

Suspension - None, Graduation - None, English Language Arts (None), Mathematics (None), English Learner Students (None), College/Career (None)

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 High School. 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	0.92%	0.69%	0.77%	15	11	12
African American	17.14%	17.36%	15.04%	280	275	233
Asian	0.98%	0.57%	0.52%	16	9	8
Filipino	0.61%	0.57%	0.65%	10	9	10
Hispanic/Latino	58.14%	57.83%	61.78%	950	916	957
Pacific Islander	1.10%	1.39%	1.55%	18	22	24
White	16.95%	17.17%	14.98%	277	272	232
Multiple/No Response	4.10%	4.42%	4.65%	67	70	72
Total Enrollment				1634	1584	1549

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	463	443	435
Grade 10	473	416	404
Grade 11	366	385	367
Grade 12	332	340	343
Total Enrollment	1,634	1,584	1,549

Conclusions based on this data:

1. Student enrollment has been steady over the course of the last few years.
2. The Hispanic student group has slightly decreased.
3. African-American and White groups have increased slightly.

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	170	160	152	11.10%	10.4%	9.8%
Fluent English Proficient (FEP)	179	172	167	11.40%	11.0%	10.8%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. EL enrollment has stable the last three years.
2. RFEP students

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 11	310	330	335	194	307	313	182	307	313	62.6	93.0	93.4
All Grades	310	330	335	194	307	313	182	307	313	62.6	93.0	93.4

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 11	2559.	2528.	2527.	13.74	9.77	7.67	36.26	24.43	25.88	22.53	27.69	27.48	27.47	38.11	38.98
All Grades	N/A	N/A	N/A	13.74	9.77	7.67	36.26	24.43	25.88	22.53	27.69	27.48	27.47	38.11	38.98

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 11	22.02	13.36	12.78	62.50	54.07	58.15	15.48	32.57	29.07
All Grades	22.02	13.36	12.78	62.50	54.07	58.15	15.48	32.57	29.07

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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 11	15.76	9.77	10.22	55.76	48.53	52.40	28.48	41.69	37.38
All Grades	15.76	9.77	10.22	55.76	48.53	52.40	28.48	41.69	37.38

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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 11	9.47	9.12	5.43	75.15	68.73	71.57	15.38	22.15	23.00
All Grades	9.47	9.12	5.43	75.15	68.73	71.57	15.38	22.15	23.00

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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 11	21.97	10.75	8.31	63.58	67.10	65.18	14.45	22.15	26.52
All Grades	21.97	10.75	8.31	63.58	67.10	65.18	14.45	22.15	26.52

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Conclusions based on this data:

1. Barstow High School scores dropped slightly in several areas for ELA
2. There was an increase of 1.4 percent for overall Standard Met
3. There was an improvement on students meeting and/or above standard in Writing.

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 11	309	329	332	173	304	308	162	304	308	56.0	92.4	92.8
All Grades	309	329	332	173	304	308	162	304	308	56.0	92.4	92.8

* 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 11	2529.	2459.	2469.	6.17	0.99	1.30	15.43	6.25	7.47	28.40	10.53	16.56	50.00	82.24	74.68
All Grades	N/A	N/A	N/A	6.17	0.99	1.30	15.43	6.25	7.47	28.40	10.53	16.56	50.00	82.24	74.68

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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 11	9.26	1.64	2.60	43.21	28.29	24.68	47.53	70.07	72.73
All Grades	9.26	1.64	2.60	43.21	28.29	24.68	47.53	70.07	72.73

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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 11	8.07	2.63	2.60	63.35	53.95	59.09	28.57	43.42	38.31
All Grades	8.07	2.63	2.60	63.35	53.95	59.09	28.57	43.42	38.31

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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 11	9.88	2.63	2.60	61.73	51.32	53.90	28.40	46.05	43.51
All Grades	9.88	2.63	2.60	61.73	51.32	53.90	28.40	46.05	43.51

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Conclusions based on this data:

1. Barstow High School continues to make gains in the area of Math.
2. Overall, there was a slight increase on students exceeding or meeting standards.
3. Students Not Meeting Standard dropped by nearly 8%.

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
9	1541.9	1541.3	1535.9	1523.3	1547.6	1522.9	1560.0	1534.5	1548.5	40	39	32
10	1529.0	1558.0	1548.9	1510.9	1554.9	1552.9	1546.7	1560.5	1544.4	28	43	34
11	1514.4	1548.9	1557.4	1498.8	1539.0	1555.6	1529.5	1558.1	1558.6	29	36	25
12	1505.4	1536.6	1568.3	1504.0	1531.3	1566.1	1506.3	1541.3	1570.1	21	29	31
All Grades										118	147	122

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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
9	5.13	12.82	3.13	43.59	23.08	53.13	41.03	41.03	12.50	10.26	23.08	31.25	39	39	32
10	3.57	11.63	23.53	46.43	62.79	29.41	28.57	13.95	26.47	21.43	11.63	20.59	28	43	34
11	6.90	8.33	16.00	34.48	38.89	44.00	27.59	33.33	20.00	31.03	19.44	20.00	29	36	25
12	4.76	10.34	22.58	19.05	31.03	45.16	9.52	34.48	12.90	66.67	24.14	19.35	21	29	31
All Grades	5.13	10.88	16.39	37.61	40.14	42.62	29.06	29.93	18.03	28.21	19.05	22.95	117	147	122

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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
9	12.82	20.51	9.38	38.46	46.15	62.50	38.46	23.08	9.38	10.26	10.26	18.75	39	39	32
10	17.86	27.91	32.35	32.14	48.84	35.29	35.71	11.63	17.65	14.29	11.63	14.71	28	43	34
11	17.24	33.33	32.00	37.93	33.33	40.00	20.69	16.67	16.00	24.14	16.67	12.00	29	36	25
12	19.05	17.24	38.71	9.52	41.38	38.71	19.05	24.14	3.23	52.38	17.24	19.35	21	29	31
All Grades	16.24	25.17	27.87	31.62	42.86	44.26	29.91	18.37	11.48	22.22	13.61	16.39	117	147	122

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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
9	7.69	5.13	9.38	25.64	17.95	25.00	48.72	30.77	31.25	17.95	46.15	34.38	39	39	32
10	3.57	2.33	8.82	21.43	34.88	17.65	50.00	46.51	41.18	25.00	16.28	32.35	28	43	34
11	6.90	5.56	0.00	24.14	13.89	36.00	20.69	58.33	40.00	48.28	22.22	24.00	29	36	25
12	0.00	3.45	12.90	4.76	17.24	9.68	23.81	34.48	51.61	71.43	44.83	25.81	21	29	31
All Grades	5.13	4.08	8.20	20.51	21.77	21.31	37.61	42.86	40.98	36.75	31.29	29.51	117	147	122

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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
9	10.26	5.13	0.00	61.54	69.23	78.13	28.21	25.64	21.88	39	39	32
10	7.14	4.65	14.71	64.29	76.74	55.88	28.57	18.60	29.41	28	43	34
11	3.45	0.00	4.00	51.72	80.56	72.00	44.83	19.44	24.00	29	36	25
12	4.76	6.90	3.23	19.05	51.72	77.42	76.19	41.38	19.35	21	29	31
All Grades	6.84	4.08	5.74	52.14	70.75	70.49	41.03	25.17	23.77	117	147	122

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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
9	36.84	76.92	71.88	55.26	12.82	12.50	7.89	10.26	15.63	38	39	32
10	42.86	81.40	73.53	42.86	9.30	11.76	14.29	9.30	14.71	28	43	34
11	42.31	52.78	72.00	34.62	30.56	20.00	23.08	16.67	8.00	26	36	25
12	26.32	65.52	77.42	36.84	20.69	6.45	36.84	13.79	16.13	19	29	31
All Grades	37.84	70.07	73.77	44.14	17.69	12.30	18.02	12.24	13.93	111	147	122

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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
9	15.38	12.82	18.75	64.10	30.77	37.50	20.51	56.41	43.75	39	39	32
10	7.14	11.63	17.65	64.29	60.47	41.18	28.57	27.91	41.18	28	43	34
11	6.90	11.11	0.00	41.38	44.44	60.00	51.72	44.44	40.00	29	36	25
12	4.76	10.34	16.13	19.05	37.93	54.84	76.19	51.72	29.03	21	29	31
All Grades	9.40	11.56	13.93	50.43	44.22	47.54	40.17	44.22	38.52	117	147	122

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
9	0.00	0.00	0.00	79.49	71.79	78.13	20.51	28.21	21.88	39	39	32
10	0.00	0.00	2.94	75.00	93.02	79.41	25.00	6.98	17.65	28	43	34
11	17.24	8.33	12.00	44.83	75.00	72.00	37.93	16.67	16.00	29	36	25
12	4.76	6.90	22.58	42.86	65.52	58.06	52.38	27.59	19.35	21	29	31
All Grades	5.13	3.40	9.02	63.25	77.55	72.13	31.62	19.05	18.85	117	147	122

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. We had three levels improve on their scores, with Level 2 being the exception.
2. There has been a constant increase on improvement the last two years.
3. 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.

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
1584	69.8	10.1	1
Total Number of Students enrolled in Barstow High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	160	10.1
Foster Youth	16	1
Homeless	44	2.8
Socioeconomically Disadvantaged	1105	69.8
Students with Disabilities	297	18.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	275	17.4
American Indian	11	0.7
Asian	9	0.6
Filipino	9	0.6
Hispanic	916	57.8
Two or More Races	70	4.4
Pacific Islander	22	1.4
White	272	17.2

Conclusions based on this data:

1. Student population has remained constant over the last couple of years

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Red

Mathematics



Orange

Chronic Absenteeism



No Performance Color

English Learner Progress



Orange

College/Career

Very High

Conclusions based on this data:

1. Graduation Rates at BHS have remained steady at high levels
2. English, Math, College and Career, and Suspension Rates need sustained improvements for student improvement

School and Student Performance Data

Academic Performance English Language Arts

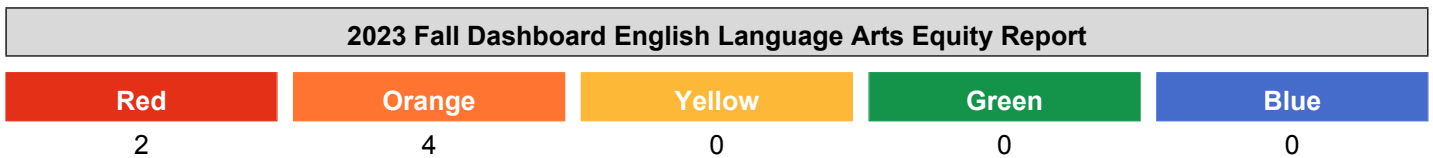
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This section provides number of student groups in each level.



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		
<p>All Students</p>  Orange 54.4 points below standard Increased +3.1 points 307 Students	<p>English Learners</p>  Orange 73.5 points below standard Increased Significantly +23.5 points 35 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 73 points below standard Maintained -1.1 points 213 Students	<p>Students with Disabilities</p>  Orange 161.5 points below standard Increased Significantly +25.2 points 60 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 108.6 points below standard Decreased Significantly -32 points 44 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 49.6 points below standard Increased Significantly +21.3 points 194 Students	Less than 11 Students 8 Students	Less than 11 Students 6 Students	 Orange 40.6 points below standard Decreased -6.3 points 54 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
73.7 points below standard Increased Significantly +36.2 points 23 Students	93.1 points below standard 13 Students	58.2 points below standard Maintained -2.6 points 240 Students

Conclusions based on this data:

- English Language Learners increased significantly from previous year for English Language Arts
- African American performance in ELA has declined significantly

School and Student Performance Data

Academic Performance Mathematics

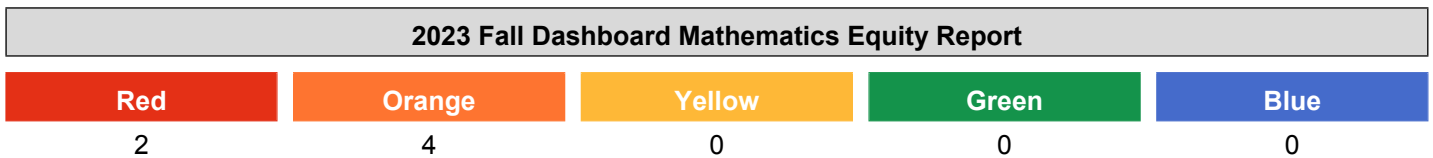
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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>All Students</p>  Orange 157.6 points below standard Increased +14.2 points 302 Students	<p>English Learners</p>  Orange 183.6 points below standard Increased Significantly +31.5 points 34 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p>  Orange 178.1 points below standard Increased +7.6 points 208 Students	<p>Students with Disabilities</p>  Orange 227.2 points below standard Increased Significantly +22.6 points 57 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 198 points below standard Decreased Significantly -34 points 41 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 153.4 points below standard Increased Significantly +28.6 points 192 Students	Less than 11 Students 8 Students	Less than 11 Students 6 Students	 Red 156.2 points below standard Maintained +2.3 points 54 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
187.4 points below standard Increased Significantly +31.3 points 23 Students	202.1 points below standard 13 Students	161.5 points below standard Increased +4.9 points 236 Students

Conclusions based on this data:

1. EL learners and students with disabilities had the biggest increases in mathematics
2. African Americans declined significantly in mathematical performance

School and Student Performance Data

Academic Performance English Learner Progress

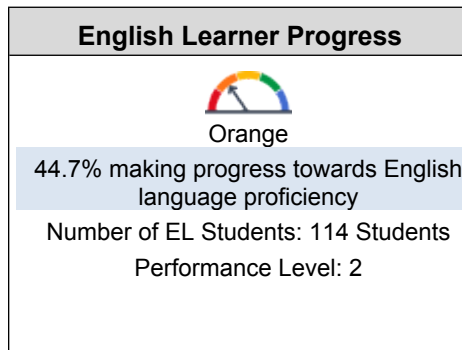
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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
25	38	5	45

Conclusions based on this data:

1. 32% of EL students decreased one ELPI. 26% of students progressed one level
2. 42% of EL students maintained existing

School and Student Performance Data

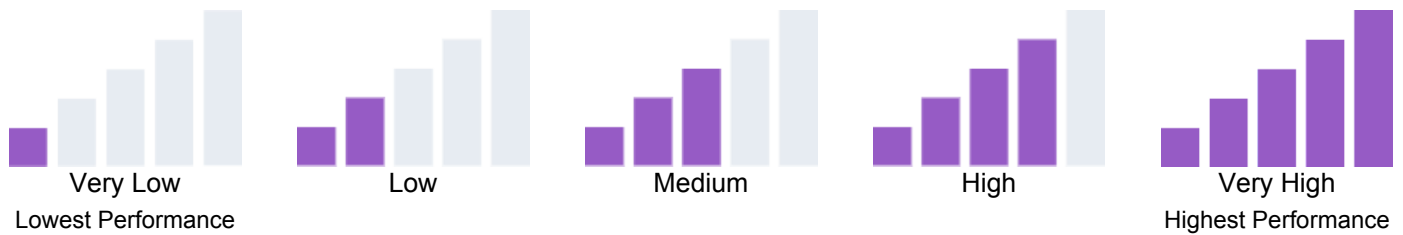
Academic Performance College/Career Report

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.

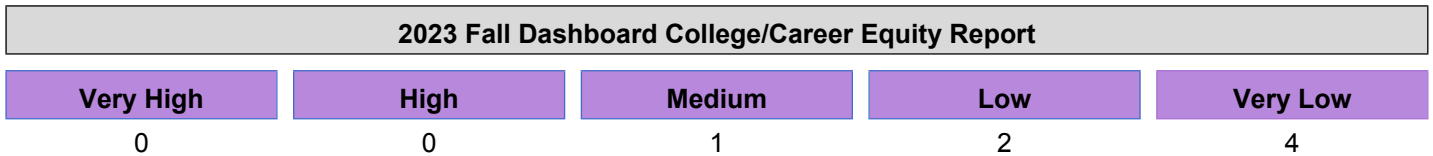
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

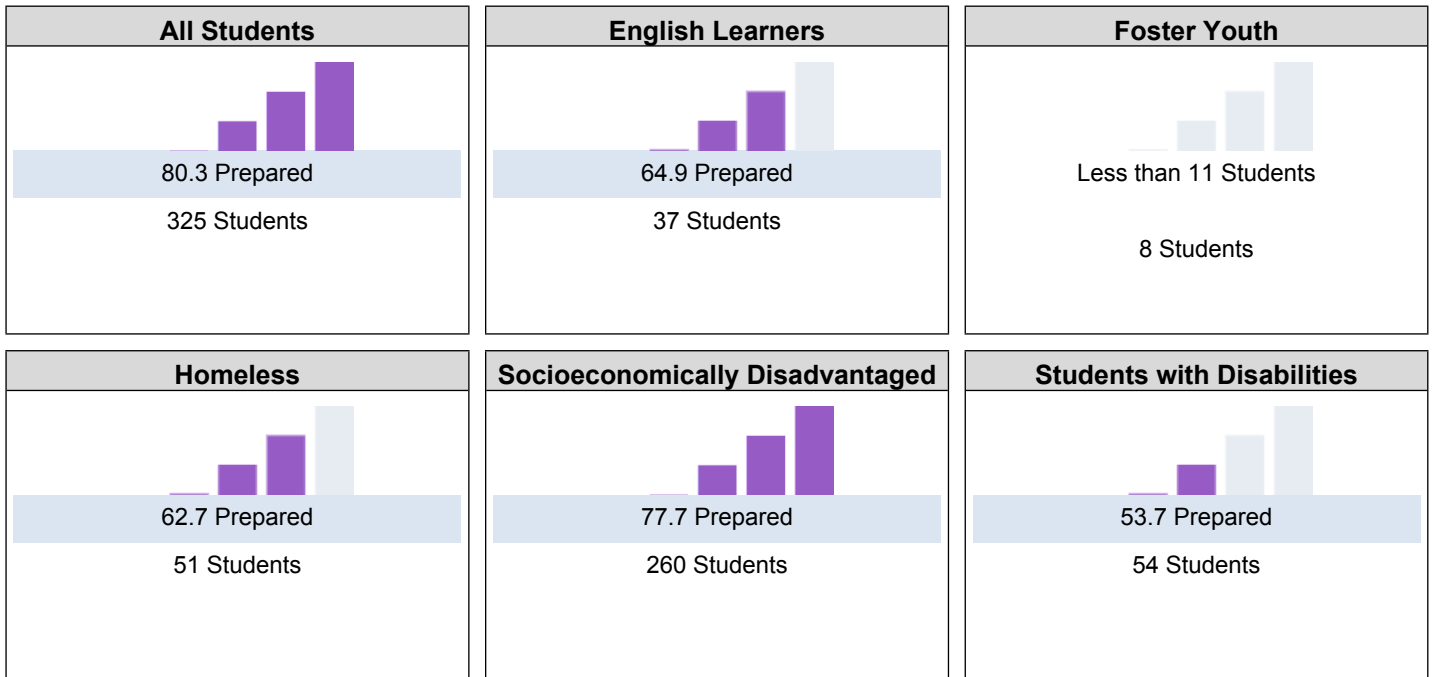


This section provides number of student groups in each level.

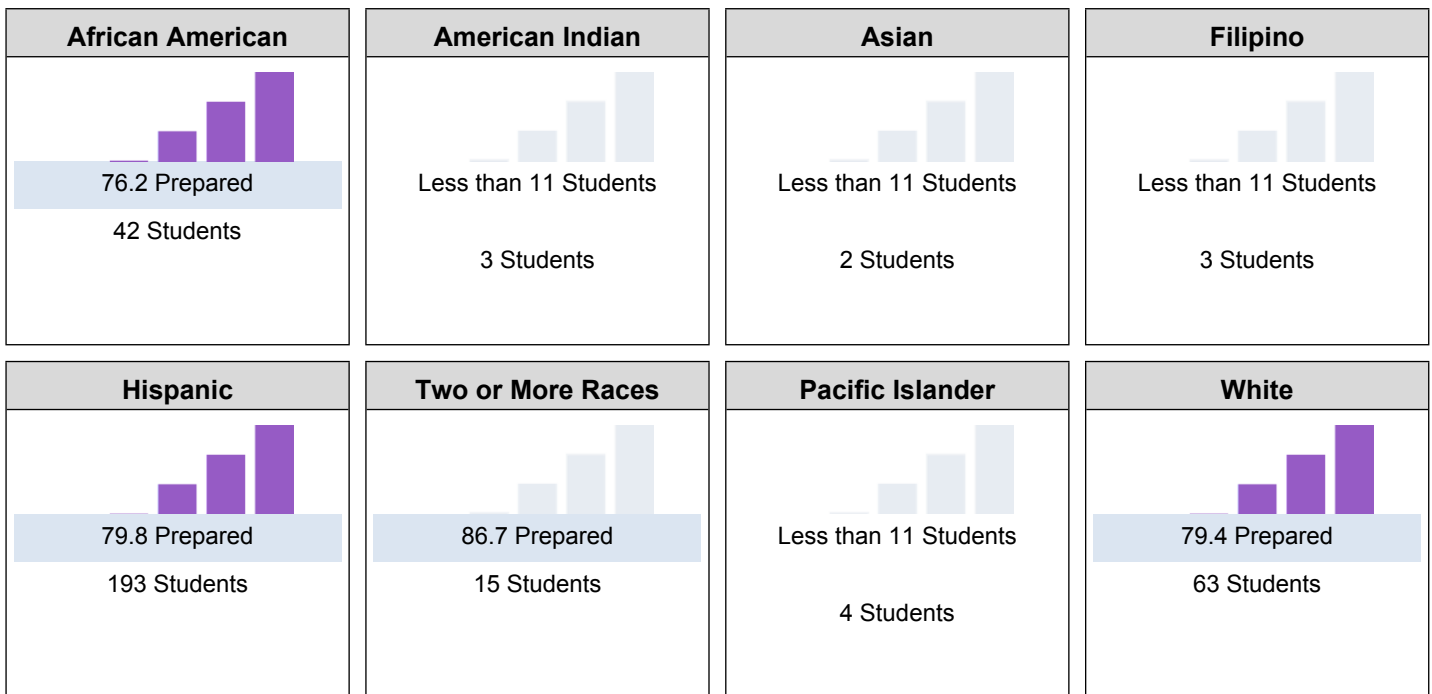


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. More work needs to be done with course alignment with regard to A-G completion rate.
2. BHS is working to maintain scores at current levels as we look to expand our CTE offerings.

School and Student Performance Data

Academic Engagement Graduation Rate

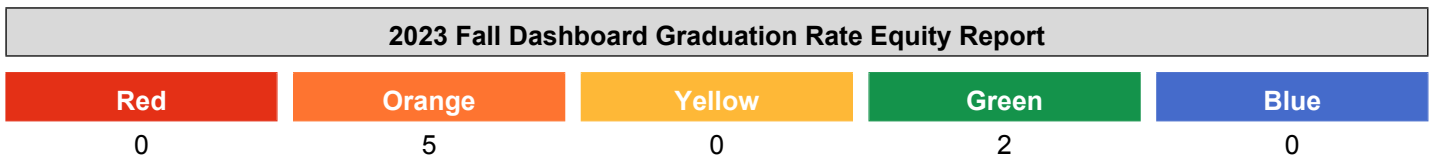
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 91.1% graduated Maintained -0.6 325 Students	English Learners  Orange 83.8% graduated Decreased -3.2 37 Students	Foster Youth Less than 11 Students 8 Students
Homeless  Orange 78.4% graduated Decreased -4.6 51 Students	Socioeconomically Disadvantaged  Orange 89.6% graduated Decreased -1 260 Students	Students with Disabilities  Orange 74.1% graduated Decreased Significantly -5.2 54 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 83.3% graduated Increased 4.2 42 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 92.2% graduated Maintained -0.7 193 Students	100% graduated Increased Significantly 6.7 15 Students	Less than 11 Students 4 Students	 Orange 88.9% graduated Decreased Significantly -5.6 63 Students

Conclusions based on this data:

1. There was a small decrease on the graduation rate for some of our subgroups.
2. African American students graduation rate improved
3. Students with Disabilities decreased this past year.

School and Student Performance Data

Conditions & Climate Suspension Rate

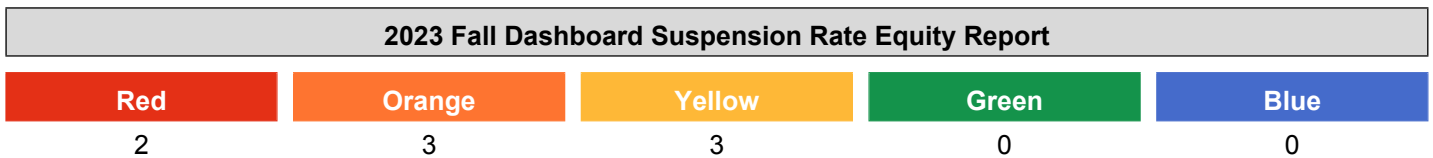
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This section provides number of student groups in each level.



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>  Red 10.6% suspended at least one day Maintained 0.1 1835 Students	<p>English Learners</p>  Orange 6.7% suspended at least one day Maintained 0.2 193 Students	<p>Foster Youth</p> <p>24.1% suspended at least one day</p> <p>Increased 17.5 29 Students</p>
<p>Homeless</p>  Orange 13.2% suspended at least one day Declined -1.8 91 Students	<p>Socioeconomically Disadvantaged</p>  Orange 11.8% suspended at least one day Declined -0.5 1345 Students	<p>Students with Disabilities</p>  Red 17% suspended at least one day Increased 1.6 347 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 20.9% suspended at least one day Declined Significantly -2.2 345 Students	7.7% suspended at least one day Declined -14.5 13 Students	0% suspended at least one day Maintained 0 11 Students	Less than 11 Students 10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.5% suspended at least one day Declined -0.4 1050 Students	 Yellow 9.8% suspended at least one day Declined -0.5 82 Students	8.3% suspended at least one day Increased 8.3 24 Students	 Red 10.7% suspended at least one day Increased Significantly 3.8 300 Students

Conclusions based on this data:

1. Based on the 2022-2023 suspension data, our overall suspension rate kept at a maintained level.
2. Students with Disabilities had an increase of students suspended.
3. Our African American student population saw a significant decline on the number of suspensions.

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.

Academics and College and Career Readiness

By June 2025 the proficiency level for all students in English Language Arts will increase by 3 to 5 points and mathematics will increase by 12 to 15 points, the rate of CTE Completers will maintain an average of 80%, and passage rates for the Advanced Placement Test will increase by 7-10%. These data metrics will be compared with the baseline academic data from the 2022/2023 school year.

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 4: Over the course of the next three years, Barstow Unified School District will work to increase student achievement on the CAASPP ELA and math scores as well as English Learner progress indicator scores at Barstow High School, Barstow Junior High School, Cameron Elementary, Henderson Elementary, Lenwood Elementary, Montara Elementary, and Skyline North Elementary. The target groups will be all students and in particular English Learners, Foster Youth, Homeless, Students with Disabilities, African American, Socioeconomically Disadvantaged, Hispanic, White, and Students of Two of or More Races.

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.

1. Continued improved performance is needed in ELA and Math as reported on the 2023-2024 California School Dashboard.
2. From the California College/Career index it is evident that BHS needs to maintain the progress in having more of its students complete a two year CTE pathway
3. Advance Placement Test pass rates need to be immediately addressed in order to come up with a consistent set of systems in how BHS structures its AP program.

The drivers causing these needs are:

1. Lack of standards based curriculum/assessment structures and schedules that directly align with SBAC platforms.
2. There is not any consistent coordination between CTE and BHS counseling department to monitor CTE completer progress.
3. There is no congruency of structures within the Advanced Placement program that allows for consistent academic progress on the AP test.

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 Scores	2023CAASPP Data in ELA/Math	To increase ELA & Math standard met and standard exceeded by 3-5 points for ELA and 12-15 points for Math.
CTE Completer Rate	2023 CTE Completer Rate on CCI Indicator	To maintain CTE Completer rate at 80%
Advanced Placement Test Passage Rate	2023 College Board Advanced Placement Data	To increase AP Test passage rate by 7-10%

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>1. BHS will align both Math/ELA instructional-based activities towards the CAASPP test. Our assessment schedule will be directly aligned to the release questions provided by SBAC. We will create common formative and summative assessments from the SBAC IRB test questions. Once completed with each assessment, grade-level PLCs will meet to review data and inform instructional practices. Our curriculum will directly mirror the content that the students will be exposed to on the CAASPP test. In grades 9-10 we will follow the same structure that our 11th grade students follow along with a similar assessment structure. Staff will receive training for curriculum alignment and assessment development through professional development, including a partnership with San Bernardino County Common Core Math Training and Expository Reading and Writing Training by Cal State San Bernardino, Universal Design Learning Strategies (UDL), and AVID critical reading /writing strategies.</p> <p>2. For the subgroups listed BHS will begin a targeted campaign for each. We will identify which students scored standard not met and standard nearly met and create awareness and incentives for these students to understand first the importance of the CAASPP tests. From there BHS will set up a system of intervention to where these students will receive testing supports that will assist them with specific test taking skills to address issues related with vocabulary gaps, question stems, skills-based writing, close reading techniques, specific identification of math related problem solving that is consistent with the test.</p> <p>3. BHS will be in the second year of implementing its BARR program. This program will be our main MTSS intervention system for the subgroups that have been listed above.</p>	Barstow High School Students, African American Students, Homeless Students, Students Identified as two or more races, Homeless Students, Socio-Economically Disadvantaged Students, Students With Disabilities	<p>27,105.00 Site LCAP 4000-4999: Books And Supplies Funding for possible class room supplies. 20,186.05 Title I 4000-4999: Books And Supplies Purchase of supplies for student supports to improve CAASPP test scores with a focus on our targeted student groups. 97,511.13 Title I 4000-4999: Books And Supplies Purchase of new chromebooks; short throw projectors; student/teacher laptops</p> <p>District-Level Grant/Funding 5000-5999: Services And Other Operating Expenditures BARR program</p>

	Responsible Parties: BHS ADMINISTRATION & LEADERSHIP TEAM		
1.2	<p>In order to promote more CTE Completers, BHS will do the following:</p> <ol style="list-style-type: none"> 1. Provide in class recruitment efforts by CTE staff and administration about what CTE is and the importance of completing a two year pathway. 2. Continually work with CTE teachers to maintain a 70% retention rates for their students going from year one to year two in their respective pathways. 3. Set up systems of targeted interventions for second year students to earn a C or better in their second year CTE course. 3. Continue to set up concrete systems with CTE staff and administration for CTE completer data entry in CALPADS for accurate reporting information. <p>RESPONSIBLE PARTIES: BHS ADMINISTRATION, CTE TOSA, CTE SPECIALIST, CTE INSTRUCTORS</p>	Barstow High School Students	
1.3	<p>BHS will restructure it systems for success in order for more students to pass the advanced placement test. These measures will consist of the following:</p> <ol style="list-style-type: none"> 1. Set up defined procedures for the recruitment of students who would have success in the program while maintaining systems of equity. 2. Align Pre-AP Courses in ELA and Social Science with AP courses in a more clear and defined manner. 3. Set up assessment structures where teacher and student are aligned with college board goals and objectives. 4. Establish growth mindset and design thinking protocols for staff and administration 5.. Increase levels of support for AP students and teachers 6.. Implement concrete strategies for program growth and student achievement <p>RESPONSIBLE PARTIES: BHS ADMINISTRATION TEAM, BHS AP DEPARTMENT CHAIR, BHS AP TEACHERS</p>	Barstow High School Students	<p>19,500.00 Title I 1000-1999: Certificated Personnel Salaries Over Contract time cards for attending professional development, site-team meetings, other meetings to review data/collaboration, technology devices to support curriculum and instruction 31928.00 Site LCAP 1000-1999: Certificated Personnel Salaries Over Contract time cards for attending professional development, site-team meetings, other meetings to review data/collaboration, technology devices to support curriculum and instruction 19,500.00 LCFF Equity Multiplier 5800: Professional/Consulting Services And Operating Expenditures Teacher professional development on disciplinary literacy strategies, writing and comprehension strategies, as well as a focus on synthesis, corroboration, and summarization -Delivery of teacher PD focused on best practices and test articulation Best practice in high expectations PD for teachers</p>

			through Village Project Consulting Firm
1.4	BHS, with the use of Equity Multiplier funds, to enhance teacher support by hiring 5 new teachers to give Department Leaders the opportunity to serve as TOSA's for three periods during the school day. This will allow our department leaders to be in classrooms and supporting teachers in their departments. RESPONSIBLE PARTIES: BHS ADMINISTRATION TEAM, BHS DEPARTMENT LEADERS, DISTRICT HR DEPARTMENT		750,000.00 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries 5 Teaching Positions at \$150,000 each
1.5			
1.9			

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.

During this school year, Barstow High School focused on implementing strategies to help students prepare for the CAASPP. This involved identifying subgroups of students who would benefit from emotional support and encouragement to help them prepare for the assessment. As a school, we decided to use CAASPP training tests, including the science practice exam. We are also working on aligning our curriculum and instructional practices in the 9th and 10th grades to prepare our students for the Common Core Assessment. This approach was effective in increasing our ELA and Math scores for the 2022-2023 school year. The ELA scores increased by 3.1 points, and the Math scores by 14.2. Our College and Career indicator is considered "Very High," standing at 80.3%. We continue to us with our AP students and program as we are finding ways to provide support to our AP teachers.

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

The main difference in the implementation of this school year is the absence of the BARR program. This is because not enough of our teachers were trained to use BARR in their classrooms. We are collaborating with the district to determine whether BARR will continue at BHS in the 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.

Due to the slight growth in our ELA and Math scores, we would like to maintain our focus on the improvement of our ELA and Math scores and the maintaining of our completer percentage for CTE. There will be a bigger focus on AP support for our students.

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.

Positive School Climate

By June 2025, 90% of the BHS will be trained in practices and strategies which will help improve in providing a positive school culture for its staff, students, parents, and community where clear lines of communication are the standard to build strong consistent relationships with our students and families. This will be achieved through the PLC process and the strong implementation of our PBIS program school-wide. Support for this goal will include the addition of staffing to help support the improvement of the school culture.

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.

Goal 4: Over the course of the next three years, Barstow Unified School District will work to increase student achievement on the CAASPP ELA and math scores as well as English Learner progress indicator scores at Barstow High School, Barstow Junior High School, Cameron Elementary, Henderson Elementary, Lenwood Elementary, Montara Elementary, and Skyline North Elementary. The target groups will be all students and in particular English Learners, Foster Youth, Homeless, Students with Disabilities, African American, Socioeconomically Disadvantaged, Hispanic, White, and Students of Two or More Races.

Goal 5: Over the course of the next three years, Barstow Unified School District will work to reduce the suspension rate at Barstow High School, Central High School, Barstow STEM Academy, Lenwood Elementary, and Skyline North Elementary. The target groups will be all students, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, White, and Students of Two or More Races.

Goal 6: Over the course of the next three years, Barstow Unified School District will work to reduce the chronic absenteeism rate at Barstow Junior High School, Cameron Elementary, Crestline Elementary, Henderson Elementary, Lenwood Elementary, and Montara Elementary. In addition, actions will be focused on increasing the graduation rate at Barstow High School and Central High School. The target groups will be all students and in particular, English Learners, Foster Youth, Socioeconomically Disadvantaged, Student with Disabilities, African American, Hispanic, White, and Students of Two or More Races.

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.

1.Data Metrics from the 2023-2024 Youth Truth Survey

We believe the drivers causing these needs are:

1. Lack of communication between BHS Administration and BHS Classified/Certificated staff.
2. Lack of consistent communications from BHS towards student and parents in the community
3. There is a systemic lack of positive relationships between adults to students.

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
Site Survey		Staff being provided and completing professional development opportunities
2022 WASC Mid-Cycle Report		Findings of WASC Committee seeing improvements in BHS & BUSD Communication with BHS certificated/classified staff.
2023-2024 Youth Truth Survey		Increase of 10% of students reporting having a caring adult relationship at BHS.

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>Construct culture building activities school wide focusing on positive recognition that will consist of the following:</p> <ol style="list-style-type: none"> 1. Each month there will be a campus-wide calendar of events along with a monthly newsletter issued with 100% fidelity completed by BHS PBIS team. 2. Purchase and utilize the Parent Square app services to communicate with parents in a more effective manner with 80% implementation by BHS administration and staff. 3. There will be a heightened focus on disseminating information from district-wide meetings and professional development in site staff meetings and PLCs with 80% implementation by BHS administration, department leads, and team leaders. <p>Persons Responsible: BHS Administration, BHS Leadership Team, BHS PBIS Team, BHS Staff</p>	All BHS students	
2.2	<p>Construct culture building activities school wide focusing on positive recognition that will consist of implementing the following with 80% fidelity by BHS administration, PBIS Team, and Attendance, and other team members as needed:</p> <ol style="list-style-type: none"> 1. Certificated/Classified Employee of the Month. 2. PBIS students of the month 3. Attendance awards presented to students who have perfect attendance each month. 4. Attendance awards presented to classrooms with the best attendance rate each month. 5. Home visits for students exemplifying amazing academic, athletic, and behavioral efforts. 6. Implementation of College/Career Class that will address specific social emotional behaviors. 	All BHS students	10,000.00 Title I 1000-1999: Certificated Personnel Salaries Over Contract time cards for attending professional development, site-team meetings, other meetings to review data/collaboration, guest speakers, technology devices & curriculum for site-based social emotional learning, and possible creation of MTSS supports technician 8000.00 Title I

	Persons Responsible: BHS Administration, BHS PBIS Team, BHS Attendance		2000-2999: Classified Personnel Salaries Additional staffing for PBIS supports. 4,883.35 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Cost associated with parent involvement nights and activities 978.59 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Cost associated with parent involvement nights and activities 2,000.00 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Refreshment cost associated with parent involvement nights and activities.
2.3	<p>Barstow High School is committed to preparing all students for the choices, challenges, and opportunities in their futures. To support this mission, Barstow High School representatives have identified the need for Transforming School Culture services.</p> <ol style="list-style-type: none"> 1. School Culture Audit 2. Onsite Professional Development: Transforming School Culture Framework 3. Virtual Coaching for Principals 4. Transforming School Culture Institute 5. Accompanying Resources 6. Transforming School Culture: How to Overcome Staff Division 7. Time for Change: Four Essential Skills for Transformational School and District Leaders <p>RESPONSIBLE PARTIES: BHS ADMINISTRATION, SOLUTION TREE REP, BHS DEPARTMENT LEADS</p>	All BHS students	38,415.50 LCFF Equity Multiplier 5800: Professional/Consulting Services And Operating Expenditures Associated Costs for the professional development with Solution Tree
2.4	<p>Barstow High School will hire an assistant band director to help enhance the BHS music program by providing assistance to our students in our music program. This will ensure that students are receiving additional support to enhance their musical skills.</p> <p>RESPONSIBLE PARTIES: BHS ADMINISTRATION, BUSD CLASSIFIED PERSONNEL OFFICE</p>	All BHS students	60,000.00 Prop 28 AMS 2000-2999: Classified Personnel Salaries Costs associated with the hiring of an assistant Band Director

<p>2.5</p>	<p>Time Cards for instruction include (but are not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts, including folk art, painting, sculpture, photography, craft arts, creative expression, including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.</p> <p>RESPONSIBLE PARTIES: BHS ADMINISTRATION</p>	<p>All BHS students</p>	<p>146,904.00 Prop 28 AMS 1000-1999: Certificated Personnel Salaries Time Card Hours</p>
<p>2.6</p>	<p>Funds will be used to purchase supplies for BHS Arts program. These funds will go directly to support student learning in applied art classes at BHS which includes but is not limited to Drawing and Painting, Ceramics, Music, Photo, Digital Arts.</p> <p>RESPONSIBLE PARTIES: BHS Administration, BHS Art Teachers, BHS Arts Department Lead</p>	<p>All BHS students</p>	<p>51,726.00 Prop 28 AMS 4000-4999: Books And Supplies Costs of supplies for all arts programs</p>
<p>2.7</p>	<p>BHS will provide staff with professional development, including Visible Learning, classroom management, AVID Path training, and math strategies. Our focus will be on providing staff opportunities to enhance their educational needs and better serve our student population.</p> <p>RESPONSIBLE PARTIES: BHS ADMINISTRATION, BHS DEPARTMENT LEADS</p>	<p>All BHS students</p>	<p>72,624.50 LCFF Equity Multiplier 5800: Professional/Consulting Services And Operating Expenditures Training for staff to address educational needs</p>
<p>2.8</p>	<p>BHS will hire an Attendance Liaison to help connect supports with parents and students who are chronically truant. These supports will focus on providing students and parents with solutions to help improve attendance rates.</p> <p>RESPONSIBLE PARTIES: BHS ADMINISTRATION, BUSD CLASSIFIED PERSONNEL OFFICE</p>	<p>All BHS students</p>	<p>70,000.00 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Hiring of new Attendance Liaison to communicate with parents</p>
<p>2.9</p>	<p>BHS will hire an additional Campus Security officer to promote a safe environment for the student population. Our focus will on providing adequate supervision in all areas of the campus. This will help with keeping our students safe and promote a sense of safety around campus.</p> <p>RESPONSIBLE PARTIES: BHS ADMINISTRATION, BUSD CLASSIFIED PERSONNEL OFFICE</p>	<p>All BHS students</p>	<p>80,000.00 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Costs associated with the hiring of new Campus Security Assistant</p>
<p>2.10</p>	<p>BHS will hire two on-site Base School Psychologists for \$145,000, for a total of \$290,000. These psychologists will help provide social/emotional support for students who may need intensive support. They will work with the</p>	<p>All BHS students</p>	<p>290,000.00 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries</p>

	BHS administration to identify students who need this type of support. RESPONSIBLE PARTIES: BHS ADMINISTRATION, BUSD HR DEPARTMENT, BUSD SPED DEPARTMENT		Site Base School Psychologist for two at \$145,000 for a total of \$290.000
2.11	BHS will hire a Board-Certified Behavior Analyst. This will help with providing social/emotional support for students who may need intensive support. The analyst will work with the BHS administration to identify students who need this type of support. RESPONSIBLE PARTIES: BHS ADMINISTRATION, BUSD HR DEPARTMENT, BUSD SPED DEPARTMENT	All BHS students	145,000.00 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries Costs associated with the hiring of Board Certificated Behavior Analyst

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.

The metrics used for this goal were not effective in order to give an accurate picture on the culture of the school. We want to focus on providing a better setting for our students by giving our staff appropriate PLC training focusing on school culture.

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

The funds appropriated for this year met the goals and services described.

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.

We will have a bigger emphasis on providing PLC training for the BHS staff through Solution Tree.

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.

Suspensions

By June 2025, the number of suspensions will be reduced by 5% of the baseline established during the 2023-2024 school year for African American students and decrease in-class referrals for special populations by 10 percent.

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.

Goal 5: Over the course of the next three years, Barstow Unified School District will work to reduce the suspension rate at Barstow High School, Central High School, Barstow STEM Academy, Lenwood Elementary, and Skyline North Elementary. The target groups will be all students, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, White, and Students of Two or More Races.

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.

1. African-American students were 5 times more likely to be suspended than White students; Students with disabilities were 2.3 times as likely to be suspended for a reported incident when compared to students without disabilities.
2. African-American students were 72 percent more likely to receive a suspension for disruption and defiance than White students.
3. BHS special populations are 5 times more likely to be sent out of class for off task behavior.

We believe the drivers causing these needs are the following:

1. Lack of involvement of students in development of school wide goals and students are not explicitly taught the rules and routines of the school.
2. Teachers refer students to the office without attempting classroom interventions first.
3. Lack of differentiated instruction.
4. Teachers lack of implementation of Behavior Implementation Plans.

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
African American student suspension data	African-American students were 5 times more likely to be suspended than White students African-American students were 72 percent more likely to receive a suspension for disruption and defiance than White students.	Reduce African American suspensions by 5 percent
SPED suspension data	BHS special populations are 5 times more likely to be sent out of class for off task behavior.	Reduce SPED suspension data by 10 percent.

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	<p>Co-Develop behavioral expectations with students and administration will monitor implementation through fidelity checklists indicating at least 80% implementation completed and analyzed by the PBIS team monthly.</p> <p>Responsible Persons: TBA (Assistant Principal), TBA (PBIS Chair), PBIS Team.</p>	<p>African American students, Students identified as Two or More Races, Students experiencing Homelessness, Socioeconomically Disadvantaged Students, Students with Disabilities, and all Barstow High School Students</p>	
3.2	<p>Create a behavior intervention checklist within the classroom referrals with 70 percent fidelity in implementation by staff.</p> <p>Responsible Persons: BHS Administration Team, MTSS Lead, MTSS Team</p>	<p>African American students, Students identified as Two or More Races, Students experiencing Homelessness, Socioeconomically Disadvantaged Students, Students with Disabilities, and all Barstow High School Students</p>	
3.3	<p>BHS leadership and administration team will develop a classroom walkthrough platform that will address differentiated instruction by looking at these four elements</p> <ol style="list-style-type: none"> 1. Use of Visuals 2. Use of academic vocabulary 3. Use of scaffolds during the lesson 4. Use of technological applications that will bridge academic content. <p>The platform will be used with 70% implementation and data will be incorporated into team decision making.</p> <p>Responsible Parties: BHS EL & BHS SPED leadership teams, BHS administration</p>	<p>African American students, Students identified as Two or More Races, Students experiencing Homelessness, Socioeconomically Disadvantaged Students, Students with Disabilities, English Learner Students and all Barstow High School Students</p>	
3.4	<p>BHS will hold quarterly professional development on the contents of what a behavior improvement plan is and its impact on the classroom/school environment with all administration and staff.</p> <p>Responsible Parties: BHS SPED Administration, BHS SPED department, BHS School Psychologist, BHS Peer Counselor.</p>	<p>Barstow High School Students</p>	<p>20,000.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Counseling Services for Tier 2-3 MTSS Supports 17,000.00 Title I 1000-1999: Certificated Personnel Salaries</p>

			<p>Over Contract time cards for attending professional development, site-team meetings, other meetings to review data/collaboration, technology devices to support curriculum and instruction 3400.00 Site LCAP 1000-1999: Certificated Personnel Salaries Time cards for PBIS team to meet monthly 22,105.00 Site LCAP 4000-4999: Books And Supplies Supplies related to classroom and school environment.</p>
3.5	<p>BHS will add an additional Assistant Principal to help with our students' academic engagement, with a specific focus on subgroups that need attention. This new assistant principal will work on attendance, MTSS, CTE, and the Master Schedule to ensure that these subgroups are serviced.</p> <p>Responsible Parties: BHS Principal, District Office</p>	<p>African American students, Students identified as Two or More Races, Students experiencing Homelessness, Socioeconomically Disadvantaged Students, Students with Disabilities, and all Barstow High School Students</p>	<p>155,000 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries Costs associated with hiring new assistant principal</p>
3.6	<p>BHS will add a Dean of students to help with our students' academic engagement, with a specific focus on subgroups that need attention. This new assistant principal will work on attendance, MTSS, CTE, and the Master Schedule to ensure that these subgroups are serviced.</p> <p>Responsible Parties: BHS Principal, District Office</p>	<p>All BHS Students</p>	<p>145,000.00 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries Costs associated with hiring new Dean of Students</p>
3.7	<p>Barstow High School will hire a Wellness Certificated staff member to oversee our Wellness Center program. This program is meant to support student who are experiencing social/emotional and behavioral issues. This person will provide guidance to students on methods on how to deal with issues they face at school or with their peers.</p> <p>Responsible Parties: BHS Principal, District Office</p>	<p>All BHS Students</p>	<p>96,000.00 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries Costs of hiring Wellness Certificated Staff member to supervise 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.

This school year, there has been a strong focus on working with students and addressing discipline issues by using alternative methods of correction. This has led to a reduction in the number of suspensions issued. Our current suspension data indicates that students are being suspended less for minor infractions, and our restorative practices have significantly decreased the number of physical altercations on campus. The introduction of our Wellness Center has been instrumental in addressing behavioral issues with students in an environment specifically designed to provide effective social tools for our students to utilize.

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

We are working to ensure that we provide the funding necessary to support training for staff and for our PBIS initiative. This school year, these funds were partially used, and the focus for the next school year will be to use all of the funds effectively.

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.

With our current approach, BHS would like to continue to use similar goals and objectives as the last school year to provide the financial support needed to run an effective PBIS system.

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.

English Learner Progress

By June 2024, increase EL reclassification by 5-10% for the 2024-2025 school year.

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 4: Over the course of the next three years, Barstow Unified School District will work to increase student achievement on the CAASPP ELA and math scores as well as English Learner progress indicator scores at Barstow High School, Barstow Junior High School, Cameron Elementary, Henderson Elementary, Lenwood Elementary, Montara Elementary, and Skyline North Elementary. The target groups will be all students and in particular English Learners, Foster Youth, Homeless, Students with Disabilities, African American, Socioeconomically Disadvantaged, Hispanic, White, and Students of Two of or More Races.

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.

1. Improved performance is needed on ELPAC test for ELL level 3-4 students to be reclassified
2. There needs to be a continued focus on accurate placement of EL 1-4 students in BHS newly created ELD program.
3. There needs be a dedication of efforts between the ELD and English department to create Iready benchmarks that our EL students can have success with

The drivers causing these needs are:

1. Lack of school wide focus on differentiated instruction strategies to support EL students with content acquisition.
2. Not a consistent focus from BHS counseling to accurately place students in correct ELD classes
3. There is no congruency between ELD and English department in developing common formative Iready benchmarks where our EL population can have success

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
ELPAC TEST	ELPAC Passage Rate	Increase ELPAC Passage Rate by 7-10% for our Level 3 students

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	<p>BHS will restructure its systems for success in order for more level 4 EL students to pass ELPAC assessment. These measures will consist of the following:</p> <ol style="list-style-type: none"> 1. Set up defined procedures for identifying EL level 3 students with specific test taking strategies so that they can pass the ELPAC assessment 2. Create a school wide platform for differentiated instruction strategies that the BHS staff understands and acknowledges is for the benefit of all BHS students. 3. Set up assessment structures where ELD teacher and English department set up already common formative assessment benchmarks that the BHS EL students could experience potential success. <p>RESPONSIBLE PARTIES: BHS ADMINISTRATION TEAM, ELD COORDINATORS, BHS ENGLISH DEPARTMENT</p>	Barstow High School Students	<p>12877.00 Site EL LCAP 2000-2999: Classified Personnel Salaries Extension of 3.75 hour EL paraeducator to 6.25 hours to better support EL program needs at BHS</p>
4.2	<p>BHS will hire a Bilingual Parent Liaison to help establish communication lines with our Spanish speaking parents. This ensures that BHS builds a bridge with our non-English parents and make them feel part of the school community.</p> <p>RESPONSIBLE PARTIES: BHS ADMINISTRATION, BUSD CLASSIFIED PERSONNEL OFFICE</p>	All Barstow High School Students	<p>70,000.00 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Costs with associated with hiring a Bilingual Parent Liaison</p>
4.3			
4.5			
4.16			

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.

The EL Department continued to work with EL students to work on strategies that will improve test scores for students to be reclassified. There has been an emphasis on providing more smaller group settings for these students and provide more help in the general classroom setting.

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

We were not able to implement the expansion of the hours for the para position.

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.

We will make the adjustments to the para position and implement new supplementary curriculum to enhance the learning experience for students.

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	\$200,059.12
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,487,644.12
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	\$192,197.18
Title I Part A: Parent Involvement	\$7,861.94

Subtotal of additional federal funds included for this school: \$200,059.12

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 (\$)
LCFF Equity Multiplier	\$1,931,540.00
Prop 28 AMS	\$258,630.00
Site EL LCAP	\$12,877.00
Site LCAP	\$84,538.00

Subtotal of state or local funds included for this school: \$2,287,585.00

Total of federal, state, and/or local funds for this school: \$2,487,644.12

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
LCFF Equity Multiplier	1,931,540.00
Prop 28 AMS	258,630.00
Site EL LCAP	12,877.00
Site LCAP	84,538.00
Title I	192,197.18
Title I Part A: Parent Involvement	7,861.94

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,809,732.00
2000-2999: Classified Personnel Salaries	305,760.35
4000-4999: Books And Supplies	219,611.77
5000-5999: Services And Other Operating Expenditures	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	150,540.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Equity Multiplier	1,581,000.00
2000-2999: Classified Personnel Salaries	LCFF Equity Multiplier	220,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Equity Multiplier	130,540.00
1000-1999: Certificated Personnel Salaries	Prop 28 AMS	146,904.00
2000-2999: Classified Personnel Salaries	Prop 28 AMS	60,000.00
4000-4999: Books And Supplies	Prop 28 AMS	51,726.00

2000-2999: Classified Personnel Salaries	Site EL LCAP	12,877.00
1000-1999: Certificated Personnel Salaries	Site LCAP	35,328.00
4000-4999: Books And Supplies	Site LCAP	49,210.00
1000-1999: Certificated Personnel Salaries	Title I	46,500.00
2000-2999: Classified Personnel Salaries	Title I	8,000.00
4000-4999: Books And Supplies	Title I	117,697.18
5800: Professional/Consulting Services And Operating Expenditures	Title I	20,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	4,883.35
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	978.59
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	965,730.18
Goal 2	980,531.94
Goal 3	458,505.00
Goal 4	82,877.00

School Site Council Membership

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

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

Name of Members	Role
Rafael Navarro	Principal
Maria Mendoza	Parent or Community Member
Andreeh Morgan	Parent or Community Member
Sonia Cramer	Parent or Community Member
Timothy Brinkley	Classroom Teacher
Robert Imbriani	Classroom Teacher
Aliyah Martinez	Secondary Student
James Butler	Classroom Teacher
Priscilla Ochoa	Secondary Student
Daneille Buenrostro	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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 5/23/2023.

Attested:



Principal, Rafael Navarro on 5/29/24



SSC Chairperson, Daneille Buenrostro on 5/29/24