



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Central High School	36 67611 3630712	May 8, 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 Central High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
 Comprehensive Support and Improvement

The purpose of the Central High School Plan for Student Achievement (SPSA) provides information on the funding allocation, programs, resources, and services for our students. The SPSA includes areas of strength and addresses areas in need of improvement to support student academics, social-emotional learning, and behavioral supports.

Central High School has been identified as continued Comprehensive Support and Improvement (CSI) status for low graduation rate for the 2024-2025 school year.

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 Central High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

The purpose of the Central High School Plan for Student Achievement (SPSA) provides information on the funding allocation, programs, resources, and services for our students. The SPSA includes areas of strength and addresses areas in need of improvement to support student academics, social-emotional learning, and behavioral supports.

Central High School has been identified as continued Comprehensive Support and Improvement (CSI) status for low graduation rate for the 2024-2025 school year.

Central High School is a continuation school in the community of Barstow that serves students who are highly deficient in credits and are in danger of not graduating within their scheduled four-year period. CHS and its staff do whatever is possible to help these students catch up on their credits and get them back on track to meet their graduation requirements or have the opportunity to return to their home school (Barstow High School). Our approach at Central High School is to ensure that each student sets goals, is capable of earning credits and has the support needed to accomplish this goal.

At CHS, we face challenges, such as students who are far behind in credits, students with attendance issues, and lack of parent participation. However, those concerns are ones we are facing head-on. Our attendance rate is slowly improving as we take steps and set up supports that will hopefully help us increase next school year. We are also focusing on finding ways to include our parents and other Educational Partners in being part of our school culture here at Central High School.

Our goals for the 24-25 school year will continue to be aligned with our district's Local Control and Accountability Plan and WASC with the primary purpose of exiting Comprehensive Support and Improvement Status. Our focus will center on improving our graduation rate and preparing our students for life past high school by building connections with the local community colleges or industry partners that provide long-lasting career opportunities.

Educational Partner Involvement

How, when, and with whom did Central 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

Central High School is committed to ensuring that our collaboration with all of our Educational Partners in the creation and continuous revision of CHS's SPSA plan is one that every one of our Educational Partners can contribute and have significant input in. This includes CHS staff, parents, students, other community members, the BUSD school board, and the district administrative team. Together, we commit to having a clear and coherent process in developing and revising the SPSA plan with input from our students and parents through School Site Council and ELAC meetings. Our goal at CHS is to align our SPSA goals with our WASC goals and the district LCAP goals to be as close as possible to give our school a clear and direct vision. At CHS, we are aware that we are not able to achieve our goals or have a sense of direction without the participation and input of our Educational Partners. We look forward to implementing PIQE in the 2024-2025 school year to improve and enhance our connections with our community and Educational Partners.

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.

The 2022-2023 school year dashboard graduation rate was 50.6%. This was a decrease of 11.7%. This school year, the requirement is a total of 220 credits. CHS will strive to support an upward trend in its graduation rates through the strategies discussed in the Goal(s) portion of this document.

It must be mentioned that the leadership team of Central High School feels that the graduation rate metric is misleading as a stand-alone measurement of school success. Central High School often enrolls students in their fourth year of high school but are 2-3 years behind in credits. Although CHS continues to provide students with an excellent chance of graduation, making up 2-3 years of credits in 1 year is a daunting, very nearly unachievable task. The leadership team of CHS places more emphasis on simply graduating, which often is in and of itself a significant victory, rather than when they graduate. CHS opens its doors to all students and works diligently with each of them to graduate despite a cornucopia of student challenges, such as living conditions, dubious family dynamics, and severe socioeconomic conditions. All of the factors above are only exacerbated by the Distance Learning format that was necessary during the COVID situation that put many of our current students, including 10th and 11th graders. The students that transfer to CHS are in desperate need of finding ways to help them recover the credits they are missing. Still, CHS is very proud of its efforts to support student success and the students who take advantage of their opportunities and find that success.

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.

Suspension Rate and graduation rate.

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.

Central High student groups are generally less than 11 students, so data is not displayed for privacy. Socioeconomically disadvantaged group is 188.1 points below standard for ELA, 260 points below standard for Math and 24.7% prepared for college and career indicator.

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 Central 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%	%		0	
African American	25.20%	30.43%	29.73%	31	28	22
Asian	1.63%	0%	%	2	0	
Filipino	%	0%	%		0	
Hispanic/Latino	52.85%	51.09%	54.05%	65	47	40
Pacific Islander	%	0%	%		0	
White	13.01%	11.96%	14.86%	16	11	11
Multiple/No Response	7.32%	6.52%	1.35%	9	6	1
Total Enrollment				123	92	74

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	5		1
Grade 10	5	1	
Grade 11	38	26	16
Grade 12	75	65	57
Total Enrollment	123	92	74

Conclusions based on this data:

- Demographics for the 2022-2023 school year showed we had a slight decrease in our student population. This is in part to losing two programs from our site this school year. Both, School of Opportunity and SUCCESS were outsourced by the district and given to the county to run.
- Grade demographics for the 2022-2023 school year are as follows: grade 10 - 1 (1%); grade 11 - 26 (28%); and grade 12 - 65 (70%). It has to be taken into consideration that these numbers were from our census day in October, and our student population has increased a bit throughout the school year.
- Ethnicity demographics for the 2022-2023 school year are as follows: Hispanic/Latino - 47 (51%); Native American - 0 (0%); Asian - 0 (0%); Black/ Afr. Amer. - 28 (30%); Pac. Islander - 0 (0%); White - 11 (12%); and Multiple - 6 (7%). Our demographic percentages were very similar to the 2021-2022 school year, even though our overall population was down compared to last year. We had a decline in the overall number of African American students

attending CHS, but the percentage drop was only 3 points, from 33% to 30%. All of our other percentages numbers were comparable to the previous school year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	14	10	8	6.60%	11.4%	10.8%
Fluent English Proficient (FEP)	14	6	4	8.10%	11.4%	5.4%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. Our EL population saw a decline from the 2021-2022 school year to our current year. Our total EL student population decreased from 14 to 10 this school year.
2. Fluent English Proficient (FEP) students enrolled at CHS saw a decrease in enrollment. For the 2022-2023 we have 6.5% of our EL population as FEP students. This decline was after a year of growth. It is difficult to predict the growth of our FEP students, as students in CHS may be here for just one year due to graduation status, a return to the comprehensive site, or moving out of the district.
3. No Reclassified Fluent English Proficient students were enrolled at CHS in the 2022-2023 school year. This has been a 3-year trend for CHS.

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	62	67	47	24	63	41	22	63	41	38.7	94.0	87.2
All Grades	62	67	47	24	63	41	22	63	41	38.7	94.0	87.2

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 11	2460.	2460.	2448.	0.00	1.59	2.44	18.18	6.35	9.76	27.27	26.98	17.07	54.55	65.08	70.73
All Grades	N/A	N/A	N/A	0.00	1.59	2.44	18.18	6.35	9.76	27.27	26.98	17.07	54.55	65.08	70.73

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	*	4.76	7.32	*	46.03	41.46	*	49.21	51.22
All Grades	*	4.76	7.32	*	46.03	41.46	*	49.21	51.22

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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	*	0.00	2.44	*	31.75	29.27	*	68.25	68.29
All Grades	*	0.00	2.44	*	31.75	29.27	*	68.25	68.29

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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	*	6.35	2.44	*	66.67	58.54	*	26.98	39.02
All Grades	*	6.35	2.44	*	66.67	58.54	*	26.98	39.02

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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	*	1.59	0.00	*	61.90	48.78	*	36.51	51.22
All Grades	*	1.59	0.00	*	61.90	48.78	*	36.51	51.22

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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.
The overall participation percentage rate for students in all testing grades decreased in 22-23 to 87.2%
2. Overall students meeting or exceeding standard was 12.2%.
3. The listening domain had the most students score above or near standard. Reading, writing, and resarch/inquiry are three areas of improvement.

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	62	67	47	28	62	41	27	62	41	45.2	92.5	87.2
All Grades	62	67	47	28	62	41	27	62	41	45.2	92.5	87.2

* 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 11	2432.	2400.	2399.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.61	2.44	100.0	98.39	97.56
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.61	2.44	100.0	98.39	97.56

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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	*	0.00	0.00	*	9.68	4.88	*	90.32	95.12	
All Grades	*	0.00	0.00	*	9.68	4.88	*	90.32	95.12	

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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	*	0.00	0.00	*	45.16	43.90	*	54.84	56.10
All Grades	*	0.00	0.00	*	45.16	43.90	*	54.84	56.10

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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	*	0.00	0.00	*	51.61	51.22	*	48.39	48.78
All Grades	*	0.00	0.00	*	51.61	51.22	*	48.39	48.78

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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.
The 2022-2023 participation was 87.2%.
2. No students exceeded or met standard. 2.44% of students nearly met standard.
3. In Problem Solving and Communicating reasoning students scored 51.22% at or near standard.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*	*	*	*	*	*	*	*	5	*	4
12		*	*		*	*		*	*	4	5	*
All Grades										10	9	6

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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
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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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
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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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
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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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	
11	*	*	*	*	*	*	*	*	*	*	*	*	
12		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	

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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	
11	*	*	*	*	*	*	*	*	*	*	*	*	
12		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	

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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	
11	*	*	*	*	*	*	*	*	*	*	*	*	
12		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	

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
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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.

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
92	77.2	10.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Central 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	10	10.9
Foster Youth		
Homeless	1	1.1
Socioeconomically Disadvantaged	71	77.2
Students with Disabilities	9	9.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	30.4
Hispanic	47	51.1
Two or More Races	6	6.5
White	11	12

Conclusions based on this data:

- The student population data for the 2022-2023 school year is as follows:

Total Enrollment - 92	Socioeconomically Disadvantaged - 77%	English Learners - 10.9%
Foster Youth - 0%	Homeless - 1%	Special Education (students w/disabilities) - 9.8%

Hispanic/Latino - 51.1% American Indian/Alaskan - 0% Asian - 0% African American - 30%
Native Hawaiian/Pacific Islander - 0% White (non-Hispanic) - 11.9% Two or more races - 6%

2. The enrollment numbers from the 2021-2022 to the 2022-2023 school year show a decrease in our student population from 123 to 92. This is due in part to losing the School of Opportunity and SUCCESS programs to the county. Our percentages in our ethnic population have maintained similar percentages as in previous years.
3. In our student groups, we had a drop-off in our Socioeconomically Disadvantaged student group going from 84.6% to 77% percent. Our special education student population also dropped from 13.8% to 9%. And our Homeless population dropped from 7.3% to 1%. Only our EL student population maintained similar numbers this school year.

School and Student Performance Data

Overall Performance






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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  Red	Suspension Rate  Red
Mathematics  No Performance Color	Chronic Absenteeism  No Performance Color	
College/Career Low		

Conclusions based on this data:

- Currently, the Graduation Rate for Central High School stands at 50.6%. This is viewed as a "Very Low" performance rate on the CDE Dashboard.
- Our priority is to improve our graduation rate and make it our number one goal for our upcoming school plan. Unfortunately, we are predicting that our graduation rate will be lower in the 23-24 school year since our current seniors have to complete the required 220 credits instead of the 130 credits that last year's seniors had to earn

-
-
3. We are aiming for at least a 15% improvement in our graduation rate for the 2023-2024 school year. CHS is implementing strategies that will help address this issue and help improve the number of graduating seniors. We are looking to add supports for teachers by adding additional Professional Development for Project Based Learning strategies and implementing direct instruction by all teachers.

School and Student Performance Data

Academic Performance English Language Arts

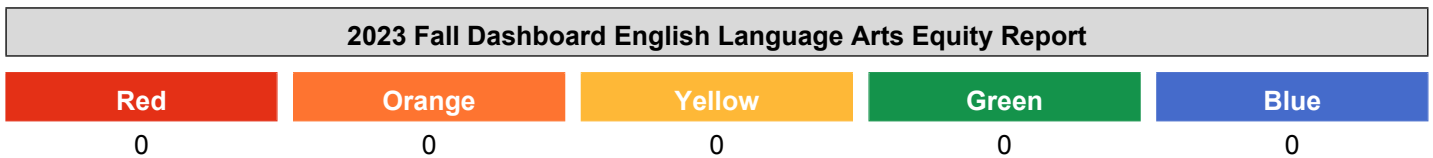
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This section provides number of student groups in each level.



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		
All Students No Performance Color 185.2 points below standard Decreased Significantly -60.4 points 20 Students	English Learners Less than 11 Students 4 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 0 Students	Socioeconomically Disadvantaged 188.1 points below standard Decreased Significantly -60.4 points 17 Students	Students with Disabilities Less than 11 Students 2 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 10 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 4 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
Less than 11 Students 4 Students	Less than 11 Students 0 Students	179.2 points below standard Decreased Significantly -58.7 points 17 Students

Conclusions based on this data:

- The all student group was 185.2 points below standard, which was a decrease of 60.4 points.
- In the year 2022-2023, 20 students tested in ELA.

School and Student Performance Data

Academic Performance Mathematics

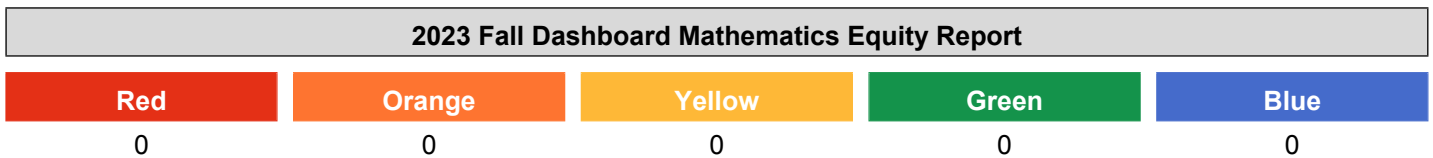
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This section provides number of student groups in each level.



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		
All Students  No Performance Color 250.6 points below standard Decreased Significantly -29 points 20 Students	English Learners Less than 11 Students 4 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 0 Students	Socioeconomically Disadvantaged 260 points below standard Decreased Significantly -34 points 17 Students	Students with Disabilities Less than 11 Students 2 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 10 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 4 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
Less than 11 Students 4 Students	Less than 11 Students 0 Students	260.3 points below standard Decreased Significantly -39.2 points 17 Students

Conclusions based on this data:

- The all student group was 250.6 points below standard, which was a decrease of 29 points.
- In 2022-2023, 20 students tested in Math.

School and Student Performance Data

Academic Performance English Learner Progress

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

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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

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 6 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
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Conclusions based on this data:

1. For the 2022-2023 ELPAC, two students were at level 4, three students were at level 2L, and one student was at level 1.
2. We had one students reclassify for the 2023-2024 school year.

School and Student Performance Data

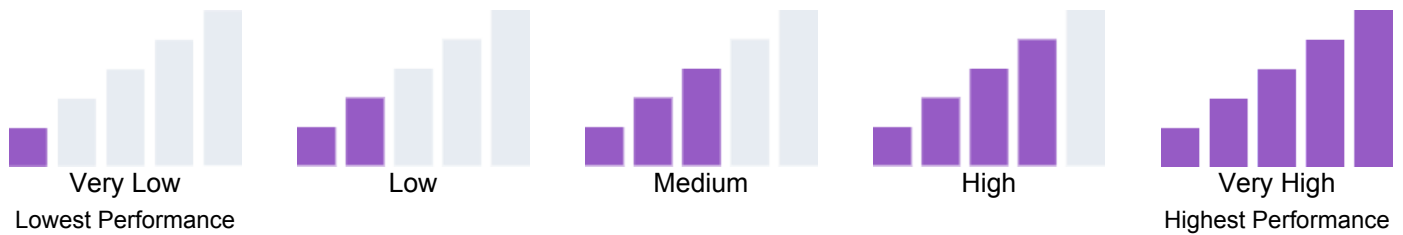
Academic Performance College/Career Report

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.

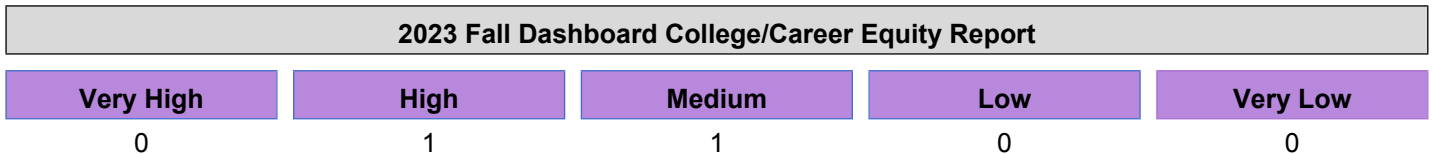
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

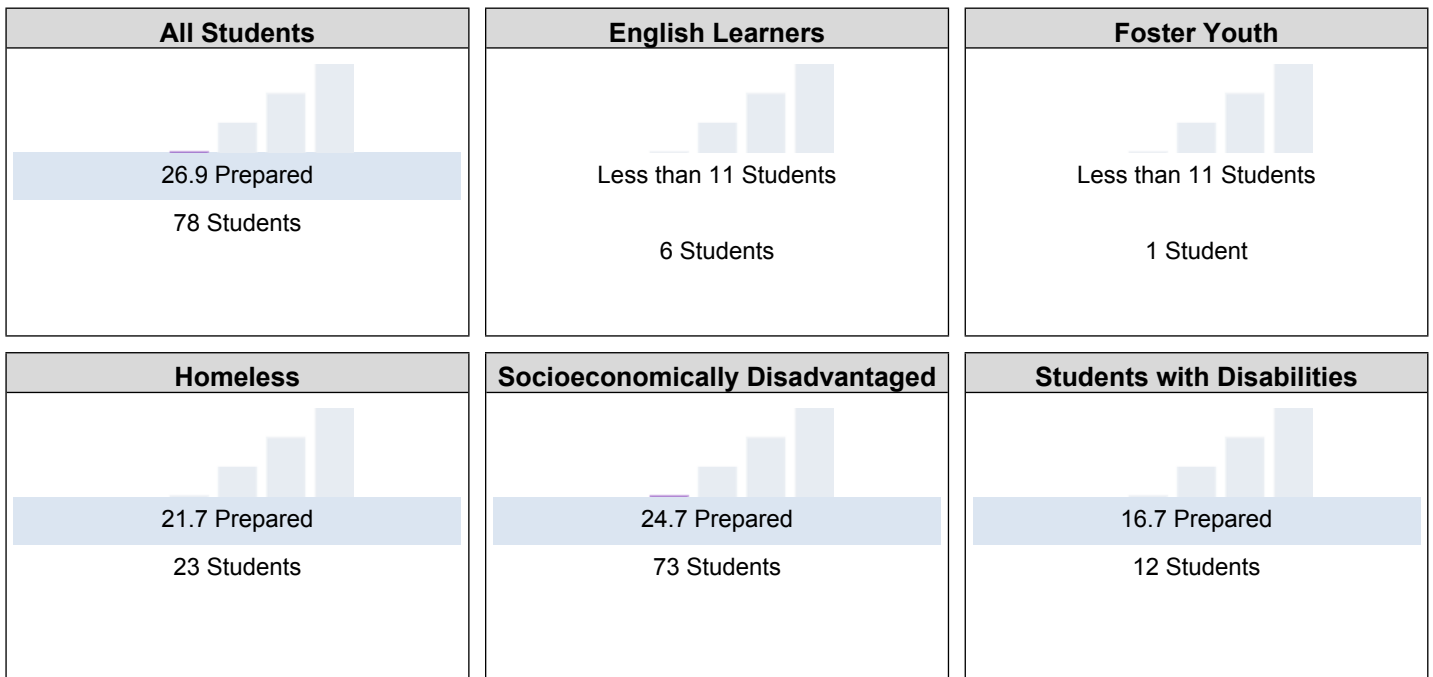


This section provides number of student groups in each level.

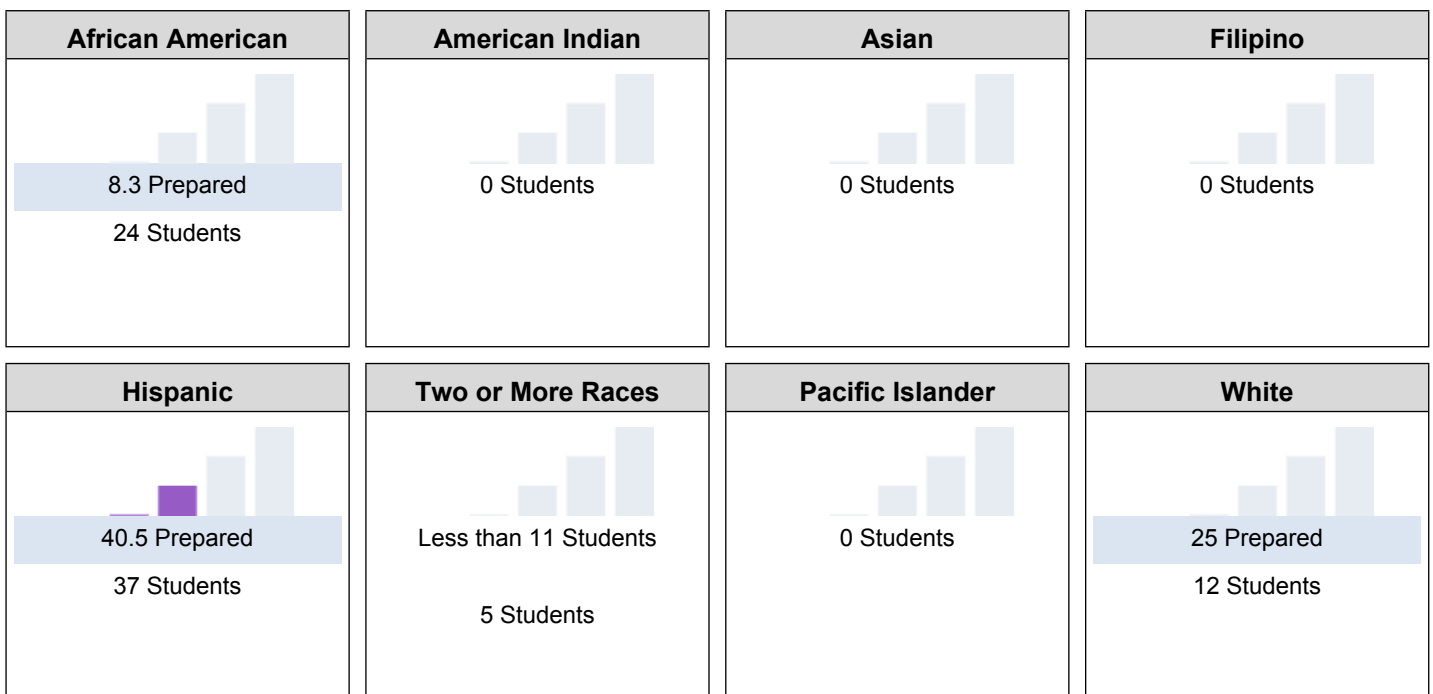


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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. For the 2022-2023 school year CHS had one student group in the high level and one student group in the medium level.
2. The hispanic student group was in the medium level.
3. The all student group is 26.9% prepared.

School and Student Performance Data

Academic Engagement Graduation Rate

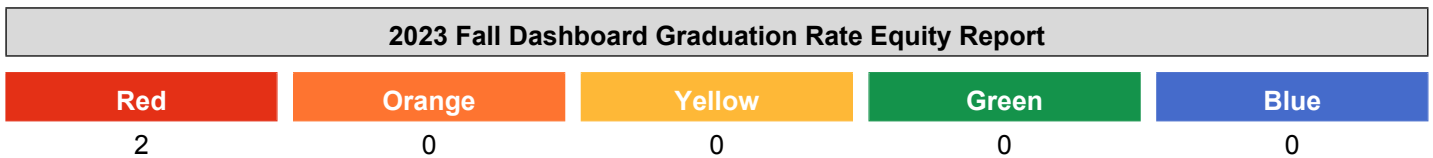
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This section provides number of student groups in each level.



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															
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td> Red</td> </tr> <tr style="background-color: #d9e1f2;"> <td>50.6% graduated</td> </tr> <tr> <td>Decreased Significantly -11.7</td> </tr> <tr> <td>79 Students</td> </tr> </tbody> </table>	All Students	 Red	50.6% graduated	Decreased Significantly -11.7	79 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>7 Students</td> </tr> </tbody> </table>	English Learners	Less than 11 Students	7 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	1 Student		
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Homeless															
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74 Students															
Students with Disabilities															
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Decreased Significantly -15.4															
13 Students															

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>33.3% graduated</p> <p>Decreased Significantly - 34.5</p> <p>24 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>63.2% graduated</p> <p>Increased Significantly 6.3</p> <p>38 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>50% graduated</p> <p>12 Students</p>

Conclusions based on this data:

1. The 2022-2023 graduation rate was 50.6% which was a decrease of 11.7%.
2. The Hispanic student group increased 6.3%.
3. All other student groups decreased in graduation rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

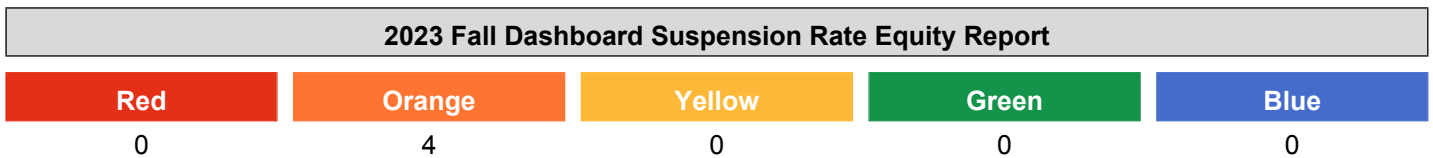
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This section provides number of student groups in each level.



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>  <p>Red</p> <p>6.9% suspended at least one day</p> <p>Increased Significantly 6.9 160 Students</p>	<p>English Learners</p> <p>7.1% suspended at least one day</p> <p>Increased 7.1 14 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 1 Student</p>
<p>Homeless</p> <p>9.1% suspended at least one day</p> <p>Increased 9.1 11 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>5.6% suspended at least one day</p> <p>Increased 5.6 142 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>5.9% suspended at least one day</p> <p>Increased 5.9 34 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 7.8% suspended at least one day Increased 7.8 51 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.3% suspended at least one day Increased 5.3 75 Students	Less than 11 Students 10 Students	 No Performance Color 0 Students	8.3% suspended at least one day Increased 8.3 24 Students

Conclusions based on this data:

1. In the 2022-2023 school year at least 6.9% of all students were suspended for at least one day.
2. The race/ethnicity with the most suspensions was White with an 8.3% suspended at least one day.
3. The student groups with the most suspensions was the homeless group with a 9.1% 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.

Graduation Rate and Suspension Rate

By June 2025, Central High School will continue to work on improving the graduation rate for its seniors for the 2024-2025 school year. By June 2025, CHS will also have a 5% decrease in its suspension rates for all students across all grade levels.

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.

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.

We believe the drivers causing this need are:

CHS suffers from a lack of elective courses that are offered to our students. We are in a position if we do not have CTE elective course offerings next school year as well, we would be in a position to restore to having outside personnel to help offer elective credit opportunities.

CHS students need support from staff who are in the frame of mind that all students can truly succeed. Making students accountable for their progress towards graduation and with teacher/staff accountability is needed in order to have these students graduate and perform at behavior levels that are acceptable at CHS.

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 CA School Dashboard Graduation Rate	50.6% Graduation Rate, decline of 11.7% 2024 data needed	Increase
2023 CA School Dashboard Suspension Rate	6.9% Suspension Rate, increase of 6.9% 2024 data needed	Decrease 5%

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>Central High School will monitoring students' credit progress for the 2024-2025 school year. This will ensure that students are on track for graduation, with monitoring taking place either weekly or every other week. The Principal has his own weekly spreadsheet, which he uses to keep track of students' total credits. During the meetings, students set weekly and monthly goals to ensure they understand what is required to earn credits.</p> <p>Responsible Persons: Principal, staff, counselor</p>	All students	
1.2	<p>CHS continue partnership with Educators of America to provide Project Based Learning opportunities to all of our staff members. Our goal is to give teachers and para-educators a unique approach to instruction and assessment options in the classroom. We strongly believe that this will be a valuable tool for our students, helping to enhance their critical thinking skills. We are committed to providing the best possible education for our students, and we believe that this program will help us achieve that goal.</p> <p>Responsible persons, Principal, CHS Teachers, and staff, Educators of America</p>	All Students	17450.00 CSI 5800: Professional/Consulting Services And Operating Expenditures Professional Development 500.00 Site LCAP 1000-1999: Certificated Personnel Salaries Additional Time Card Hours 500.00 Site LCAP 2000-2999: Classified Personnel Salaries Additional Time Card Hours
1.3	<p>The principal and the counselor, will be diligently monitoring students' progress. They will make necessary adjustments to schedules and placement, particularly for those students who are significantly behind in credits. To address the issue of credit production, student and parent meetings will be held.</p> <p>Responsible Persons: Principal, Counselor</p>	All students	
1.4	<p>Parents will receive important updates and have the opportunity to communicate with the school through a bi-monthly Principal's Newsletter. The principal will oversee the creation of the Newsletter and conduct One-on-One Intake meetings with all new students and their guardians. Additionally, the principal will provide monthly reports to the School Site Council to keep them informed of current events.</p> <p>Responsible Persons: Principal</p>	All Students	400.00 Site LCAP 4000-4999: Books And Supplies Supplies and materials

1.5	CHS will provide mid-day transportation to students to improve student attendance, especially to students who attend the afternoon sessions. Responsible Persons: Principal, Staff	All Students	39,418 LCFF Equity Multiplier 5000-5999: Services And Other Operating Expenditures Transportation
1.6			
1.7			
1.8	Central High School's principal will maintain the provision of elective credit options for students through the involvement of local Educational Partners. Similar to the previous school year of 2023-2024, CHS will collaborate with community members to offer credit-earning opportunities for its students. Responsible Persons: Principal, Teachers, Staff	All students	1000.00 CSI 4000-4999: Books And Supplies For building and Activity supplies 1062.00 Site LCAP 4000-4999: Books And Supplies For building and Activity supplies
1.10			
1.17			
1.21	Test prep programs and materials for Math	All students	
1.22	Printing Costs	All students	

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.

Throughout the year, our commitment to monitoring student progress has remained steadfast. Regular weekly or bi-weekly meetings with students have become ingrained in our practices. Furthermore, the principal has consistently penned and shared letters every two months, fostering transparency and communication via our school's website. Moreover, teachers have had the opportunity to collaborate with Educators of America, enriching their skills in delivering Project-Based Learning to our students.

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

There were no differences

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're aiming for a significant improvement by extending transportation services to cover all sessions for our students. Presently, our bus schedule only accommodates morning drop-offs at 7:05 a.m. and afternoon pickups at 2:19 p.m. However, with Central High School operating two sessions—from 7:15 a.m. to 10:32 a.m. and from 11:02 a.m. to 2:19 p.m.—our current arrangement fails to address mid-day transportation needs.

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 Achievement

By June 2025, the proficiency level on benchmarks will increase by 10% as a means of increasing the proficiency level on the CAASPP for ELA and Math from the 2023-2024 CAASPP 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.

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

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.

All Central High School-identified student groups continue to score in the Red percentiles on the California Student Assessments in both Mathematics and ELA.

We believe the drivers for this problem are:

- (1) CHS students enroll at our school several years back in their English and Math skills. They have learning gaps that they have to be improved on to make significant gains.
- (2) Poor attendance patterns.
- (3) Lack of meaningful interventions that can make a difference in students' scores.

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
2022-2023 CAASPP Scores	ELA - 12.2% Met or Exceeded standard, 17.07% Nearly Met Standard, 70.73% Not Met Standard Math - 0% Met or Exceeded standard, 2.44% Nearly Met Standard, 97.56% Not Met Standard	For the 2024-2025 school year, CHS will improve to 10% proficiency in a mathematics and English Language Arts on the CAASPP.

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>Our teachers are dedicated to implementing the ELA & ELD curriculum with direct, explicit instruction, inquiry, technology, and exploration strategies. This approach will improve student achievement and help more students meet or exceed CAASPP standards. Our progress toward this goal will be assessed through periodic benchmark assessments during the 2023-2024 school year, when appropriate. We are committed to helping our students succeed and achieve their fullest potential.</p> <p>Responsible Persons: Principal, will coordinate in conjunction with the ELA/ELD teacher and ELD paraeducator.</p>	All students, and ELD students.	2329.41 Title I 1000-1999: Certificated Personnel Salaries See professional development
2.2	<p>Innovative programs and instructional training opportunities will be researched throughout the 2024-2025 school year; engaged in; and implemented by the ELA/ELD teacher and the ELD para-educator with Principal, coordinating. The indicator will be the actual implementation of said innovative programs and strategies during the 2024-2025 school year.</p> <p>Responsible Persons: Principal, ELD and ELA teacher, ELA Para Educator.</p>	All students, and ELD students.	2854.00 Title I 5000-5999: Services And Other Operating Expenditures Provide staff development in various classroom strategies to help with improvement of students reading & writing in ELA 3084 Prop 28 AMS 1000-1999: Certificated Personnel Salaries Materials and Supplies
2.3	<p>CHS will embed math and reading intervention to English and Math classes. Intervention will include the use of Renaissance and iReady.</p> <p>A math intervention teacher will be added to provide students math intervention courses.</p> <p>A full-time intervention paraeducator will be added to provide support to students in ELA and math.</p> <p>Responsible Persons: Principal, Teachers, Paraeducators</p>	All students, but specifically 11th grade students	6000.00 CSI 5000-5999: Services And Other Operating Expenditures Renaissance contract 5000.00 CSI 4000-4999: Books And Supplies Updating school library to support student reading 4358.00

			Title I 4000-4999: Books And Supplies Technology 75,000.00 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries Math Intervention Teacher 36,000.00 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Full-time paraeducator
2.4	Central High School will provide a stipend to a teacher to support students who want to participate in the Dual-Enrollment program with Barstow College. Success will be measured by student pass rate provided by Barstow Community College. Responsible Persons: Principal, Teacher	All students	12336.00 Prop 28 AMS 1000-1999: Certificated Personnel Salaries Certificated Stipend
2.5	CHS will provide an extended 30 minute period on Wednesdays to help students with college readiness, tutoring, clubs, and SEL. Benefit of the program will be measured by the YouthTruth Survey. Responsible Persons: Principal, All teachers, counselor	All students	
2.6			
2.9			

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.

As of now, the CAASPP scores for the 2023-2024 academic year have yet to be disclosed. However, our teachers have initiated the integration of direct instruction methodologies in their classrooms, utilizing bell ringers as a starting point. Our aim is to further amplify the utilization of direct instruction in the coming academic term. Moreover, educators were able to participate in select personal development sessions centered around innovative teaching programs this year, with intentions to expand and enhance these training opportunities in the subsequent year.

Although there were initial plans to implement a math and English intervention program at CHS, unforeseen circumstances, such as the loss of a teacher, hindered the execution of this initiative.

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

None

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.

In the upcoming academic year, we are excited to introduce a homeroom period aimed at fostering a vibrant school culture. This dedicated 20-30 minute session will enrich our students' overall experience without detracting from their educational pursuits. Additionally, we are expanding personal development opportunities for our staff, recognizing the importance of continuous growth and support for our educators. Furthermore, we are proud to announce the creation of a stipend position on our campus, specifically designed to assist students seeking to enroll at BCC by providing additional guidance and support throughout the application process.

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.

Parent Involvement

By June 2025, improve parent participation to support student engagement and learning, including a 10% increase as indicated at sign-in sheets for Back to school Night; Parent Conferences; School Site Council meetings, ELAC meetings, and family engagement activities. By June 2025, CHS daily student attendance will increase its daily student attendance rate by 5% for all its student.

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 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.

We believe the drivers causing this need are:

One of our primary foci for CHS next school is to increase the opportunities for parents to participate and be involved in events that occur on campus. CHS needs to be a place of high interests for students so they are wanting to be here at school on a daily basis.

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
Title 1 and LCAP Parent Surveys, Monthly attendance reports, student surveys, Saturday School, SART and SARB participation results	2024-2025 Parent Surveys, parent attendance numbers. monthly attendance reports, Student attendance will be compared on a monthly basis with the date of 2023-2024.	For the 2024-2025 school year show an Increase in parent knowledge of school activities and involvement. Increase parent completion of Title 1 survey by 10%. Increase Parent Involvement with and at school activities. CHS wants to improve its monthly student attendance by 5% for the 2023-2-24 school year.

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
<p>3.1</p>	<p>Central High School will increase parent participation in school governance through SSC and ELAC.</p> <p>There will be a 10% increase as indicated on sign-in sheets for Back to School Night; Parent Conferences; School Site Council meetings; and ELAC meetings.</p> <p>Responsible Persons: Principal, Admin Assistant, Teachers</p>	<p>All students</p>	<p>500.00 Site LCAP 5000-5999: Services And Other Operating Expenditures Refreshments, appropriate copies, surveys, and supplies for meetings</p>
<p>3.2</p>	<p>Central High School will organize family nights and various events that are fun and educational to support parents' opportunities to interact with their children and school personnel and teachers.</p> <p>Success can be measured by the effective planning and execution of these activities. Furthermore, student motivation and increased attendance can result in better academic performance, not only in the mandatory graduation courses but also in various other opportunities for student achievement.</p> <p>Responsible Persons: Principal, teachers, support staff</p>	<p>All students</p>	<p>500.00 Site LCAP 5000-5999: Services And Other Operating Expenditures Parent Involvement 452.27 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Activities and supplies to organize.</p>
<p>3.3</p>	<p>The Principal or Counselor will hold one-on-one Intake meetings with all new students and the student's parent(s)/guardian. No student starts classes at Central High School in the absence of this Intake Meeting with the Principal. This serves to break down preconceived barriers that might otherwise hinder the all important home and school relationship that is needed to effectively and efficiently support student success.</p> <p>Responsible Persons: Admin Assistant, Principal, counselor</p>	<p>All students</p>	
<p>3.4</p>	<p>CHS will participate in PIQE (Parent Institute for Quality Education) as a mean to create parent connections with the school. This will allow for parents to better understand the educational process that occurs on site, and help their students at home. PIQE is a national organization with evidence-based programs that engage, empower and transform parents to actively engage in their children's education and strengthen parent-school collaboration. CHS plans to use this a platform to build and foster these School-Parent relationships.</p>	<p>All Parents</p>	<p>6537 CSI 5000-5999: Services And Other Operating Expenditures PIQE - Using 2022-2023 CSI funds</p>

	Responsible Persons: Principal, Counselor		
3.5	<p>CHS will provide an Incentive Program for students to decrease tardy situations and/or improve attendance; incentives and awards for engaging in making up attendances; incentives for Saturday School attendance; items and awards for the Central High School Holiday Student Reward Auction; and weekly awards.</p> <p>Indicators will be the reduction in suspensions for the 2023-2024 school year by 5%, an increase in overall attendance rates for the same time period by 5%, and an increase in graduation rates for the 2023-2024 school year of 15%.</p> <p>Responsible Persons: Principal, all staff</p>	All students	<p>4,000.00 Site LCAP 4000-4999: Books And Supplies Incentives and Rewards 2082.00 CSI 4000-4999: Books And Supplies Incentives and Rewards</p>
3.6	<p>Central High School will continue to utilize the A2A system to support and monitor overall student attendance rates (most specifically at-risk students) to enhance the school's ability to address attendance challenges and to ensure improvement. This will also help coordinate our SART meetings for students that we see building a habit of being absent.</p> <p>The indicator will be the increase of overall student attendance rates by 5% during the 2024-2025 school year.</p> <p>Responsible Persons: Attendance Assistant, Principal</p>	All students	
3.7	<p>Parent information and communication via a Principal's Newsletter and Intake Meetings with each student and their parent/guardian. The newsletter will take place on a bi-monthly schedule.</p> <p>Responsible Persons: Principal, Counselor</p>	All students	<p>600.00 Site LCAP 4000-4999: Books And Supplies Supplies and materials</p>
3.8	<p>CHS will create social media pages to notify parents of activities planned for the year, month and week.</p> <p>Responsible Persons: Principal, in conjunction with the Yearbook and ASB coordinator.</p>	All students	

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 implementation proceeded smoothly, yet its effectiveness was somewhat limited. Letters penned by the principal were disseminated both physically and digitally, being uploaded onto our website. Despite efforts to steer parents towards our online platform during intake sessions, it appears that there's room for improvement in ensuring consistent engagement with school happenings.

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

There were none

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're enhancing our strategy by introducing a new objective: establishing a presence on social media platforms. Additionally, we hope to double down on our commitment to promoting active parent participation.

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 Language Learners

By June 2025, 35% of Central High School English Language students will improve one level on the ELPAC test.

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.

We believe the drivers causing this need are:

CHS needs to find innovative and effective techniques and strategies to help boost our EL student scores in the ELPAC. Finding ways for our EL students to score higher on their standardized tests and get better grades is a priority for CHS. Intervention strategies will continue to be a part of the support system for these students. CHS will continue to provide the support these students needs by having our EL para-educator work closely with EL students. We will use LCFF Equity Multiplier funds to extend the EL paraeducator hours to full day to provide more support to our EL 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
ELPAC Scores	CHS will use the results of the 2023 ELPAC as a baseline for our goal.	By June 2025, CHS will have a 35% growth for EL students to improve one level on their ELPAC scores.

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	All CHS students, specifically the ELD students, will receive support through SDAIE strategies for designated and integrated instruction regarding front-loaded and scaffolded lessons.	All students but specifically ELD students	321.00 Title I 4000-4999: Books And Supplies

	<p>Indicators will be the observance of SDAIE methods during teacher/classroom observations as performance by principal.</p> <p>Responsible Persons: Principal, All Teachers, EL paraeducator</p>		Supplemental materials for ELD instruction
4.2	<p>For the 2024-2025 school year, the designated EL Para-educator will support all other teachers' instruction to EL students.</p> <p>This will be the responsibility of ELA/ELD teacher and EL Para-educator coordinating an intervention schedule (within the first two weeks of the start of the school year) that supports the needs of mainstreamed (in other classrooms) EL students.</p> <p>Indicators will be the Paraeducator developing a schedule and adhering to it and the classroom observations by principal throughout the school year.</p> <p>Extend EL Paraeducator hours to full-time to support EL students with LCFF Equity Multiplier funds to further support EL students.</p> <p>Responsible Persons: Principal, EL Paraeducator</p>	EL Students, All students	<p>311.00 Site EL LCAP 5000-5999: Services And Other Operating Expenditures ELA teacher to be determined and EL Para-educator 18,000.00 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Extend EL paraeducator hours to full time</p>
4.3	<p>ELAC Meetings</p> <p>DELAC Meetings</p> <p>The ELAC meetings will take place monthly and will be coordinated by the EL coordinator and principal all during the 2024-2025 school year.</p> <p>Responsible Persons: Principal, EL Coordinator</p>	All EL students	<p>200.00 Site EL LCAP 4000-4999: Books And Supplies Refreshments for ELAC meetings 200.00 Site EL LCAP 4000-4999: Books And Supplies Instructional materials for parents</p>
4.4	<p>Professional Development for all Central High School teachers to continue to support their efforts to incorporate SDAIE-type strategies to support EL students.</p> <p>Indicators will be the actual planning and attendance by the staff at Professional training opportunities throughout the school year. Also, the effectuation of the 35% of EL students advancing one level will be the ultimate indicator.</p> <p>Responsible Persons: Principal, EL Coordinator, Staff</p>	All students but most specifically the EL students	<p>2000.00 Site LCAP 1000-1999: Certificated Personnel Salaries Professional Development</p>
4.16			
4.17	<p>The Central High School Counselor, the EL Coordinator, will develop and schedule after-school team building and educational activities for the</p>	ELD students	<p>1194.00 Title I</p>

	<p>families, specifically the parents, of the ELD students.</p> <p>Indicators will be: 50% attendance at the scheduled activities; 35% of EL students will advance at least one level in English proficiency as measured by the ELPAC; and EL students will make a positive contribution to the needed growth of 3% in the overall school-wide student attendance rate</p> <p>Responsible Persons: Principal, EL Coordinator, Counselor, Staff</p>		<p>1000-1999: Certificated Personnel Salaries Counselor</p>
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The execution of the ELAC meetings was highly successful overall. With the addition of a new EL Coordinator/Paraeducator this year, our meetings were effectively facilitated and ensured success. Throughout the year, fruitful discussions were held on the invaluable support the EL Paraeducator provides to teachers. Their adeptness in implementing ELD and SDAIE strategies in the classroom significantly aided both teachers and students, enhancing the learning experience.

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

One notable contrast between our planned implementation and its realization was the issue of attendance for our ELAC meetings. Unfortunately, the turnout for the meetings did not meet our expectations. Moving forward, we will explore strategies to boost attendance, potentially allocating resources from our budget towards incentives or outreach efforts to ensure broader participation.

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.

First off, we're venturing into the realm of social media outreach to better connect with parents, a fresh strategy we believe will significantly boost parental involvement in the coming year. Additionally, we're investing in professional development opportunities for our teachers, specifically focusing on enhancing their skills in teaching ELD students and implementing SDAIE strategies effectively in the classroom. Furthermore, we're excited to expand our array of activities tailored for both ELD students and their parents. To ensure these plans come to fruition, the principal will collaborate closely with the EL coordinator to curate engaging activities that cater to the needs of our EL students and foster stronger community ties.

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	\$11,508.68
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$244,188.68
Total Federal Funds Provided to the School from the LEA for CSI	\$38,069.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
CSI	\$38,069.00
Title I	\$11,056.41
Title I Part A: Parent Involvement	\$452.27

Subtotal of additional federal funds included for this school: \$49,577.68

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	\$168,418.00
Prop 28 AMS	\$15,420.00
Site EL LCAP	\$711.00
Site LCAP	\$10,062.00

Subtotal of state or local funds included for this school: \$194,611.00

Total of federal, state, and/or local funds for this school: \$244,188.68

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
CSI	38,069.00
LCFF Equity Multiplier	168,418.00
Prop 28 AMS	15,420.00
Site EL LCAP	711.00
Site LCAP	10,062.00
Title I	11,056.41
Title I Part A: Parent Involvement	452.27

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	96,443.41
2000-2999: Classified Personnel Salaries	54,500.00
4000-4999: Books And Supplies	19,223.00
5000-5999: Services And Other Operating Expenditures	56,572.27
5800: Professional/Consulting Services And Operating Expenditures	17,450.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	CSI	8,082.00
5000-5999: Services And Other Operating Expenditures	CSI	12,537.00
5800: Professional/Consulting Services And Operating Expenditures	CSI	17,450.00
1000-1999: Certificated Personnel Salaries	LCFF Equity Multiplier	75,000.00
2000-2999: Classified Personnel Salaries	LCFF Equity Multiplier	54,000.00

5000-5999: Services And Other Operating Expenditures	LCFF Equity Multiplier	39,418.00
1000-1999: Certificated Personnel Salaries	Prop 28 AMS	15,420.00
4000-4999: Books And Supplies	Site EL LCAP	400.00
5000-5999: Services And Other Operating Expenditures	Site EL LCAP	311.00
1000-1999: Certificated Personnel Salaries	Site LCAP	2,500.00
2000-2999: Classified Personnel Salaries	Site LCAP	500.00
4000-4999: Books And Supplies	Site LCAP	6,062.00
5000-5999: Services And Other Operating Expenditures	Site LCAP	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	3,523.41
4000-4999: Books And Supplies	Title I	4,679.00
5000-5999: Services And Other Operating Expenditures	Title I	2,854.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	452.27

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	60,330.00
Goal 2	146,961.41
Goal 3	14,671.27
Goal 4	22,226.00

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
David Van Norman	Principal
Michelle Colleoc	Classroom Teacher
Brian Blakley	Classroom Teacher
Amy Bawden	Classroom Teacher
Daisy Lara	Other School Staff
Monica Hurtado	Parent or Community Member
Salita Luna-Bordier	Parent or Community Member
Guadalupe Wrangel	Parent or Community Member
Lucero Lopez	Secondary Student
Garnique Jones	Secondary Student

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


Recommendations and Assurances

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

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

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

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


Signature	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 5/08/2024.

Attested:

	Principal, David Van Norman on 5/08/2024
MH	SSC Chairperson, Monica Hurtado on 5/08/2024