



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Barstow Junior High School	3667611-6098537	May 30, 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 Junior High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Barstow Junior High School's School Plan for Student Achievement (SPSA) is collaboratively developed by the school's elected School Site Council under the leadership of the site principal. This plan will be 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 Barstow Junior High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Barstow Junior High School's School Plan for Student Achievement (SPSA) is collaboratively developed by the school's elected School Site Council under the leadership of the site principal. This plan will be for the 2024-2025 school year.

Barstow Junior High School (BJHS) Hawks (students and staff) SOAR with a focus on Safety, Ownership, Academics, and Respect.

Vision:

The collective vision of Barstow Junior High School is to ensure that our school treats students fairly, equitably, is safe, and maintains an environment conducive to learning (taken directly from BUSD's Statement of Principles). The specific focus of this improvement plan for the 2024-2025 school year following a comprehensive needs assessment by 2023-2024 site staff and School Site Council (SSC) is to create and sustain a school environment where the following goals are met: 1) Student achievement increases (Academics), 2) Parent or guardian and community engagement increases (Ownership), 3) Student attendance improves (Ownership), and 4) Student unwanted behaviors decrease (Safety, Respect).

As part of this school improvement process, the following will be implemented site-wide: First, there will be a transition from the previous PBIS (Positive Behavioral Interventions and Supports) attributes (Honorable, Ambitious, Willing, Kind) to the recently-adopted (voted upon by all willing stakeholders) PBIS attributes: Safety, Ownership, Academics, and Respect, that collectively encompass each of our site improvement goals. Second, to promote overall student ownership and engagement, a house system will be implemented across campus to create close-knit student and staff communities, allow for additional positive recognitions, allow for additional opportunities for peer collaboration and support, and allow for additional strategic intervention and enrichment opportunities that can be built into the school day (advisories by house membership). In addition to these intervention and enrichment opportunities, additional student leadership opportunities will be embedded into the master schedule alongside several new AVID and AVID-exploration courses (Advancement Via Individual Determination) to promote an enhancement of tier I instruction and achievement for all students. Utilizing the advisory periods and additional student leadership structures, certain AVID principles and presentations will be on display for all students. Finally, in advance of the 2024-2025 school year, administration, the PBIS team, and any willing stakeholders will collaborate to develop an updated PBIS staff and student handbook as well as to develop and/or improve a variety of site-wide behavioral matrices and strategic responses to unwanted student behaviors that can be shared with staff and students.

Brief Description of Plan:

Our plan to meet this year's four improvement goals is supported by our School Site Council (SSC) meeting and collaboration process as well as our school-wide Professional Learning Community (PLC) structures. This year, BJHS will continue to prioritize the improvement of tier I classroom instruction. We will do this through research-based collaborative efforts such as administration instructional rounds, instructional leadership mentor systems, expert teacher coaching and modeling efforts, and the regular practice of having data-driven conversations during staff meetings and PLC time. In addition, the goal is to add certain additional support positions (Hawk Wellness teacher, school psychologist) in the hope of more effectively meeting the needs of our tier II and III students who need additional academic, behavioral, and/or social-emotional support than that provided to all students within the tier I program. The goal is to ensure that our BJHS program more adequately supports ALL BJHS students. We will utilize categorical site funds as described in this plan to help us meet these objectives. This document will continue to be a living document, and will be updated as appropriate throughout the year at the prodding and with the approval of our School Site Council (SSC), in collaboration with our English Language Advisory Committee (ELAC).

Educational Partner Involvement

How, when, and with whom did Barstow Junior 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

Barstow Junior High School had an unexpected change in leadership in the middle of February (15th), 2024. At that time, there was not an elected School Site Council (SSC) or an elected and informed English Learner Advisory Committee (ELAC). Immediately, new site leadership began a formal process for recruiting and electing a School Site Council. Site leadership also began planning events to specifically invite and engage as many parents and guardians of English Learners specifically as possible, with the intention of creating a strong ELAC. A School Site Council was fully and formally elected by the beginning of March, 2024. The elected SSC (10 members including the new principal), together with several other stakeholders (students, all staff, community members) participated in a school-wide comprehensive needs assessment process to close out the 2023-2024 school year. In addition, the SSC once elected met formally four times between March 2024, and May, 2024, in order to be fully trained in accordance with state law, and to complete each of the tasks required of SSC teams in Title-I school districts, and with Barstow Unified School District in particular. Together, this elected representative body of stakeholders collectively analyzed a variety of data as part of a comprehensive needs assessment process, set 4 overarching goals for school improvement based on that data analysis, agreed upon a variety of strategies to meet those school improvement goals, and contributed to the creation of this improvement plan which specifically articulates the intention for allocation of available categorical resources to meet those same goals given the site-controlled budget by category of funding. The SSC also reviewed and updated a variety of site-wide community engagement documents. The elected SSC that approved this document is a representative body (principal, three teachers, one non-teacher staff member, five parents). While these SSC members were largely responsible for the bulk of the work, all stakeholders had ample opportunity to participate in the school improvement process alongside their representative SSC members. In addition to elected SSC members, at least one student attended each of the SSC meetings, and at least one additional staff member (sometimes as many as three). In the 2024-2025 school year, the plan is for students elected to serve on ASB (Student Government) to also serve on the SSC. Throughout the school improvement process, SSC agendas, minutes, and actions were shared regularly with all stakeholders via district-approved communication applications, school presentations, and site staff meetings. In addition, agendas for each meeting were posted in the school office at least 72-hours in advance of meetings as well as distributed electronically to all parents, guardians, and staff members via the district-approved communication systems. Stakeholders were provided the opportunity to comment on agendas and/or add to them, and every effort was made to collect as much feedback as possible from any willing stakeholders. Among the data analyzed as a part of this school improvement process were: 1) All available student achievement data (iReady diagnostic improvement scores, most-recent standardized testing scores, and ELPAC achievement information), 2) Dashboard data (all available), 3) Discipline data stripped of identifiers, 4) Available completed stakeholder surveys (Title I- parent and community members, Youth Truth- students) alongside meeting-attendee opinions collected during ELAC and SSC meetings, and 5) Staff opinion statistics following the solicitation of staff feedback either during school improvement needs assessment meetings or during staff meetings. Finally, (6) Ample effort was made to solicit the ideas and opinions of parents and guardians of English Learners specifically as part of the ELAC meeting process. Between February, 2024 and May, 2024, 4 different ELAC meetings were conducted. By the end of May, 2024, 10 parents and/ or guardians of English Learners specifically were approved as members to continue to serve in the upcoming school year (parents and guardians of English Learner students who will be entering 8th grade). These 10 parents expressed that they are collectively committed to continue to inform the school improvement process. By the end of May, 2024, the SPSA was co-constructed by the School Site Council (SSC) and ELAC. Each group was afforded the opportunity to provide feedback and make recommendations. Each body formally approved the frame of the SPSA on May 30, 2024.

Resource Inequities

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

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

Barstow Junior High School will not be in ATSI (Additional Targeted Support and Improvement) or CSI (Comprehensive School Improvement) for the 2024-2025 school year, having just formally exited CSI status. Both terms were reviewed at length with the SSC by the new principal, once it was discovered that certain data were not being properly collected and documented. It is anticipated that this could result in a change of status in the year to come.

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.

Overall RED Performance Color Indicator:

1. Chronic Absenteeism- For 2023, BJHS had a rate of 63.7% chronically absent, an increase of 1% from the previous year, leading to the designated performance color of red overall. In terms of student groups, 5 different student groups were in the red specifically for absenteeism: African American, English Learners, Hispanic, Homeless, Two or More Races, and Socioeconomically Disadvantaged. One group was in the orange: White. One group was in the yellow: Students with Disabilities. No student groups were in the green or blue. All remaining groups had insufficient numbers as to be assigned a performance color. In short, the bulk of students belong to a group that is in the red for attendance, which is evidence of a need for a site-wide focus on attendance improvement. In the coming year, there will be a Student Attendance Review Team (SART), a proper Student Attendance Review Board process (SARB) will be followed with the support of the district, and there will be strategic incentives offered to students through a comprehensive PBIS (Positive Behavior Interventions and Supports) action team to encourage positive attendance. In addition, there will be an additional staff member available to dedicate time to attendance interventions and record-keeping. There will be quarterly strategic interventions for all students with chronic absenteeism. There will also be Saturday School options to recover attendance. In addition to site-wide attendance focus changes, there will be an increase in attendance related parent communications and conferences for students approaching the chronically absent designation.

2. English Learner Progress- For 2023, BJHS had a rate of 39.5% of English Learners making progress toward English language proficiency, leading to the designated performance color of red overall. This was a decline of 23.4% from the previous year. To help English Learners, we have several things planned for the coming year. First, an English Learner Advisory Committee was recently formed (at the end of this year with the new administration). Ten families of English Learners returning for the next year who were in attendance were trained to be members of ELAC and took part in a needs-assessment collaborative meeting. ELAC meetings for next year will be more regular and will incorporate information about academics and academic intervention. In addition, the team is looking into alternate options for tutoring of English Learners specifically, during school, after school, and maybe even to run concurrent with Saturday School for attendance. In addition, we have hired an English Learner paraeducator where there was a vacancy.

Overall ORANGE Performance Color Indicator:

1. English Language Arts (Achievement)- For 2023, BJHS students averaged 111 points below standard, an increase of 38.3 points from the previous year, leading to the designated performance color of orange overall. In terms of student groups, NO groups were in the red specifically for English Language Arts. 6 different student groups were in the red specifically for absenteeism: African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White. No student groups were in the yellow, green, or blue. All remaining groups had insufficient numbers as to be assigned a performance color. In short, the bulk of students belong to a group that is in the orange for English Language Arts achievement, and while there was improvement from the previous year, the average is still well below the standard for proficiency. This is evidence of a need for a site-wide focus on ELA improvement. In the coming year, there will be regular meetings among all teachers of ELA, common assessments, data reviews, and more strategic tutoring made available to students during and after school specific to ELA target skills and standards. In addition, all students will be assigned a mentor/ advisory teacher. With that teacher, they will set achievement goals and practice some evidenced-based strategies in advance of test-taking. Finally, teachers will be afforded planning time and additional professional development that is content-based as well as classroom-management based to maximize time spent on task and learning in ELA classrooms (to enhance Tier I instruction).

2. Mathematics (Achievement)- For 2023, BJHS students averaged 175.3 points below standard, an increase of 34.8 points from the previous year, leading to the designated performance color of orange overall. In terms of student groups, NO groups were in the red specifically for English Language Arts. 6 different student groups were in the red specifically for absenteeism: African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White. No student groups were in the yellow, green, or blue. All remaining groups had insufficient numbers as to be assigned a performance color. In short, the bulk of students belong to a group that is in the orange for Mathematics achievement, and while there was improvement from the previous year, the average is still well below the standard for proficiency. This is evidence of a need for a site-wide focus on Math improvement. In the coming year, there will be regular meetings among all teachers of Math, common assessments, data reviews, common pacing guides, meeting with county coaches, and more strategic tutoring made available to students during and after school specific to

Math target skills and standards. In addition, all students will be assigned a mentor/ advisory teacher. With that teacher, they will set achievement goals and practice some evidenced-based strategies in advance of test-taking. Finally, teachers will be afforded planning time and additional professional development that is content-based as well as classroom-management based to maximize time spent on task and learning in Math classrooms (to enhance Tier I instruction).

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.

There were no student groups that were two or more performance levels below the "all student" performance by California School Dashboard standards. That said, while all student groups are definitely struggling, it is the case that consistently in terms of academic achievement, the 2 student groups who were the most underperforming in terms of points below the standard in English Language Arts and Mathematics were Students with Disabilities (farthest below standard) and African American Students (second farthest below standard). In terms of ELA, Students with Disabilities averaged 168.6 points below the standard as compared to the whole group average of 111 points below the standard. African American Students averaged 144.3 points below the standard. In terms of Mathematics, Students with Disabilities averaged 215.3 points below the standard as compared to the whole group average of 175.3 points below the standard. African American Students averaged 213.7 points below the standard. In the area of Mathematics, then, African American students had almost the same average as Students with Disabilities overall.

Other Needs

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

Following a comprehensive needs assessment process, the School Site Council, in collaboration with site administration, staff, and local stakeholders, agreed upon the following site objectives or goals: 1) Increase student achievement for all student groups (CAASPP, iReady, CAST, grades, ELPAC, CAA, etc.), offering additional strategic help to African American Students, Students with Disabilities, and English Learners; 2) Decrease unwanted student behaviors (a decrease in behavior that lead to out-of-school suspensions is desired; local site data show that there has been a dramatic increase in documented out-of-school suspensions that will need to be addressed moving forward); 3) Increase and improve parent and guardian involvement (special attention to parents and guardians of English learners, but additional input and attendance at special events desired and needed from all parents and guardians); and 4) Improve student attendance (very high chronic attendance rates). There are several strategies that will be implemented to make forward progress in each of these areas that are documented in this school improvement plan.

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 Junior 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	1.06%	0.94%	0.28%	8	7	2
African American	25.10%	23.72%	19.77%	190	176	139
Asian	0.26%	0.27%	0.57%	2	2	4
Filipino	0.40%	0.27%	0.14%	3	2	1
Hispanic/Latino	52.97%	55.8%	60.60%	401	414	426
Pacific Islander	1.45%	0.94%	0.43%	11	7	3
White	14.27%	12.53%	11.10%	108	93	78
Multiple/No Response	4.49%	5.53%	7.11%	34	41	50
Total Enrollment				757	742	703

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 5	1	1	1
Grade 6		3	3
Grade 7	380	376	339
Grade 8	376	362	360
Total Enrollment	757	742	703

Conclusions based on this data:

- The data above shows an overall steady enrollment decrease, by about 2% during the 2022-2023 school year (from 757 to 742), and by about 5% during the 2023-2024 school year (from 742 to 703). That said, as of 6/9/2024, there are already 741 students enrolled for the 2024-2025 school year, according to Infinite Campus. It is anticipated that this number will increase by the start of school, and we are likely to have approximately 800 students enrolled at BJHS in this coming year.

[Note that any grades 5 and 6 data are because we do have the grades 5-8 SDC (Special Day Class) for any students in the district who are Moderate-Severe Handicapped.]

- The data above shows an overall small but steady decrease in students identified as American Indian (from 8 students in 21-22 to 7 in 22-23 to 2 in 23-24, the latter being only about 0.28% of all students). Similarly, the same

data shows overall a small but steady decrease in students identified as African American (from 190 students in 21-22 to 176 in 22-23 to 139 in 23-24, the latter being about 19.77% of all students). Similarly, the same data shows overall a small but steady decrease in students identified as Filipino, Pacific Islander, and White. Conversely, the data shows a slight increase in students identified as Asian (from 2 students in 21-22 and 22-23 to 4 in 23-24, the latter being only about 0.57% of all students). The same data also shows overall a steady increase in students identified as Hispanic/ Latino (from 401 students in 21-22 to 414 in 22-23 to 426 in 23-24, the latter being about 60.60% of all students). Finally, an increasing number of students are identified by multiple races or provided no response (from 34 students in 21-22 to 41 students in 22-23 to 50 students in 23-24). In short, over the course of the last few years, the largest body of students by race at BJHS has been those identified as Hispanic or Latino, and that population is growing. The second largest has been those identifying as African American, and that population is decreasing slightly, though there has also been an increase in the body of students claiming more than one identification. The third largest body of students is White, but that body was only about 11.1% of all students compared to the 60.6% of all students who identified as Hispanic or Latino.

3. According to Infinite Campus Student Demographics embedded tool for the students enrolled as of 6-9-2024 for the 2024-2025 school year, about 61.4% of students enrolled are listed as "null" according to Federal Race Identity (Hispanic or Latino is not an option captured by this tool), 22.0% of students are African American, 14.71% are White, and the remaining races are each less than 1%. In short, for the 24-25 school year, it would appear that the largest group of students will still be those who identify as Hispanic or Latino. The second largest group will still be those identifying as African American. The third will be White. Overall, there will be an enrollment increase, up from the previous year and likely to exceed the year prior and may even both years prior.

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	98	86	74	13.30%	12.9%	10.5%
Fluent English Proficient (FEP)	37	41	47	5.00%	4.9%	6.7%
Reclassified Fluent English Proficient (RFEP)				1.1%		

Conclusions based on this data:

1. The English learner student population as reported by parents and guardians decreased rather significantly from the 21-22 to the 23-24 school year (from 98 students to 74 students, about a 24% decrease). The number of students classified as Fluent English Proficient over the course of that time decreased slightly in the 22-23 school year (from 5% to 4.9%), but increased again slightly in the 23-24 school year (up to 6.7%).
2. Very few students have been reclassified as Fluent English Proficient over the last three academic years (1.1% in 21-22 and none since), and very few of our English Learners are Fluent English Proficient (only about 6.7% in 23-24 according to the most recent data).
3. According to preliminary data for the next school year, the number of English Learner students at Barstow Junior High is expected to either increase slightly or remain the same. We do not anticipate additional decreases in enrollment of English Learner students. For this reason, collectively with the above lack of proficiency data, the SSC believes an area of focus for next year needs to be increasing supports available to EL 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 7	345	369	353	285	308	333	277	306	333	82.6	83.5	94.3
Grade 8	331	356	342	256	272	313	252	267	313	77.3	76.4	91.5
All Grades	676	725	695	541	580	646	529	573	646	80.0	80.0	92.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2442.	2428.	2452.	1.44	0.98	2.40	10.83	7.19	13.81	22.02	22.88	23.12	65.70	68.95	60.66
Grade 8	2455.	2463.	2445.	1.98	2.62	0.64	11.11	13.86	11.50	24.21	24.34	20.13	62.70	59.18	67.73
All Grades	N/A	N/A	N/A	1.70	1.75	1.55	10.96	10.30	12.69	23.06	23.56	21.67	64.27	64.40	64.09

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 7	3.61	3.59	3.90	48.01	47.06	53.75	48.38	49.35	42.34
Grade 8	3.19	4.55	2.56	41.83	41.29	33.33	54.98	54.17	64.10
All Grades	3.41	4.04	3.26	45.08	44.39	43.88	51.52	51.58	52.87

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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 7	2.90	1.32	4.50	32.97	31.58	39.64	64.13	67.11	55.86
Grade 8	4.40	4.98	2.24	31.20	37.93	34.62	64.40	57.09	63.14
All Grades	3.61	3.01	3.41	32.13	34.51	37.21	64.26	62.48	59.38

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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 7	3.25	5.56	4.20	63.54	58.82	62.16	33.21	35.62	33.63
Grade 8	3.97	4.53	5.45	61.11	63.02	56.73	34.92	32.45	37.82
All Grades	3.59	5.08	4.81	62.38	60.77	59.53	34.03	34.15	35.66

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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 7	5.42	1.31	4.80	51.62	49.02	51.05	42.96	49.67	44.14
Grade 8	5.56	6.39	4.81	59.52	57.89	51.92	34.92	35.71	43.27
All Grades	5.48	3.67	4.81	55.39	53.15	51.47	39.13	43.18	43.72

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. BJHS made great improvement at getting closer to that 95% of students testing in ELA with the hope of obtaining an accurate baseline related to ELA academic achievement. In the 20-21 and 21-22 school years, only about 80% of students were tested. In the 22-23 school year, nearly 93% (92.9) were tested. That number will unfortunately decrease in the next data set because we had a shortage of devices, but collectively we are committed to having it be a goal to increase our data and analyze all existing achievement data.
2. In terms of overall achievement from the 20-21 and 21-22 years to the 22-23 school year, the percent of students exceeding standards in grade 7 decreased from 20-21 to 21-22, but then increased again in 22-23, from 0.98% to 2.4%. For 8th grade, however, there was a steady decrease of students exceeding standards over all three years. In terms of students meeting standards, there was a meaningful increase in the 23-24 school year, from 10.3% to 12.69% overall. It should be noted that the increased achievement was from 7th grade. There was actually a slight decrease in achievement among 8th grade students.
3. We are still in great need of improved academics. In 21-22, approximately 64.4% of students were not meeting standards overall. The change the following year was not statistically significant. In 22-23, the total was 64.09% not meeting standard. In terms of the tested areas, our 7th graders performed significantly better in all areas other than listening than our 8th graders in 22-23. The SSC is in agreement that none of these numbers are comforting. We definitely want to see increased proficiency in all areas in addition to increased participation in assessments.

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 7	345	369	354	274	302	333	271	302	333	79.4	81.8	94.1
Grade 8	331	356	341	235	261	309	229	257	309	71.0	73.3	90.6
All Grades	676	725	695	509	563	642	500	559	642	75.3	77.7	92.4

* 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 7	2404.	2392.	2415.	1.11	0.00	1.80	2.95	1.66	4.20	14.02	10.26	16.52	81.92	88.08	77.48
Grade 8	2406.	2403.	2389.	0.44	0.78	0.32	2.62	1.95	1.29	12.23	10.51	8.09	84.72	86.77	90.29
All Grades	N/A	N/A	N/A	0.80	0.36	1.09	2.80	1.79	2.80	13.20	10.38	12.46	83.20	87.48	83.64

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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 7	1.85	0.00	1.50	21.48	16.89	20.72	76.67	83.11	77.78
Grade 8	1.75	0.39	0.32	21.83	18.82	16.83	76.42	80.78	82.85
All Grades	1.80	0.18	0.93	21.64	17.77	18.85	76.55	82.05	80.22

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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 7	0.74	0.00	2.10	32.47	27.15	37.84	66.79	72.85	60.06
Grade 8	0.87	0.78	0.65	33.19	36.58	29.45	65.94	62.65	69.90
All Grades	0.80	0.36	1.40	32.80	31.48	33.80	66.40	68.16	64.80

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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 7	1.48	0.66	1.20	56.46	46.03	47.45	42.07	53.31	51.35
Grade 8	0.44	1.56	0.65	54.15	43.19	40.45	45.41	55.25	58.90
All Grades	1.00	1.07	0.93	55.40	44.72	44.08	43.60	54.20	54.98

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.

Conclusions based on this data:

1. BJHS made great improvement at getting closer to that 95% of students testing in mathematics with the hope of obtaining an accurate baseline related to academic achievement in mathematics. In the 20-21 and 21-22 school years, only 75.3% and 77.7% of students were tested, respectively. In the 22-23 school year, more than 92% (92.4) were tested. That number will unfortunately decrease in the next data set because we had a shortage of devices, but collectively we are committed to having it be a goal to increase our data and analyze all existing achievement data.
2. In terms of overall achievement from the 20-21 and 21-22 years to the 22-23 school year, the percent of students exceeding standards in grade 7 decreased from 20-21 to 21-22, but then increased again in 22-23, from 0% to 1.80%. For 8th grade, however, there was a decrease of students exceeding standards over the last two years (0.78% to 0.32%). In terms of students meeting standards, there was a meaningful increase in the 23-24 school year, from 1.79% to 2.80% overall. It should be noted that the increased achievement was from 7th grade. There was actually a decrease in achievement among 8th grade students. This is consistent with the ELA data, except that students are definitely struggling far more in mathematics than in ELA overall.
3. We are still in great need of improved academics, and even more in mathematics than in ELA. In 21-22, approximately 87.48% of students were not meeting standards overall. The change the following year was not that statistically significant. In 22-23, the total was 83.64% not meeting standard. In terms of the tested areas, our 7th graders performed significantly better in all areas than our 8th graders in 22-23. The SSC is in agreement that none of these numbers are comforting. We definitely want to see increased proficiency in all areas in mathematics in addition to increased participation in assessments.

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
7	1503.6	1529.8	1507.5	1495.9	1530.1	1503.2	1510.8	1529.1	1511.3	39	53	32
8	1539.8	1555.5	1539.9	1539.8	1556.7	1540.7	1539.4	1553.8	1538.7	39	45	47
All Grades										79	98	79

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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
7	25.64	9.43	12.50	23.08	52.83	28.13	17.95	24.53	34.38	33.33	13.21	25.00	39	53	32
8	17.95	34.88	10.64	38.46	25.58	48.94	33.33	25.58	23.40	10.26	13.95	17.02	39	43	47
All Grades	21.52	20.83	11.39	30.38	40.63	40.51	25.32	25.00	27.85	22.78	13.54	20.25	79	96	79

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	30.77	33.96	21.88	25.64	45.28	37.50	12.82	11.32	25.00	30.77	9.43	15.63	39	53	32
8	33.33	46.51	34.04	41.03	37.21	40.43	20.51	4.65	14.89	5.13	11.63	10.64	39	43	47
All Grades	31.65	39.58	29.11	32.91	41.67	39.24	16.46	8.33	18.99	18.99	10.42	12.66	79	96	79

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.

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
7	5.13	7.55	3.13	33.33	13.21	15.63	23.08	56.60	40.63	38.46	22.64	40.63	39	53	32
8	10.26	23.26	10.64	30.77	30.23	27.66	25.64	18.60	29.79	33.33	27.91	31.91	39	43	47
All Grades	7.59	14.58	7.59	31.65	20.83	22.78	24.05	39.58	34.18	36.71	25.00	35.44	79	96	79

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.

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	
7	15.38	11.32	6.25	51.28	69.81	50.00	33.33	18.87	43.75	39	53	32	
8	10.26	20.93	4.26	76.92	65.12	82.98	12.82	13.95	12.77	39	43	47	
All Grades	12.66	15.63	5.06	63.29	67.71	69.62	24.05	16.67	25.32	79	96	79	

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	48.65	62.26	43.75	21.62	30.19	43.75	29.73	7.55	12.50	37	53	32	
8	72.97	53.49	59.57	21.62	37.21	34.04	5.41	9.30	6.38	37	43	47	
All Grades	60.00	58.33	53.16	21.33	33.33	37.97	18.67	8.33	8.86	75	96	79	

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 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	
7	15.38	9.43	6.25	38.46	37.74	37.50	46.15	52.83	56.25	39	53	32	
8	15.79	30.23	19.15	31.58	30.23	29.79	52.63	39.53	51.06	38	43	47	
All Grades	15.38	18.75	13.92	34.62	34.38	32.91	50.00	46.88	53.16	78	96	79	

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
7	7.69	7.55	12.50	64.10	81.13	62.50	28.21	11.32	25.00	39	53	32
8	0.00	9.30	2.13	87.18	79.07	85.11	12.82	11.63	12.77	39	43	47
All Grades	3.80	8.33	6.33	74.68	80.21	75.95	21.52	11.46	17.72	79	96	79

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

Conclusions based on this data:

1. The number of English Learner students increased in the 21-22 school year (79 to 96) and decreased again in 22-23 (79). In the year not shown (23-24), the number remained relatively consistent (down slightly to 73 enrolled, but additional have enrolled for next year). The SSC is committed to ensuring we begin to add supports for EL students as a part of this plan. They are still considered a significant portion of our student population, hovering slightly above 10%. The goal is to embed certain supports as well, in case there are actual EL students who have not been officially identified (not all parents report accurately).
2. In terms of scores in each area, there was improvement across the board from 20-21 to 21-22 in terms of additional students somewhat to well developed or proficient, but there was a decrease in proficiency across the board in the 22-23 school year.
3. Reading and Listening domains are definitely the most difficult for our EL students. Reading being the most difficult and then Listening. The team is committed to trying to provide additional support in those domains specifically in the next school year.

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
742	81.9	11.6	0.9
Total Number of Students enrolled in Barstow Junior 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	86	11.6
Foster Youth	7	0.9
Homeless	23	3.1
Socioeconomically Disadvantaged	608	81.9
Students with Disabilities	173	23.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	176	23.7
American Indian	7	0.9
Asian	2	0.3
Filipino	2	0.3
Hispanic	414	55.8
Two or More Races	41	5.5
Pacific Islander	7	0.9
White	93	12.5

Conclusions based on this data:

1. Our enrollment data indicates that in 2022-2023, BJHS had 81.9 % of our student population categorized as Socioeconomically Disadvantaged. In addition, 11.6% were English Learners. In the 2023-2024 year, there were no statistically significant changes in these demographics. It is unlikely that overall percentages will change in the coming year, though we do expect an overall increase in enrollment.
2. The largest student ethnic subgroup continues to be our Hispanic population, representing approximately 55.8% of our student population in 22-23 (that percent has increased recently). Our second largest group continues to be our African American student population at 23.7% in 2022-2023, followed by our White student population at 12.5%. Again, these overall percentages have not changed significantly this year, though there was a minor notable increase in our Hispanic population.
3. Our English Learners made up approximately 11.6% of our population in 22-23, our African American students approximately 23.7%, and Students with Disabilities about 23.3%. These are the three groups previously mentioned as struggling the most with academic achievement. While there is some overlap, collectively, this is a very large percentage of our student body.

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.

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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Red	Suspension Rate  Green
Mathematics  Orange		
English Learner Progress  Red		

Conclusions based on this data:

1. While our students performed well below standard in English Language Arts and Mathematics across all student groups, there was a notable increase in achievement in both areas, such that the color performance indicators for both areas was Orange, as opposed to Red.
2. The worst two indicators for 2022-2023 were for English Learner Progress and Chronic Absenteeism.

3. While the 2023 Dashboard shows a color indicator of Green for Suspension Rate, recent data (and data only recently reported) indicate that this indicator color will change for the next school year. Because site data demonstrates an increase in out-of-school suspensions, this will be an area of focus in this site plan in spite of the current color indicator reported here.

School and Student Performance Data

Academic Performance English Language Arts

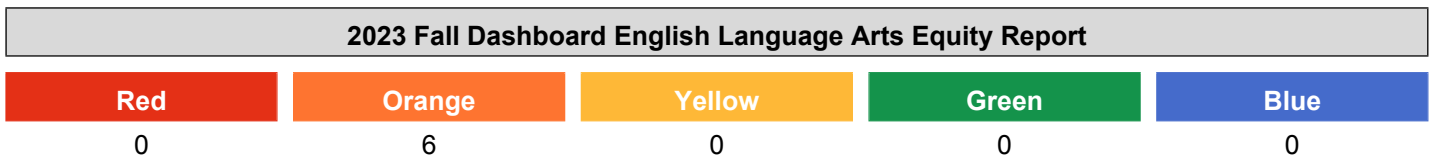
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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






This section provides number of student groups in each level.



This section provides 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	English Learners	Foster Youth
 Orange	 Orange	Less than 11 Students
111 points below standard	120 points below standard	7 Students
Increased Significantly +38.3 points	Increased +5.5 points	
595 Students	83 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
182.6 points below standard	 Orange	 Orange
Increased Significantly +63.7 points	119.4 points below standard	168.6 points below standard
17 Students	Increased Significantly +37.2 points	Increased Significantly +35.6 points
	507 Students	142 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 144.3 points below standard Increased Significantly +60.3 points 125 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 107.6 points below standard Increased Significantly +28.8 points 346 Students	106.9 points below standard Increased Significantly +19.3 points 36 Students	Less than 11 Students 7 Students	 Orange 91.7 points below standard Increased Significantly +32.9 points 74 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
146.8 points below standard Maintained -0.9 points 63 Students	35.5 points below standard Maintained -2 points 20 Students	115.3 points below standard Increased Significantly +41.4 points 488 Students

Conclusions based on this data:

1. According to 2023 data, students are performing on average far below the standard in English Language Arts (average of 111 points below the standard). That said, Homeless Students, Students with Disabilities, and African American Students are performing the farthest below the standard on average (182.6, 168.6, and 144.3 points below, respectively).
2. According to 2023 data, Current English Learners also performed well below the standard on average, approximately 146.8 points below on average, very similar to the low achievement of African American Students.
3. According to 2023 data, Reclassified English Learners did better on average than English Only students (35.5 points below the standard on average as compared to 115.3 below). That was a big change from the previous year (increased significantly- more than 41 points).

School and Student Performance Data

Academic Performance Mathematics

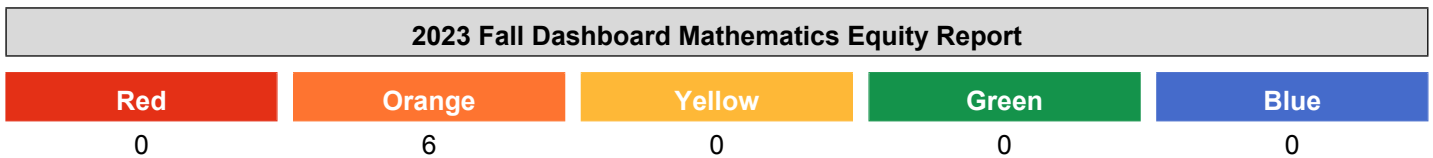
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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






This section provides number of student groups in each level.



This section provides 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	English Learners	Foster Youth
 Orange	 Orange	Less than 11 Students
175.3 points below standard Increased Significantly +34.8 points	180 points below standard Increased Significantly +20.7 points	7 Students
596 Students	83 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
217.9 points below standard Increased Significantly +40.2 points	 Orange	 Orange
17 Students	181.1 points below standard Increased Significantly +35.1 points	215.3 points below standard Increased Significantly +26.5 points
	508 Students	143 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 213.7 points below standard Increased Significantly +32.7 points 126 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 166.2 points below standard Increased Significantly +36.3 points 346 Students	178.9 points below standard Increased Significantly +25.1 points 36 Students	Less than 11 Students 7 Students	 Orange 164.5 points below standard Increased Significantly +26.9 points 74 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
192.1 points below standard Increased Significantly +24.8 points 63 Students	141.8 points below standard Decreased Significantly -19 points 20 Students	180 points below standard Increased Significantly +33.2 points 489 Students

Conclusions based on this data:

1. According to 2023 data, students are performing on average far below the standard in Mathematics (average of 175.3 points below the standard). That said, Homeless Students, Students with Disabilities, and African American Students are performing the farthest below the standard on average (217.9, 215.3, and 213.7 points below, respectively).
2. According to 2023 data, Current English Learners and Socioeconomically Disadvantaged Students also performed well below the standard on average, approximately 180 and 181.1 points below on average respectively, also lower than the overall average of performance among all students.
3. According to these data, students are performing farther below the standards in Mathematics than in English Language Arts across the board. This warrants a special focus on math intervention and improvement of tier I instruction in mathematics specifically.

School and Student Performance Data

Academic Performance English Learner Progress

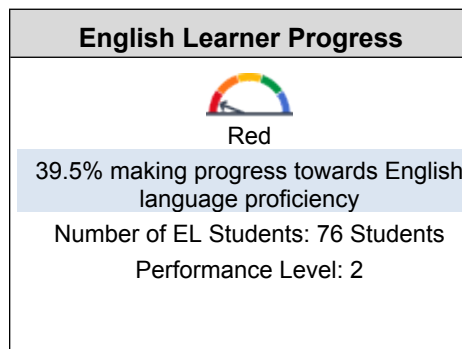
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator



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
12	34	1	27

Conclusions based on this data:

1. According to 2023 data, only 39.5% of English Learners were making progress towards English language proficiency. This is an alarming and statistically significant decline from the previous year, when approximately 63.6% of English Learners were found to be making progress towards English language proficiency.
2. 2023 data indicates that only 36.5% of English Learners progressed at least one ELPI level, compared to 58% the previous year. Similarly, only 1.4% of students maintained ELPI Level 4 status, as compared to 5.7% the previous year. Each of these data points indicates overall regression in English Learner progress.
3. 2023 data indicates that 45.9% of English Learners maintained ELPI Levels 1-3 status (little or no progress), compared to only 22.7% the previous year. In addition, 16.2% of English Learners actually decreased at least one ELPI level, compared to the 13.6% of English Learners who decreased one ELPI Level the previous year. Again, the data are moving in the wrong directions. This is indication that additional attention and intervention needs to be directed to English Learners specifically.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 63.7% Chronically Absent Increased 1 802 Students	 Red 54.6% Chronically Absent Increased 6.4 97 Students	66.7% Chronically Absent Increased 3 12 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 83.9% Chronically Absent Increased 4.8 31 Students	 Red 66.2% Chronically Absent Increased 1.6 686 Students	 Yellow 65.3% Chronically Absent Declined Significantly -4.7 190 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 75.9% Chronically Absent Increased 2.5 191 Students	Less than 11 Students 7 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 61.3% Chronically Absent Increased 2.9 452 Students	 Red 68.2% Chronically Absent Increased 18.2 44 Students	Less than 11 Students 7 Students	 Orange 51.5% Chronically Absent Declined -16 97 Students

Conclusions based on this data:

1. According to 2023 data, approximately 63.7% of students met the criteria for being chronically absent (missing 10% or more of school days). This is a slight increase from the 62.7% during the 21-22 school year.
2. According to 2023 data, Homeless students were the most chronically absent student population. Of the 31 students identified as Homeless, 83.9% of them were chronically absent, an increase from the 79.1% of students meeting the criteria to be identified as Homeless from the previous year.
3. African American students were the ethnic demographic subgroup with the highest chronic absenteeism rate at 75.9% in 2023, a slight increase from the 73.4% chronic absenteeism rate for the same subgroup during the 21-22 school year. All major subgroups are in significant need of attendance interventions according to 2023 data. All subgroups with 11 or more students had a chronic absenteeism rate of at least 51.5%. This is evidence that there is a very real need for attendance intervention at Barstow Junior High School.

School and Student Performance Data

Conditions & Climate Suspension Rate

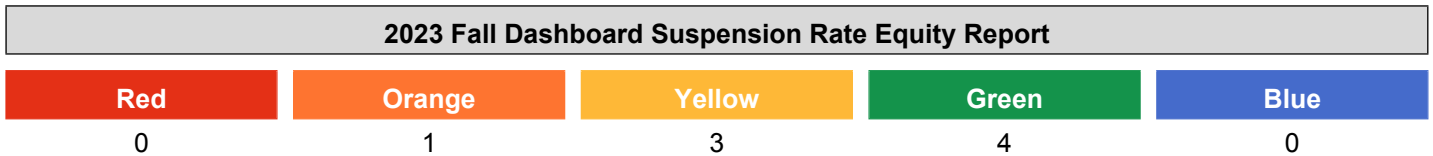
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">7.6% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -5.6 865 Students</td> </tr> </tbody> </table>	All Students	 Green	7.6% suspended at least one day	Declined Significantly -5.6 865 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.8% suspended at least one day</td> </tr> <tr> <td>Declined -7.1 106 Students</td> </tr> </tbody> </table>	English Learners	 Green	3.8% suspended at least one day	Declined -7.1 106 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">18.8% suspended at least one day</td> </tr> <tr> <td>Declined -1.3 16 Students</td> </tr> </tbody> </table>	Foster Youth	18.8% suspended at least one day	Declined -1.3 16 Students	
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 17.2% suspended at least one day Declined Significantly -9.7 203 Students	Less than 11 Students 8 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.3% suspended at least one day Declined Significantly -3.3 486 Students	 Green 2.2% suspended at least one day Declined -11.7 46 Students	Less than 11 Students 7 Students	 Green 7.3% suspended at least one day Declined -3.8 110 Students

Conclusions based on this data:

1. In 2023, the overall suspension rate was greatly improved from the 21-22 school year. In 2023, roughly 7.6% of all students were suspended at least one day out of school, a significant decline from the 13.2% of all students who were suspended out of school at least one day the year prior.
2. In 2023, it was the subgroups of Foster Youth and Homeless that were suspended at the highest rates (18.8% at least one day and 14.3% at least one day, respectively), as opposed to the previous year when Students with Disabilities were the student group suspended at the highest rate (18.3%).
3. In 2023, African Americans were still the ethnic demographic student group suspended at the highest rate at 17.2% suspended out of school at least one day. That was, however, a decline from the previous year (26.9%). It should be noted that it is already known that out-of-school suspensions have increased this year and it is expected that will be across subgroups. This is already something the team will be looking at in terms of school improvement. The goal will be to decrease the frequency of behaviors leading to out-of-school suspensions in all subgroups and to bolster preventative supports in tier I and tier II structures on campus.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Engagement and Performance and English Learner Progress

By June 2025, iReady Reading and Math proficiency (at or above grade level) will increase at least 5% overall for all students assessed. In addition, the percent in CAASPP scores for the band Standard Met and Standard Exceeded in English Language Arts and Mathematics on CAASPP for All Students will increase by at least 5% of the baseline as established during the 2024 school year. In addition, English Learner progress will increase by at least 5% as established by the ELPAC during the most recent assessment. In other word, there will be at least 5% progress across groups for all standardized measures of academic achievement site-wide.

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.

While there has been some recent progress, site-wide, there is a documented need for academic improvement for all students by all measured. There is evidence (see previous sections of data and conclusions) for a need for site-wide interventions.

We believe the potential drivers causing the poor academic achievement are:

1. Lack of professional development for teachers related to classroom management and differentiated and standards-based instruction.
2. Lack of time for collaboration among teachers to progress monitor.
3. Lack of intervention opportunities for students.
4. Poor attendance and a lack of attendance and academic recovery opportunities for students.
5. Lack of experienced and certificated teachers in every classroom.
6. Students need additional and supplemental resources (materials / programs), specifically in ELA and math, and supplemental intervention support (tutoring) to bridge the gap in achievement needed to access the core curriculum.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 2022-2023 ELA results	Students averaged 111 points below the standard	Decline in average points below the standard by at least 5%.
CAASPP 2022-2023 Math results	Students averaged 175.3 points below the standard	Decline in average points below the standard by at least 5%.
iReady 2023-2024 Diagnostic results	Of students assessed in 2023-2024, 80% of students assessed at least two grade levels below the standard in Reading. Of students assessed, 79% of students assessed at least two grade levels below the standard in Math.	Decline in students at least two grade levels below the standard in each area by at least 5%.
iReady 2023-2024 Diagnostic Growth results	Of students assessed during both diagnostics, the median percent progress towards typical growth for the school in Reading was 53%. In Math, the median percent progress towards typical growth for the school was only 23%.	Increase in median percent progress towards typical growth in each area (Reading and Math) by at least 5%. Better percentage of students completing diagnostics (at least 80% of students, aiming for 95%).
English Learner Progress Rating (CA Dashboard) 2022-2023	According to 2023 Dashboard data, only 39.5% of students were making progress toward English language proficiency.	Increase of at least 5% of students making progress toward English language proficiency as measured by Dashboard data and 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
1.1	<p>Professional Development:</p> <p>Core content teachers will participate in a variety of professional learning and collaboration meetings (together and by appointment) to establish goals for essential outcomes, create common formative assessments, review progress monitoring data, and develop intervention and enrichment strategies for each unit of study. They will also collaborate to create standards-based assignments according to quarterly pacing schedules that can be utilized in the HAWK Wellness Center, to supplement sub plans, and to provide quality work for short-term independent studies. We will implement schoolwide benchmarks/diagnostic assessments that align with the state standards and to the curriculum. Teachers will administer approved assessments at the beginning, middle, and end of the year and we will ensure that at least 95% of students complete them each time.</p> <p>Monthly Staff and Department Meetings:</p> <p>Teachers and staff will analyze data (CAASPP, curriculum embedded common formative assessments, and i-Ready diagnostic</p>	All students	<p>4,000 Title I 1000-1999: Certificated Personnel Salaries Timecards for academic intervention preparation and professional development for Department Chairs and leads outside of regular meeting time</p>

	<p>assessments) regularly on early-out Wednesdays during department professional learning communities to adjust instruction.</p> <p>Responsible Persons: Principal, Site Administration Team, Department Chairs (ELA, Math, Social Studies, Science), and teachers.</p>		
1.2	<p>Professional Development:</p> <p>Teachers will have the option of attending professional development in advance of the school year to enhance tier I instruction. Topics will include classroom management, student engagement, and adopted curriculum support. Teachers will be invited for up to 5 hours of professional development in advance of the school year.</p> <p>Responsible Persons: Principal, Site Administration Team, Department Chairs (ELA, Math, Social Studies, Science).</p>	All students	<p>8,750 Title I 1000-1999: Certificated Personnel Salaries Timecards for professional development as described</p>
1.3	<p>BJHS will continue with AVID and supplement the regular AVID program by incorporating AVID-like strategies and events site-wide for all students (utilizing the embedded advisory periods).</p> <p>Responsible Persons: Principal, Site Administration Team, AVID Coordinator.</p>	All students	<p>7,000 Title I 4000-4999: Books And Supplies AVID dues and supplies/ recognitions for AVID-strategies and events</p>
1.4	<p>In addition to adopted curricular materials, BJHS will work with department chairs to analyze data and provide additional (supplemental) instructional materials and supplies (subscriptions, manipulatives, etc.) as approved by site management and SSC.</p> <p>Responsible Persons: Principal, Site Administration Team, Department Chairs (ELA, Math, Social Studies, Science), SSC.</p>	All students	<p>12,153.20 Title I 4000-4999: Books And Supplies Supplementary instructional materials and licenses, as approved by SSC and site management in collaboration with department chairs</p>
1.5	<p>Given the need for site-wide mathematics intervention and academic intervention overall, we will continue to provide ALEKS subscriptions site-wide (math) for all students and approve other subscriptions for small groups of students as appropriate when progress monitoring. We will provide approved supplemental intervention subscriptions as the needs arise, again approved by site management and department chairs in collaboration with SSC.</p> <p>Responsible Persons: Principal, Site Administration Team, Department Chairs (ELA, Math, Social Studies, Science), SSC.</p>	All students	<p>55,000 Title I 5000-5999: Services And Other Operating Expenditures Interventions subscriptions, supplementary curricular materials</p>
1.6	<p>In-School Intervention:</p>	All students	<p>15,000 LCFF Equity Multiplier</p>

	<p>We will continue to leverage an improved advisory period to involve all students in achievement data review, goal-setting, progress monitoring, and learning of AVID-like strategies in order to bolster academics site-wide.</p> <p>We will purchase additional staff devices to help with this regular intervention and instruction.</p> <p>Responsible Persons: Principal, Site Administration Team, Department Chairs (ELA, Math, Social Studies, Science), Teachers.</p>		<p>4000-4999: Books And Supplies Teacher and instructional support staff devices- laptops.</p>
1.7	<p>After-School Tutoring / Saturday School Tutoring Intervention:</p> <p>We will co-develop a before and/or after school intervention (including during Saturday School) program with teachers to provide supplemental academic supports for all students (specifically targeting the student cohort scoring Standard Nearly Met on CAASPP). We will provide afterschool intervention twice a week on Tuesdays and Thursdays for 1 hour for at least 25 weeks. We will provide additional tutoring times potentially on Saturdays when Saturday School is in session to help with attendance recovery.</p> <p>There will be some tutoring options available to English Learners specifically (uniquely).</p> <p>Responsible Persons: Principal, Site Administration Team, Department Chairs (ELA, Math, Social Studies, Science), Teachers, Attendance Liaison.</p>	All students	<p>10,000 Title I 1000-1999: Certificated Personnel Salaries Intervention Tutoring 4,500 Site EL LCAP 1000-1999: Certificated Personnel Salaries Tutoring Specifically for English Learners; If not enough certificated staff members are willing and able, this could change to classified salaries. The money will go toward tutoring of English Learners specifically.</p>
1.8	<p>To enhance student engagement and inspire students in connection with PBIS site-values and characteristics, we will provide additional education experiences in the form of student experiences, field trips or presentations.</p>	All students	<p>148,455 LCFF Equity Multiplier None Specified This money will be for field trips and other student experiences in the form of presentations or assemblies to increase student engagement overall.</p>
1.9	<p>To support the arts, we will hire either an Art or Theatre teacher to bring additional opportunities to students.</p>	All students	<p>80,000 Prop 28 AMS 1000-1999: Certificated Personnel Salaries Art or Theatre Teacher</p>
1.10	<p>To bolster arts instruction, we will purchase necessary materials and supplies as requested by the teacher and approved by site management (e.g., scripts for theatre, art supplies, music, instrument parts, costumes, etc.).</p>	All students	<p>24,151.80 Prop 28 AMS 4000-4999: Books And Supplies Supplies and materials for arts instruction. Some of this money could end up being taken and used for field trips, depending on the programs offered, specific to the arts only.</p>

1.11	To bolster arts instruction, we will hire part-time paraeducators and/or pay existing paraeducators with experience in the arts on timecards to assist in classrooms and bolster arts instruction.	All students	22,607.20 Prop 28 AMS 2000-2999: Classified Personnel Salaries Paraeducator salaries-experienced in the arts
1.12	Instrument maintenance and repair contract.	All students in band / music courses	1500 Prop 28 AMS 5800: Professional/Consulting Services And Operating Expenditures Payment for instrument maintenance and repair
1.13	To assist the ASB and PBIS student leadership teams and site-based actions, we will continue to pay for the We Video subscription and related equipment to allow for HAWK Talk recordings and bolster student engagement.	All students	3,600 Site LCAP 5000-5999: Services And Other Operating Expenditures We Video subscription and equipment
1.14	To enhance student engagement, supplement existing materials for physical education instruction, and increase extracurricular materials related to physical fitness, which ultimately will lead to enhanced student achievement, we will purchase equipment to outfit the existing HAWK Fitness Center.	All students	11,924 Site LCAP 4000-4999: Books And Supplies
1.15	To enhance student supports and intervention documentation, an additional clerical member of staff will be hired to work with the Assistant Principal. This secretary position will be in charge of coordinating supports for all students with disabilities in particular.	Students with Disabilities	70,000 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Office Assistant position to assist the Assistant Principal and specifically to coordinate and document services for Students with Disabilities.
1.21	We will order additional student devices and Chromebook carts to support intervention opportunities and events on campus (as students will be checked out devices for regular use).	All students	5,000 Title I 4000-4999: Books And Supplies Fitness equipment and P.E. equipment and supplies
1.22	Supplementary Materials and subscriptions (Reading A-Z, RazPlus) will be ordered to supplement materials used to help English Learners during EL intervention specifically.	English Learners	2,000 Site EL LCAP 5000-5999: Services And Other Operating Expenditures Raz Plus subscription and similar programs to bolster EL intervention materials
1.23	Department Chairs of tested core subjects will be afforded additional collaborative, coaching and work time under the supervision of site administration to improve tier I instruction in core subjects site-wide. There will be a coaching structure created. These department chairs will be able to sub that period in their content area of expertise if needed as well. The period will be spent specific to the content area of their expertise. They will meet to review data and plan intervention	All students	84,000 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries 1 period each for Math/ Science/ ELA Department lead teacher to coach / build capacity for tier 1 instruction site-wide.

	activities site-wide based on progress monitoring data.		
1.24	We will purchase enough Chromebooks for a 1:1 checkout system such that all students will have access to devices in school and to take home to enable access to instructional materials and Google Classrooms in and out of the classroom. We will purchase approximately 825 additional Chromebooks.	All students	231,000 LCFF Equity Multiplier 4000-4999: Books And Supplies Devices to be issued to students alongside textbooks.

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.

There is new site management and the bulk of the intended strategies and activities as outlined in the previous plan were not fully implemented. This plan will be a foundational plan to support progress monitoring and overall program enhancement. Current administration and the SSC are committed to regular progress monitoring and needs assessment processes to ensure forward progress in all areas. Those strategies that were beneficial (tutoring, ALEKS) will continue. The bulk of the plan is new and more focused.

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

The above is also relevant in terms of budgeted expenditures. It is a brand new plan following a very intense needs assessment process. We are also coming out of CSI and have new LCFF funds.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The metrics are largely the same. The goal will be better progress monitoring and improvement. The strategies described above are mainly new except we will be improving the advisory period (during the day, teachers of students they have in other classes, house system) and continuing with tutoring. We will add intervention options as described above. In the coming year, there will be more opportunities to compare plans and assess effectiveness of strategies and activities. A lot is changing with new management.

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.

Improved Student Behavior and Fewer Out-of-School Suspensions

By June 2025, Barstow Junior High School administration and staff will work together to accurately document both office-level and classroom-managed referrals (missing data from previous administration) and to decrease the number of out-of-school percentages by at least 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

There was a lack of data from previous administration. Referrals and suspensions (in and out of school) were accurately documented from February 15, 2024, and as much information as could be obtained was entered into the system (not entered previously, stored in PBIS Rewards). There was a large number of out-of-school suspensions from February, more than the entire previous year. An accurate baseline will be established this year.

We believe the drivers causing these needs are:

1. Lack of specified and taught in-class behavior expectations and lack of expertise to implement behavior support plans.
2. Students are referred to the office by staff without attempting classroom interventions.
3. Lack of consistency of expectations site-wide and consequences and responses in the front office.
3. Implicit / unconscious bias and lack of cultural responsiveness
4. Lack of student involvement in developing and understanding PBIS expectations and responses to unwanted behaviors.

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
Out-of-school suspensions	There were 271 total resolutions in Infinite Campus for 23-24 that were out of school suspensions, from a total of 139 students. This is in contrast to the 105 resolutions from the previous year, from a total of 68 students.	The total number of resolutions resulting in out-of-school suspensions will decrease by at least 5%. All behavioral data will be accurately documented, to result in an accurate baseline to measure future progress.
PBIS Binder and meeting documentation	There is not an existing PBIS Resource manual or binder with accurate meeting minutes, smart goals, and data reviews.	A PBIS Resource manual will be developed alongside an accurate system for documenting referrals. There will be planned PBIS incentives and interventions with the goal of teaching clear behavioral expectations. A collection of matrices will be developed and utilized with fidelity

		related to responses to certain expected unwanted behaviors. The PBIS team will meet monthly to review data and plan interventions and behavior data stripped of identifiers will be shared with all staff following those monthly meetings.
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Implement behavior intervention strategies based on behavior plans, SSTs, and PBIS. Provide professional development opportunities for teachers to enhance expertise in behavior modification intervention in the classroom, the SST process, and Tier I PBIS training (PBIS TFI section 1.9).</p> <p>Gather Observational Data: Progress Adviser data (weekly) and PBIS Tiered Fidelity Inventory (TFI) (twice per year) to measure the extent to which school personnel is applying the core features of PBIS. The goal of the PBIS TFI is to achieve a 2 in the scoring criteria with at least 80% of the staff in sections 1.3, 1.4, 1.5, 1.8, and 1.9.</p> <p>PBIS Bootcamp (optional during the summer for up to 15 staff members- paid on a timecard) to create a site-based Resource Manual to be used in ongoing professional development of all staff.</p> <p>Responsible person(s): Principal, Site Administration, All Staff</p>	All students	<p>11,200 Site LCAP 1000-1999: Certificated Personnel Salaries Timecards for up to 15 staff members (initially seeking certificated, but a portion could be used for classified staff if enough certificated staff are not available) to create a working Resource Manual to be used for ongoing professional development and to supplement the PBIS program at BJHS.</p>
2.2	<p>We will leverage the ASB program and student leadership to create PBIS videos and plan PBIS events as embedded incentives for all students. We will also utilize the advisory period embedded into the day to plan PBIS events and incentives for all and select groups of students in collaboration with the PBIS team and site-based needs. We will utilize a house system to help with student engagement and buy in of behavioral expectations.</p> <p>Responsible Person(s): Site Administration, PBIS Coordinator, ASB Coordinator</p>	All students	<p>50,000 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Two periods to be used for ASB and PBIS activities and events to support new implementation of PBIS Expectations statewide.</p>
2.3	<p>Refreshments will be provided for extended site-based professional development meetings and staff meetings as appropriate.</p> <p>Responsible Person(s): Principal, Administrative Assistant</p>	All Students	<p>2,000 Site LCAP 5000-5999: Services And Other Operating Expenditures Refreshments during professional development</p>

2.4	<p>We will continue to collect and review data as part of a comprehensive PBIS program. We will continue to use PBIS Rewards as a service to plan strategic incentives based on behavior data.</p> <p>We will provide student incentives and positive recognitions and awards in accordance with our PBIS Team's data analysis, progress monitoring, and student interventions and enrichment data.</p> <p>Responsible Person(s): Site Administration, PBIS Coordinator, HAWK Wellness Teachers, Instructional and Support Staff</p>	All students	<p>13,000 Site LCAP 5000-5999: Services And Other Operating Expenditures Student incentives and awards 8,500 Site LCAP 5000-5999: Services And Other Operating Expenditures PBIS Rewards Renewal</p>
2.5	<p>To enable strategic interventions for students displaying unwanted behaviors and to prevent more restrictive disciplinary actions and reactions, we will hire an additional HAWK Wellness teacher to enhance Tier II and Tier III supports to those students who need them specific to data. This will also enable some strategic interventions specific to student groups in additional need.</p> <p>Responsible Person(s): Site Administration, PBIS Coordinator, HAWK Wellness Teachers</p>	All students, specific subgroups in need of additional intervention	<p>96,000 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries Additional Wellness Teacher</p>
2.6	<p>To support all staff and students with disabilities specifically related to the implementation of an SST process, collection of behavior analysis data in order to conduct functional behavior analyses, and to help write behavior plans as necessary, we will hire a site-based psychologist. This staff member will be available to coach staff, provide professional development and consulting (particularly for SPED staff, but also in support of enhancing Tier I instruction), and to work with students struggling with behaviors</p>	All students, specific subgroups in need of additional intervention, particularly Students with Disabilities	<p>145,000 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries Site-based psychologist - new contract position</p>
2.7			

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.

There is new site management and the bulk of the intended strategies and activities as outlined in the previous plan were not fully implemented. This plan will be a foundational plan to support progress monitoring and overall program enhancement. Current administration and the SSC are committed to regular progress monitoring and needs assessment processes to ensure forward progress in all areas. Those strategies that were beneficial (tutoring, ALEKS) will continue. The bulk of the plan is new and more focused.

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

The above is also relevant in terms of budgeted expenditures. It is a brand new plan following a very intense needs assessment process. We are also coming out of CSI and have new LCFF funds.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The metrics are largely the same. The goal will be better progress monitoring and improvement. The strategies described above are mainly new except we will be improving the advisory period (during the day, teachers of students they have in other classes, house system) and continuing with tutoring. We will add intervention options as described above. In the coming year, there will be more opportunities to compare plans and assess effectiveness of strategies and activities. A lot is changing with new management.

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.

Student Attendance Improvement

By June, 2025, school attendance will improve as evidenced by: a School Attendance Review Team (SART) will be developed and meet regularly, conferences for students who are designated chronically absent will be held for at least 80% of chronically absent students, and the percentage of students designated as chronically absent will decrease by at least 10%.

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.

According to the most recent Dashboard data, 63.7% of students in 2023 were chronically absent.

We believe the drivers causing these needs are:

1. Lack of opportunities to recover attendance.
2. Need to improve attendance intervention strategies and processes to engage students.
3. Lack of School Attendance Review Team and consistent conferences as part of a well-established School Attendance Review Process (SARB).
4. Lack of expertise in culturally responsive attendance interventions.

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
Dashboard Data	In 2023, 63.7% of students were chronically absent.	Decrease in percentage of chronically absent students by at least 10%.
SART Meeting Notes, SARB Conferences and Documentation	In 2023-2024, there was no School Attendance Review Team (SART), SARB conferences were not being scheduled or held regularly, SARB documentation was not compliant, and district meetings were not always attended by administration.	A SART will be established and meet monthly, SARB conferences will be scheduled and held with at least 80% of chronically absent students, SARB documentation will become compliant, and district SARB meetings will be attended by a BJHS representative at least 95% of the time that meetings are held.

Infinite Campus Attendance Report	The overall percentage (current) of average attendance for the 2023-2024 school year was as follows: Grade 5 (2 students)- 70.34%, Grade 6 (3 students)- 85.96%, Grade 7- 85.04%, and Grade 8- 85.72%, for an overall average of 85.37%.	Attendance will improve in every area by at least 5%, including the overall attendance rate.
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	To better document attendance, plan attendance interventions, coordinate Saturday School attendance, serve on a School Attendance Review Team, and help with attendance intervention parent and guardian contacts, we will hire a full time attendance liaison.	All students	70,000 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Full-time Attendance Liaison Salary - new position
3.2	We will offer Saturday School to recover attendance and provide additional instructional support. We will also provide student (PBIS) incentives related to attendance specifically.	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.

There is new site management and the bulk of the intended strategies and activities as outlined in the previous plan were not fully implemented. This plan will be a foundational plan to support progress monitoring and overall program enhancement. Current administration and the SSC are committed to regular progress monitoring and needs assessment processes to ensure forward progress in all areas. Those strategies that were beneficial (tutoring, ALEKS) will continue. The bulk of the plan is new and more focused. This goal is mostly new. Attendance was a focus previously, but it is a separate initiative and goal in this year's plan due to the overwhelming chronic attendance problem site-wide.

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

The above is also relevant in terms of budgeted expenditures. It is a brand new plan following a very intense needs assessment process. We are also coming out of CSI and have new LCFF funds, which enables us to create this attendance support 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.

The metrics for tracking attendance are largely the same. The goal will be better progress monitoring and improvement and improved documentation with the additional staff member. The strategies described above are mainly new except we will be improving the advisory period (during the day, teachers of students they have in other classes, house system) and continuing with tutoring. We will add intervention options as described above. In the coming year, there will be more opportunities to compare plans and assess effectiveness of strategies and activities. A lot is changing with new management.

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.

Improved Parent / Guardian and Community Involvement and Understanding of the Title I Programs

By June, 2025, in support of student engagement and to enhance student learning, we will increase overall parent / guardian and community participation and knowledge of Title I programs and academics, as measured by at least 20% attendance representation at Back to School Title I meeting events, at least a 10% increase in responses on parent / guardian surveys, and the holding and documenting of at least 5 SSC and ELAC meetings where all Title I requirements for those committees are met.

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.

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.

In the 2023-2024 school year, attendance was not taken at a Back to School Title I meeting. It may be that nobody attended. There was no elected SSC until March of 2024, with the coming of new administration. ELAC had meetings but not members until the end of the year and certain site-based involvement documents were never reviewed until then. In addition, only 17 parents or guardians responded to the Title I survey.

We believe the drivers causing this are:

1. Previous lack of site-based understanding of Title I processes.
2. A lack of academic outreach and educational events for parents/ guardians.
3. Lack of distribution of information (no parent newsletters, minimal mass communication).

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
School Site Council (SSC) and English Learner Advisory Committee (ELAC) agendas, minutes, and sign-in sheets or attendance records.	These did not exist or happen until February 2024 with new administration.	At least 5 SSC and ELAC meetings will be held with fidelity, agendas will be posted at least 72 hours in advance, meetings will be well advertised, and all SSC and ELAC activities will be shared with all stakeholders.
Parent surveys (variety, well-documented)	In 2023-2024, only 17 parents / guardians completed the Title I survey. There were no additional parent surveys apart from the SSC elections that happened in the Spring and the PBIS expectations survey to collect stakeholder input.	At least 15% of parents or guardians will complete the Title I survey.
Parent / Guardian / Community involvement event advertisement	In 2023-2024, there were no parent and community events outside of the mandated Back to School Night, Title I	At least two outreach events with attendance records will be held to

and/or sign-in sheets and/or attendance records	meeting that does not appear to have been attended.	establish a baseline of community involvement.
Community Newsletters, Website and Social Media Activity	There were no community newsletters sent home in 2023-2024. The website was not regularly updated with an events calendar. There was some social media (Instagram) activity.	At least 5 different newsletters will go home over the course of the 2024-2025 school year. The website will be updated at least monthly. An events calendar will be published. Social media posts will continue and increase such that there is at least 1 post each month.

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	We will have monthly parent / guardian and community newsletters and communications, plan parent / guardian and community engagement events, hold regular SSC and ELAC meetings, and seek collaboration from parents / guardians and community members on a regular basis.	All students	1,500.00 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Refreshments and operating costs for parent/ guardian outreach events 2668.41 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Supplies for parent / guardian / community involvement events 847.00 Site EL LCAP 5000-5999: Services And Other Operating Expenditures Refreshments and operating costs for English Learner parent / guardian outreach events specifically
4.2			
4.3			
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.

This is a new site goal, based on the lack of progress in parent / community involvement specific to the previous related goal.

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

This is a new site goal, based on the lack of progress in parent / community involvement specific to the previous related goal.

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.

This is a new site goal, based on the lack of progress in parent / community involvement specific to the previous related goal. Parent / guardian / community engagement will still be monitored using the same metrics, in addition to the collection of attendance at outreach events specifically.

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	\$106,071.61
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,201,356.61
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	\$101,903.20
Title I Part A: Parent Involvement	\$4,168.41

Subtotal of additional federal funds included for this school: \$106,071.61

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	\$909,455.00
Prop 28 AMS	\$128,259.00
Site EL LCAP	\$7,347.00
Site LCAP	\$50,224.00

Subtotal of state or local funds included for this school: \$1,095,285.00

Total of federal, state, and/or local funds for this school: \$1,201,356.61

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	909,455.00
Prop 28 AMS	128,259.00
Site EL LCAP	7,347.00
Site LCAP	50,224.00
Title I	101,903.20
Title I Part A: Parent Involvement	4,168.41

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	443,450.00
2000-2999: Classified Personnel Salaries	212,607.20
4000-4999: Books And Supplies	308,897.41
5000-5999: Services And Other Operating Expenditures	86,447.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00
None Specified	148,455.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Equity Multiplier	325,000.00
2000-2999: Classified Personnel Salaries	LCFF Equity Multiplier	190,000.00
4000-4999: Books And Supplies	LCFF Equity Multiplier	246,000.00
None Specified	LCFF Equity Multiplier	148,455.00
1000-1999: Certificated Personnel Salaries	Prop 28 AMS	80,000.00

2000-2999: Classified Personnel Salaries	Prop 28 AMS	22,607.20
4000-4999: Books And Supplies	Prop 28 AMS	24,151.80
5800: Professional/Consulting Services And Operating Expenditures	Prop 28 AMS	1,500.00
1000-1999: Certificated Personnel Salaries	Site EL LCAP	4,500.00
5000-5999: Services And Other Operating Expenditures	Site EL LCAP	2,847.00
1000-1999: Certificated Personnel Salaries	Site LCAP	11,200.00
4000-4999: Books And Supplies	Site LCAP	11,924.00
5000-5999: Services And Other Operating Expenditures	Site LCAP	27,100.00
1000-1999: Certificated Personnel Salaries	Title I	22,750.00
4000-4999: Books And Supplies	Title I	24,153.20
5000-5999: Services And Other Operating Expenditures	Title I	55,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,668.41
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	800,641.20
Goal 2	325,700.00
Goal 3	70,000.00
Goal 4	5,015.41

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Dr. Amy McDonald	Principal
Ms. Shaina Greensweight	Classroom Teacher
Ms. Maria Lavallo	Classroom Teacher
Mr. Michael Krelovich	Classroom Teacher
Ms. Debbie Tamayo	Other School Staff
Ms. Dora Maldonado Zane	Parent or Community Member
Ms. Sadie Hawkins	Parent or Community Member
Ms. Cynthia Zamora	Parent or Community Member
Ms. Sabrina Serafin	Parent or Community Member
Ms. Luz Martinez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/30/2024.

Attested:



Principal, Dr. Amy McDonald on 5/30/2024



SSC Chairperson, Ms. Shaina Greensweight on 5/30/2024