2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Stockton Early College Academy (79 - 115)

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 School 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:

    English Learner Advisory Committee

    _____
    Date of Meeting

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.

This SPSA was adopted by the SSC at a public meeting on _____.
                                                          Date of Meeting

Attested:

Ty Pafford
Typed Named of School Principal   Signature of School Principal   Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stockton Early College Academy High	39686760119743	05/19/2022	06/28/2022

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Stockton Early College Academy is implementing a schoolwide Program.

Description

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

Stockton Early College Academy is a charter school and the School plan aligns with the Stockton Early College Academy Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Engaging Educational Partners

School Site Council (SSC), Staff, Office Meeting, and other parent meetings such as coffee hours and presentations were held throughout the year to gather input, assess, and inform the SPSA process and as a result, produce the final document. Each group was offered time, information, and data to examine and ask questions about SECA's needs, goals, and use of funds to support relevant strategies addressing the identified gaps in performance.

Resource Inequities

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

None.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

School Site Council (SSC)

Staff

Office Meeting

Meetings were held with all groups and most extensively with the SSC in order to examine and disaggregate data in order to create problem statements and identify root causes. This was done by gathering an extensive collection of data from research and administration in order to provide the most informed review and study possible. The priority problem statements were then used to inform and help with the writing of the answers to each prompt in the individual focus areas.

Staffing and Professional Development

Staffing and Professional Development Summary

Need: Increase in meeting ELA standard by 3% points from 94% to 97%

SECA continues to search for ways to increase growth in meeting ELA standards.

Goal: The percentage of students in 11th-grade meeting or exceeding standards in ELA will increase from 94% to 97% by the end of the year as measured by CAASPP/SBAC.

The School Site Council consisting of teachers, other school staff, the administration, parents, and community members conducted a Comprehensive Needs Assessment (CNA). It was identified that the site maintains a fully credentialed and qualified staff, and professional development, when possible, continues to fully align with content standards. Student performance is consistently assessed with time designated for collaboration. Equity and access to all interventions, programs, curriculum continue to be guaranteed for all students at site. The ELA issue was explored and the CNA identified the possible reasons for the gap in ELA in the school.

Through examination of several data documents, curriculum guides, surveys of students the CNA identified the following reasons for the gap in ELA performance:

- Time for improving quality of collaboration and observation of best practices, current curriculum was limited.

- Professional development opportunities have been limited and are an annually identified need to keep up-to-date in curriculum and best practice

- Student and staff identified need to Provide additional relevant intervention supports.

- Student identified desire and need to access reading/ELA titles for personal use supporting the practice of reading and comprehension.

Need: Increase in meeting math standard by 6% points from 74% to 80%

SECA continues to search for ways to increase growth in meeting math standards.

Goal: The percentage of students in 11th-grade meeting or exceeding standards in math will increase from 74% to 80% by the end of the year as measured by CAASPP/SBAC.

The School Site Council consisting of elementary school teachers, other school staff, the administration, parents, and community members conducted a Comprehensive Needs Assessment (CNA). The math issue was explored and the CNA identified the possible reasons for the gap in math in the school. It was identified that the site maintains a fully credentialed and qualified staff, and professional development, when possible, continues to fully align with content standards. Student performance is consistently assessed with time designated for collaboration. Equity and access to all interventions, programs, curriculum continue to be guaranteed for all students at site.

Through examination of several data documents, curriculum guides, surveys of students the CNA identified the following reasons for the gap in math performance:

- Time for collaboration and observation of best practices, current curriculum was limited.

- Professional development opportunities have been limited and are an annually identified need to keep up-to-date in curriculum and best practices.

- Student and staff identified need to Provide additional relevant intervention supports.

Staffing and Professional Development Strengths

Staffing and Professional Development is an area of strength for SECA. SECA consistently takes advantage of opportunities for training and professional development in order to support the delivery of vetted curriculum, use of sound educational strategies, and maintain highly qualified staff.

SECA is consistently fully staffed with 100% appropriately credentialed teachers.

SECA is consistent in its identification, use, and pursuit of the most up-to-date curriculum.

SECA is consistent in its identification, use, and pursuit of the most up-to-date educational strategies and best practices.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): 6% of students do not meet ELA standards **Root Cause/Why:** It is happening because teachers need access to the most up-to-date training. It is happening because teachers need time and support for PD and collaboration around best practices as well as opportunities for intervention, extra instruction in order to address gaps in learning.

Needs Statement 2 (Prioritized): 26% of students do not meet the standard for math **Root Cause/Why:** It is happening because teachers need access to the most up-to-date training, new curriculum and strategies need to be addressed, time and support for PD and collaboration around best practices. opportunities and practices for intervention, extra instruction to address gaps is needed as part of the support.

Teaching and Learning

Teaching and Learning Summary

Need: Increase in meeting ELA standard by 3% points from 94% to 97%

SECA continues to search for ways to increase growth in meeting ELA standards.

Goal: The percentage of students in 11th-grade meeting or exceeding standards in ELA will increase from 94% to 97% by the end of the year as measured by CAASPP/SBAC.

The School Site Council consisting of elementary school teachers, other school staff, the administration, parents, and community members conducted a Comprehensive Needs Assessment (CNA). The ELA issue was explored and the CNA identified the possible reasons for the gap in ELA in the school. While the successes identified around collaboration, intervention for struggling students, use of strategies, and the examination of assessment data, the needs are also related and relevant to each as identified below.

Through examination of several data documents, curriculum guides, surveys of students the CNA identified the following reasons for the gap in ELA performance:

- Time for collaboration and observation of best practices, current curriculum was limited.

- Professional development opportunities have been limited and are an annually identified need to keep up-to-date in curriculum and best practices.

- Student and staff identified need to Provide additional relevant intervention supports.

- Student identified desire and need to access reading/ELA titles for personal use supporting the practice of reading and comprehension.

Need: Increase in meeting math standard by 6% points from 74% to 80%

SECA continues to search for ways to increase growth in meeting math standards.

Goal: The percentage of students in 11th-grade meeting or exceeding standards in math will increase from 74% to 80% by the end of the year as measured by CAASPP/SBAC.

The School Site Council consisting of elementary school teachers, other school staff, the administration, parents, and community members conducted a Comprehensive Needs Assessment (CNA). The math issue was explored and the CNA identified the possible reasons for the gap in math in the school. While the successes identified around collaboration, intervention for struggling students, use of strategies, and the examination of assessment data, the needs are also related and relevant to each as identified below.

Through examination of several data documents, curriculum guides, surveys of students the CNA identified the following reasons for the gap in math performance:

- Time for collaboration and observation of best practices, current curriculum was limited.

- Professional development opportunities have been limited and are an annually identified need to keep up-to-date in curriculum and best practices.

- Student and staff identified need to Provide additional relevant intervention supports.

Teaching and Learning Strengths

Teaching and Learning is an area of strength for SECA. SECA consistently takes advantage of opportunities for collaboration and examination of practice and performance in order to support the delivery of vetted curriculum, use of sound educational strategies, and maintain highly qualified staff.

SECA consistently collaborates in and across subject matter around data

SECA is consistent in its examination of data and practice to adjust delivery, strategies, and intervention supports.

SECA is consistent in its identification, use, and pursuit of the most up-to-date educational strategies and best practices.

SECA is consistent in its alignment of curriculum, standards, assessment, core, and advanced placement courses.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): 6% of students do not meet ELA standards **Root Cause/Why:** It is happening because teachers need access to the most up-to-date training, time and support for PD and collaboration around best practices, support for opportunities and practices for intervention opportunities, students also need access to more ELA titles to support reading and comprehension as part of the intervention support.

Needs Statement 2 (Prioritized): 26% of students do not meet the standard for math **Root Cause/Why:** It is happening because teachers need access to the most up-to-date training, new curriculum and strategies need to be addressed, support for opportunities and practices for intervention opportunities, and extra instruction is needed as part of the support.

Parental Engagement

Parental Engagement Summary

Need: Address low parental participation rates at meetings and events

SECA continues to search for ways to increase growth in parental engagement.

Goal: The percentage of parents participating in parent nights and other events will increase from 10% by the end of the year as measured by event sign-in sheets and responses to invitations.

The School Site Council consisting of elementary school teachers, other school staff, the administration, parents, and community members conducted a Comprehensive Needs Assessment (CNA). The parental issue was explored and the CNA identified the possible reasons for the gap in parental participation in the school meetings and events. Through examination of several data documents and surveys of students the CNA identified the following reasons for the gap in parental engagement:

- Family and work-related obligations
- Covid-related health and quarantine issues.
- Financial and transportation-related issues.
- Time constrictions

Parental Engagement Strengths

Parental engagement is an area of strength for SECA in that multiple opportunities and modes of communication are offered to parents and staff

SECA is consistent in offering opportunities such as title 1 meetings, back-to-school nights, coffee hours, School Site Council Meetings, and site-sponsored events to parents and students.

SECA is consistent in its communication and options offered to attend all of the above-mentioned opportunities.

SECA is consistent in its use of emails, phone calls, Naviance, Jupiter grades, Google Classroom, PreAP and AP platform, mailings, and more to contact and communicate with parents and students.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Low percentage of engagement with parents for events and meetings. **Root Cause/Why:** It is happening because of issues related to work, obligations, covid, etc. and a lack of resources related to time, economics, and transportation.

Needs Statement 2 (Prioritized): Low percentage of engagement with parents for events and meetings. **Root Cause/Why:** It is happening because large numbers of students are identified as coming from socioeconomically disadvantaged backgrounds.

School Culture and Climate

School Culture and Climate Summary

Need: SECA attendance rates continue to exceed 96% and all district averages and suspension. Discipline rates continue to remain extremely low.

SECA continues to search for ways to maintain support for a successful school climate.

Goal: Maintain high attendance rates and low suspension and discipline rates.

The School Site Council consisting of elementary school teachers, other school staff, the administration, parents, and community members conducted a Comprehensive Needs Assessment (CNA). The parental issue was explored and the CNA identified the possible reasons for the continuing success in the area of school culture and climate. Through examination of several data documents and surveys of students, the CNA identified the following reasons for the success and needs in school culture and climate.

- SECA continues to maintain a thriving ASB/Leadership class and club which promotes a positive school culture and climate.
- consistent use of school events and activities that celebrate school spirit and attendance.
- school clubs and leadership provide ongoing opportunities and support to build school climate.
- In addition to ASB and Leadership SECA maintains a second counselor to help monitor and support issues related to school climate and culture.

School Culture and Climate Strengths

SECA's school culture and climate continues to be an area of strength on campus and in our community in large part due to the reasons below:

- SECA is consistent in maintaining a thriving ASB/Leadership class and club which promotes a positive school culture and climate.
- SECA is consistent in its use of school events and activities that celebrate school spirit and attendance.
- SECA is consistent in its use of school clubs and leadership to provide ongoing opportunities and support to build school climate.
- In addition to ASB and Leadership SECA maintains a second counselor to help monitor and support issues related to school climate and culture.
- SECA lacks the resources to support the desire for on-campus access to literature for students outside of the classroom.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): SECA attendance rates continue to exceed 96% and all district averages for discipline and suspension. Suspension and discipline rates continue to remain extremely low **Root Cause/Why:** It is happening because SECA continues to maintain a thriving ASB/Leadership class and club which promotes a positive school culture and climate, consistent use of school events and activities that celebrate school spirit and attendance, school clubs and leadership provide opportunities and support to build school climate and maintains a second counselor to help monitor related support issues.

Needs Statement 2 (Prioritized): SECA lacks access to books and literature outside of the classroom as provided in traditional library settings. **Root Cause/Why:** Identified in School climate, LCAP, and internal surveys a desire was expressed for access to books and titles for students outside of the classroom.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

School Goal for ELA/ELD:
By June 2023, the percentage of students meeting or exceeding the standard in English Language Arts will increase students scoring above standard by 2%.

School Goal for Math:
By June 2023, the percentage of students meeting or exceeding the standard in Math will increase students scoring above standard by 5%.

The percentage of EL students was not a significant subgroup for reporting.

School Goal for Science:
By June 2023, the percentage of students meeting or exceeding the standard in Science will increase by 5 percentage points.

School Goal for College and Career Readiness:
By June 2023, the percentage of students who have met the college readiness requirements will maintain 100%.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2023, the percentage of students meeting or exceeding the standard in English Language Arts will increase students scoring above standard by 2%.	92% of students met or exceeded the standard in ELA.	94% of students will meet or exceeded the standard in ELA
School Goal for Math: By June 2023, the percentage of students meeting or exceeding the standard in Math will increase students scoring above standard by 5%.	67% of students met or exceeded the standard in math.	72% of students will meet or exceed the standard in math.
School Goal for College and Career Readiness: By June 2023, the percentage of students who have met the college readiness requirements will maintain 100%.	100% of students met college and career readiness requirements.	100% of students will continue to meet college and career readiness requirements.
School Goal for Science: By June 2023, the percentage of students meeting or exceeding the standard in Science will increase by 5 percentage points.	28% of students met or exceeded the standard in science.	33% of students will meet or exceed the standard in science.

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
Low Income
English Learners
All Students

Strategy/Activity

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 Community work, training, and conferences for Advanced Placement and Pre-AP learning, etcetera. Substitutes to release teachers for full-day collaboration, lesson studies, focusing on ELA and Math collaborative instructional planning and assessment development/review.

Conference Registration for AP and PreAP:
18 staff (14 teachers, 2 counselors, 1 administrator) $775 X 18 attendees = $13,950
Substitutes 35 hours X 200 = $5,000 (allocate extra $56 to = $5056)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$13950	50643 - Title I
$5056	50643 - Title I

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
Low Income
English Learners
All Students

Strategy/Activity

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. Students will have before school, after school intervention opportunities, and engage in support activities outside of required instructional time. # of students tutored Frequency of available tutoring sessions Academic Progress of Student Failure Rate Course Completion Rate.
2 staff (2 teachers) are providing intervention and credit recovery opportunities in-person or virtually.
2 staff X 125 hours X $60 = $15,000

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$15000	50643 - Title I

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

To provide students with career and college strategies, increases in the A-G course completion rate, activities and opportunities that prepare them for the continuation of the educational path into college, and accurate and relevant resources when entering into the 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, and Dual Enrollment classes - increase A-G course completion rate, Career Exploration Software and Programs (Naviance), etc. Students will attend field trips to visit the college campus, explore hands-on application of mathematics and science, as well as experience opportunities to gain a deeper understanding and appreciation of English/Language Arts.

Transportation: Transportation will be provided for Career and College-related field trips in-person or virtually as dictated by circumstances. 9 Buses X $1342 = $12,078

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$12078	50643 - Title I

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

English Learners
Low Income
All Students

Strategy/Activity

To provide students with appropriate and relevant opportunities and supports for a guaranteed and viable curriculum with the creation of a site micro-library that meets the needs of students as they progress towards mastery of academic achievements, such as books, complementary furniture, and digital resources to enhance student language and literacy acquisition. A Micro Library is a smaller, more focused collection of highly popular and interesting titles that drive high circulation rates in a smaller engaging setting on site. By providing basic library services to high school students with the creation of a Micro Library a smaller space home to physical books for circulation to our teen patrons will be a hub for innovation, research, and technology supporting all disciplines and student research as well.

Catalogued Library Books - $15000 from Follett
Shelving - 5 shelves x $800 = $4000 from DemCo
Book Truck Carts - 2 x $500 = $1000 from DemCo
Book Subscriptions - 10 subscriptions @ $300 = $3000 from Junior Librayr Guild
Additional mid-year book purchases - $2000 from Follett
Total expenditures = $25,000

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$17000	50643 - Title I
$3000	50643 - Title I
$5000	50643 - Title I

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
English Learners
Low Income
All Students

Strategy/Activity

In support of A-G course completion rates, activities, and opportunities to prepare students for the rigor of course work related to AP, dual enrollment college courses, and appropriate college credit and entrance exams students need full and equitable access to the appropriate curriculum such as provided by College Board sanctioned PreAP curriculum as preparation and support for completion of their education path into college.

Consumable Materials 1,040 X $5.50 = $5,720
License Agreement = 18,000

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$5720	50643 - Title I
$18000	50643 - Title I

Annual Review

SPSA Year Reviewed: 2021-2022
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Strategy 1
Implementation:
1. A. Due to the continuing prevalence of Covid, many obstacles presented themselves and prevented the in-person attendance of PLC conferences, PreAP, and AP conferences. No conferences were attended in person. Conferences were attended virtually in all three areas. Collaboration did take place virtually monthly where

practices and assessments were discussed.

1. B. No substitutes were used as in-person gatherings were not allowed due to Covid protocols ensuring the safety of all parties. All conference attendance and collaboration occurred virtually and during common prep and meeting periods. The use of substitutes was not allocated in the planning for this strategy due to a lack of knowledge about the availability of in-person PD.

1. B. Teachers met virtually for collaboration and in-person when allowed around planning and assessment monthly. The use of substitutes was not allocated in the planning for this strategy due to a lack of knowledge about the availability of in-person PD.

Effectiveness:
1. A. PD opportunities related to PLC and AP did not take place in person other than locally as part of ongoing, site-based PD. Virtual PD opportunities for PLC and AP instructional practices did take place.

1. A. Instructional practices and assessment as a result of collaboration were effective in aligning in-person practice with distance learning. Based on weekly observations both formally and informally effective use of delivery and teaching practices were evident. Assessments were also being used regularly as formative and summative tools to inform said practice.

1. B. The effective use of substitutes could not be determined due to COVID.

1. B. Collaboration around best practices and instructional planning through virtual platforms and in-person when allowed was successful in the increase of planning sessions as observed in weekly observations.

Strategy 2
Implementation:
1. A. A.   Intervention provided such as tutoring, Academic support labs (ASL), Apex, and zero period math were supported through the allocation of funds to support teachers in staffing.

Effectiveness:
1. A. Date indicating an increase in scores and grades supported the implementation and use of interventions before and after school such as staffing tutoring and zero periods.

Strategy 3
Implementation:
1. A. Teacher trainings were not attended in-person but did happen virtually due to the constraints of COVID protocol.

1. A. In-person field trips were not offered due to the constraints of COVID. Virtual college informational sessions with representatives did take place monthly from September through March.

Effectiveness:
1. A. Virtual opportunities for teachers to complete AP and PreAP training took place and were effective in how the gained knowledge was implemented in the classroom.

1. A.   In-person field trips were not offered due to the constraints of COVID and could not be evaluated. Virtual opportunities as implemented for college informational sessions were effective when offered monthly and observed by counselors at each meeting.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
Strategy 1
Major Differences:
1. A. Due to the ongoing issues related to Covid, many obstacles presented themselves and prevented the in-person attendance to PLC, AP, or PreAP conferences. Virtual conferences and opportunities for PLC, AP, and PreAP were attended and completed.

1. B. Due to the ongoing issues related to Covid, no substitutes were used for release time and funds were not allocated for this.

Strategy 2
Major Differences:
1. A. No Major differences occurred.

Strategy 3
Major Differences:
1. A. Due to the onset of Covid, many obstacles presented themselves and prevented In-person gatherings resulting in no material differences.

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.
CHANGES MADE OR PROPOSED

Strategy 1
Changes to be made or proposed:
1. A. SECA will continue to identify student needs related to increasing growth in all subject areas and offer more in-person teacher training, as well as virtual opportunities for PLC and AP curriculum and strategies.

1. B. Funds will be reinstated for substitutes. If substitutes are not available to be used for release time at the beginning of the 2022-2023 school year due to a hybrid or distance learning schedule alternatives will be used to collaborate virtually.

Strategy 2
Changes to be made or proposed:
1. A A. SECA will continue to identify student needs related to increasing growth in all subject areas and provide more technology, tools, and specific intervention opportunities such as credit recovery programs and tutoring, as well as licensing for identified online programs for students to address those needs. Resources may need to be added or shifted to support the creation of a micro-library that supports all academic subjects.

Strategy 3

Changes to be made or proposed:
1. A. SECA will continue to identify student needs related to increasing growth in all subject areas and offer more in-person teacher training, as well as virtual opportunities for AP/PreAP curriculum and strategies. Students will continue to explore a variety of college and career options to address those needs through in-person or virtual field trips as needed.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

School Goal for Suspension:
By the end of the 2021-2022 school year, SECA will move to lower the suspension rate from 0.2% to 0% For the 2021-2022 school year, SECA will maintain an expulsion rate of 0%

School Goal for Attendance/Chronic Truancy:
By the end of the 2021-2022 school year, SECA will continue to maintain less than 3% average truancy/chronically absent rate for each month.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Goal for Attendance/Chronic Truancy: By the end of the 2022-2023 school year, SECA will lower the average truancy / chronically absence rate to 3%.	SECA averaged a 7% truancy/chronically absence rate.	SECA will average a 3% truancy/chronically absence rate.
School Goal for Suspension: By the end of the year, SECA will maintain an expulsion and suspension rate of 0%	SECA expulsion and suspension rate for the 2021-2022 was 0%.	SECA will maintain an expulsion and suspension rate of 0%

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Stockton Early College Academy utilizes a peer mediation and student tribunal process for student intervention and support. Through this student tribunal student discipline incidents are referred for peer examination and intervention with the support of staff and administration. Professional Development provides teachers with an opportunity to receive additional training that reinforces adopted instructional practices. Ongoing professional development allows for implementation and improvement of the PLC process, which enables teachers to collaborate with colleagues on the implementation of strategies. Through the PLC process, teachers identify students with common instructional gaps in meeting Essential Outcomes and facilitate in class interventions that target the identified areas for additional instruction and mastery. Additionally, as part of the regular and ongoing site collaborative efforts, teachers utilize the PLC process to identify areas of need related to student behavior, school climate, and emotional support.
Funds Not Allocated..

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Stockton Early College Academy (SECA) maintains a thriving ASB/Leadership class and club which promotes a positive school culture and climate through the use of lunch time events, activities and sporting events that celebrate school spirit, attendance, and engagement. Currently the number of staff sponsored clubs exceeds

the number of certificated teaching staff. Student leadership at SECA provides ongoing peer support, works to build school climate, and has been an effective tool at combating truancy and tension on campus.

Funds not allocated.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Strategy 1
Implementation:
1. A.   In-person use of peer mediation and tribunal were available as needed.

1. B. A.   Teacher training related to the PLC process and interventions were not completed in person but were virtual.

1. B. Virtual opportunities related to collaboration and intervention to address school climate and emotional support did take place virtually monthly where instructional practices and assessment were discussed.
Effectiveness:
1. A. In-person training and use of student peer mediation were effective as intervention and support strategies as a response to student-related discipline incidents.

1. B. PD opportunities related to PLC and AP to place virtually and were evaluated as effective when strategies were observed.

1. B. Behavior, school climate, and emotional support as a result of collaboration were effective in aligning in-person practice and distance learning. Based on weekly observations both formally and informally effective use of delivery and teaching practices were evident.

Strategy 2
Implementation:
1. A. Support for in-person activities and events with ASB and clubs occurred consistently throughout the year.
1. A. In-person and virtual opportunities for all students to be engaged and participate in school-related extracurricular activities were offered and promoted weekly.

Effectiveness:
1. A.   In-person opportunities were effective in promoting a positive school culture as an integral part of campus life.

1. A.   In-person and virtual opportunities were successful for all students to be engaged and participate in school-related extracurricular activities were offered and promoted weekly as evidenced by student participation and observation by advisors and chaperones.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
Strategy 1
Major Differences:
1. A. There were no major differences in regard to peer mediation.

1. B PD opportunities were only offered virtually.

1. B There were no major differences related to collaboration around behavior, school climate, emotional services.

Strategy 2
Major Differences:
1. A. No major differences occurred.

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.
Strategy 1
Changes to be made or proposed:
1. A.   SECA will continue to identify student needs supporting intervention and collaboration related to school climate by offering more in-person and virtual opportunities for training and release for students and staff.

Strategy 2
Changes to be made or proposed:
1. A SECA will continue to identify student needs related to school safety and climate offer more opportunities for staff and students both in-person and virtually to provide and support for student participation.

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships:
By June 2022, SECA will maintain increased participation from the prior year at Parent Night and other events to create meaningful partnerships with stakeholders.
By June 2022, establish 2 new opportunities for stakeholders to be engaged with the school community.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2022, SECA will maintain increased participation from the prior year at Parent Night and other events to create meaningful partnerships with stakeholders.	Attendance for 2021-2022 was adversely affected by COVID. An average of fewer than 10 parents attended stakeholder events.	The participation of stakeholders will increase by 10 stakeholders at each event held.

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

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
SECA engages in ongoing and consistent parent communication through events on campus, our Naviance system for parent communication and outreach, as well as surveys and phone calls home. Parent engagement events such as parent coffee hour are held throughout the year along with events organized and led by our Associated Student Body. Parents are also encouraged to attend a Title I Parent Meeting which is held during Back to School Night, and to participate in the school site council.

# of parents attending Back to School Night.
parents attending monthly coffee hours
of parents attending Winter Open House,
# of parents attending Spring Open House,
# of Parents serving on School Site Council,

Meeting costs: Materials for parent meetings 1 X $1715

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

Amount(s)	Source(s)
$1766	50647 - Title I - Parent

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ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Strategy 1
Implementation:
1. A. Due to the onset of Covid many obstacles presented themselves and prevented all parent-related In-person gatherings.
1. A. Communication and outreach were provided through the Naviance system on a regular basis to inform parents of virtual versions of all related events. All events such as coffee hours, parent communication, and School Site Council meetings were offered virtually.

Effectiveness:
1. A. In-person meetings were unable to be evaluated for effectiveness due to the constraints of the Covid Protocol.

1. A. A small success in the increase in attendance due to the move to virtual meetings was noted in parent coffees hours from 5 to 10.
1. A. 100% of parents were contacted through email, phone calls, and other communication platforms to promote the occurrence and attendance of meetings.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
Strategy 1
Major Differences:
1. A. There were no major differences.

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.
Strategy 1
Changes to be made or proposed:
1. A.   SECA staff will continue to look for ways to increase communication and engagement with parents and stakeholders both in-person and virtually. An increase in communication platforms and virtual opportunities will be explored.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$96570
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$96570

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
50643 - Title I	$94804
50647 - Title I - Parent	$1766

Subtotal of additional federal funds included for this school: $96570

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 ($)
23030 - LCFF (Site)	$[Enter Amount here]
50334 - CSI	$[Enter Amount here]
50039 - ELSB	$[Enter Amount here]

Subtotal of state or local funds included for this school: $[Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: $96570