

School Year: **2024-25**



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 10, 2024	May 14, 2024

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), teachers and other staff contributed to the development 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. Stein is designed to provide the maximum flexibility so that students may achieve a high school diploma, set individual goals, and become responsible for their future. The plan is reviewed often during Professional Learning Communities (PLC), Site Leadership Meetings, English Learner Advisory Committee meetings, and School Site Council in order to asses 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 includes input from formal online surveys with partners and informal feedback from students and on-site staff.

TUSD 2023-2024 Educational Partners (Student, Parent & Staff) LCAP Survey - School Climate & Safety

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

Students: 96.40% "Strongly Agree" and "Agree" to a positive school Climate and 96.08% in School Safety ratings on the 2023 LCAP survey. The 2024 LCAP survey shows a decrease in positive school ratings to 93.91% in School Climate and 93.79% in School Safety. The lowest ratings in the sub-areas of school climate and safety was 87.01% agree that the the buildings and grounds at this school are clean and well maintained.

Parents: 98.52% "Strongly Agree" and "Agree" to a positive school Climate and 99% in School Safety ratings on the 2023 LCAP survey. The 2024 LCAP survey shows a decrease in positive school ratings to 90.48% in School Climate, where the lowest ratings were 88.89% for both sub-areas of the school encourages all students to do challenging work and school staff responds in a timely manner. There was an increase to 100% for School Safety.

Staff: 79.56% "Strongly Agree" and "Agree" to a positive school Climate and 90% in School Safety ratings on the 2023 LCAP survey. The 2024 LCAP survey shows an increase to 95.24% positive rating for School Climate with the lowest ratings of 83.33% in both of the sub-areas of buildings and grounds at this school are clean and well maintained and our district ensures effective communication across the organization. A positive rating for School Safety increased from 90% to 94.44%.

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 2023-2024 school year are aligned with student needs and interests. It is also noted that parents would like for their students to experience more challenging work in their classes. There is an increase in the staff's rating of school climate by approximately 15%, which was identified as an area for growth. In response to the staff climate being an area of growth the Sunshine Committee was created to provide support to staff in emergencies as well as plan social activities for staff enjoyment.

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

Summary: Stein has moved from a packet driven program to one where students are engaged in direct instruction, participation and leaders of their own learning. Administration and the Instructional Coach has identified a need to increasing rigor in instruction and shifting towards a facilitator role for teachers can enhance learning outcomes by promoting critical thinking and student engagement.

Summary of Findings:

Teachers are creative in planning lessons where students are engaged. Increasing the teachers role as facilitator will empower students to take ownership of their learning while teachers guide and support them through the process. Teachers will add additional common instructional strategy that support all student learning. There is need for an increase in 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 MySaebrs. 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 in ELA and Science. 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. The advisory class administers the Fastbridge initial assessments in MySabres, ELA and Math and follow up assessments. They have begun the work of incorporating WICOR strategies across all content areas. Math has been identified as an area of great need according to assessment data. There is a need to introduce a common instructional strategy that every student will use in all of their classes that supports learning in mathematics.

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
~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) as a site, planning 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)
~Site/Department PLC and district professional development
~District participation in 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.
- ~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 grade level courses 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 schedules 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.
- ~Resources: 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
- ~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
- ~Writing Inquiry Collaboration Organization Reading (WICOR - AVID) Strategies
- ~Learning Experiences (College Visits, Vocational Site Visits)
- ~Project Based Learning
- ~Questioning, summarizing, check for understanding
- ~Tutorial opportunities before and after school are available in all content areas
- ~Structured extra curricular activities
- ~Testing Nutrition

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
- ~Serving English Language Advisory Committee (ELAC)
- ~Title 1 Advisory 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
- ~FAFSA and College Enrollment Workshops
- ~Weekly Academic Progress Report Cards
- ~Individualized Education Plan Meetings
- ~Mental Health Services
- ~Parent Liaison held workshops for parents in conjunction with community outreach resources (i.e., San Joaquin Behavioral Health Services Parent Café)

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
- ~Title 1 Parent Engagement Committee
- ~Parent/teacher conferences
- ~Quarterly Meetings with administrator and/or school counselor

Funding

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

- ~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
- ~Field trips
- ~College/vocational visits field trips
- ~Mental Health Services (groups)
- ~CTE Exploration Labs
- ~Family Engagement
- ~Promote positive school climate
- ~Implementation of CTE Pathway
- ~Testing Nutrition

Fiscal support (EPC)

- Local Control Funding Formula (LCFF)
- LCFF Supplemental
- Title 1

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 (SSC) and English Language Advisory Committee (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 and advise needs of students. Data collected from SBAC scores, California Dashboard (DASS), student interest survey and Grad Exit Surveys are discussed in groups during designated PLC time. The analysis is lead by the Site Leadership Team and school site council providing insight.

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

LCAP Student Survey: February 2024

LCAP Staff Survey: February 2024
LCAP Parent/Community Survey: February 2024

Alternative Education Parent Workshops: October 4, 2023, December 6, 2023, March 6, 2024

Alternative Education: SSC Meetings: September 13, 2023, October 18, 2023, February 7, 2024, March 27, 2024, April 10, 2024

ELAC Meetings: September 13, 2023, October 18, 2023, November 17, 2023, February 5, 2024, April 8, 2024

Staff Goals Assessment: January/February/March 2024

Resource Inequities

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

Stein serves students who are 16, credit deficient and not on track to graduate from high school. Absences, tardiness, lack of motivation and connectedness prevents the students from being successful in school. Currently the two largest subgroups at Stein are the Socioeconomically Disadvantaged at 82.9% and 24.4% English Learner students. After reviewing the responses to needs assessment there is a high interest in real-life experiences and opportunities, post graduation planning and transition, English Learner college counseling, more activities on campus to increase student motivation, and multi-tiered mental health services.

Comprehensive Needs Assessment 2024-2025:

- ~Update to schools vision and mission
- ~Increase Attendance
- ~Increase parent engagement with our largest subgroup of students
- ~Continued need for a full time Bi-lingual parent liaison
- ~High percentage of long-term English Learners
- ~EL Student Support / EL College Counseling/presentation
- ~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
- ~Improvement in Reading Comprehension
- ~Improvement in Number Sense/Math Skills
- ~Instructional Strategy PD/Training
- ~Incorporate AVID - WICOR Strategies
- ~Increase Cross-Curricular Activities
- ~CTE Pathway implementation
- ~STEM
- ~Meet FAFSA requirement (help for students and parents)
- ~Concurrent enrollment with community college
- ~College and Career Readiness planning post-graduation / transition coordination
- ~Post high school employment opportunities & connections
- ~Career planning opportunities/activities
- ~Career Fieldtrips
- ~Apprenticeship Presentations/Support/Opportunities/Fieldtrips
- ~Master Schedule

- ~Fastbridge Exit Exam
- ~Testing strategies site wide
- ~Testing nutrition/stress management
- ~Food (nutrition) for hungry students after school attending WIN Time sessions
- ~Increase lunch time activities
- ~Van to transport students in Learning Service class to other school sites
- ~Graduation regalia
- ~Extra Curricular activities (i.e., sports and activities)
- ~Fieldtrips (cultural experiences)

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%		0	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. There is a substantial Hispanic/Latino population, despite a drop from the previous two years.
2. There is increased student enrollment over the past three years.
3. There is an increase in 11th grade enrollment over three years.

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	29	36	12.1%	23.8%	29.3%

Conclusions based on this data:

1. There is an overall decrease in EL students.
2. There is an Increase in FEP enrollments.
3. There is an increase over three years of students being reclassified as (RFEP).

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	69	30	54	64	30	53	64	58.8	93.1	92.8
All Grades	51	58	69	30	54	64	30	53	64	58.8	93.1	92.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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.	2492.	0.00	0.00	1.56	0.00	11.32	9.38	36.67	32.08	39.06	63.33	56.60	50.00
All Grades	N/A	N/A	N/A	0.00	0.00	1.56	0.00	11.32	9.38	36.67	32.08	39.06	63.33	56.60	50.00

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	6.25	50.00	58.49	59.38	50.00	37.74	34.38
All Grades	0.00	3.77	6.25	50.00	58.49	59.38	50.00	37.74	34.38

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	0.00	30.00	35.85	40.63	70.00	64.15	59.38
All Grades	0.00	0.00	0.00	30.00	35.85	40.63	70.00	64.15	59.38

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	1.56	73.33	71.70	79.69	23.33	22.64	18.75
All Grades	3.33	5.66	1.56	73.33	71.70	79.69	23.33	22.64	18.75

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	1.56	63.33	56.60	65.63	36.67	39.62	32.81
All Grades	0.00	3.77	1.56	63.33	56.60	65.63	36.67	39.62	32.81

Conclusions based on this data:

1. There is a decrease in the percentage below standard - showing an increase in the percentage of students at or near standard.
2. There is an overall positive growth in ELA with largest increase in research/inquiry & effective communication skills.
3. The percentage of students writing below standard has consistently decreased over three years.

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	73	22	54	65	22	54	65	42.3	93.1	89.0
All Grades	52	58	73	22	54	65	22	54	65	42.3	93.1	89.0

* 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.	2410.	0.00	0.00	0.00	0.00	0.00	0.00	9.09	11.11	4.62	90.91	88.89	95.38
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	9.09	11.11	4.62	90.91	88.89	95.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00	0.00	*	11.11	9.23	*	88.89	90.77
All Grades	*	0.00	0.00	*	11.11	9.23	*	88.89	90.77

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00	0.00	*	46.30	50.77	*	53.70	49.23
All Grades	*	0.00	0.00	*	46.30	50.77	*	53.70	49.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00	0.00	*	50.00	36.92	*	50.00	63.08
All Grades	*	0.00	0.00	*	50.00	36.92	*	50.00	63.08

Conclusions based on this data:

1. Concepts and Procedures is an area of need with 90% of students performing below standard.
2. Zero percent of students met standards indicating a substantial achievement gap.

3. The percent of students not meeting standards decreased in 21-22 but increased in 22-23.

School and Student Performance Data

CAASPP Test Results in Science for All Students

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	3.13	3.85	23.05	24.54	29.47	30.29

Conclusions based on this data:

1. There is a trend of positives growth among science performance by students.
2. Student growth is consistent with district and state performance.

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	1562.5	1554.2	1539.5	1570.1	1556.2	1517.3	1554.2	11	11	17
12	1536.4	*	1534.0	1539.1	*	1544.1	1533.4	*	1523.4	18	11	17
All Grades										29	23	34

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	23.53	54.55	45.45	29.41	27.27	9.09	41.18	9.09	45.45	5.88	11	11	17
12	5.56	*	11.76	33.33	*	5.88	50.00	*	58.82	11.11	*	23.53	18	*	17
All Grades	6.90	9.09	17.65	41.38	36.36	17.65	41.38	18.18	50.00	10.34	36.36	14.71	29	22	34

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	35.29	45.45	18.18	47.06	18.18	27.27	11.76	9.09	18.18	5.88	11	11	17
12	22.22	*	17.65	38.89	*	52.94	33.33	*	29.41	5.56	*	0.00	18	*	17
All Grades	24.14	27.27	26.47	41.38	40.91	50.00	27.59	22.73	20.59	6.90	9.09	2.94	29	22	34

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	0.00	27.27	18.18	23.53	36.36	18.18	47.06	36.36	63.64	29.41	11	11	17
12	0.00	*	0.00	0.00	*	11.76	44.44	*	23.53	55.56	*	64.71	18	*	17
All Grades	0.00	0.00	0.00	10.34	18.18	17.65	41.38	27.27	35.29	48.28	54.55	47.06	29	22	34

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	5.88	81.82	54.55	76.47	18.18	45.45	17.65	11	11	17
12	5.56	*	0.00	55.56	*	76.47	38.89	*	23.53	18	*	17
All Grades	3.45	4.55	2.94	65.52	50.00	76.47	31.03	45.45	20.59	29	22	34

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	94.12	27.27	18.18	0.00	0.00	9.09	5.88	11	11	17
12	72.22	*	88.24	22.22	*	11.76	5.56	*	0.00	18	*	17
All Grades	72.41	81.82	91.18	24.14	13.64	5.88	3.45	4.55	2.94	29	22	34

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	0.00	50.00	36.36	52.94	50.00	63.64	47.06	10	11	17
12	0.00	*	5.88	33.33	*	11.76	66.67	*	82.35	18	*	17
All Grades	0.00	0.00	2.94	39.29	40.91	32.35	60.71	59.09	64.71	28	22	34

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	11.76	80.00	36.36	76.47	10.00	54.55	11.76	10	11	17
12	5.56	*	0.00	83.33	*	76.47	11.11	*	23.53	18	*	17
All Grades	7.14	4.55	5.88	82.14	45.45	76.47	10.71	50.00	17.65	28	22	34

Conclusions based on this data:

1. Students showed growth in number of EL students.
2. There is an overall performance increase for 11th grade students.
3. The speaking domain at well-developed increased yearly over the last three years.

School and Student Performance Data

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.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
123	82.9	24.4	Students whose well being is the responsibility of a court.
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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	30	24.4
Foster Youth		
Homeless	1	0.8
Socioeconomically Disadvantaged	102	82.9
Students with Disabilities	16	13

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	4.9
American Indian	1	0.8
Asian	5	4.1
Filipino	3	2.4
Hispanic	85	69.1
Two or More Races	7	5.7
Pacific Islander	2	1.6
White	14	11.4

Conclusions based on this data:

1. The Socioeconomically Disadvantaged subgroup increased and is the majority of our population.

2. English Learners is our second largest student group.
3. Hispanics are 69% of our enrollment by race/ethnicity.

School and Student Performance Data

Overall Performance





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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Learner Progress  Yellow	Graduation Rate  Orange	Suspension Rate  Orange
College/Career Very Low	Chronic Absenteeism  No Performance Color	

Conclusions based on this data:

1. English Learner progress is in the yellow.
2. Increasing student graduation rate is an area of growth.
3. College and Career opportunity or exposure is an area of growth for Stein.

School and Student Performance Data

Academic Performance English Language Arts

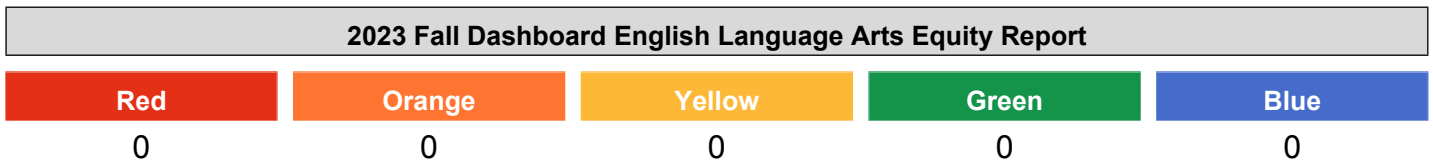
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
101.4 points below standard Increased Significantly +22.6 points 25 Students	Less than 11 Students 10 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 0 Students	110.2 points below standard Increased Significantly +47.9 points 22 Students	Less than 11 Students 2 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 0 Students	Less than 11 Students 1 Student	Less than 11 Students 0 Students
Hispanic	Two or More Races	Pacific Islander	White
93.6 points below standard Increased +7.5 points 20 Students	Less than 11 Students 1 Student	Less than 11 Students 0 Students	Less than 11 Students 2 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 7 Students	Less than 11 Students 3 Students	100.9 points below standard Increased Significantly +37.6 points 11 Students

Conclusions based on this data:

1. The achievement gap decreased in the socioeconomically disadvantaged subgroup as evidenced by the performance point increase (+47.9) in students below standard.
2. The achievement gap decreased in the English Only comparison as evidenced by the performance points increase (+37.6) in students below standard.
3. The achievement gap decreased in overall student growth as evidenced by the performance point increase (+22.6) in students below standard.

School and Student Performance Data

Academic Performance Mathematics

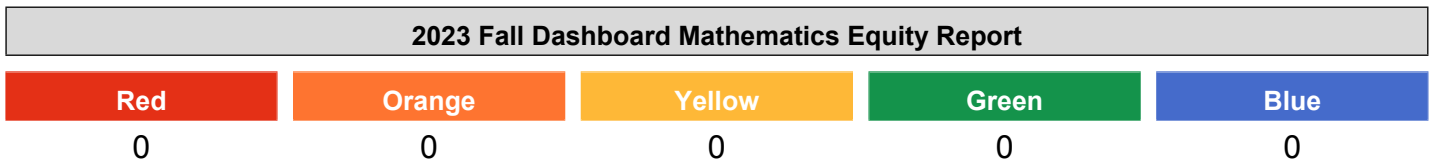
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
231 points below standard Decreased Significantly -29.2 points 26 Students	Less than 11 Students 10 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 0 Students	253 points below standard Decreased -14 points 24 Students	Less than 11 Students 3 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 0 Students	Less than 11 Students 1 Student	Less than 11 Students 0 Students
Hispanic	Two or More Races	Pacific Islander	White
232.1 points below standard Decreased Significantly - 34.4 points 19 Students	Less than 11 Students 1 Student	Less than 11 Students 0 Students	Less than 11 Students 3 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 7 Students	Less than 11 Students 3 Students	235.7 points below standard Decreased Significantly -61.9 points 12 Students

Conclusions based on this data:

1. The achievement gap with the Hispanic subgroup widen as evidenced by the increase of points (34.4) below standard.
2. The achievement gap with English Only students widen as evidenced by the increase of points (61.9) below standard.
3. Overall achievement gap widen as evidenced by the increase of points (29.2) below standard.

School and Student Performance Data

Academic Performance English Learner Progress

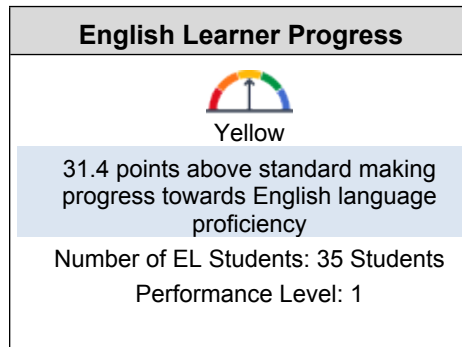
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11	11	2	9

Conclusions based on this data:

1. There is Increase from 19 students in 2022 to 35 EL students in 2023.
2. There is an increase from 0 to 2 EL students who maintained ELPI Level 4.
3. There is a decrease from 31.6 to 31.4 points of students above standard progressing toward English language proficiency.

School and Student Performance Data

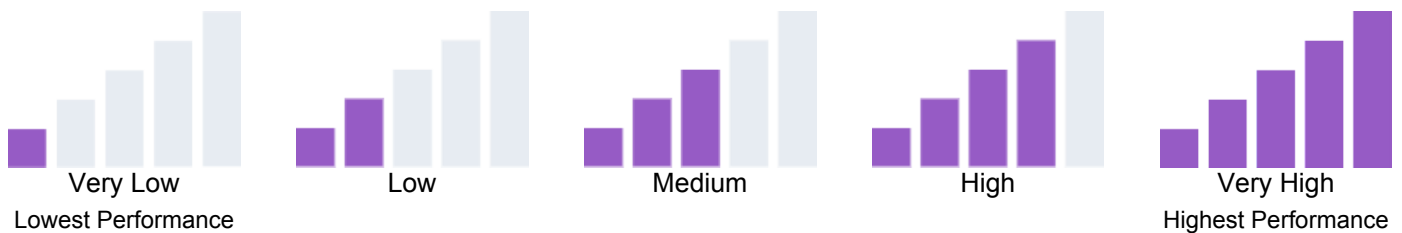
Academic Performance College/Career Report

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

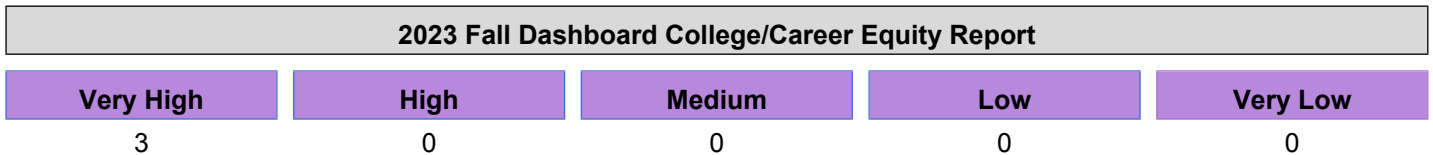
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

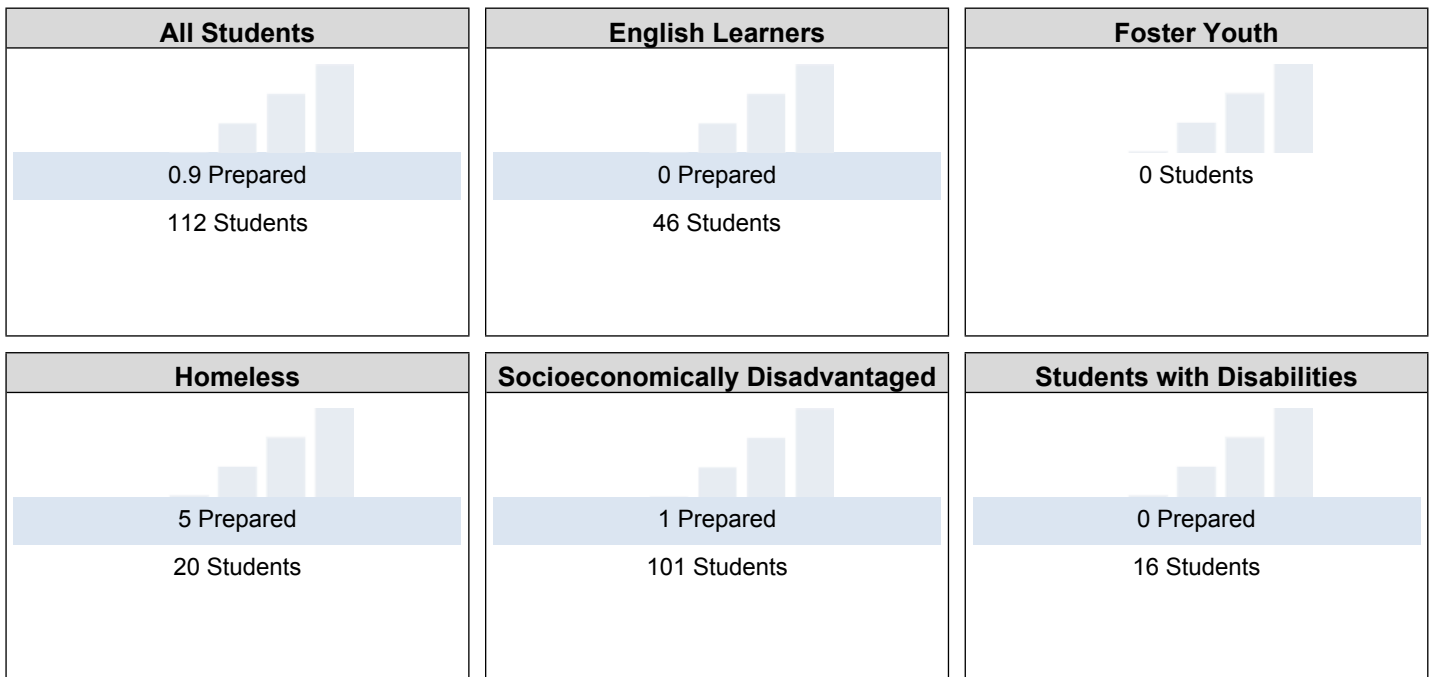


This section provides number of student groups in each level.

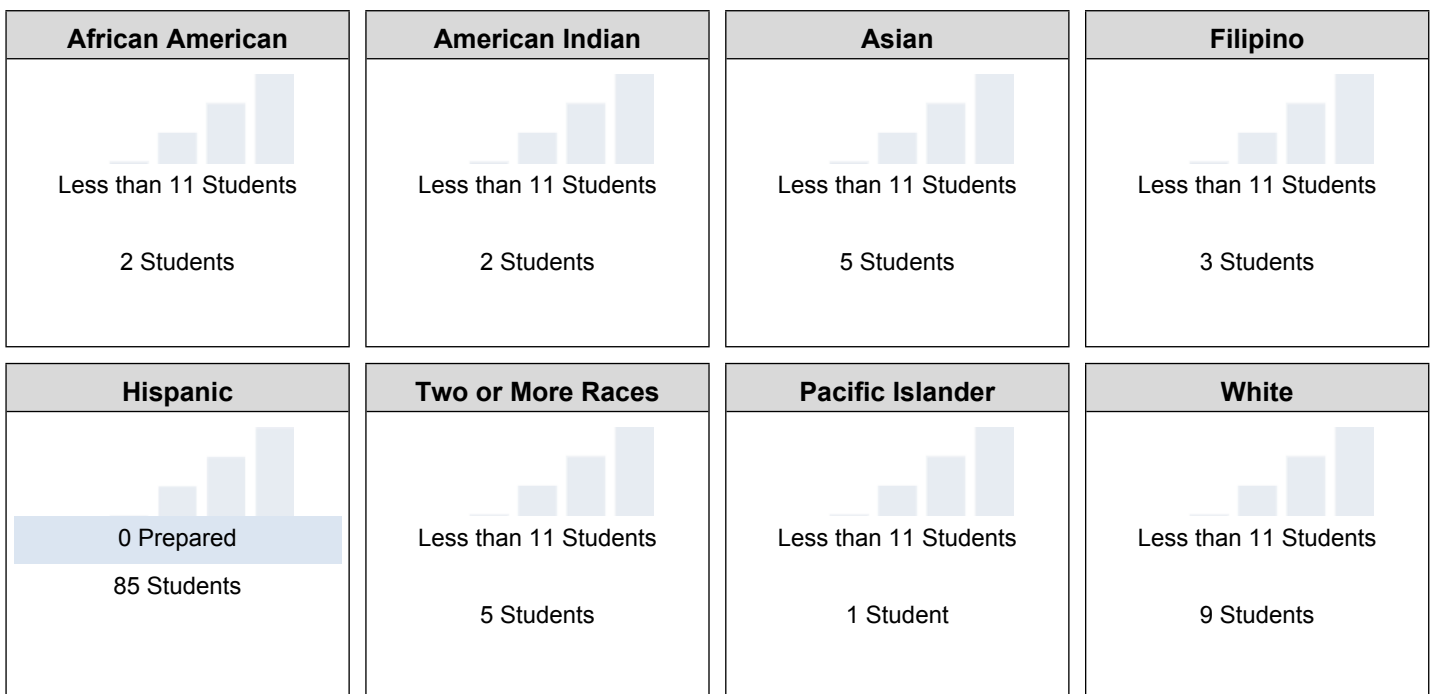


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. There is a baseline of less than 1% of graduated students prepared for college/career.
2. There is one out of 147 English Learner and Socioeconomically Disadvantaged students prepared for college/career.
3. College/Career preparedness achievement is an area of need for marginalized subgroups.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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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
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. No Data Reported

School and Student Performance Data

Academic Engagement Graduation Rate

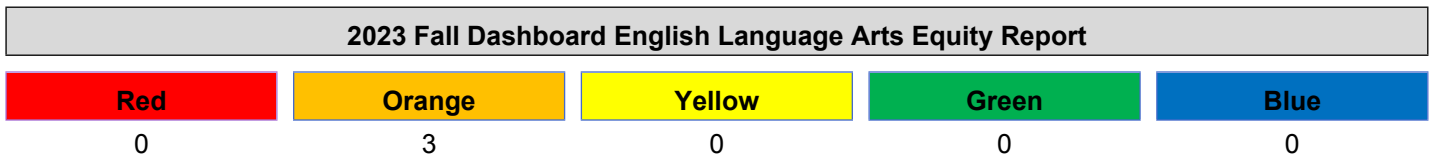
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Orange 82.1% graduated Decreased -5 117 Students	English Learners Orange 80.4% graduated Decreased Significantly -12.9 46 Students	Foster Youth No Performance Color 0 Students
Homeless 90.9% graduated Increased Significantly 26.6 22 Students	Socioeconomically Disadvantaged Orange 80.2% graduated Decreased Significantly -6.2 106 Students	Students with Disabilities 90% graduated Maintained 0 20 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 2 Students	Less than 11 Students 5 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 80.5% graduated Decreased Significantly -8.4 87 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student	Less than 11 Students 10 Students

Conclusions based on this data:

1. The overall graduation rate decreased by 5 points.
2. The marginalized populations of Socioeconomically Disadvantaged and English Learner students' graduation rate decreased.
3. The graduation rate for our homeless student subgroup has significantly increased by 26.6 points.

School and Student Performance Data

Conditions & Climate Suspension Rate

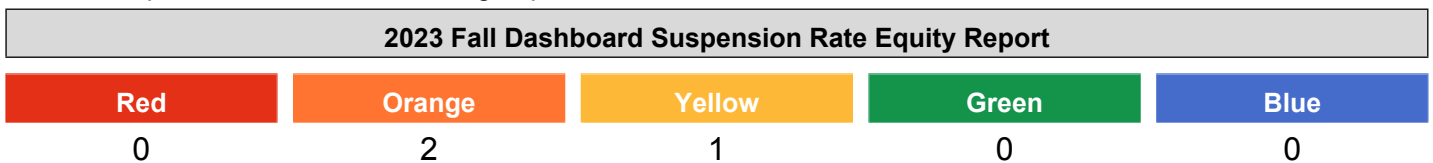
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>7.1% suspended at least one day</p> <p>Increased 2.3 197 Students</p>	<p>English Learners</p> <p>Orange</p> <p>7.8% suspended at least one day</p> <p>Increased 2.8 51 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 1 Student</p>
<p>Homeless</p> <p>Less than 11 Students 3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>5.1% suspended at least one day</p> <p>Maintained 0 156 Students</p>	<p>Students with Disabilities</p> <p>3.4% suspended at least one day</p> <p>Declined -5.1 29 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 3 Students	Less than 11 Students 6 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7% suspended at least one day Increased 0.9 143 Students	Less than 11 Students 8 Students	Less than 11 Students 3 Students	25% suspended at least one day Increased 25 16 Students

Conclusions based on this data:

1. White students are suspended at a higher rate than other populations.
2. Students with disabilities suspension rate decreased by 5 points.
3. The overall suspension rate increased 2.6 points.

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 academic needs to meet the expectations of teachers' learning targets.

1. Increase the 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 the library
13. Increase graduation rate
14. Implement AVID-WICOR strategies
15. College & Career (Vocational) Field Trips

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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>	2% increase of aReading and aMath scores

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	13% of students scored "College Pathway" or "Low Risk" as measured by the Fall 2022 Fastbridge aMath assessment	
California Dashboard College/Career Preparation	Baseline Data 2023-2024 No dual enrollment for 2023-2024	Prepare students for college/career: Increase the number of students college/career prepared by 2%. Master schedule changes to include access to CTE Exploration Labs via English 4B. Imbed Strategies for Academic Success course curriculum into Advisory/Vision. Master schedule ERWC via English 4A. Implement two AVID - WICOR Strategies. Enroll 5 students - dual enrollment at the community college
STEM Implementation	Year 1 of implementation 2023-2024	Complete one STEM Unit in science and math. Increase to at least one science/STEM field trip.
ELPAC Assessment Data	31% of students maintained ELPI Level	Improve our ELPI Level by 3%. 3% of EL students participate in after school intervention WIN Time or reading club
Staff Professional Development & Planning	Baseline 2023-2024	Once per semester provide team planning and/or professional development-STEM Implementation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	Graduation Rate - 87%	Graduation Rate - Increase Graduation rate by 2% overall Implement dual enrollment with community college for 5 students
College & Career (Vocational) Field Trips	One college field trip 2023-2024 One career/vocational field trip 2023-2024	Increase number of field trips to colleges for 2024-2025 to 3 Increase number of career/vocational field trips for 2024-2025 to 3

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

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 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional classroom educational supplies/labs/materials/consumables (\$9000) (1a1)

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)
9000	Title I

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

STEM Field Trip/Activity (\$1000) (1a2)
 STEM Field Trip Transportation (\$500) (1a2)
 STEM Field Trip Materials & Supplies (\$400) (1a2)
 STEM Field Trip Teacher Sub Coverage (\$1800) (1a2)

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)
1900	Title I
900	LCFF
900	LCFF - Supplemental

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

STAR Lab or other science specific materials & supplies (\$700) (1a3)
 STAR Lab or other science specific Transportation (\$200) (1a3)
 STAR Lab or other science specific Teacher Sub Coverage (\$1500) (1a3)

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)
2200	Title I
200	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

STEM Staff Development/training/conferences (\$1000) (1a4)
STEM Transportation (\$200) (1a4)
STEM Sub Coverage (\$200) (1a4)

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)

1000

Title I

400

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 Classroom Support & Materials - Science Consumables (\$600)

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

Title I

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

General Classroom Support & Materials - Art (\$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)

Source(s)

400	Title I
400	LCFF - Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Targeted Socioeconomically Disadvantaged, Foster Youth, English Learner

Strategy/Activity

General Classroom Support & Materials Electives/PE (\$200)

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)
200	LCFF

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

General Class Support & Materials CORE Subjects (\$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)	Source(s)
600	LCFF
300	LCFF - Supplemental
300	Title I

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

Teacher Classroom Supplies for student use (\$2200)

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)
2200	LCFF

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

Educational/College/Career Field Trips Materials & Supplies (\$500)
Educational/College/Career Field Trips Transportation (\$900)
Educational/College/Career Field Trips Teacher Sub Coverage (\$2700)

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)
1000	LCFF
400	LCFF - Supplemental
2700	Title I

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

CCEA Membership Dues (\$550) (1a8)

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)
550	LCFF

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

MCHS/WASC/Materials & Supplies (\$300) (1a9)

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)

300

LCFF

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

CCEA or CTE Conference (\$3000) (1a10)

CCEA or CTE Conference Misc. (\$1000) (1a10)

CCEA or CTE Conference Teacher Sub Coverage (\$1200) (1a10)

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)

3000

LCFF

1000

LCFF - Supplemental

1200

Title I

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

EL Focus Related Activities (\$1000) (1b1)

EL Focus Related Activities Staff Extra hours/training (\$1000) (1b1)

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 - Supplemental

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

English Learner, Socioeconomically Disadvantaged, Foster Youth

Strategy/Activity

After School Extra Curricular Activity Supplies/Materials/Nutrition (\$933) (1c1)

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)

533

LCFF

400

LCFF - Supplemental

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplemental Online Programs/graduation survey/student use (\$1000) (1e1)

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)

550

LCFF

450

LCFF - Supplemental

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology Programs supplies for the classroom (\$900) (1e2)

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)
500	Title I
200	LCFF
200	LCFF - Supplemental

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site Technology Needs (\$2000) (1e3)

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 20

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 (ex. operating costs, supplies, state & local assessment nutrition, unforeseen expenses). (\$13700) (4a1)
 Additional educational student/school supplies (no office supplies) (\$3700) (4a2)
 Diplomas/Cap/Gowns (\$2500) (4a3)
 Graduation Teacher Sub Coverage (\$1200) (4a4)
 Graduation Supplies & Materials (\$1500) (4a5)
 Graphic Novels/supplies/materials/furniture for Library (\$5500) (4a6)
 Service Learning Transportation Reimbursement (\$200) (4a7)
 IMC charges to support student learning (500) (4a8)
 Postage for parent engagement (\$200) (4a9)
 Service Contract on Copiers (\$5200) (4a10)

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)
27550	LCFF
6200	Title I
2000	LCFF - Supplemental

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 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. Stein will continue to build on the STEM activities and expand to attending field trips. 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 and life skills curriculum. 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, Lunch and After School Activities and interventions)
5. Improve Student Attendance
6. Revise Mission, Vision and SLOs

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate - After School Activities	Student referrals for 2023-2024 / decrease of 42% from 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 attend SSC/ELAC / sign in to SSC & ELAC	Increase to 6% parent attendance
Student Attendance Records	Decrease of 48% in SARB, Pre-SARB and Defiance Tardy	Decrease average daily absences and tardies to 7% of student population

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ratings from 2022-2023 to 2023-2024	
Mission, Vision , and SLOs	2016-2017 Mission, Vision, and SLOs	Develop and distribute survey to all stakeholders to identify strengths and areas of growth to inform and modify Mission, Vision, and SLO to reflect current Student and site needs

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

Educational classroom supplies/materials (\$600) (2a1)

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)

400

LCFF

200

Title I

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

School Climate Activities/Materials and Supplies (\$650)

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)

550

LCFF

100

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

Red Ribbon Week Activities/Materials/Supplies (\$452)

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)

400

LCFF

52

LCFF - Supplemental

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

After School Activities & Intramural Sport Participation (\$3300)

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)

3100

LCFF

200

LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students (target Span Speaking families, snacks)

Strategy/Activity

Alt Ed Parent Workshops Supplies (\$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)
500	LCFF
500	LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learner

Strategy/Activity

Counselor held activities, such as FAFSA workshops for parents (target Span Speaking families & incentives) (\$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)
500	LCFF - Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students - Target Marginalized Population

Strategy/Activity

Parent Appreciation (\$600)

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

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

Parent Support Materials (i.e., Woodburn Press Materials) (\$185)

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)
185	Title I

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 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 through adding relevant electives, such as Service Learning and intramural sports. 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.

No changes planned for this goal.

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

Develop capacity of teachers to deliver rigorous instruction.

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.

1. Planning time for Site Leadership Team (Advisory/Vision, lessons to credits calibration)
2. Collaborative teacher planning time-Cross Curricular Lesson planning
3. Professional development in WICOR-AVID strategies
4. Professional development sub coverage to train with ICLE Coach
5. Develop systematic approach to providing teacher feedback in a meaningful way that influences teaching practices and student learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Cross Curricular Materials	No Baseline	All teachers will create and implement a cross-curricular project with another teacher or group of teachers 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 Increase teacher planning time to at least one day by department to identify priority standards and present to colleagues

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Identify Priority Standards	No Baseline year 1	Teachers will work within Professional Learning Communities (departments) to identify key priority standards Identify and present to other PLC's best practices teaching key priority standards - plan targeted interventions
Systematic Teacher Feedback Professional Development with the ICLE Coach by department	No Baseline year 1	Develop a systematic approach to provide teacher feedback in a meaningful way that influences teaching practices and student learning Teacher release time throughout the year to participate in 1/2 day professional development sessions with ICLE Coach. Focus: how to utilize data to inform instruction; foster critical thinking among students, differentiation techniques, and targeted interventions
Site Leadership Release Time	Baseline	Coordination of trainings Form/Structure PLC's Update School Vision and Mission Update Graduate Profile Form plan to systematically support transition to community college or work place

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)

English Learner, Marginalized Student Population (SES, FY)

Strategy/Activity

Cross Curricular materials/supplies/activities/materials (\$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)

500

LCFF

500

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

Staff Development - WICOR (\$2500)

Staff Development - WICOR Materials/Supplies (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)

Source(s)

2500

Title I

400

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

Teacher Subs - PLC Release Time - Priority Standards (\$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

Title I

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

Teacher Subs for Instructional Coaching (ICLE) Professional Development (\$6200)

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)

5000

Title I

1200

LCFF - Supplemental

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

Teacher Subs for Site Leadership PLC Days (\$4500)

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)

1800

Title I

900

LCFF

1800

LCFF - Supplemental

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 deleted.

ANALYSIS

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

After analyzing the comprehensive needs assessment and completing a WASC self-study, developing teacher capacity in the classroom is an area of growth. The plan is to change the way in which we utilize our coaching time our ICLE instructional coach, structure our PLC time and prioritize cross-curriculum instruction and projects. Stein will utilize Professional Learning Communities (PLC) to identify priority standards, contribute to updating our vision and mission. Additionally, work towards developing teacher's capacity to deliver rigorous instructions through: 1. Implementation of additional WICOR Strategies; 2. Collaborative teacher planning time; 3. Professional Development - 1/2 day sessions to work with ICLE coach with a focus on cross-curriculum design, fostering critical thinking among students, differentiation techniques, implementing rigorous instruction effectively. The site leadership will be provided release days to work on several site initiatives geared towards closing the achievement gap and improving student learning outcome.

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.

Anticipated changes to this goal will be a reduction in the release days for site leadership due to a lack of substitute coverage.

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	\$98,120.00

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 (\$)
Title I	\$37,685.00

Subtotal of additional federal funds included for this school: **\$37,685.00**

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	\$0.00
LCFF	\$47,533.00
LCFF - Supplemental	\$12,902.00

Subtotal of state or local funds included for this school: **\$60,435.00**

Total of federal, state, and/or local funds for this school: **\$98,120.00**