School Year: **2025-26**

School Plan for Student Achievement (SPSA)

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 16, 2025	June 10, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by George and Evelyn Stein High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 3
Plan Description 5
Educational Partner Involvement 5
Resource Inequities 5
Comprehensive Needs Assessment Components 6
    California School Dashboard (Dashboard) Indicators 6
    Other Needs 6
School and Student Performance Data 7
    Student Enrollment 7
    CAASPP Results 9
    ELPAC Results 13
    Student Population 15
    Overall Performance 17
    Academic Performance 19
    Academic Engagement 26
    Conditions & Climate 29
Goals, Strategies, & Proposed Expenditures 31
    Goal 1 31
    Goal 2 39
    Goal 3 43
    Goal 4 48
    Goal 5 49
Budget Summary 50
    Budget Summary 50
    Other Federal, State, and Local Funds 50
Budgeted Funds and Expenditures in this Plan 51
    Funds Budgeted to the School by Funding Source 51
    Expenditures by Funding Source 51
    Expenditures by Budget Reference 51
    Expenditures by Budget Reference and Funding Source 51
    Expenditures by Goal 51
School Site Council Membership 52
Recommendations and Assurances 53
Instructions 54
Appendix A: Plan Requirements 61

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 64
Appendix C: Select State and Federal Programs 67

Plan Description

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

This plan is being used by George and Evelyn Stein High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 2025
LCAP Staff Survey: February 2025
LCAP Parent/Community Survey: February 2025

Alternative Education Parent Workshops: September 30, 2024, November 18, 2024, March 17, 2025

Alternative Education: SSC Meetings: August 28, 2024, October 16, 2024, February 19, 2025, March 27, 2024, April 2, 2025,
ELAC Meetings: September 30, 2024, November 18, 2024, January 27, 2025, March 17, 2025

Staff Goals Assessment: March 2025

Resource Inequities

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

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

Stein serves students who are 16 years old, credit deficient, and not on track to graduate from high school. Challenges such as frequent absences, tardiness, low motivation, and a lack of connection to school hinder their academic success. The two largest student subgroups at Stein are Socioeconomically Disadvantaged students (89.4%) and English Learners (28.5%). A recent needs assessment revealed strong interest in gaining real-world experiences, support for

post-graduation planning and transition. Graduating students are asked to complete an exit survey. From August to March, 49 graduates participated in the survey. Key takeaways from the collected data include: the need to increase academic rigor, expanding consistent use of technology to strengthen digital literacy, improve student-to-student respect to cultivate a mutually respectful student community, and a need for more regular, personalized support around college and career planning.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

A review of the 2024 California School Dashboard reveals several critical areas requiring targeted improvement at Stein High School. The English Learner Progress and Long-Term English Learner (LTEL) Progress indicators both fall within the Red performance category, with only 21.4% and 22.2% of students, respectively, making progress toward English proficiency. This reflects a significant concern regarding the effectiveness of current English Language Development (ELD) strategies and the need for more robust, data-driven language acquisition supports.

Additionally, the College/Career Preparedness indicator is also in the Red category, with 0% of students identified as prepared across all groups. This highlights a systemic gap in ensuring students graduate with the skills and qualifications necessary to succeed in postsecondary pathways, whether in college, career, or vocational training.

The suspension rate for Long-Term English Learners is another area of concern, falling into the Orange category, with a rate of 7.4%, representing a 2.8% increase from the prior year. This suggests a need for more behavioral supports, restorative practices, and interventions tailored specifically to the needs of our students.

Collectively, these indicators underscore the urgency of implementing individualized academic planning, expanding college and career readiness programming, and strengthening both language development and social-emotional supports for English Learners and other priority learners.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

On the 2024 California School Dashboard, Long-Term English Learners (LTELs) demonstrated performance that was two levels below the All Students group on the Suspension Rate Indicator. While All Students earned a Green performance level, LTELs were rated at the Orange level, with a suspension rate of 7.4%, reflecting a 2.8% increase from the previous year. This significant gap highlights the need for focused behavioral interventions, increased access to restorative practices, and greater social-emotional supports to ensure school climate improvements are experienced across all student groups.

Other Needs

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

In addition to the areas of concern highlighted by the California School Dashboard—such as English Learner progress, College/Career preparedness, and suspension rates—locally collected data further emphasizes the need for purposeful support at Stein High School. Graduation exit surveys indicate students are seeking more rigorous academic experiences, consistent use of technology, increased peer respect, and stronger access to postsecondary guidance. Additionally, internal academic tracking systems show low literacy and numeracy levels upon enrollment, reinforcing the urgency of early academic diagnostics and interventions. Feedback from staff and student focus groups also points to a need for expanded mental health services, real-world learning opportunities, and increased student engagement initiatives. Together, these data sources highlight the importance of a comprehensive, student-centered approach that addresses both academic and social-emotional hurdles to success.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for George and Evelyn Stein High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.81%	0.81%	0	1	1
African American	8.20%	4.88%	4.88%	10	6	6
Asian	0.82%	4.07%	1.63%	1	5	2
Filipino	0.82%	2.44%	3.25%	1	3	4
Hispanic/Latino	75.41%	69.11%	79.67%	92	85	98
Pacific Islander	3.28%	1.63%	1.63%	4	2	2
White	10.66%	11.38%	7.32%	13	14	9
Two or More Races	0.82%	5.69%	0.81%	1	7	1
Not Reported	%	0%	%	0	0	
			Total Enrollment	122	123	123

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 11	23	37	32
Grade 12	99	86	91
Total Enrollment	122	123	123

Conclusions based on this data:

1. The Hispanic/Latino student population has increased from 69.11% (2022-23) to 79.67% (2023-24), making it the dominant group.
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

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	36	30	35	28.4%	29.5%	28.5%
Fluent English Proficient (FEP)	29	38	27	27.6%	23.8%	22.0%
Reclassified Fluent English Proficient (RFEP)	29	36	26	12.1%	23.8%	42.6%

Conclusions based on this data:

1. English Learner enrollment has remained relatively stable.
2. Percentage of FEP students has gradually decreased over time.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	58	69	65	54	64	63	53	64	63	93.1	92.8	96.9
All Grades	58	69	65	54	64	63	53	64	63	93.1	92.8	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2476.	2492.	2473.	0.00	1.56	3.17	11.32	9.38	7.94	32.08	39.06	31.75	56.60	50.00	57.14
All Grades	N/A	N/A	N/A	0.00	1.56	3.17	11.32	9.38	7.94	32.08	39.06	31.75	56.60	50.00	57.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	3.77	6.25	3.17	58.49	59.38	55.56	37.74	34.38	41.27
All Grades	3.77	6.25	3.17	58.49	59.38	55.56	37.74	34.38	41.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	0.00	4.76	35.85	40.63	36.51	64.15	59.38	58.73
All Grades	0.00	0.00	4.76	35.85	40.63	36.51	64.15	59.38	58.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	5.66	1.56	0.00	71.70	79.69	68.25	22.64	18.75	31.75
All Grades	5.66	1.56	0.00	71.70	79.69	68.25	22.64	18.75	31.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	3.77	1.56	3.17	56.60	65.63	69.84	39.62	32.81	26.98
All Grades	3.77	1.56	3.17	56.60	65.63	69.84	39.62	32.81	26.98

Conclusions based on this data:

1. Indicates a decline in reading comprehension skills, necessitating stronger literacy interventions.
2. Students struggle with written communication.
3. More students are scoring at or near standard (69.84%), indicating relative strength in research and inquiry skills compared to other ELA areas.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	58	73	65	54	65	61	54	65	61	93.1	89.0	93.8
All Grades	58	73	65	54	65	61	54	65	61	93.1	89.0	93.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2420.	2410.	2413.	0.00	0.00	0.00	0.00	0.00	0.00	11.11	4.62	1.64	88.89	95.38	98.36
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	11.11	4.62	1.64	88.89	95.38	98.36

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	0.00	0.00	11.11	9.23	8.20	88.89	90.77	91.80
All Grades	0.00	0.00	0.00	11.11	9.23	8.20	88.89	90.77	91.80

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	0.00	0.00	46.30	50.77	40.98	53.70	49.23	59.02
All Grades	0.00	0.00	0.00	46.30	50.77	40.98	53.70	49.23	59.02

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	0.00	0.00	50.00	36.92	50.82	50.00	63.08	49.18
All Grades	0.00	0.00	0.00	50.00	36.92	50.82	50.00	63.08	49.18

Conclusions based on this data:

1. No students scored above standard, indicate lack of fundamental math skills.
2. Concepts & Procedures is the weakest area.
3. Persistent failure to meet state standards highlights the need for interventions to decrease the achievement gap.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	1528.7	1562.5	1544.6	1539.5	1570.1	1545.8	1517.3	1554.2	1542.9	11	17	16
12	*	1534.0	1546.4	*	1544.1	1550.5	*	1523.4	1541.9	11	17	28
All Grades										23	34	44

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	0.00	23.53	6.25	45.45	29.41	43.75	9.09	41.18	18.75	45.45	5.88	31.25	11	17	16
12	*	11.76	7.14	*	5.88	50.00	*	58.82	25.00	*	23.53	17.86	*	17	28
All Grades	9.09	17.65	6.82	36.36	17.65	47.73	18.18	50.00	22.73	36.36	14.71	22.73	22	34	44

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	36.36	35.29	37.50	18.18	47.06	31.25	27.27	11.76	25.00	18.18	5.88	6.25	11	17	16
12	*	17.65	32.14	*	52.94	35.71	*	29.41	25.00	*	0.00	7.14	*	17	28
All Grades	27.27	26.47	34.09	40.91	50.00	34.09	22.73	20.59	25.00	9.09	2.94	6.82	22	34	44

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	0.00	0.00	0.00	18.18	23.53	18.75	18.18	47.06	37.50	63.64	29.41	43.75	11	17	16
12	*	0.00	0.00	*	11.76	14.29	*	23.53	50.00	*	64.71	35.71	*	17	28
All Grades	0.00	0.00	0.00	18.18	17.65	15.91	27.27	35.29	45.45	54.55	47.06	38.64	22	34	44

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	0.00	5.88	0.00	54.55	76.47	62.50	45.45	17.65	37.50	11	17	16
12	*	0.00	3.57	*	76.47	67.86	*	23.53	28.57	*	17	28
All Grades	4.55	2.94	2.27	50.00	76.47	65.91	45.45	20.59	31.82	22	34	44

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	72.73	94.12	75.00	18.18	0.00	18.75	9.09	5.88	6.25	11	17	16
12	*	88.24	82.14	*	11.76	14.29	*	0.00	3.57	*	17	28
All Grades	81.82	91.18	79.55	13.64	5.88	15.91	4.55	2.94	4.55	22	34	44

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	0.00	0.00	6.25	36.36	52.94	43.75	63.64	47.06	50.00	11	17	16
12	*	5.88	0.00	*	11.76	46.43	*	82.35	53.57	*	17	28
All Grades	0.00	2.94	2.27	40.91	32.35	45.45	59.09	64.71	52.27	22	34	44

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	9.09	11.76	0.00	36.36	76.47	68.75	54.55	11.76	31.25	11	17	16
12	*	0.00	3.57	*	76.47	75.00	*	23.53	21.43	*	17	28
All Grades	4.55	5.88	2.27	45.45	76.47	72.73	50.00	17.65	25.00	22	34	44

Conclusions based on this data:

1. The number of students assessed has increased from 22 in 2021–22 to 44 in 2023–24, indicating better assessment coverage and/or an increase in the English Learner (EL) population being tested.
2. A consistent percentage of students remain at Level 1, showing that writing is a key area of need.
3. Writing remains the most significant challenge among EL students.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
123	**89.4%**	**28.5%**	**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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	35	28.5%
Foster Youth	1	0.8%
Homeless	9	7.3%
Socioeconomically Disadvantaged	110	89.4%
Students with Disabilities	14	11.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	4.9%
American Indian	1	0.8%
Asian	2	1.6%
Filipino	4	3.3%
Hispanic	98	79.7%
Two or More Races	1	0.8%
Pacific Islander	2	1.6%
White	9	7.3%

Conclusions based on this data:

1. 7.3% (9 students) are homeless, highlighting a critical need for student support services.

2. 28.5% of students (35 total) are English Learners, indicating a strong need for English as a Second Language (ESL) programs.

3. Hispanics are 79.7% of our enrollment by race/ethnicity.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Green	**Suspension Rate** Green
Mathematics No Performance Color		
English Learner Progress Red		
College/Career Red		

Conclusions based on this data:

1. While students are successfully graduating, they may not be fully prepared for college or careers, aligning with the low College/Career readiness rating.
2. Graduation Rate received a Green rating, indicating strong student retention and completion rates despite academic challenges.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
		
No Performance Color	No Performance Color	No Performance Color
105.1 points below standard	Less than 11 Students	Less than 11 Students
Declined 3.6 points	7 Students	5 Students
28 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
		
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students	104.3 points below standard
	2 Students	Increased 5.9 points
		27 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 3 Students	 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Less than 11 Students 0 Students	 No Performance Color 0 Students	 No Performance Color 109.7 points below standard Declined 16.2 points 24 Students

Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 4 Students

Conclusions based on this data:

1. There is a significant achievement gap in English Language Arts, with student performance falling more than 100 points below the standard.
2. Overall performance declined slightly, socioeconomically disadvantaged students showed growth—suggesting some strategies are working and can be built upon.
3. Multilingual learners are performing 109.7 points below the ELA standard, with a 16.2-point decline from the previous year, pointing to the urgent need for academic support to close the achievement gap.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color	 No Performance Color	 No Performance Color
206.8 points below standard	Less than 11 Students	Less than 11 Students
Increased 24.2 points	7 Students	5 Students
28 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Less than 11 Students	204.7 points below standard
	2 Students	Increased 48.3 points
		27 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	0 Students
4 Students	1 Student	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	204.9 points below standard
0 Students		Increased 27.2 points
		24 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	Less than 11 Students
0 Students		4 Students

Conclusions based on this data:

1. Math achievement remains critically low, with all students averaging 206.8 points below the standard, indicating a significant performance gap.
2. Even though there is low performance, there is notable progress, as overall scores increased by 24.2 points, showing positive movement in the right direction.
3. Trends point to persistent achievement gaps. However, increased growth of 24.2 points indicate interventions and supports may be making an impact.

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.

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Red	Red
21.4% making progress.	22.2% making progress.
Number Students: 42 Students	Number Students: 36 Students

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.

2024 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
45.2%	33.3%	4.8%	16.7%

Conclusions based on this data:

1. A significant portion of students (45.2%) decreased by at least one ELPI level, and only 16.7% showed growth.
2. English Learner (EL) progress is critically low, with only 21.4% of ELs and 22.2% of Long-Term ELs making progress.
3. The low progress rates among English Learners—especially Long-Term English Learners—suggest that the achievement gap is widening.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


Very Low
Lowest Performance


Low


Medium


High


Very High
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
4	0	0	0	0

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	 Red
0 Prepared	0 Prepared	0 Prepared
Maintained 0.9	Maintained 0	Maintained 0
120 Students	44 Students	37 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Less than 11 Students 0	0 Prepared	0 Prepared
2 Students	Declined 5	Maintained 1
	17 Students	108 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
0 Prepared	Less than 11 Students 0	Less than 11 Students 0
Maintained 0	6 Students	1 Student
19 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Red
Less than 11 Students 0	Less than 11 Students 0	0 Prepared
3 Students	5 Students	Maintained 0
		93 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	Less than 11 Students 0	Less than 11 Students 0
1 Student	2 Students	9 Students

Conclusions based on this data:

1. No students were identified as "Prepared" for college or career across all student groups.
2. A significant and persistent opportunity gap signal an urgent need for comprehensive college and career readiness programming, including access to CTE pathways, dual enrollment, and academic counseling.
3. Priority Learners and socioeconomically disadvantaged youth graduate without the skills or qualifications needed for postsecondary or career success.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	4	0

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 Green	 Green
83.7% graduated	82.6% graduated	84.6% graduated
Increased 1.7%	Increased 2.2%	Increased 7.1%
123 Students	46 Students	39 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - data not displayed for privacy	77.8% graduated	83.8% graduated
2 Students	Declined 13.1%	Increased 3.6%
	18 Students	111 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
65% graduated	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 25%	6 Students	1 Student
20 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	84.4% graduated
3 Students	5 Students	Increased 3.9%
		96 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
1 Student	2 Students	9 Students

Conclusions based on this data:

1. Overall graduation outcomes are strong with a 1.7% increase from the previous year.
2. Gains support that efforts to improve credit recovery, student engagement, and graduation-focused interventions are having a positive impact, particularly among Socioeconomically Disadvantaged, Hispanic, and EL Learners.
3. Homeless students (77.8%) and Students with Disabilities (65%) saw declines in graduation rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	0

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Yellow	 Orange
5.1% suspended at least one day	6.7% suspended at least one day	7.4% suspended at least one day
Declined 2.1%	Declined 1.2%	Increased 2.8%
198 Students	60 Students	54 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	5.3% suspended at least one day
4 Students	14 Students	Maintained 0.1%
		171 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
3.8% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 0.4%	7 Students	1 Student
26 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	5.7% suspended at least one day
5 Students	5 Students	Declined 1.3%
		159 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
3 Students	2 Students	Declined 25%
		16 Students

Conclusions based on this data:

1. Overall suspension rates improved, with 5.1% of all students suspended at least once, marking a decline of 2.1%.
2. Hispanic students, who represent a large portion of the population suspension rate declined 1.3%.
3. Increase among Long-Term English Learners and Students with Disabilities (3.8%, up 0.4%) points.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Success Beyond Graduation
Equip all students with the knowledge, skills, and support needed to succeed in college, careers, and life by ensuring access to grade-level instruction and focused interventions that close achievement gaps across all student groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

To address the needs identified through both Dashboard and local data, Stein High School will implement initiatives aligned with the district's LCAP Goal to prepare all students for college and careers, and close the achievement gap:

Universal Diagnostic & Academic Interventions
To support students not meeting grade-level standards, the school will:
~pilot IXL for reading and math, implementing their universal diagnostic assessments upon enrollment
~develop intervention plans tied to data from both IXL and FastBridge
These tools will guide early interventions and individualized instruction, particularly in literacy and numeracy.

English Learner Support (ELD & LTEL)
To improve outcomes in the English Learner Progress Indicator, Stein will:
~strengthen integrated and designated ELD instruction
~provide professional development on language acquisition strategies, and implement progress monitoring systems
Additional support will be provided to Long-Term English Learners (LTELs) through small-group interventions and differentiated curriculum aligned to language proficiency levels.

College and Career Readiness Expansion
In response to 0% preparedness on the College/Career Indicator, Stein will:
~utilize Xello to develop individualized postsecondary plans and facilitate career interest inventories and resume-building
~incorporate CTE pathway exposure through guest speakers and workshops
~start new CTE pathway in the Personal Services sector - Barber Academy
College application support will also be embedded into advisory and counseling services.

Together, these initiatives directly support the LCAP goal by ensuring students, especially those in traditionally relegated groups, receive personalized academic support, clear college and career guidance, and equitable access to the resources needed to meet or exceed grade-level standards.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fastbridge aReading and aMath	Baseline - FastBridge: Assess upon onboarding and during Fall, Winter, Spring testing windows / new for the 2024-2025 school year. Actual Outcome - FastBridge: Given the highly fluid and transient nature of the student population, Stein High School needs to implement a more individualized, student-centered approach that ensures each student receives focused academic support upon entry, along with clear, intentional guidance to prepare them for post-high school graduation pathways, including college, career, and life readiness.	All students will continue to onboard test via FastBridge during Fall, Winter, Spring testing windows.
Implementation and usage data of IXL Reading and Mathematics for diagnostic assessment, skill practice, and progress monitoring during the pilot year. (1a1, 1a2, 1a3)	Baseline - IXL piloted in reading and mathematics in class. Baseline data will include student diagnostic scores, time-on-task, skills practiced, and mastery progress within the IXL platform. Baseline - Pilot teachers will design and refine a universal data collection tool for IXL use that is aligned to literacy and numeracy benchmarks. Baseline - Progress Monitoring Implementation - Pilot teachers will use the adopted tool to record and review student progress in reading and math at least once every 4 weeks.	IXL Pilot: at least 75% of participating students (in the pilot) will demonstrate growth in reading and math skills, tailored to their needs, as measured by IXL diagnostic data, with increased time-on-task and skill mastery rates. Teachers participating in the pilot will collaboratively develop a standardized data collection tool or protocol that can be implemented schoolwide, allowing all teachers to consistently track student progress, identify instructional needs, and inform focused support strategies. Pilot teachers will design and refine a universal data collection tool aligned to literacy and numeracy benchmarks. A finalized data tool will be developed and presented to all staff by the end of the first semester, with at least 90% of teachers trained on its use. Progress monitoring logs will show 85% participation from pilot instructional staff, with data reviewed during staff meetings.
Targeted English Learner Support (ELD & LTEL) (1b1)	Baseline - Strengthen integrated and designated ELD instruction. Baseline - Designated ELD sessions provided weekly for EL students. Baseline - Professional Development on Language Acquisition: Sign-in sheets and feedback forms will verify 100% participation from instructional staff.	All content-area teachers will implement integrated ELD strategies in daily lessons. Designated ELD sessions provided weekly for EL students. Designated ELD will be scheduled and delivered for 100% of EL students weekly. Teachers will participate in a minimum of three professional development

		sessions focused on language acquisition strategies and best practices for EL instruction.
Progress Monitoring System for EL Growth - using ELPAC Practice Data (1b1)	Baseline - Implement a schoolwide system to monitor English Learner language proficiency growth using ELPAC practice data	Progress monitoring data will be collected and reviewed quarterly, with individual language profiles updated for 100% of EL and LTEL students. Master Schedule designated pull-out or push-in support.
Targeted Small-Group Interventions for LTELs (1b1)	Baseline - LTELs will be identified and placed into weekly small-group intervention sessions focusing on oral language development, academic vocabulary, and writing fluency. Baseline - Teachers will differentiate instruction based on students' ELPAC levels using scaffolded materials and modified assignments.	Intervention rosters and session logs will document 100% participation of identified LTEL students, with pre- and post-assessments showing measurable growth in language skills. Student work samples, lesson plans, and observation data will reflect language-aligned differentiation in at least 90% of classrooms serving EL students.
Participation in Professional Development focused on EL/LTEL strategies (1b2)	Baseline - In 2024, teachers received at least one training on integrated/designated ELD or LTEL instructional strategies. Baseline - Limited use of ELPAC, ELPI, or formative language data in classroom planning.	By the end of the 2025–26 school year, 100% of certificated staff will participate in at least two PD sessions focused on language acquisition strategies, LTEL needs, and inclusive of students' identities and experiences. 100% of EL/LTEL students will have progress monitoring data reviewed at least once per quarter by teachers and support staff to guide interventions and instructional planning.
California Dashboard College/Career Preparation (1a4,1a5)	Baseline: Data 2023-2024 Actual Outcome: No dual enrollment, CTE Pathway for 2023-2024 or 2024-2025; 0% of student were identified as "Prepared" Baseline: CTE Pathway in Barbering 2025-2026	Increase the number of students college/career prepared by 2% by Fall 2026. Enroll 15 students in the Barbering CTE Pathway Completer course. 3 students will complete the Barbering CTE Pathway Completer course (300 hours).
Percentage of students enrolled in English 4B with embedded CTE exploration labs (1a6)	Baseline - No data collected for prior years of implementation	Continue access to CTE Exploration Labs via English 4B (Master Schedule) 100% of students enrolled in English 4B will participate in at least two CTE exploration labs

Implement ERWC college and career-themed ERWC unit through English 4A	Baseline - Number of students enrolled in ERWC-aligned English 4A course	100% of seniors enrolled in English 4A will complete a college and career-themed ERWC unit, supporting readiness and critical literacy skills.
Embed College and Career Exploration Labs into 3 additional courses (1a6)	Baseline - No formal career exploration labs embedded in content-area classes outside of English 4B	Three additional courses (e.g., Government, Science, Social Science, Math Support, English 1, 2, 3) will integrate college and career exploration labs, with implementation logs and student reflections collected.
Xello College & Career Planning (1a7)	Baseline - By the end of each quarter or semester, 100% of enrolled students will complete entries in Xello's "Goals & Plans" and "My Story" features 2025-2026. Baseline - Students will complete and deliver an oral portfolio presentation using Xello, highlighting personal, academic, and career development, as well as post-graduation plan.	Document at least one personal goal, one academic goal, and one career goal to support individualized postsecondary planning and monitor progress toward college, career, and life readiness. Advisors will conduct goal review check-ins with 100% of enrolled students at least once per quarter, using Xello to update and reflect on each student's personal, academic, and career goals. 100% of students complete a postsecondary plan in Xello, outlining their intended next steps (e.g., college, career, or training program), including at least one identified pathway, action steps, and required supports prior to graduation check out. Two weeks prior to expected graduation 100% of graduates will complete and give a 5–10 minute oral presentation using Xello. The presentation will show that the student is ready to graduate and move forward with a clear plan.
College & Career (Vocational) Field Trips (1a8,1a9,1a10)	Baseline - One college field trip 2023-2024 Actual Outcome - 2024-2025 facilitated one college visit and one vocational field trip, providing limited exposure to postsecondary options for students.	Increase opportunities by coordinating a minimum of three college and three vocational field trips, ensuring that 100% of students have access to at least one hands-on, real-world postsecondary exploration experience.
Graduation Rate - Homeless Students (1a11)	Baseline - In 2024, the graduation rate for homeless students was 77.8%, reflecting a 13.1% decline from the previous year.	By the end of the 2025–26 school year, the graduation rate for homeless students will increase to at least 85% through academic counseling, credit recovery support, after school intervention (nutrition afterschool) and access to wraparound services.

Graduation Rate - Students with Disabilities (1a11)	Baseline - In 2024, the graduation rate for students with disabilities was 65%, representing a 25% decline from the previous year.	By the end of the 2025–26 school year, the graduation rate for students with disabilities will increase to at least 75% through individualized graduation plans, academic interventions, and increased collaboration between special education and general education staff.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	FastBridge Assessment upon On-boarding enrollment and exit ($0) (1a11)	All Students	0 District Funded
1.2	IXL - online learning program site license ($4108) (1a1) IXL - teacher release time to develop standardized data collection tool ($0)(1a2) IXL - materials and supplies to support implementation ($0) (1a3)	All Students Targeted (SES/EL/FY)	4108 LCFF 0 Title I
1.3	CTE Barber Pathway - consumable materials & supplies ($2000) (1a4)	Targeted (SES/EL/FY) Targeted (EL)	1000 LCFF 1000 LCFF - Supplemental
1.4	CTE Barber Pathway - Field Trip(s), materials, supplies, and/or transportation to support implementation ($0) (1a5) CTE Barber Pathway - Field Trips (Subs) ($0) (1a5)	All Students Targeted (SES/EL/FY) Targeted (EL)	0 Title I 0 LCFF 0 LCFF - Supplemental
1.5	CTE Exploration Labs: consumables ($1642) (1a6)	All Students Targeted (SES/EL/FY) Targeted (EL)	1642 LCFF 200 LCFF - Supplemental

1.6	Xello - online college & career planning tool/program ($3750) (1a7)	All Students	3750 Title I
1.7	Educational College/Career Field Trips materials, supplies ($200) (1a8) Educational College/Career Field Trips/Teacher Sub Coverage ($1680) (1a9) Educational College/Career Field Trips/Transportation ($0) (1a10)	All Students	600 LCFF 1000 Title I 580 LCFF - Supplemental
1.8	Targeted English Learner Support - Additional intervention curriculum, supplies and resources (1b1)	Targeted (EL)	3000 LCFF - Supplemental
1.9	Professional Development - language acquisition strategies and best practices (Subs) ($2600) (1b2) Professional Development - language acquisition strategies and best practices ($2000) (1b2) Professional Development - language acquisition strategies and best practices (extra services, transportation, etc.) ($0) (1b2)	Targeted (SES/EL/FY) Targeted (EL)	900 LCFF 2000 LCFF - Supplemental 2000 Title I
1.11	After School Extra Curricular Activity Supplies/Materials/Nutrition ($388) (1c1)	Targeted (SES/EL/FY) Targeted (EL)	208 LCFF 180 LCFF - Supplemental
1.12	Mental Health Services (i.e., CAPC, CMC) ($0) (1d1)	All students - students not making progress	0 District Funded
1.13	Supplemental online programs/graduation survey/student use ($1200) (1e1)	All Students Targeted (SES/EL/FY) Targeted (EL)	1200 Title I
1.14	Professional Development (PBL) for the technology program(s) / materials / Subs ($2600) (1e2)	All Students	1650 Title I 950 LCFF

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

During the 2024–2025 planning cycle, Stein High School implemented a range of strategies focused on improving academic achievement, graduation readiness, and postsecondary preparation, with particular attention to unduplicated student groups. FastBridge assessments were launched schoolwide to support tiered academic interventions, though the school adapted its approach to include more individualized assessments due to student transiency. An IXL pilot program showed strong potential in improving literacy and numeracy through diagnostic tools and structured progress monitoring. To improve college and career readiness—previously at 0%—the school introduced CTE Exploration Labs, embedded college/career planning into advisory/vision class and crafted a Barbering CTE Pathway, which will begin 2025-2026. Real-world exposure through field trips and Xello career planning tools expanded access and engagement, while student feedback indicated growing interest and relevance.

Declines in graduation rates among Homeless and Students with Disabilities prompted the school to implement wraparound supports including after-school tutoring with nutritional services, and credit recovery opportunities. For English Learners and LTELs, Stein reinforced integrated and designated ELD instruction through professional development and small-group interventions. ELPAC-aligned progress monitoring is now in place to guide differentiation. Overall, implementation was effective, with foundational systems established for academic support, pathway engagement, and student wellness. Ongoing refinement and scaling—particularly in IXL, Xello, and EL services—will be key to sustaining progress in the coming year.

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

While most strategies and activities were implemented as intended, several adjustments were made to better meet student needs and respond to operational realities. The original plan for universal FastBridge screening across all three testing windows shifted toward more individualized onboarding assessments due to the school's highly transient population—this change did not require additional funding but improved responsiveness. Similarly, the IXL program, initially limited to a small pilot, was expanded to additional advisory sections after early success, requiring a reallocation of resources for materials and professional development, though still within budget. Field trips for college and career exploration also experienced increased transportation and staffing costs, necessitating additional support from Title I and LCFF Supplemental funds to ensure full student participation.

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

Based on data analysis and implementation feedback, several key adjustments will be made to better align strategies with student needs. The IXL program, which showed strong outcomes during its pilot phase, will expand to a modified schoolwide implementation in math and English classes in 2025–2026, with 85% student participation and a standardized data collection tool adopted across classrooms (SPSA Strategy 1.2). In response to Stein's highly transient population, FastBridge assessments will continue but shift to emphasize onboarding diagnostics and timely support plans for new enrollees within two weeks (SPSA Strategy 1.1). For English Learners and LTELs, additional structure will be added through small-group interventions and quarterly ELPAC-aligned progress monitoring to improve language acquisition and instructional responsiveness (SPSA Strategies 1.9 and 1.10).

College and career readiness metrics will be broadened to track Xello usage, participation in CTE Exploration Labs across multiple courses, oral portfolio presentations for seniors, and field trip access to ensure all students engage in postsecondary exploration (SPSA Strategies 1.3–1.7). Additionally, to address declines in graduation rates among Homeless and Students with Disabilities, the school will implement expanded wraparound supports, such as after-school interventions, targeted counseling, and credit recovery tracking (SPSA Strategies 1.8 and 1.11). Together, these changes are designed to close performance gaps, increase engagement, and ensure students graduate prepared for college, career, and life.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Positive Learning Environment for All
Foster a safe and supportive learning environment where all students and staff feel respected, encouraged, and empowered to succeed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

A review of California School Dashboard data and locally collected feedback highlights two critical areas in need of improvement at Stein High School: behavioral supports and student engagement.

Restorative Practices and Behavioral Supports
To address the increase in suspensions among LTELs and close climate-related gaps, Stein will:
~expand staff training in restorative justice practices
~implement behavior support plans, and increase access to counseling and mental health services
These strategies aim to reduce exclusionary discipline and promote a more inclusive, supportive environment.

Student Engagement & Relevance
Based on student voice data, Stein will:
~increase access to real-world learning opportunities, including project-based learning
~campus clubs, and enrichment activities that reflect student interests
These efforts are designed to build connection, motivation, and a stronger sense of belonging—key factors in improving academic outcomes.

Parent Engagement
~Strengthen communication and trust between families and the school by increasing parent comfort in raising concerns particularly with school leadership.

These initiatives reflect a strategic effort to close performance gaps among vulnerable student groups and to create an environment where all students are supported, connected, and prepared for life beyond high school.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff participation in restorative practices training	Baseline - In 2024–25, fewer than 30% of staff received formal training in restorative practices	By the end of 2025–26, 75% of certificated and classified staff will participate in at least one restorative practices training session.
Suspension rate for Long-Term English Learners (LTELs)	Baseline - LTEL suspension rate increased to 7.4% in 2024	Decrease LTEL suspension rate to 5% or lower by 2025–26 through proactive interventions and behavior supports.
Availability of campus clubs and enrichment activities	Baseline - Limited student-led clubs and minimal enrichment opportunities during the 2023–24, 2024-25 school year	Launch at least 3 new student-led clubs or enrichment activities by the end of 2025–26 aligned to student interest survey results.
Participation in real-world/project-based learning experiences	Baseline - Project-based learning opportunities are limited and not systematically implemented	By 2025–26, 100% of core content teachers will implement at least one project-based or real-world learning unit per semester and share with colleagues the learning unit and reflection.
Student sense of belonging/feel comfortable working with classmates and participating in class (measured by school climate survey)	Baseline - In 2024–25, 76% of students reported feeling connected to school	Increase student-reported sense of belonging to at least 85% on the annual school climate survey.
Percentage of parents who report feeling comfortable raising concerns with school staff (beyond teachers), as measured by the annual parent survey.	In the 2023–24 parent survey, only 50–60% of respondents reported feeling comfortable bringing up concerns to staff outside of the classroom teacher (e.g., administrators, counselors, office staff).	By the end of the 2025–26 school year, 75% or more of parents will report feeling comfortable raising concerns with school staff beyond the teacher, as measured by the annual survey.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Restorative/CASEL Strategies - Professional Development ($3000) (2a1)	All Students	3000 Title I
2.2	Campus Clubs start up cost, field trips, training, etc. (like culinary, student ambassadors, leadership, etc.) ($4500) (2a2)	All Students	4500 LCFF
2.3	Intramural Sports participation, materials, supplies ($1200) (2a3)	All students	1200 LCFF

2.4	Participation in real-world/project-based learning experiences, materials & supplies - Technology Programs(s) (i.e., PBL) ($500) (2a4)	All Students	500 LCFF - Supplemental
2.5	Guest Speaker Presentations / activities, materials, supplies ($200) (2b1)	All Students Targeted (SES/EL/FY)	200 LCFF
2.6	Alt Ed Parent Workshops Materials/Supplies & incentives) ($500) (2b2)	Targeted (SES/EL/FY)	500 LCFF
2.7	Individual Counseling (CMC) (COST) ($0) (2c1)	All Students - Tier 3	0 District Funded
2.8	Monthly newsletters (Digital Platform i.e., SMORES) and principal messages that encourage open communication and highlight staff availability for parent concerns. ($1300) (2d1)	All Students	1300 Title I
2.9	Counselor held activities, such as FAFSA workshops for parents ($200) (2d2)	Targeted EL Targeted (SES/EL/FY)	100 LCFF 100 LCFF - Supplemental
2.10	Parent - Staff Connection Events (@ least 3/year) ($556) (2d3)	All Students Targeted EL	500 LCFF 56 LCFF - Supplemental
2.11	Parent Support Supplies/Materials (i.e., Woodburn Press Materials) ($361) (2d4)	All Students Targeted (SES/EL/FY) Targeted EL	161 Title I 100 LCFF 100 LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

While implementation is in progress, early feedback indicates a growing awareness of non-punitive discipline approaches and increased staff confidence in handling student behavior restoratively. Access to counseling services were expanded, particularly for Long-Term English Learners (LTELs), to reduce exclusionary discipline and provide more targeted supports.

To increase student connection and relevance, in classrooms, teachers began incorporating project-based learning (PBL) aligned to real-world applications. Although full implementation across all core content areas is still underway, several teachers reported improved student engagement and collaboration. On the family engagement side, consistent communication efforts—such as monthly principal newsletters and three staff-parent connection events will help improve transparency and accessibility. Bilingual outreach, FAFSA workshops, and materials tailored for Spanish-speaking families were well-received and help bridge communication gaps. Overall, these strategies are making a positive impact on student outcomes, and the school is on track to meet its performance targets by the end of 2025–2026.

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

While most strategies and expenditures were implemented as planned, a few adjustments were necessary due to shifting needs and operational realities. For example, the initial timeline for full staff training in restorative practices had to be extended due to scheduling constraints and limited availability of trainers. As a result, sessions will be scheduled for early 2025–26. This impacted the timing but not the overall budget allocation. Parent engagement events and newsletters were executed as intended, certain workshops—particularly those targeting Spanish-speaking families—incurred additional costs for translation services and materials. These expenditures were covered using supplemental funds and did not exceed the overall budget. Overall, these adjustments allowed the school to remain flexible and responsive to student and family needs while still aligning closely with the articulated goals and maintaining fiscal responsibility.

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.

As a result of the 2024–25 implementation analysis and feedback from stakeholders, several refinements will be made to strengthen progress toward the goal of improving school climate, student engagement, and parent trust.

To support greater impact from restorative practices, the timeline for full staff training has been extended into the 2025–26 school year to ensure 75% participation. Additionally, a new progress monitoring component will be introduced to track implementation through behavior referrals and restorative conference data. These updates are reflected in SPSA Strategy/Activity 2.1.

For student engagement, the success of initial club and enrichment offerings has prompted the addition of new interest-based options, such as clubs and leadership roles within existing programs. A metric will also be added to track student participation rates in PBL activities and extracurriculars. Revisions are noted in SPSA Strategy/Activities 2.2–2.4.

Regarding parent engagement, in response to survey feedback, the school will increase the frequency and visibility of communication through additional newsletters and multilingual outreach. The “Who to Contact” guide will be developed to clarify how families can voice concerns beyond the classroom teacher. These enhancements are included in SPSA Strategy/Activities 2.5–2.8.

Collectively, these changes aim to enhance clarity, strengthen implementation, and ensure that all student and parent subgroups experience a safe, connected, and supportive school environment.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Whole Student Success and Support While RemovingHurdles
Support the whole student by fostering self-motivation, time management, and emotional resilience through personalized academic guidance, mental health supports, and structured accountability systems, to improve credit completion, attendance, and on-time graduation rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Survey responses revealed that many students at Stein High School faced significant internal and external challenges that impacted their academic success. Key areas of need include:

Motivation and Mindset: Students expressed difficulty staying motivated and focused, highlighting the need for increased goal-setting opportunities, regular check-ins with staff, and access to social-emotional learning (SEL) supports.

Time Management and Procrastination: A recurring theme among students was the struggle to manage time effectively and avoid procrastination, indicating a need for structured interventions, consistent routines, and academic coaching.

Mental Health and External Pressures: Several students referenced mental health challenges, family responsibilities, and social anxiety, pointing to the importance of accessible counseling services and a flexible, supportive school environment.

Academic Accountability: Students noted that completing credits and turning in work on time were major hurdles. This underscores the need for clear academic expectations, credit tracking systems, progress monitoring, and individualized support plans.

Ensure all students have the resources, support, and conditions necessary to fully engage in learning, by eliminating barriers related to access, preparation, and academic readiness.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Motivation & Mindset: Percentage of students completing goal-setting and SEL check-ins each semester	Baseline - In 2024–25, less than 40% of students engaged in structured goal-setting or SEL reflection activities	By the end of 2025–26, 100% of students will complete a personal academic or postsecondary goal-setting session and SEL check-in at least once per semester.
Time Management & Procrastination: Participation in academic coaching or time management support sessions	Baseline - No formalized system for time management support existed in 2023–24 and 2024-25	By the end of 2025–26, at least 75% of students will participate in a time management or academic skills

		session through advisory, workshops, or targeted interventions through rotating workshops/speakers
Mental Health & External Pressures: Percentage of referred students accessing school-based counseling/mental health services	Baseline - In 2023–24, only 65% of referred students received mental health or counseling services within 2 weeks	By 2025–26, 100% of referred students will be connected with counseling or support services within 10 school days of referral through COST. By the end of the 2025–26 school year, Stein High School will establish and maintain at least one designated Quiet Zone or Wellness Room on campus, accessible to students during the school day, to support emotional regulation, mental well-being, and access to on-demand support services.
Academic Accountability: Use of credit tracking and student progress monitoring systems of academic expectations	Baseline - Credit progress monitoring was inconsistent; many students unaware of their graduation status - primarily academic expectations	By 2025–26, 100% of students will have an updated credit status reviewed with advisor quarterly. By the end of the second week of enrollment, 100% of teachers will provide students with a course syllabus or unit overview that clearly outlines grading policies, learning targets, assignment due dates, and academic behavior expectations to ensure consistency and transparency across all classrooms. By the end of the first quarter, 100% of classrooms will display visual aids or anchor charts that define high-quality work and outline clear steps for academic success, reinforcing expectations and supporting student understanding.
General School Support: Access to School Supplies & General Support Materials: Percentage of students who report having consistent access to necessary school materials (binders, notebooks, calculators, hygiene products, etc.)	Baseline - In 2023–24, only 75% of students reported having access to needed materials and supplies for school success.	By the end of 2025–26, 100% of students will have access to basic school supplies and learning tools through centralized distribution, classroom supports, or direct student services.
General School Support: Classroom Supply Availability: Percentage of teachers reporting they have the materials needed to support instruction and engagement	Baseline - In 2023–24, 65% of teachers indicated a need for additional classroom supplies and student support items	By 2025–26, 100% of classrooms will be stocked with basic materials to support instruction and student participation (e.g., paper, whiteboards, pens, calculators, art materials).
General Schoolwide Support and/or Distribution: students served through general supply distribution events or ongoing access points (front office, wellness center, etc.)	Baseline - Fewer than 100 students received supplemental school supply support during the 2023–24 school year	By 2025–26, at least 200 students will be served through schoolwide supply support programs, including back-to-school distribution, mid-year replenishment, and emergency needs support.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Digital Tools / student agendas (Time Management tools, such as but not limited to: Xello or MyHomework) supplies / materials ($1500) (3a1)	All Students	500 LCFF 1000 Title I
3.2	Professional Development: Effective Students - Time Management & executive function, fostering motivation, resilience, and student mindset PD for staff (trainer and or materials) ($1680) (3a2)	All Students	1680 Title I
3.3	Establish a Wellness Room - Quiet Zone ($400) (3a3)	All Students	400 LCFF
3.4	Visual Aids/Whole School/Classroom Supports (like anchor charts, posters, timers, whiteboards or other materials that assist in defining high quality work - 12 rooms) ($1200) (3a4)	All Students	600 Title I 400 LCFF 200 LCFF - Supplemental
3.5	Subs for Site Leadership - extra service / Release Days ($2940) (4a1)	All Students	2940 LCFF
3.6	General School Support - Access to School Supplies & General Support Materials: operating costs, supplies, and allocation to address unanticipated expenditures that arise during program implementation. ($7725) (4a2)	All Students Targeted: EL/SES/FY Targeted: EL	7125 LCFF 600 LCFF - Supplemental
3.7	CCEA Membership Dues (yearly cost) ($500) (4a3)	All Students	500 LCFF
3.8	MCHS/WASC/Materials/Supplies (Visit 2026/2027) ($0) (4a4)	All Students	0
3.9	Encouragement, reinforcement activities (such as but not limited to, field trip for achievements, student of the week/month programs, journals or	All Students Targeted EL/SES/FY Targeted EL	3500 LCFF

	trackers of progress items, positive behavior and growth incentives). ($5500) (4a5)		1000 Title I 1000 LCFF - Supplemental
3.10	Diplomas/Cap/Gowns/Stoles, etc. ($800) (4a6)	All Students Targeted (SES/EL/FY)	800 LCFF
3.11	Graduation Teacher Sub Coverage ($1120) (4a7)	All Students	1120 Title I
3.12	Graduation Supplies & Materials ($1000) (4a8)	All Students Targeted (SES/EL/FY)	500 LCFF 500 LCFF - Supplemental
3.13	Certificated/Classified extra services (like tutoring/Saturday support for barber students, etc.) ($3900) (4a9)	All Students	3900 Title I
3.14	Service Learning/Barber/CTE Transportation Reimbursement ($500) (4a10)	All Students	500 LCFF
3.15	IMC charges to support student learning ($500) (4a11)	All Students	500 LCFF
3.16	Postage ($75) (4a12)	All Students	75 LCFF
3.17	Service Contract on Copier - RICOH and for the 2nd Copier ($3500) (4a13)	All Students	3500 LCFF

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

In the 2025–26 school year, Stein High School will continue building on prior progress by deepening its commitment to removing academic and emotional barriers to student success. The school will enhance strategies that focus on

motivation, time management, mental health, and academic accountability. Building upon the foundation laid in previous years, digital goal-setting platforms and time management tools will be fully integrated into advisory and instructional routines. Staff will continue engaging in professional development centered on student resilience, executive functioning, and growth mindset practices. These initiatives aim to strengthen personalized academic support and help students develop the self-regulation and planning skills necessary for long-term success.

In 2025–26, Stein High School will expand its efforts to support student wellness, academic accountability, and equitable access to essential resources. The Wellness Room will serve as a designated space for students to regulate emotions and access support during the school day, with plans to increase visibility and usage through advisory and counseling referrals. The COST process will remain a central system for connecting students to mental health services quickly and efficiently. Academic accountability efforts will be strengthened through consistent credit tracking protocols, clearly posted classroom expectations, and universal access to course syllabi. These strategies will help students better understand their progress and stay on track toward graduation. Additionally, the school will enhance its supply distribution systems to ensure that all students have regular access to the materials they need to fully engage in learning. Together, these initiatives aim to increase engagement, reduce hurdles, and provide a strong support structure for all learners.

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

The launch of the Wellness Room will require materials and furnishings. Similarly, although digital goal-tracking tools like Xello were introduced, student uptake varied across advisory classes. This prompted a shift in implementation strategy to include more structured, staff-guided use, requiring additional professional development support not originally budgeted. In addition, the need for classroom visual aids, whiteboards, and behavior reinforcement materials exceeded initial projections due to stronger-than-expected teacher participation in the initiative, leading to a small increase in LCFF and supplemental expenditures. Overall, these budget adjustments allows the school to stay responsive to student and staff needs without exceeding allocated funding. All major goals remained on track and the strategies proved effective in supporting student readiness, well-being, and academic progress.

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.

Based on the implementation review and feedback gathered during the 2024–25 school year, several key refinements will be made to strengthen this goal and better meet student needs. First, goal-setting and SEL check-ins will become a formalized part of advisory periods with tracking logs and quarterly monitoring, ensuring consistency and accountability across classrooms. Metrics in the SPSA have been updated under Strategy/Activity 3.1 to reflect this shift, with expected outcomes tied to student participation and documented progress.

To enhance support for time management and procrastination, additional workshops and targeted mini-lessons will be integrated into advisory and academic support classes. This adjustment is reflected in Strategy/Activities 3.1 and 3.2, and includes broader staff training on how to reinforce executive function skills during instruction. For mental health and wellness, referral tracking through the COST process will now be logged electronically to better monitor timeliness of support, while use of the Wellness Room will be expanded based on student feedback—updates reflected in Strategy/Activity 3.3.

On the academic accountability front, a standardized credit tracking protocol will be implemented schoolwide, and visual aids or academic behavior charts will be expected in 100% of classrooms by the first quarter—this is detailed in Strategy/Activity 3.4. Additionally, as demand for general school supplies increased, the school will schedule mid-year supply distribution events and improve access points such as the wellness center and front office (see Strategies 3.6 and 3.9). These updates ensure the goal remains student-centered, measurable, and responsive to the evolving needs of Stein’s diverse student population.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$87,335.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$30,661.00

Subtotal of additional federal funds included for this school: $30,661.00

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 ($)
	$0.00
District Funded	$0.00
LCFF	$46,258.00
LCFF - Supplemental	$10,416.00

Subtotal of state or local funds included for this school: $56,674.00

Total of federal, state, and/or local funds for this school: $87,335.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF	46,258.00
LCFF - Supplemental	10,416.00
Title I	30,661.00

Expenditures by Budget Reference

Budget Reference	Amount
	58,418.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	0.00
	LCFF	46,258.00
	LCFF - Supplemental	10,416.00
	Title I	30,661.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,458.00
Goal 2	12,317.00
Goal 3	39,560.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Traci L Mitchell	Principal
Lauren Coker	Classroom Teacher
Tania Quant-Dooley	Classroom Teacher
Tom Webb	Classroom Teacher
Sandra Vasquez	Other School Staff
Gilbert Montes	Parent or Community Member
Gloria Spikes	Parent or Community Member
Victor Avina	Secondary Student
Angel Rodriguez	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/20/2023.

Attested:

Principal, Traci L Mitchell on 4/10/2024

SSC Chairperson, Brandy Chavarria on 4/10/2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023