

School Year: 2023-24



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
George and Evelyn Stein High School	39-75499-0114140	April 20, 2023	May 9, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

Our plan has been developed with input from all appropriate educational partners. School Site Council (SSC), Site Safety Committee, site English Learner Advisory Committee (ELAC) committee, teachers and other staff worked to develop the student achievement plan. The contents of Stein's plan are aligned with goals established by the school. Stein will empower students to identify and pursue their personal, academic, and career goals by providing a rigorous alternative education environment that accommodates a variety of needs. The plan is reviewed often during Professional Learning Communities (PLC), Site Leadership Meetings and School Site Council in order to assess student progress towards meeting grade level standards. The implementation of Local Control and Accountability Plan (LCAP) provides an opportunity to align goals, while being held accountable working towards meeting students needs. Local Control Funding Formula (LCFF) provides schools and Local Education Agency's (LEA's) the ability to design programs and provide services to meet students needs while preparing them to be 21st Century life long learners.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stein High School uses the TUSD LCAP Educational Partners Survey, & the Student Interests Survey for the Needs Assessment process with our educational partners, which included input from formal online surveys with partners and informal feedback from students and on-site staff.

TUSD 2022-2023 Educational Partners (Student, Parent & Staff) Survey - School Climate & Safety

We determined that "Strongly Agree" and "Agree" are positive ratings and our goal.

Students: 79% "Strongly Agree" and "Agree" to a positive school Climate and Safety LCAP survey in 2022. The 2023 LCAP survey shows an increase to 96.40% for School Climate and 96.08% in School Safety positive ratings.

Parents: 90% "Strongly Agree" and "Agree" to a positive school Climate and Safety LCAP survey in 2022. The 2023 LCAP survey shows a 98.52% positive rating for School Climate and 99% for School Safety.

Staff: 89.54% "Strongly Agree" and "Agree" to a positive school Climate and Safety LCAP survey in 2022. The 2023 LCAP survey shows a 79.56% positive rating for School Climate with the lowest ratings in the sub-areas of staff feeling recognized appropriately for their efforts and accomplishments rating is at 57.89% and 63.16% for the area of the district ensures effective communication across the organization. Overall, 90% had a positive rating for School Safety.

Summary

The educational partners identified areas of positive growth around students perception and experiences of a positive school climate and safety. The student initiatives implemented for the 2022-2023 school year are aligned with student needs and interests. There is a decrease in the staff's rating of school climate by approximately 10%, which is identified as an area for growth. More information is needed in both areas of staff recognition and overall communication in order to identify specific area(s) to address.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are observed for the formal and informal evaluation process every other year, or twice in 5 years depending upon their evaluation cycle and their time in the district.

Evaluation Observations: five teachers with two formal evaluations, one teacher with an informal evaluation.

All teachers received classroom observations using the Rigor, Relevance and Relationships rubrics. There is a focus on rigor and thoughtful work, using the teaching framework provided by the International Center for Leadership in Education (ICLE). As our site coach and administration collect data on walk throughs, teachers are encouraged to reflect on their practices, teaching strategies and lesson planning. Teachers are encouraged to collaborate, use and attend the districts professional development trainings and resources.

Instructional Rounds:

Observe: thoughtful work, relevance & building relationships with students. Focus on student learning where teacher is the facilitator.

Summary: Stein has continued to move from a packet driven program to one where students are engaged in direct instruction, participation and leaders of their own learning. Teachers have identified a common instructional strategy. It was presented by the site leadership team to improve student academic success.

Summary of Findings:

Teachers are creative in planning and facilitating lessons where students are engaged. Teachers continue to work with a common instructional strategy that support all student learning. There is a need to increase the number of days/units/assignments where students are leading their own learning towards meeting grade level standard expectations and the teacher is the facilitator.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers, para educators, counselor, administrative staff and School Site Council have completed needs assessment data from SBAC, CAASPP, and Fastbridge ELA/Math and MySaebres. We are unable to use the district assessments timeline due to students enrolling at different times with varying coverage of content standards. As a result, we have adjusted the testing timeline to fit the needs of our student population. Initial Fastbridge assessment is administered during the first week of enrollment and upon completion of math and/or English class and prior to completing graduation requirements. Based on our needs assessment the structure and timing of Fastbridge assessments modification shows an increase in student scores. Teachers are utilizing assessment tools in Study Sync, Edgenuity, as well as, ELPAC assessments.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Stein teachers have participated in professional development as a staff to modify instruction to meet the needs of all students. They have begun the work of incorporating WICOR strategies across all content areas. They have introduced a common instructional strategy that every student will use in all of their classes. The advisory class administers the Fastbridge initial assessments in MySabres, ELA and Math and follow up assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

~9 fully credential
~0 without full credential
~1 credentialed counselor
~1 Resource (Special Education Specialist)
~1 Special Education Para-Educator (Vacant position)
~1 teacher vacancy

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

New teachers to the district participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of pre-service and four days of follow-up during the school year. Teachers receive training in classroom management, content organization and lesson design. All activities are based on the California Standards for the Teaching Profession (CSTP). All teachers participate in District Departmental Meetings on a regular basis. Stein's school plan includes professional development opportunities for staff and administrators contributing to practices and strategies to close the achievement gap. Professional Development Topics covered: Such as Yellow Ribbon (Suicide Prevention), Student Transcript Review, Advisor Role Training, data collection, testing and STEM planning and implementation. Teachers participate in Professional Learning Communities (PLC) planning cross-curricular lessons and activities.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

~5 District school days dedicated to staff development and continuous improvement
~28 Site days dedicated to staff development and continuous improvement
~All teachers provide Social Emotional Learning activities and academic guidance during Vision/Advisory period one day a week

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district contracted a consultant from ICLE to work with the administration and teachers to focus on the application of rigor, relevance and relationships strategies. A rubric is used during classroom visits for gathering data around instructional strategies. The consultant provides 6 days of trainings on lesson planning and moving to the role as facilitator in the classroom and 2 days supporting the administrator developing skills as an instructional coach. The ICLE Consultant focused on training on the development of 5E lesson plans. There are meetings between the Principal and non-tenured teachers throughout the year for evaluation and coaching purposes.

New teachers to Tracy Unified School District are supported through the Tracy Teacher Induction Program (TTIP). Through this program teachers receive 6 Professional Learning days prior to the start of school. During these days teachers are introduced to the various support systems offered in Tracy and spend time with mentor teachers learning about curriculum, instructional materials, and high leveraging instructional strategies. During the school year teachers participate in two after school professional learning workshops focused on SEL, AVID, and STEM and are released for two days to observe in classrooms and debrief in PLC's.

Tracy Unified School district also offers teachers with a preliminary credential an opportunity to participate in a 2-year Accredited Teacher Induction program. This program focuses on the teachers Individualized Learning Plan (ILP) based on their self-selected SMARTE goal that is grounded in the California Standards for Teaching Practice. These teachers also work with a mentor teacher during this time, that supports and guides them through the ILP process.

Tracy Unified also supports our teachers that are not fully credentialed and are Interns, through our Peer Coaching program. This program offers teachers just in time support and weekly meetings from mentors and Professional Learning Workshops throughout the year.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

~Every Monday, teachers participate in site professional development, district staff development and teacher collaboration time.
~Membership in the California Continuation Education Association (CCEA)
~Department PLC and district professional development
~Cross-Curricular Project Based Learning
~District participation on NGSS, ELA and Social Science and Ethnic Studies Committees

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

- ~All textbooks adopted from the most recent state approved and local governing board approved list.
- ~All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.
- ~All students, including English Learners have access to their own textbooks and instructional materials, digital devices, and Wi-Fi hotspots to use in the classroom and to take home.
- ~Expository Reading and Writing Course (ERWC) from California State University.
- ~Khan Academy for Math.
- ~Edgenuity Online Curriculum.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Does Not Apply

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

- ~Stein is an alternative education campus. All students 11th-12th grade attend school for 5 periods four days a week and 6 periods for one day a week.
- ~Students are enrolled in classes needed to graduate high school. Some of the courses are for credit recovery and others are needed to complete graduation requirements.
- ~All students attend a Vision course once per week with their assigned Academic Advisor.
- ~Academic Advisors have the flexibility to work with their advisees (students) to move students to ensure students complete courses required for graduation.
- ~In most classes, the maximum enrollment is 22 students per class per period.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

- ~All students have access to in class materials.
- ~All students have access to textbooks and instructional materials to use at home.
- ~All students have online/technology access in classrooms and/or at home.
- ~All students have district issued laptops.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

- ~All students have access to standards-aligned courses and materials.
- ~All students have tutorial opportunities before school and after school during WIN Time with fully credentialed teachers.
- ~Edgenuity online learning platform is available to all students to access A-G approved courses.
- ~Study Sync materials used for standards aligned instruction, Expository Reading Writing Curriculum (ERWC), which has been developed by the California State University System, as well as the CTE Exploration Labs that is offered to seniors.
- ~The science courses align with NGSS.
- ~Social Science courses continue to use curriculum that is aligned with CCSS and state framework.
- ~Resource: Khan Academy for Math, Everfi for Economics and the Armed Services Vocational Aptitude Battery (ASVAB) Test.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

- ~Advisory period where students develop plan to recover credits and get back on track to graduate.
- ~Students receive individualized attention to meet their academic and personal needs.
- ~Credit recovery via direct instruction.
- ~Credit recovery via online learning platforms.
- ~Students are enrolled in a class until credits needed for graduation are earned.
- ~Students are allowed to move ahead.
- ~Resource teacher push-in.
- ~Para educator push-in.
- ~Tutorial support (What I Need Time = WIN Time).
- ~Social Emotional Learning (SEL) during Vision/Advisory.
- ~Opportunity for students to meet with outside mental health professionals/counselors.
- ~Opportunity for after school support and intervention.
- ~Opportunity for students to meet with outside counselors and participate in group counseling.

Evidence-based educational practices to raise student achievement

- ~Rigor, Relevance, Relationship Framework (RRR)
- ~Expository Reading Writing Curriculum (ERWC)
- ~Cross Curricular Planning and Instruction
- ~Khan Academy
- ~English Language Proficiency Assessments for California (ELPAC) for English Language Learners
- ~Specifically Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition Instruction (GLAD) strategies
- ~Project Based Learning
- ~Questioning, summarizing, check for understanding
- ~Tutorial opportunities before and after school are available in all content areas
- ~Structured extra curricular activities

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Stein provides a variety of ways for parents and guardians to be active in their student's education.

The opportunities range from:

- ~Onboarding (intake) process
- ~Serving on School Site Council
- ~Serving on Safety Committee
- ~Western Association of Schools and Colleges (WASC) accreditation group
- ~Model Schools committee
- ~Fundraisers
- ~Volunteer in school events
- ~Alternative Education Parent Workshops with the principal
- ~College and Career Speakers
- ~Weekly Academic Progress Report Cards
- ~Individualized Education Plan Meetings
- ~Mental Health Services
- ~Parent Liason held workshops for parents in conjunction with community outreach resources (i.e., San Joaquin Behavioral Health Services Parent Cafe)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

- ~School Site Council
- ~School Site Safety Committee
- ~Site and District English Learner Advisory Committee
- ~Parent/teacher conferences
- ~Quarterly Meetings with administrator

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- ~Edgenuity
- ~Parent outreach and engagement services
- ~Refreshments for Alternative Education Parent Workshops
- ~Project Based Learning
- ~Parent Newsletters
- ~Professional development
- ~Substitutes for professional development
- ~Substitutes for field trips
- ~Substitutes for college and career field trips
- ~Substitutes for student participation in sport tournaments
- ~College/vocational visits field trip

Fiscal support (EPC)

- Local Control Funding Formula (LCFF)
- LCFF Supplemental

Educational Partner Involvement

How, when, and with whom did the 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

Stein works together with educational partners to create a SPSA that is representative of overall goals, instruction and growth. Teachers, administrators, para-educators and members of School Site Council and ELAC conducts a needs assessment survey to evaluate data such as SBAC/graduation rates and student feedback to inform decisions. During Professional Learning Communities, teachers evaluate data to inform instruction. Data collected from SBAC scores, California Dashboard (DASS), student interest survey and Grad Exit Surveys are discussed in small groups during designated PLC time. The analysis is lead by the Site Leadership Team and school site council providing insight.

School Site Council Meetings, ELAC and Alternative Education Parent Workshops are held consecutively, every quarter.

- LCAP Student Survey: February 2023
- LCAP Staff Survey: February 2023
- LCAP Parent/Community Survey: February 2023

Alternative Education Parent Workshops: October 4, 2022, December 6, 2022, March 7, 2023

Alternative Education: SSC / ELAC / Parent Meetings: September 15, 2022, October 20, 2022, February 2, 2023, April 20, 2023

Staff Goals Assessment: February/March 2023

Resource Inequities

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

Stein serves 11th-12th grader students who are credit deficient and not on track to graduate from the traditional comprehensive high school. Attendance, tardiness, and lack of motivation prevents the students from being successful in school. Currently the two largest subgroups at Stein are the Socioeconomically Disadvantaged at 58.2% and 29.5% English Learner students. After reviewing the responses to needs assessment there is a high interest in real-life experiences and opportunities, post high school options, a need for more activities on campus to increase student motivation, and multi-tiered mental health services.

- ~Increase parent engagement with our largest subgroup of students. There is a need for a full time Bi-lingual parent liaison.
- ~High percentage of long-term English Learners
- ~Analyze and monitor academic language growth supporting the ability to reclassify as English Proficient
- ~Additional support, strategies and engaging reading support, allowing access to grade level content
- ~College and Career Readiness planning useful post-graduation
- ~Career planning opportunities/activities
- ~EL Student Support
- ~QR Code for electronic exit survey
- ~Meet FAFSA requirement (help for students and parents)
- ~Master Schedule
- ~Incorporate AVID - WICOR Strategies
- ~AVID Training
- ~Improvement in Reading Comprehension
- ~Fastbridge Exit Exam
- ~Advisory/Vision class training on library resources
- ~Increase Attendance
- ~Increase Cross-Curricular Activities
- ~Food for hungry students after school attending WIN Time sessions
- ~Testing strategies site wide
- ~Increase lunch time activities
- ~Explore concurrent enrollment with community college
- ~Van to transport students in Learning Service class to other school sites
- ~Begin CTE Pathway implementation
- ~Graduation regalia
- ~Extra Curricular activities (i.e., sports and activities)
- ~Post high school employment opportunities & connections

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.81%			1
African American	6.9%	8.20%	4.88%	8	10	6
Asian	5.2%	0.82%	4.07%	6	1	5
Filipino	1.7%	0.82%	2.44%	2	1	3
Hispanic/Latino	78.5%	75.41%	69.11%	91	92	85
Pacific Islander	%	3.28%	1.63%		4	2
White	6.0%	10.66%	11.38%	7	13	14
Multiple/No Response	1.7%	0.82%	5.69%	2	1	7
	Total Enrollment			116	122	123

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 11	16	23	37
Grade 12	100	99	86
Total Enrollment	116	122	123

Conclusions based on this data:

1. Overall continued increase in student enrollment over the last three years.
2. Hispanic/Latino remains the largest sub-group.
3. Increase of students in the sub-group identified as White.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	33	36	30	28.4%	29.5%	24.4%
Fluent English Proficient (FEP)	32	29	38	27.6%	23.8%	30.9%
Reclassified Fluent English Proficient (RFEP)	4			12.1%		

Conclusions based on this data:

1. No data for reclassified category for the 2021-2022 school year.
2. Overall increase in our EL population from 2019-2020 to 2021-2022, but decreased from 2020-2021.
3. There is a 4% decrease in students who are Fluent English Proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 11	51	58		30	54		30	53		58.8	93.1	
All Grades	51	58		30	54		30	53		58.8	93.1	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2461.	2476.		0.00	0.00		0.00	11.32		36.67	32.08		63.33	56.60	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	11.32		36.67	32.08		63.33	56.60	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	3.77		50.00	58.49		50.00	37.74	
All Grades	0.00	3.77		50.00	58.49		50.00	37.74	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	0.00		30.00	35.85		70.00	64.15	
All Grades	0.00	0.00		30.00	35.85		70.00	64.15	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	3.33	5.66		73.33	71.70		23.33	22.64	
All Grades	3.33	5.66		73.33	71.70		23.33	22.64	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	3.77		63.33	56.60		36.67	39.62	
All Grades	0.00	3.77		63.33	56.60		36.67	39.62	

Conclusions based on this data:

1. There was a 34% increase in students tested from 2020-2021 to 2021-2022.
2. There is an increase of 11% in overall achievement from 2020-2021 to 2021-2022 of students who met standards.
3. The greatest area of need is in writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 11	52	58		22	54		22	54		42.3	93.1	
All Grades	52	58		22	54		22	54		42.3	93.1	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2447.	2420.		0.00	0.00		0.00	0.00		9.09	11.11		90.91	88.89	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		9.09	11.11		90.91	88.89	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	11.11		*	88.89	
All Grades	*	0.00		*	11.11		*	88.89	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	46.30		*	53.70	
All Grades	*	0.00		*	46.30		*	53.70	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	50.00		*	50.00	
All Grades	*	0.00		*	50.00		*	50.00	

Conclusions based on this data:

1. Participation in testing increased of 51% from 2020-2021 in comparison to 2018-2019 as there are no scores reported for 2020-2021.

2. Students who met or nearly met standard increased in all sub categories.

School and Student Performance Data

CAASPP Test Results in Science for All Students

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	2.99	3.13	22.22	23.05	28.5	29.47

Conclusions based on this data:

1. Overall a slight increase from 2020-2021 in students who passed or exceeded the standard for science.
2. Science is an area for growth.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	1555.4	1528.7		1554.2	1539.5		1556.2	1517.3		11	11	
12	1536.4	*		1539.1	*		1533.4	*		18	11	
All Grades										29	23	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	9.09	0.00		54.55	45.45		27.27	9.09		9.09	45.45		11	11	
12	5.56	*		33.33	*		50.00	*		11.11	*		18	*	
All Grades	6.90	9.09		41.38	36.36		41.38	18.18		10.34	36.36		29	22	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	27.27	36.36		45.45	18.18		18.18	27.27		9.09	18.18		11	11	
12	22.22	*		38.89	*		33.33	*		5.56	*		18	*	
All Grades	24.14	27.27		41.38	40.91		27.59	22.73		6.90	9.09		29	22	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	0.00	0.00		27.27	18.18		36.36	18.18		36.36	63.64		11	11	
12	0.00	*		0.00	*		44.44	*		55.56	*		18	*	
All Grades	0.00	0.00		10.34	18.18		41.38	27.27		48.28	54.55		29	22	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	0.00	0.00		81.82	54.55		18.18	45.45		11	11	
12	5.56	*		55.56	*		38.89	*		18	*	
All Grades	3.45	4.55		65.52	50.00		31.03	45.45		29	22	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	72.73	72.73		27.27	18.18		0.00	9.09		11	11	
12	72.22	*		22.22	*		5.56	*		18	*	
All Grades	72.41	81.82		24.14	13.64		3.45	4.55		29	22	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	0.00	0.00		50.00	36.36		50.00	63.64		10	11	
12	0.00	*		33.33	*		66.67	*		18	*	
All Grades	0.00	0.00		39.29	40.91		60.71	59.09		28	22	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	10.00	9.09		80.00	36.36		10.00	54.55		10	11	
12	5.56	*		83.33	*		11.11	*		18	*	
All Grades	7.14	4.55		82.14	45.45		10.71	50.00		28	22	

Conclusions based on this data:

1. The number of students tested decreased.
2. The increase in number of students at Level 4. There is a significant decrease by 23.2% of students at Level 2, and a significant increase of 26.02% of students at Level 1.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
122	58.2	29.5	0.8
Total Number of Students enrolled in George and Evelyn Stein 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	36	29.5
Foster Youth	1	0.8
Homeless	3	2.5
Socioeconomically Disadvantaged	71	58.2
Students with Disabilities	20	16.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	8.2
American Indian		
Asian	1	0.8
Filipino	1	0.8
Hispanic	92	75.4
Two or More Races	1	0.8
Pacific Islander	4	3.3
White	13	10.7

Conclusions based on this data:

1. More than half, 58.2% of students identified as Socioeconomically Disadvantaged.
2. Three quarter (75.4%) of students are Hispanic.
3. Students identified as White is the second largest Race/Ethnicity sub-group of students at 10.7%.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p> <p>No Performance Level</p>	<p>Graduation Rate</p> <p>Medium</p>	<p>Suspension Rate</p> <p>Medium</p>
<p>Mathematics</p> <p>No Performance Level</p>		
<p>English Learner Progress</p> <p>No Performance Level</p>		
<p>College/Career Not Reported in 2022</p>		

Conclusions based on this data:

1. Both graduation rate and suspension rates are areas of need.

School and Student Performance Data

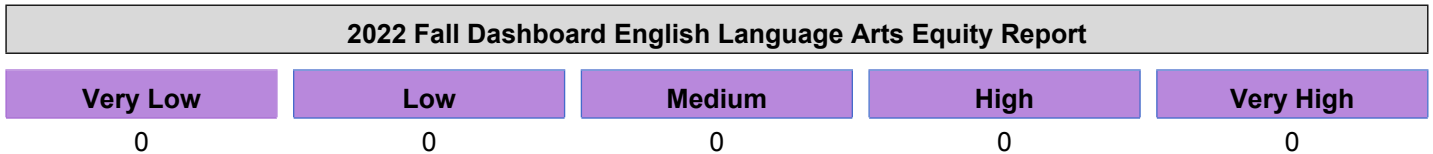
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

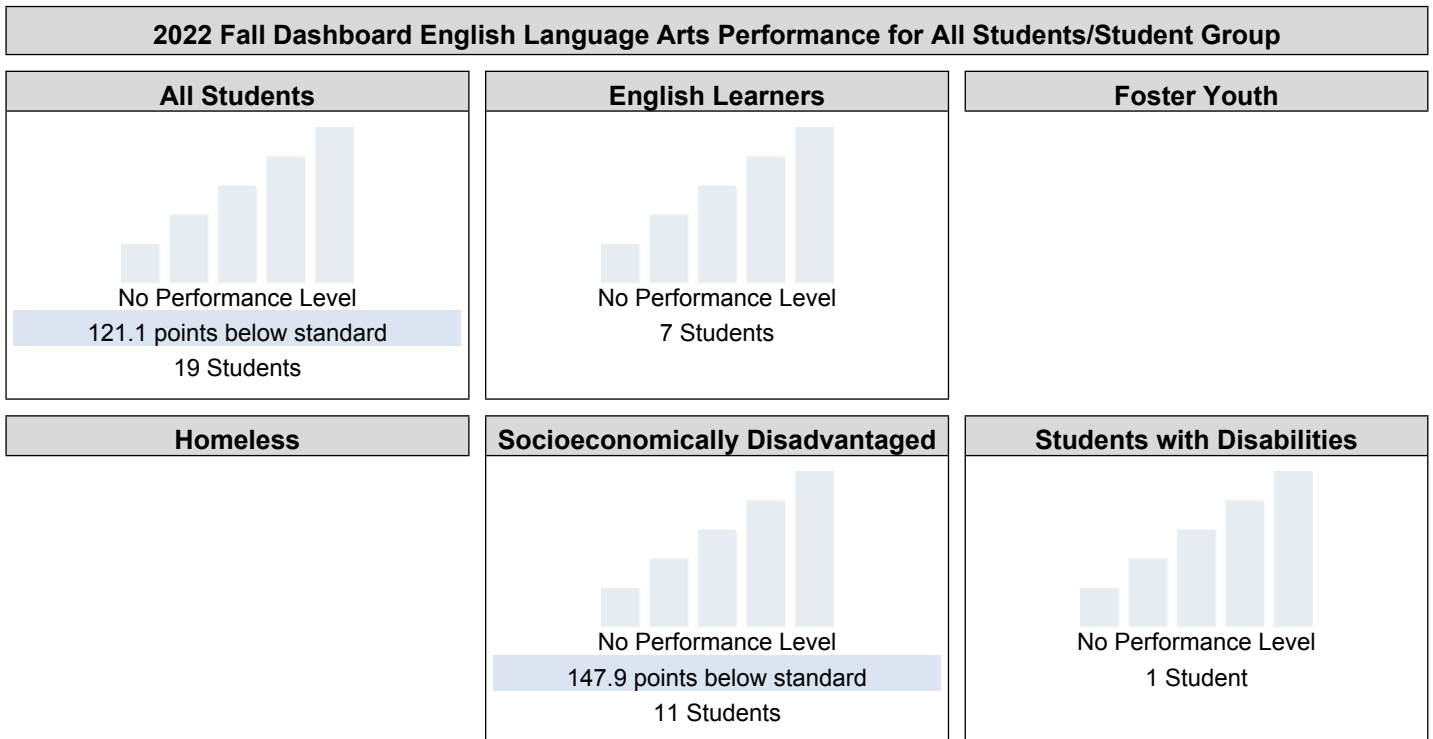
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



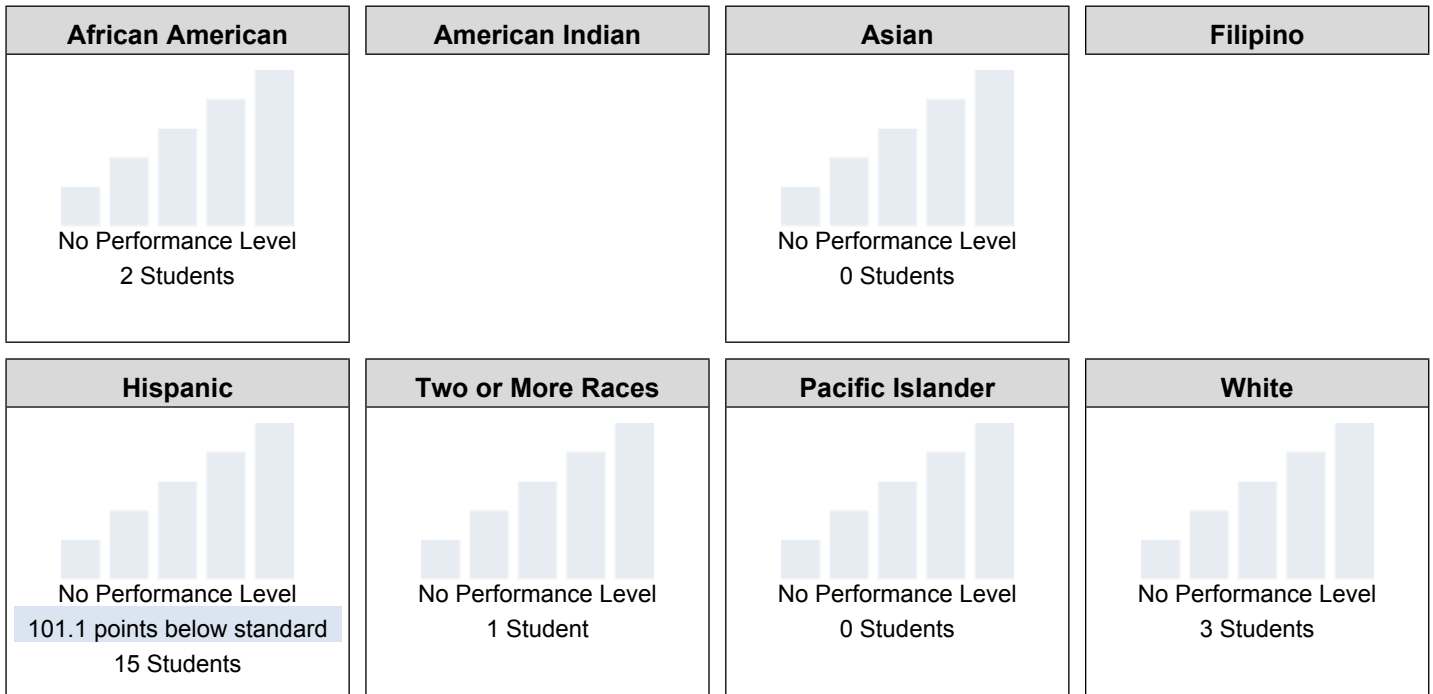
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
3 Students	5 Students	133.5 points below standard 11 Students

Conclusions based on this data:

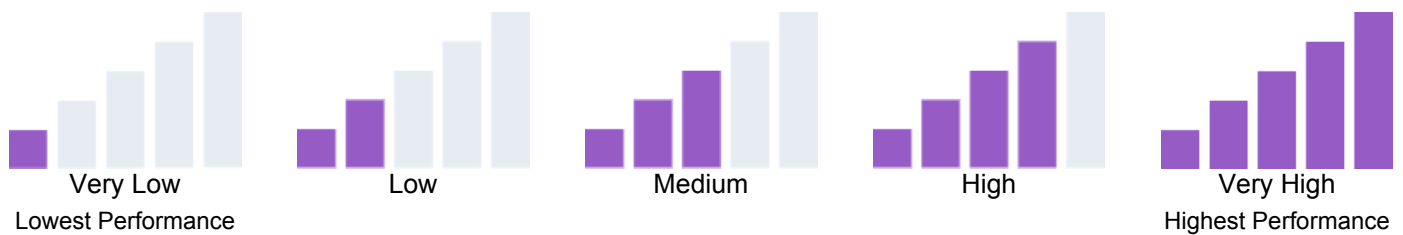
- Socioeconomically disadvantaged students have the largest achievement gap of all sub-groups reported.

School and Student Performance Data

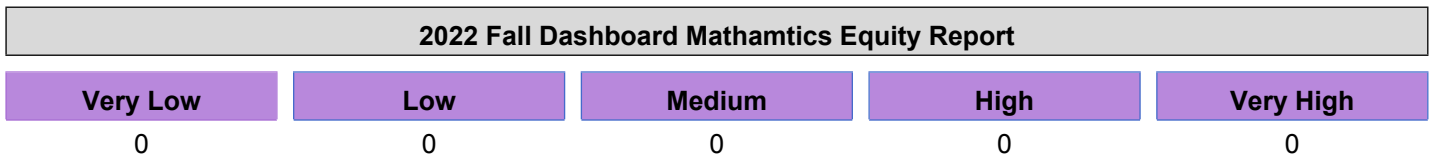
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

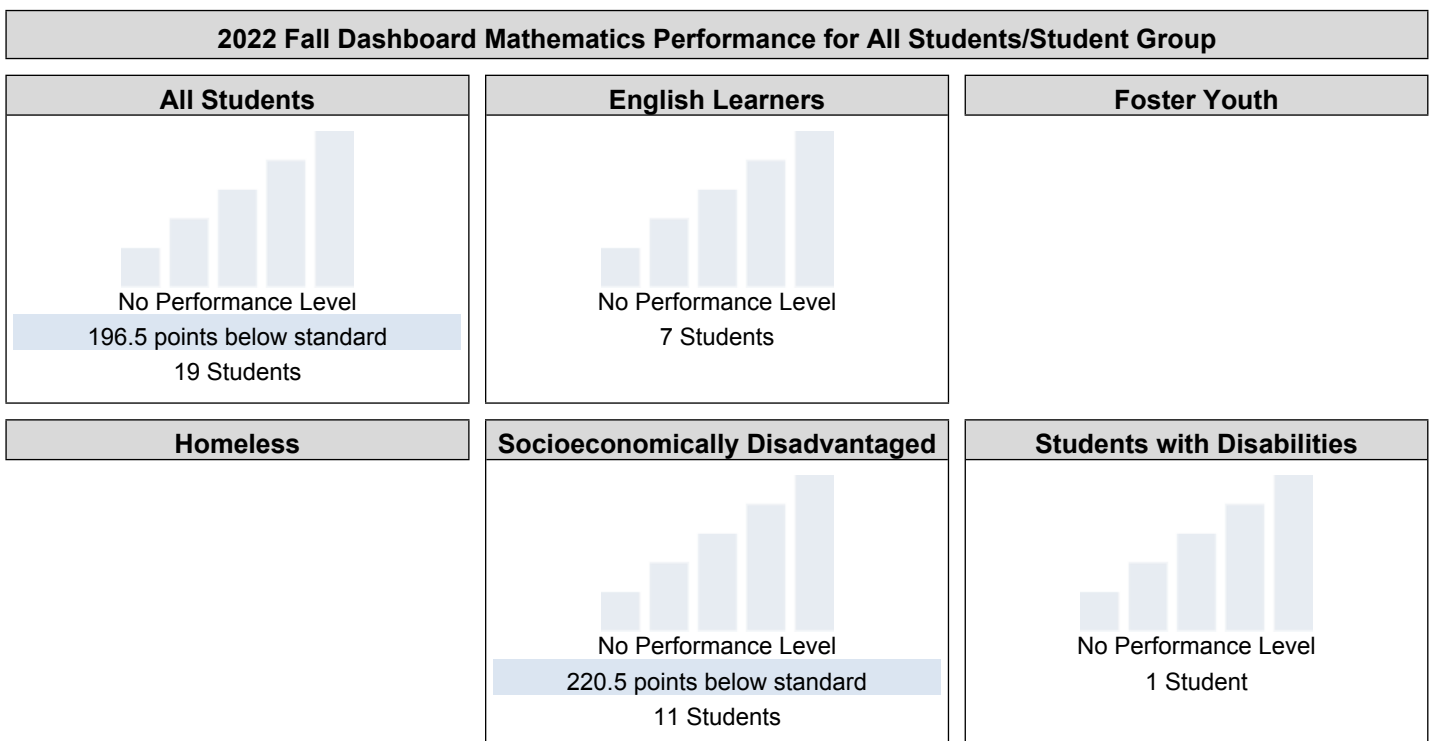
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



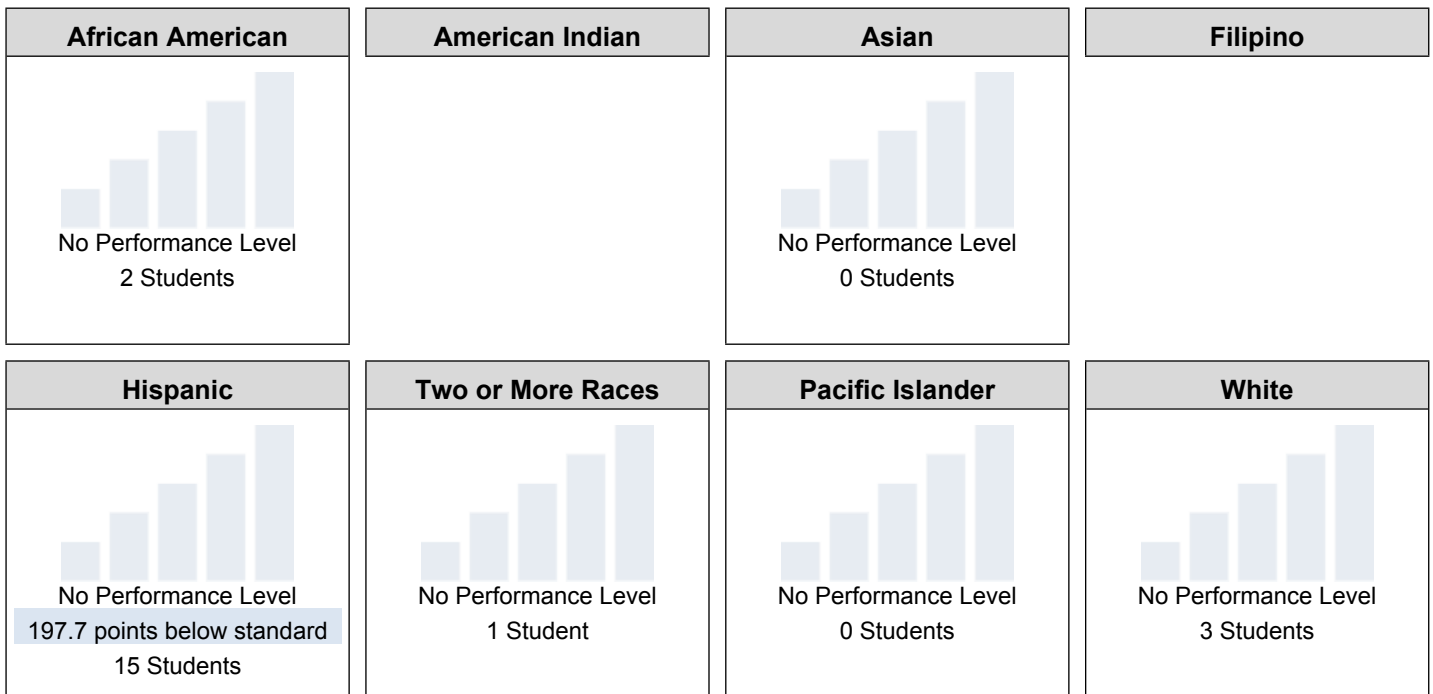
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
3 Students	5 Students	<div style="background-color: #e0e0e0; padding: 2px;">164.5 points below standard</div> 11 Students

Conclusions based on this data:

1. Socioeconomically disadvantaged students have the largest achievement gap of all sub-groups reported.

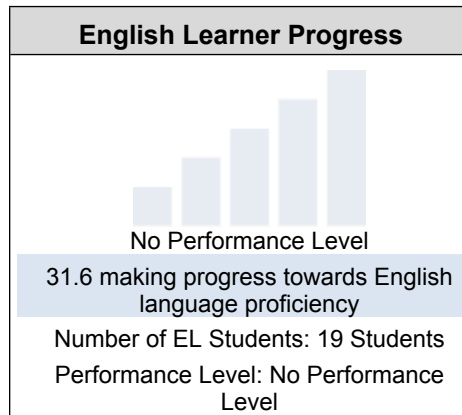
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
36.8%	31.6%	0.0%	31.6%

Conclusions based on this data:

1. A third of the students progressed or stayed the same.
2. Over one third decreased at least one level.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. Data not reported.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High High Medium Low Very Low
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

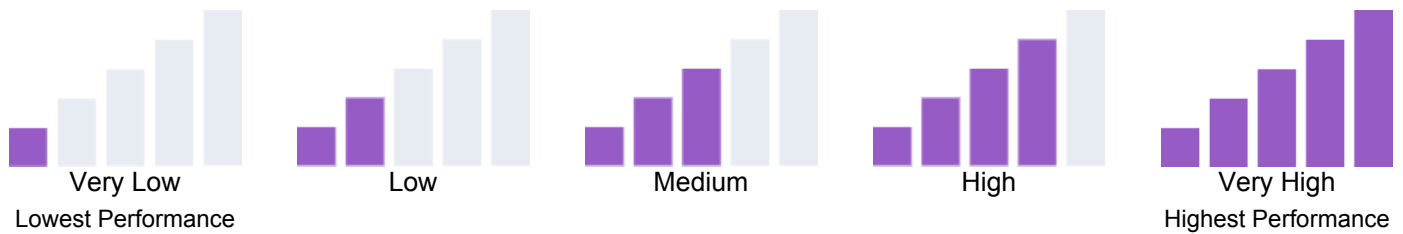
Conclusions based on this data:

1. No Data Reported.

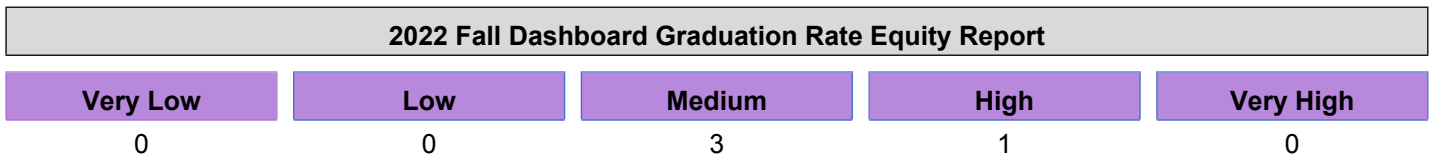
School and Student Performance Data

Academic Engagement Graduation Rate

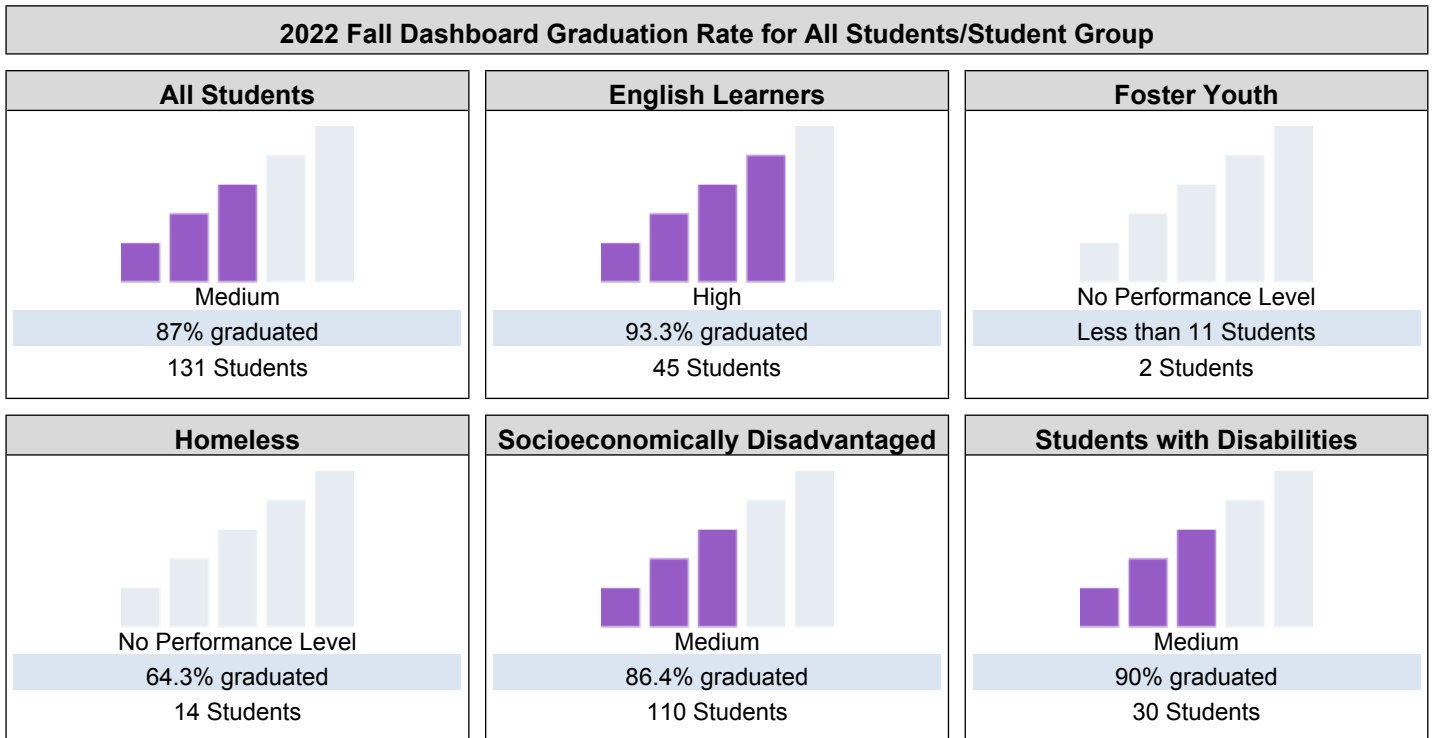
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



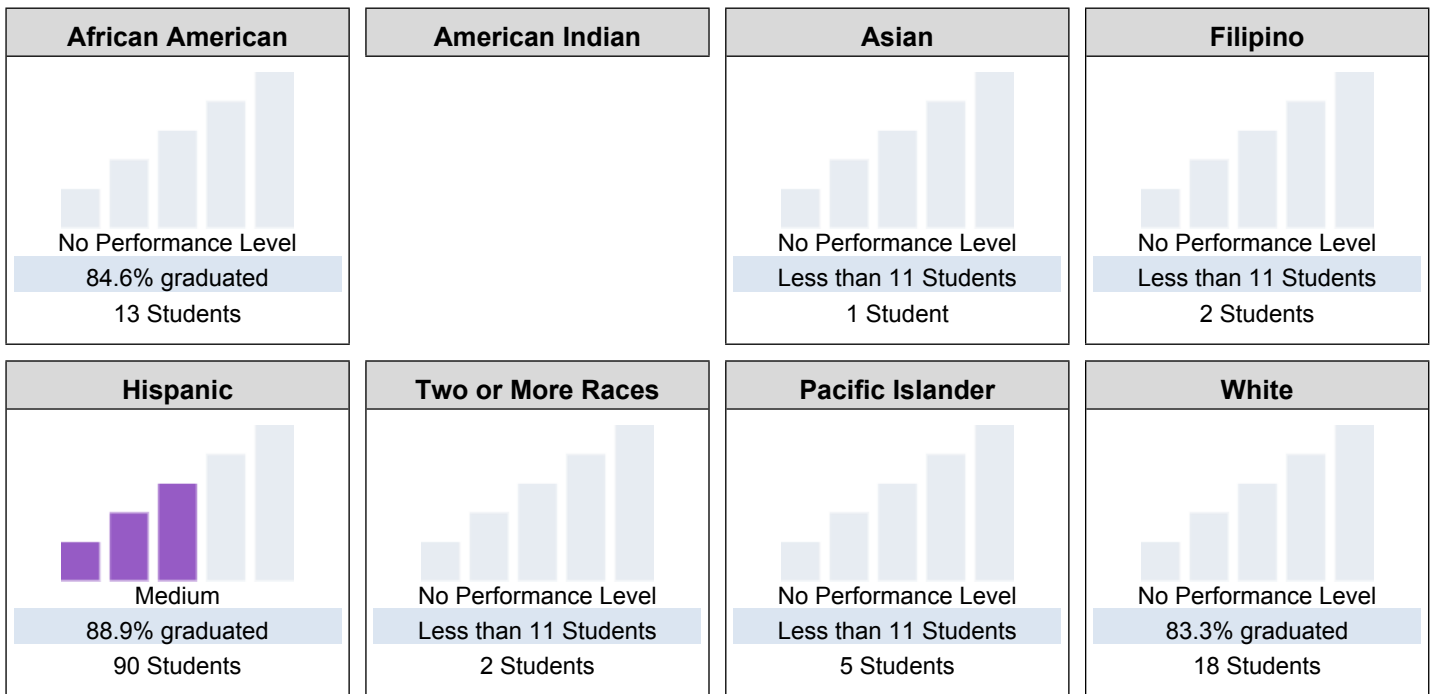
This section provides number of student groups in each level.



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



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

1. Overall graduation rate was 87%.
2. English Learners was the largest sub-group to graduate at 93.3% followed by Socioeconomically Disadvantaged sub-group at 86.4%.

School and Student Performance Data

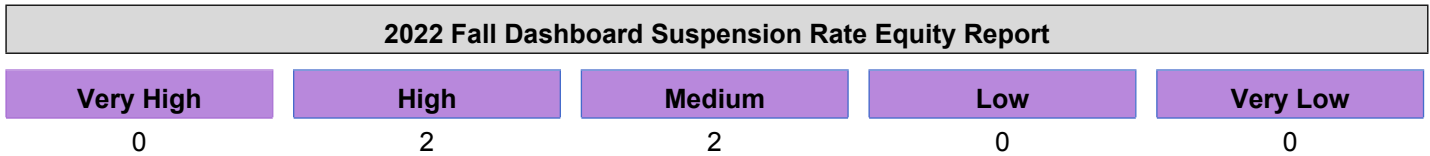
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

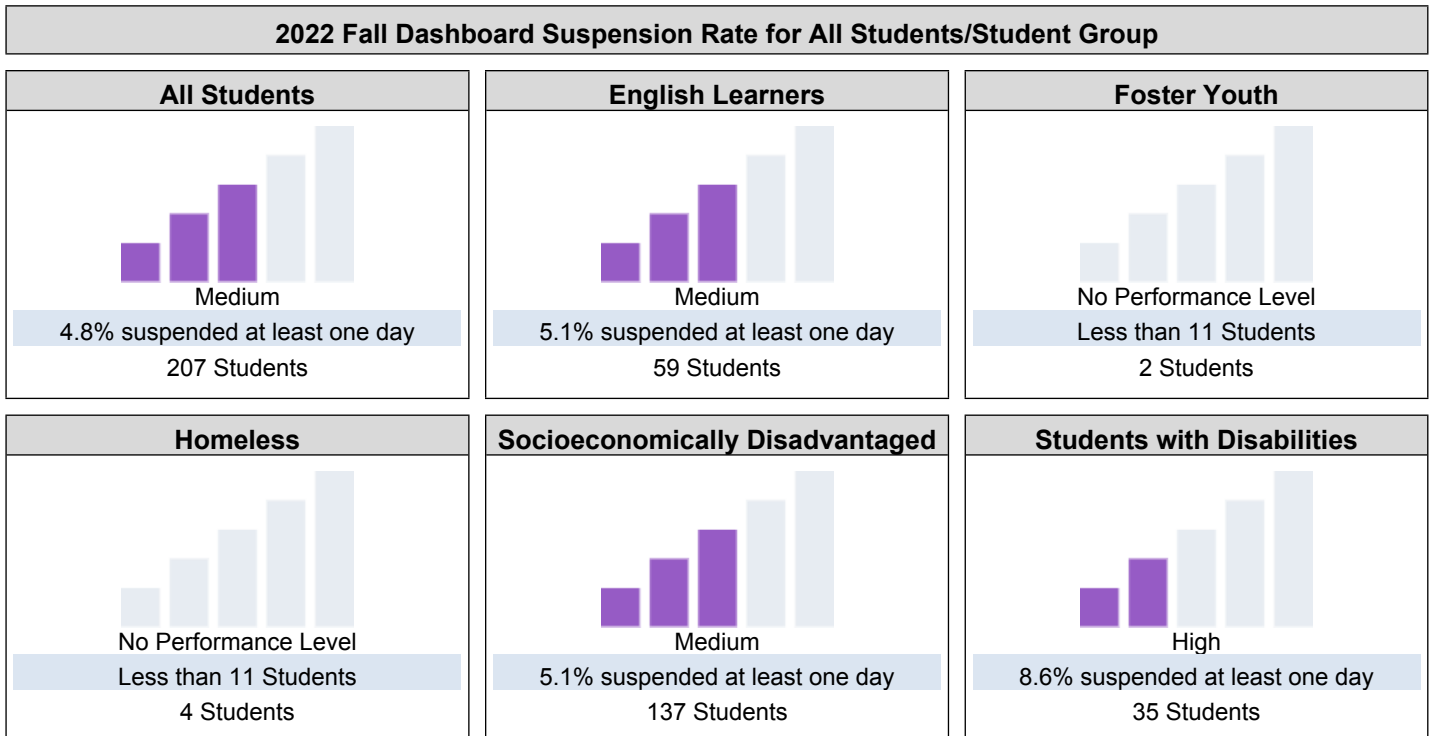
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



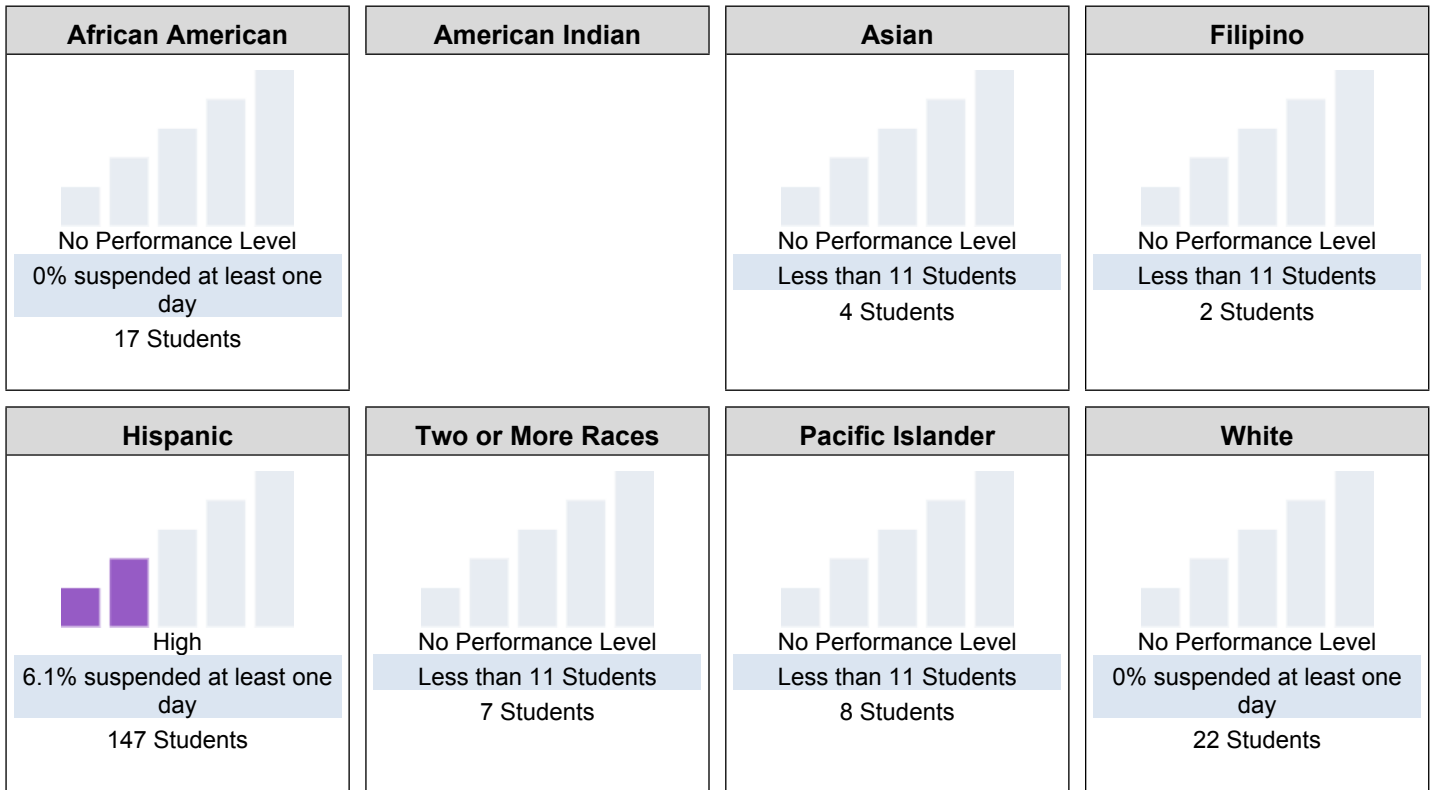
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension rate is highest among students with disabilities at 8.6%.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups.

Goal 1

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups

Identified Need

Students need to increase their knowledge of career opportunities, basic self sufficiency skills and the academic needs to meet expectations of teachers learning targets.

1. Increase number of college/career ready students (CTE Career Exploration Labs)
2. Improve reading and math scores (modify academic growth assessment)
3. Introduce and implement STEM activities
4. Focus on English Learners and Socially Economically Disadvantaged population
5. Professional development for teachers and support staff
6. Cross Curricular Activity Supplies/Materials
7. Counseling Services
8. After school tutoring
9. Career Readiness Support
10. FAFSA Help for Students
11. Access to all Education Opportunities for Socioeconomically Disadvantaged
12. Increase graphic novels in library
13. Increase graduation rate
14. Implement AVID - WICOR strategies

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard College/Career Preparation	Baseline Data 2023-2024	<p>Prepare students for college/career: Increase the number of students college/career prepared by 2%.</p> <p>Master schedule changes to include access to CTE Exploration Labs via English 4B.</p> <p>Master schedule Strategies for Academic Success course curriculum.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>Master schedule ERWC via English 4A.</p> <p>Implement two AVID - WICOR Strategies:.</p>
Fastbridge aReading and aMath	<p>Upon On-boarding and/or upon completion of English and math course Testing upon exit of program to monitor student progress.</p> <p>28% of students scored "College Pathway" or "Low Risk" as measured by the Fall 2022 Fastbridge aReading assessment</p> <p>13% of students scored "College Pathway" or "Low Risk" as measured by the Fall 2022 Fastbridge aMath assessment</p>	2% increase of aReading and aMath scores
STEM Implementation	Year 1 of implementation 2023-2024	<p>Complete one STEM Unit in science and math.</p> <p>Increase to at least one science/STEM field trip.</p>
ELPAC Assessment Data	31% of students maintained ELPI Level	<p>Improve our ELPI Level by 3%.</p> <p>3% of EL students participate in after school intervention WIN Time or reading club</p>
Staff Professional Development & Planning	Baseline 2023-2024	Once per semester provide team planning and/or professional development-STEM Implementation
Graduation Rate	Graduation Rate - 87%	Graduation Rate - Increase Graduation rate by 2% overall.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

CTE Exploration Labs & Consumable Materials (\$3500)
Master Schedule for CTE Exploration Labs (\$0)
Master Schedule Strategies for Academic Success Edgenuity course curriculum (District Funded)
Master schedule ERWC in English 4 (\$0)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3500

Source(s)

LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Fastbridge Assessment upon On-boarding enrollment and exit (\$0)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide/purchase STEM (NGSS) Activities and Materials for all students (\$1700)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1700

LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All EL Learners and Socioeconomically Disadvantaged Students

Strategy/Activity

Provide additional enrichment STEM related activities:
STEM Related Activities like Lab Field Trip (\$700)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

350

LCFF - Supplemental

350

LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide professional development activities for staff:
~Team Planning days/professional development/Site Leadership/ Research (\$2000)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

General School to support alternative education needs:

California Continuation Education Association Dues (\$550)
Model Continuation High School (MCHS)/WASC: materials, supplies (\$300)
Attend Alternative Education conference (\$8000)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8850

LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Individual and/or Group Counseling (Sow-A-Seed, Community Medical Center, Child Abuse Prevention Services) (\$0)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

General School Support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4021

LCFF

51

LCFF - Supplemental

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Project Based Learning Exploration (\$400)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

400

Source(s)

LCFF

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide access for all students to attend or participate in field trips (2,000)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF

1500

LCFF - Supplemental

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide After School Clubs/Extra Curricular Activity Supplies/Materials/Nutrition (\$800)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

300

Source(s)

LCFF

500

LCFF - Supplemental

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

General Operating Cost:
General School Support (\$4072)
General Classroom Support (\$2200)
Subject Specific Classroom Support (Art/PE) (\$800)
Transportation Reimbursement for Service Learning (\$500)
Diploma Cap & Gowns (\$2000)
Graduation Survey Services/Supplies/Materials (\$2000)
IMC Charges (\$300)
Service Contract on copiers (\$4700)
Riso (\$600)
Postage (\$400)
Instructional Copies (FedEx) (\$1683)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15432	LCFF
1683	District Funded
1340	LCFF - Supplemental

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide supplemental online programs/graduation survey/student use (\$900)
Site Technology supplies for classroom use (projectors, programs and support materials, etc. (\$1000)
Site Technology needs (such as devices, etc. (\$1000)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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2600	LCFF
300	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

During the needs assessment there was a 90% agreement that students wanted access to content deemed relevant and provide real world value. As a result, avenues to incorporate career, technical experiences, field trips and elective courses are needed. The ability to provide students with knowledge of career opportunities, as well as planning time for staff to include all subject matters for cross-curricular lessons is a goal we will continue to work towards.

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

Stein did not have any major differences between implementation and budget expenditures.

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.

Portfolio, Service Learning and WIN Time classes will remain on the master schedule. In order to facilitate and monitor student progress by completion of the portfolio and Fastbridge testing results. Incorporate completion of College Next as part of the graduate checkout process and included in the structure of the Portfolio class. Increase participation in CTE Exploration Labs by embedding the curriculum into English 4. Structure Vision coursework to implement WICOR strategies. Continue to initiate goal setting discussions with students and pre/post SEL assessments such as Fastbridge.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment for all students and staff.

Identified Need

1. Broaden on campus extra curricular activities -WIN Time
2. Increase Parent involvement - Support Materials and curriculum
3. Mental Health Resources for students (Tier 2)
4. Maintain positive school climate (GRIT, Red Ribbon, Graduation, After School Activities and interventions)
5. Improve Student Attendance

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate - After School Activities	Student referrals for 2022-2023 Student Interest Survey	30% of student population participation in after school activities 2% reduction in student referrals
Parent Participation	25% of Parents Responded to LCAP Survey	Improve parent survey participation to 28%
Support Materials and curriculum for students and parents	Less than 2% parents participate in school activities after the onboarding/enrollment appointment	Use Woodburn Press online and handouts for parents Increase to 4% attendance of parents attend Alternative Education Parent Workshops
Parent Involvement (SSC Sign-In)	4% of parents sign in to SSC & ELAC	Increase to 6% parent attendance
Student Attendance Records	29.6 % and 26% SARB or Pre-SARB	Decrease average daily absences to 7% of student population

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide/purchase:
 School Climate Activities/Materials and Supplies (\$400)
 Student Awards/Recognition Assemblies with incentives (\$360)
 Red Ribbon Week Activities (\$500)
 Access and participation in Intramural sports/sports equipment (\$2000)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2960	LCFF
300	LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and Socioeconomically Disadvantaged Students

Strategy/Activity

Certificated staff extra hours/afterschool activities (\$400)
 Classified staff extra hours/school business/translation, etc. (\$500)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
900	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide support and information via:
Mental Health Services (individual and group/PEI/CMC) (\$0)
Parent support materials (i.e., Woodburn Press) (\$400)
FAFSA Workshop (\$300)
Parent Appreciation (\$400)
Alt Ed Parent Workshop (\$500)
Guest Speaker Presentations (\$0)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	LCFF
0	District Funded
1000	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Stein enrolls 11th and 12th graders have an opportunity to participate in structured after school activities known as WIN Time. Administration has worked with staff to increase student engagement with opportunities on campus by working to change the culture by adding relevant electives, such as Service Learning. Participation in those activities has increased by at least 30%. Participation of intramural sports has increased and resulted in adding four additional sports and more lunch time activities. Structured WIN Time will need to include elective options in order to increase student buy-in to attend after school. Increasing student engagement is a goal we will continue to work towards improving.

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

There are no major differences between implementation and budget.

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.

Master schedule modifications made to accommodate the new elective options.

Participation in Intramural Activities with other Alternative Education Schools in Northern and Central California.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 3

Stein will implement cross-curricular projects, introduce/implement AVID Strategy school-wide and create inviting reading nook.

Identified Need

Develop and improve academic discourse, among our subgroups, such as English Learners and/or Socioeconomically Disadvantaged students in order for teachers to facilitate high levels of communication among students in the classroom.

Planning time for Site Leadership Team

Staff trainings in WICOR - AVID strategies

Increase elective offerings during WIN Time

Increase number of students participating in the Service Learning Course

Planning time for STEM implementation

Create Reading Nook

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Cross Curricular Materials - focus on STEM	No Baseline	Teachers will create and facilitate cross-curricular projects. Planning time for teachers
Teacher planning time WICOR - AVID strategies	Teacher/Advisor will attend training at the beginning of the school year and at least once a semester for recalibration.	Teacher/Advisor will gain the necessary skills to lead and support their advisees implementing at least one AVID Strategies per semester Increase teacher planning time to at least one day a semester by department
Increase Books in classroom/library for WIN Time	No Baseline	Add Graphic Novels and other reading materials of interest to students Furniture for Reading Nook

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Service Learning enrollment	7 students enrolled for 2022-2023	Increase enrollment to 10 per year Provide transportation mileage reimbursement

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement Cross-Curricular Projects in the classroom:
Purchase materials/supplies/activities/planning (\$1600)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1200

400

Source(s)

LCFF

LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Teacher Planning Time Staff Development - WICOR AVID Strategies (\$1000)
Teacher Subs for class activities - (i.e. RRR Walkthroughs) (\$1200)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1200

Source(s)

LCFF

1000

LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase quality/quantity books/supplies/materials/furniture for library/reading nook (\$4000)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

600

LCFF - Supplemental

3400

LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Service Learning support/nutrition/materials, etc (\$790)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

341

LCFF

449

LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Not Applicable

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

There are no major differences between implementation and budget.

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.

Not Applicable

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$59,727.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
District Funded	\$1,683.00
LCFF	\$46,754.00
LCFF - Supplemental	\$11,290.00

Subtotal of state or local funds included for this school: \$59,727.00

Total of federal, state, and/or local funds for this school: \$59,727.00

School Site Council Membership

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

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

Name of Members	Role
Traci L. Mitchell <i>Traci Mitchell</i>	Principal
Emanuel Mora <i>Emanuel Mora</i>	Secondary Student
Brandy Chavarria <i>Brandy Chavarria</i>	Classroom Teacher
Anthony Irizarry <i>Anthony Irizarry</i>	Classroom Teacher
Sandra Vasquez <i>Sandra Vasquez</i>	Other School Staff
Samantha Naval <i>Samantha Naval</i>	Parent or Community Member
Nery Mora <i>Nery Mora</i>	Parent or Community Member
Ivis Mora <i>Ivis Mora</i>	Parent or Community Member
Yolanda Aguilar Mora <i>Yoli Aguilar</i>	Secondary Student

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

Recommendations and Assurances

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

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

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

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

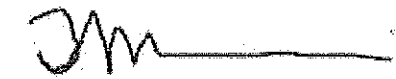
Signature	Committee or Advisory Group Name
Ivis Mora	English Learner Advisory Committee

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 4/20/2023.

Attested:



Principal, Traci L Mitchell on 4/20/2023



SSC Chairperson, Brandy Chavarria on 4/20/2023