



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Stockton Early College Academy
Address:	349 E. Vine Street, Stockton, CA 95202
CDS Code:	0119743
District:	Stockton Unified School District
Principal:	Joshua Thom
Revision Date:	February 28, 2018
District Governing Board approved:	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Joshua Thom
Position:	Principal
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SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- State Compensatory Education Advisory Committee _____
Signature
- English Learner Parent Involvement Committee _____
Signature
- Special Education Advisory Committee _____
Signature
- Gifted and Talented Education Program Advisory Committee _____
Signature
- District/School Liaison Team for schools in Program Improvement _____
Signature
- Compensatory Education Advisory Committee _____
Signature
- Departmental Advisory Committee (secondary) _____
Signature
- Other committees established by the school or district (list): _____
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on February 28th, 2018.

Attested:

Joshua Thom
Typed Name of School Principal


Signature of School Principal

February 28th, 2018
Date

Andrea Bear
Typed Name of SSC Chairperson


Signature of SSC Chairperson

February 28th, 2018
Date

Mission

Insert the school site’s mission.

The mission of the Stockton Unified Early College Academy (SECA) is to provide a highly supportive and academically challenging learning environment for strongly motivated, high school students – many of whom are traditionally underserved in post-secondary education – who show high potential for future academic and career success. We seek to have our students experience a rigorous college preparatory high school education (CP/Honors and Advanced Placement classes), augmented with concurrent direct access to fully transferable (IGETC Protocol) college-level courses in all academic disciplines. From this foundation, we expect each student to successfully matriculate to, and graduate from, a four-year university or college. Academically and experientially, we mentor our students to envision what they might become, to empower themselves as persons of worth and substance, and to boldly engage the challenges and opportunities of the future.

Vision

Insert the school site’s vision.

In support of the above Mission Statement, we hold the following expected school-wide learning results (ESLR’s) for our students:

A Stockton Unified Early College Academy student will:

ESLR #1

STUDENTS WILL DEMONSTRATE ACADEMIC AND CRITICAL THINKING SKILLS

ESLR #2

STUDENTS WILL BE RESPONSIBLE, ACCOUNTABLE LEARNERS.

ESLR #3

STUDENTS WILL DEMONSTRATE A VARIETY OF STRATEGIES TO MANAGE INTERPERSONAL ISSUES (OR RELATIONSHIPS)

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

Stockton Unified School District (SUSD) serves over 40,000 students in grades TK-12. The district is comprised of 42 TK-8 schools, four comprehensive high schools, five small high schools, and one alternative high school, one special education school, one adult school, inclusive of five charter schools. SUSD is proud of its diverse population which includes approximately 11% African American, 2% American Indian, 9% Asian, 4% Filipino, 64% Latino, less than 1% Pacific Islander, 2% Two or More Races, and 7% White students. SECA’s student body closely mirrors the diverse population within SUSD with minor variances.

While Stockton Early College Academy has a small English learner student group, and it does not constitute a significant subgroup, we do provide ELL supports and work closely with SUSD to provide support for those students who need it. We have a strong track record of moving students to proficient, and Redesignated Fluent English Proficient students have historically been our strongest performing group of students.

71% of the Stockton Unified students in the 2015-16 school year qualified for free/reduced meals. Stockton Early College Academy's (SECA's) free and reduced-price lunch percentages have closely mirrored the district's each year.

SECA's LCAP was initially developed and refined annually to encompass the Charter School's goals and vision that recognize students as a valuable resource. It is our mission to ensure that our students, who begin college courses their 9th grade year, are ready for, apply to, and attend four year colleges and universities upon graduation.

In addition to SECA's goals and expectations, SECA has worked to promote collaboration and alignment with the Stockton Unified Blueprint for Student Achievement. The Blueprint explains the focus, alignment, expectations, and opportunities of SUSD's Educational Services to all stakeholders including: The Board of Education, Management, Site Management, Teachers, Staff, Parents, Community Members, and Students. While SECA is ultimately guided by our Charter, we work collaboratively to ensure we support the district in which we reside.

Through the ongoing implementation of the Multi-Tiered System of Supports (MTSS) model SUSD has a system in place that quantifies our belief that all students can learn, that all English Learners can learn English, and that all students can graduate high school prepared for college or career. SECA as a key part of this system of support, as we provide access for those students who are prepared to attend college but without us may not have the access and support to do so.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

In our 2016-2017 Single Plan for Student Achievement, SECA sought to provide access to hands on experiences with mathematics, greater student access to technology resources to enhance student access to online curricular resources, and greater access to intervention and support for English and math through teacher led activities such as tutoring and additional study sessions for our at-risk student population. Chromebooks were purchased to enable SECA to move closer toward our goal of 1/1 student to computer ratio, a school wide field trip to explore hands on mathematics was conducted, and tutoring was offered as frequently as four times per week throughout the year.

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

There were no limitations or boundaries to implementing the plan. Chromebooks were purchased to enable SECA to move closer toward our goal of 1/1 student to computer ratio, a school wide field trip to explore hands on mathematics was conducted, and tutoring was offered as frequently as four times per week throughout the year.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

The implementation of a consistent tutoring center with the use of a peer tutor model has been particularly effective in improving student achievement. Close monitoring of student performance on common formative assessments, state testing, and classroom grades has shown tutoring to be a significant help to our students. One of the reasons tutoring has been effective is that it allows staff to begin a proactive system of support that follows the student moving forward when there is either a risk of failure or a noted decline in performance. In the 2016-2017 school year SECA added a 9th and 10th grade counselor who quickly worked to identify students who were at risk due to assessment scores or academic performance in class. The Counselor began a process where a system of charted goal setting is put in place with the goal of a 10% increase in letter grade performance for every two weeks of instruction. This system has been effective and generally has helped move over 80% of the students in each cohort forward on pace with their goals. In addition to tutoring, the purchase of chromebooks has allowed for students to access online supports such as

Khan Academy from anywhere on campus. Additionally, it has allowed students (through greater access and use of resources like Google Docs) to do their work and submit it electronically even when they cannot afford paper or printer ink.

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

The school site council (SSC) was involved in the initial creation of the plan and is involved in ongoing monitoring throughout the year through parent, staff, and student input, reports from counselors, and an open call for input. The SPSA and the goals contained within are reviewed annually and regular updates and calls for input occur throughout the year.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

Map and CAASPP scores reflect that SECA has continued to exceed the performance of its sponsoring district, county, and the state averages. SECA’s goals for 2016-2017 were met.

Teachers participated in professional learning activities and training and it is recommended that the model used in the summer of 2017 be followed moving forward to allow for peer led professional development and collaboration activities off site to focus on the strengthening of the PLC process at SECA. While not part of our SPSA plan, a working retreat was conducted in June of 2017 for teachers to focus specifically on these efforts and teacher input, as well as assessment and grading data indicate that this retreat was substantially effective at assisting SECA in achieving the goals set forth in SECA’s SPSA. In particular, specific plans were created to monitor and support students when they struggled, and a strategic plan for intervention was put in place to support the goal of Data Analysis “counselors, Administrators, Teachers identify students who need additional academic support by analyzing student grades, CELDT, CST and assessment results.”

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

The area of greatest progress to be focused on is:

Graduation rates:

Based on data from the LCFF Evaluation Rubrics (California School Dashboard) Graduation Rates, SECA has made continuous and ongoing improvement in its graduation rates. Additionally, for our purposes, we have targeted our student resiliency and sought to improve upon the number of students who continue with us from year to year. We have increased the rate of resiliency for the past three years and strive to reach our eventual goal of over 90% of the 9th grade students who come to us at the start of their high school experience graduating with us at the culmination of their senior year.

SECA counseling and administrative staff identified an area of need with our first graduating class in 2013. We discovered that over 30% of our graduating seniors had not applied and been accepted to four-year universities. Further, we had no formal system in place to monitor, track, engage in goal setting while monitoring progress, or to check on the completion of such goals as completing an application. Through ongoing conversations with SUSD Information Services we realized we would have to look for an outside solution and began contracting with Naviance for this need. Each year since we have increased our 4-year college/university acceptance rate and reached 94% in school year 2016/2017.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Based on the LCFF Evaluation Rubrics (California School Dashboard), no areas were indicated as "Orange" or "Red".

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Based on the LCFF Evaluation Rubrics (California School Dashboard), No areas were indicated as meeting the criteria for "Performance Gaps". We will continue monitoring and measuring student progress for academic success.

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

SECA has invited parents to ongoing School Site Council meetings, parent coffee hours, open houses, and in general an open-door policy. In addition, we advertise all district LCAP events and encourage parents to attend. Stockton Unified School District (SUSD) stakeholders, including bargaining units, community members, county programs, community organizations and others have been invited and involved in development of the 2017-2020 Local Control Accountability Plan. The SUSD LCAP web page (www.stocktonusd.net/LCAP) was updated periodically to include dates for this year's events and planning and information about development of the plan. The initial outreach was conducted during two Board of Education meetings (April 11, 2017 and April 25, 2017) to provide a foundation of the LCAP progress, status, and providing information on the state mandated changes. Immediately following, the district began meeting with stakeholders (Union Leaders – April 26, 2017, SUSD Teachers – April 27, 2017, APSARA Community – April 28, 2017) to advise them on the status of last year's plan, what was funded and how well it is working so far, and to gain input on the new plan. District staff communicated with the Parent Advisory Committee (PAC) and District English Learner Parent Advisory Committee/District English Learner Parent Involvement Committee (DELAC/DELPIC) initially seeking input in the development of the Community LCAP Survey tool. This occurred in January 2017 and February 2017 prior to the finalization of the survey and posting on the district's website and electronic mail notifications. In addition, the PAC (May 15, 2017 and May 30, 2017) and DELAC/DELPIC (May 24, 2017) informational meetings were held on and let our stakeholder groups know planning was underway, a review of the draft LCAP and invited their input. On March 1, 2017, the district opened the Community LCAP Survey and closing it on April 7, 2017. Stakeholders were informed of the survey and encouraged to participate through communication via their school sites, district electronic mail communiqué, SUSDCONnects newsletter, and posting on the district's website. The district continued its outreach to students with the assistance of the PLUS Coordinator and this year received more than 2,170 responses to questions surrounding the SUSD 2017-2020 LCAP. Again, many of those suggestions recommended more ... (review LCAP survey results) Throughout the 2016-2017 LCAP year, the district has communicated using various vehicles to carry the information to our stakeholders, which again include, employees, teachers, parents/families, students, and the community – anyone who has an interest or maybe affected by actions/services within the LCAP. One vehicle is using the School Site Council meetings. Although these meetings in the past typically were primarily for Title I funding, the district realized during the 2015-2016 LCAP year that important information and feedback could be provided in a two-way communication stream. Therefore, the LCAP Team coordinated with the State and Federal Programs Directors and staff to incorporate LCAP conversations with parents and the community when evaluating and revising their Single Plan for Student Achievement. Adopted June 27, 2017 Page 34 of 78 In June, a Board Study Session included a presentation on the status of the draft LCAP and Annual Plan and a walkthrough of the document highlighting the accomplishments and barriers and the directions for actions/services to contribute in meeting the increased or improved services requirements as indicated in Education Code. Following, on June 20, 2017, a public hearing was held to present the final LCAP and Annual Plan. District staff presented a walkthrough of the document highlighting changes and consolidations, then took notes on public comment. Following a review of the public comments was conducted with the LCAP Team and district level Administrators for appropriate response if any. On June 27, 2017, district staff presented the final LCAP and Annual Plan for approval to the Board of Trustees.

Although the stakeholder involvement described above is focused on SECAs LCAP and its development, the input and actions have also lead to the justification of strategies for the development of the SPSA.

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SECA will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>1.1 Academic Student Achievement</p>	<p>Supplemental materials, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g., chromebooks, etc.), web-based programs, increase classroom supplies and resources to teachers High School Science Equipment & STEM Classroom Materials, etc.</p> <p>(LCAP SSA1.1, SSA2.1, SSA2.2, SLE1.1)</p>	<p>Teacher technology usage •Teacher log •Observations</p> <p>Student technology usage</p> <p>Common Formative Assessments</p>	<p>Quarterly</p>	<p>\$20,000 \$6,000 (Instructional Materials) \$32,000 \$55,000 (Equipment)</p>	<p>Title I LCFF</p>	<p>43110 44000</p>
<p>1.2 Academic Student Achievement</p>	<p>Provide teachers with professional learning opportunities and support to supplement core instruction, such as attending conferences/training focusing on evidenced based, instructional practices, collaboration, assessments, curriculum, Professional Learning</p>	<p># of trainings/conferences attended # of site level PLC collaborative events Common Formative Assessments</p>	<p>Quarterly</p>	<p>\$66,379 \$35,000 (Teacher Salary)</p>	<p>LCFF</p>	<p>11101</p>

	Community work, etc. (LCAP SSA5.1, SSA6.1)					
1.3 Student Intervention	To provide students with appropriate and relevant intervention supports a guaranteed and viable curriculum that meet the needs of students as they progress towards mastery of academic achievement, such as, tools, software, and resources to enhance student language and literacy acquisition as well as mathematical proficiency, Credit Recovery and Dropout Recovery Programs, extended day/year programs, etc. (LCAP: SSA7.2, SSA7.3, SSA8.1, SSA8.2, SSA8.3 A)	# of students tutored Frequency of available tutoring sessions Academic Progress of Student Failure Rate Course Completion Rate	Quarterly	\$9,010 \$9,224 (Teacher Additional Comp) \$30,000 (Various)	Title I LCFF	11500
1.4 College/Career Preparatory Opportunities	To provide students with career and college strategies, increases to the A-G course completion rate, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the	# of field trips # of mock trips # of MESA events # of student taking PSAT # of Advanced Plan trainings attended # of students dual enrolled Total College Course Completion	Semester	\$12,000 (Field Trips-Non-District Trans) \$74,000 (Various)	Title I LCFF	58720

	<p>workforce, such as: Mathematics, Engineering, Science Achievement (MESA) Program, Opportunities for Age Appropriate College Entrance Examinations, i.e. PSAT for 10th grade, including training by CollegeBoard in addition to regular AP/IB summer teacher training, After school and weekend tutorials supporting AP, IB, and Dual Enrollment classes - increase A-G course completion rate, Career Exploration Software and Programs (Naviance), etc.</p> <p>(LCAP SSA9.1, SSA9.2, SSA9.3, SSA9.4)</p>					
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Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement	<p>Supplemental materials, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g., chromebooks, etc.), web-based programs, increase classroom supplies and resources to teachers High School Science Equipment & STEM Classroom Materials, etc.</p> <p>(LCAP SSA1.1, SSA2.1, SSA2.2, SLE1.1)</p>	<p>Teacher technology usage</p> <ul style="list-style-type: none"> •Teacher log •Observations <p>Student technology usage</p> <p>Common Formative Assessments</p>	Quarterly	<p>\$20,000 \$6,000 (Instructional Materials) \$32,000 \$55,000 (Equipment)</p>	Title I LCFF	43110 44000
2.2 Academic Student Achievement	<p>Provide teachers with professional learning opportunities and support to supplement core instruction, such as attending conferences/training focusing on evidenced based, instructional practices, collaboration, assessments, curriculum, Professional Learning</p>	<p># of trainings/conferences attended</p> <p># of site level PLC collaborative events</p> <p>Common Formative Assessments</p>	Quarterly	<p>\$66,379 \$35,000 (Teacher Salary)</p>	LCFF	11101

	Community work, etc. (LCAP SSA5.1, SSA6.1)					
2.3 Student Intervention	To provide students with appropriate and relevant intervention supports a guaranteed and viable curriculum that meet the needs of students as they progress towards mastery of academic achievement, such as, tools, software, and resources to enhance student language and literacy acquisition as well as mathematical proficiency, Credit Recovery and Dropout Recovery Programs, extended day/year programs, etc. (LCAP: SSA7.2, SSA7.3, SSA8.1, SSA8.2, SSA8.3 A)	# of students tutored Frequency of available tutoring sessions Academic Progress of Student Failure Rate Course Completion Rate	Quarterly	\$9,010 \$9,224 (Teacher Additional Comp) \$30,000 (Various)	Title I LCFF	11500
2.4 College/Career Preparatory Opportunities	To provide students with career and college strategies, increases to the A-G course completion rate, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the	# of field trips # of mock trips # of MESA events # of student taking PSAT # of Advanced Plan trainings attended # of students dual enrolled Total College Course Completion	Semester	\$12,000 (Field Trips-Non-District Trans) \$74,000 (Various)	Title I LCFF	58720

	<p>workforce, such as: Mathematics, Engineering, Science Achievement (MESA) Program, Opportunities for Age Appropriate College Entrance Examinations, i.e. PSAT for 10th grade, including training by CollegeBoard in addition to regular AP/IB summer teacher training, After school and weekend tutorials supporting AP, IB, and Dual Enrollment classes</p> <p>-</p> <p>increase A-G course completion rate, Career Exploration Software and Programs (Naviance), etc.</p> <p>(LCAP SSA9.1, SSA9.2, SSA9.3, SSA9.4)</p>					
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Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>3.1 Academic Student Achievement</p>	<p>Supplemental materials, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g., chromebooks, etc.), web-based programs, increase classroom supplies and resources to teachers High School Science Equipment & STEM Classroom Materials, etc.</p> <p>(LCAP SSA1.1, SSA2.1, SSA2.2, SLE1.1)</p>	<p>Teacher technology usage</p> <ul style="list-style-type: none"> •Teacher log •Observations <p>Student technology usage</p> <p>Common Formative Assessments</p>	<p>Quarterly</p>	<p>\$20,000 \$6,000 (Instructional Materials) \$32,000 \$55,000 (Equipment)</p>	<p>Title I LCFF</p>	<p>43110 44000</p>
<p>3.2 Academic Student Achievement</p>	<p>Provide teachers with professional learning opportunities and support to supplement core instruction, such as attending conferences/training focusing on evidenced based, instructional practices, collaboration, assessments, curriculum, Professional Learning</p>	<p># of trainings/conferences attended</p> <p># of site level PLC collaborative events</p> <p>Common Formative Assessments</p>	<p>Quarterly</p>	<p>\$66,379 \$35,000 (Teacher Salary)</p>	<p>LCFF</p>	<p>11101</p>

	Community work, etc. (LCAP SSA5.1, SSA6.1)					
3.3 Student Intervention	To provide students with appropriate and relevant intervention supports a guaranteed and viable curriculum that meet the needs of students as they progress towards mastery of academic achievement, such as, tools, software, and resources to enhance student language and literacy acquisition as well as mathematical proficiency, Credit Recovery and Dropout Recovery Programs, extended day/year programs, etc. (LCAP: SSA7.2, SSA7.3, SSA8.1, SSA8.2, SSA8.3 A)	# of students tutored Frequency of available tutoring sessions Academic Progress of Student Failure Rate Course Completion Rate	Quarterly	\$9,010 \$9,224 (Teacher Additional Comp) \$30,000 (Various)	Title I LCFF	11500
3.4 College/Career Preparatory Opportunities	To provide students with career and college strategies, increases to the A-G course completion rate, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the	# of field trips # of mock trips # of MESA events # of student taking PSAT # of Advanced Plan trainings attended # of students dual enrolled Total College Course Completion	Semester	\$12,000 (Field Trips-Non-District Trans) \$74,000 (Various)	Title I LCFF	58720

	<p>workforce, such as: Mathematics, Engineering, Science Achievement (MESA) Program, Opportunities for Age Appropriate College Entrance Examinations, i.e. PSAT for 10th grade, including training by CollegeBoard in addition to regular AP/IB summer teacher training, After school and weekend tutorials supporting AP, IB, and Dual Enrollment classes - increase A-G course completion rate, Career Exploration Software and Programs (Naviance), etc.</p> <p>(LCAP SSA9.1, SSA9.2, SSA9.3, SSA9.4)</p>					
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LCAP GOAL 2: Safe and Healthy Learning Environments

SECA will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness, such as, Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion, etc. (LCAP SLE5.1)	# of students attending college/university # of students seen for social, emotional, behavioral # of students completing courses with passing grades # of students completing A-G coursework	Quarterly	\$121,848 (Salary/Benefits)	LCFF	12151

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness, such as, Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion, etc. (LCAP SLE5.1)	# of students attending college/university # of students seen for social, emotional, behavioral # of students completing courses with passing grades # of students completing A-G coursework	Quarterly	\$121,848 (Salary/Benefits) \$TBD (Salary/Benefits - Counselors)	LCFF	12151

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness, such as, Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion, etc. (LCAP SLE5.1)	# of students attending college/university # of students seen for social, emotional, behavioral # of students completing courses with passing grades # of students completing A-G coursework	Quarterly	\$121,848 (Salary/Benefits) \$TBD (Salary/Benefits - Counselors)	LCFF	12151

LCAP Goal 3: Meaningful Partnerships

Together, SECA, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success, such as, Parent Academy, Continuous improvement of system of communication with SUSD community and stakeholders, Academic Parent-Teacher Team conferences (APTT), Opportunities for students to participate in clubs and activities, Attendance Incentives, etc.	# of meetings coordinated # of parents attending # of parents attending parent/teacher conference Surveys of parent satisfaction with conference availability	Semester	\$1,466 \$14 (Parent Meeting) \$4,000 (Various) \$20,000 (Various) \$5,000 (Various) \$5,000 (Various)	Title I LCFF	43400
	(LCAP SMP1.1, SMP2.1, SMP3.1, SMP4.1, SMP5.1)					

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	<p>To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success, such as, Parent Academy, Continuous improvement of system of communication with SUSD community and stakeholders, Academic Parent-Teacher Team conferences (APTT), Opportunities for students to participate in clubs and activities, Attendance Incentives, etc.</p> <p>(LCAP SMP1.1, SMP2.1, SMP3.1, SMP4.1, SMP5.1)</p>	<p># of meetings coordinated # of parents attending # of parents attending parent/teacher conference Surveys of parent satisfaction with conference availability</p>	Semester	<p>\$1,466 \$14 (Parent Meeting) \$4,000 (Various) \$20,000 (Various) \$5,000 (Various) \$5,000 (Various)</p>	Title I LCFF	43400

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	<p>To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success, such as, Parent Academy, Continuous improvement of system of communication with SUSD community and stakeholders, Academic Parent-Teacher Team conferences (APTT), Opportunities for students to participate in clubs and activities, Attendance Incentives, etc.</p> <p>(LCAP SMP1.1, SMP2.1, SMP3.1, SMP4.1, SMP5.1)</p>	<p># of meetings coordinated # of parents attending # of parents attending parent/teacher conference Surveys of parent satisfaction with conference availability</p>	Semester	<p>\$1,466 \$14 (Parent Meeting) \$4,000 (Various) \$20,000 (Various) \$5,000 (Various) \$5,000 (Various)</p>	Title I LCFF	43400

Section V: 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 makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Joshua Thom			X				
Andrea Bear	05-17	05-19		X			
Laura Powell	05-17	05-19		X			
Ryan Pinkham	12-17	12-19		X			
Jonathan Collaco	02-17	02-19		X			
Kim Samoy	02-17	02-19				X	
Darlita Tamargo	10-17	10-19				X	
Gurpreet Singh	2-18	2-20				X	
Modupe Osikomaya	05-17	05-19					X
Saba Khan	05-17	05-19					X
Rhonel Tamargo	05-17	05-19					X
Ma. Noedins Mallari	05-17	05-19					X
Andres Uyeda	05-17	05-19			X		
Numbers of members of each category:			1	4	1	3	4

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.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: STOCKTON EARLY COLLEGE ACADEMY
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

Object	Description	FTE	Title 1 50647	Title 1 50643	Title 1 50645	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			Parent Involvement	Instructional-General	Extended Day /Year		
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp			9,010		\$ 9,010.00	Goal 1 - 1
11700	Teacher Substitute					\$ -	
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
19101	Instructional Coach					\$ -	
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
						\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 9,010.00	\$ -	\$ 9,010.00	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials			20,000		\$ 20,000.00	Goal 1 - 1
43200	Non-Instructional Materials					\$ -	
43400	Parent Meeting		1,480			\$ 1,480.00	Goal 3 - 1
44000	Equipment			32,000		\$ 32,000.00	Goal 1 - 1
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 1,480.00	\$ 52,000.00	\$ -	\$ 53,480.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement					\$ -	
56530	Equipment Repair					\$ -	
52150	Conference					\$ -	
59140	Telephone					\$ -	
58450	License Agreement					\$ -	
58720	Field Trip-Non-District Trans			12,000		\$ 12,000.00	Goal 1 - 4
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ -	\$ 12,000.00	\$ -	\$ 12,000.00	
	Total		\$ 1,480.00	\$ 73,010.00	\$ -	\$ 74,490.00	
	Differential		-	-		-	
	2016-17 Carryover		14	19,845		19,859	
	Revised 2017-18 Allocation		1,466	53,165		54,631	
			1,480	73,010		74,490	

SCHOOL NAME: STOCKTON EARLY COLLEGE ACADEMY
Preliminary Budget Allocation - LCFF
2017-2018

Refer to LCAP

Object	Description	FTE	LCFF/SCE 23030 Instructional-L-SC E/General	LCFF/SCE 23031 Extended Day/Year	TOTAL BUDGET
Personnel Cost-Including Benefits					
11500	Teacher - Add Comp				\$ -
11700	Teacher Substitute				\$ -
12151	Counselor				\$ -
13201	Assistant Principal				\$ -
19101	Program Specialist				\$ -
19101	Instructional Coach				\$ -
19500	Instr. Coach-Add Comp				\$ -
21101	Instructional Assistant				\$ -
21101	CAI Assistant				\$ -
21101	Bilingual Assistant				\$ -
24101	Library Media Clerk				\$ -
29101	Community Assistant				\$ -
	Additional Comp/Hourly				\$ -
					\$ -
	TOTAL PERSONNEL COST		\$ -	\$ -	\$ -
Books & Supplies					
42000	Books				\$ -
43110	Instructional Materials				\$ -
43200	Non-Instructional Materials				\$ -
43400	Parent Meeting				\$ -
44000	Equipment				\$ -
43150	Software				\$ -
	Sub-Total-Supplies		\$ -	\$ -	\$ -
Services					
57150	Duplicating				\$ -
57250	Field Trip-District Trans				\$ -
57160	Nurses				\$ -
57400	CorpYard				\$ -
56590	Maintenance Agreement				\$ -
56530	Equipment Repair				\$ -
52150	Conference				\$ -
59140	Telephone				\$ -
58450	License Agreement				\$ -
58720	Field Trip-Non-District Trans				\$ -
58920	Pupil Fees				\$ -
58100	Consultants-instructional				\$ -
58320	Consultants-Noninstructional				\$ -
	Sub-total-Services		\$ -	\$ -	\$ -
					\$ -
	Total		\$ -	\$ -	\$ -
	Differential		-		-
	Allocations				-

SPSA Alignment
(Goal - Line)