



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template 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	05/09/2024	06/25/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

All School goals, strategies and activities are in alignment with Stockton Unified School District’s LCAP Goals and priorities. Through LCFF the school will design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning.

Educational Partner Involvement

How, when, and with whom did your 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

The site collaborates with educational partners through the School Site Council/Leadership Team/Advisory Groups. Stakeholders include parents, teachers, staff, and community members. The School Site Council regularly convenes throughout the year to review and analyze site performance measures and community feedback. School Site Council also formally evaluates SPSA implementation and effectiveness through periodic progress checks and a final Annual Review. Summary of evaluations, data analysis, surveys, empathy interviews, and educational partner input are documented in a Comprehensive Needs Assessment.

The method used for conducting a Root Cause Analysis to identify priorities listed in the CNA was an analysis of the five "whys" in relation to the data collected and stated goals for the site.

School Site Council collaboration, feedback, and review sessions inform decision-making and planning for potential SPSA modifications and improvement. School Site Council convened on the following dates to address actions noted: 10/04/23, 11/16/23, 2/01/24, 2/26/24, 3/07/24, 5/01/24, TBD.

Title 1 meeting was held to explain the SPSA and use of federal dollars with our educational partners. The documentation shows 73 families represented with over 200 in attendance. This is the largest turnout in several years.

Resource Inequities (CSI and ATSI Only)

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

All CA Dashboard Indicators for SECA (which include ELA/Math achievement, graduation rate, chronic absenteeism, college/career readiness, and suspension rate) are at high status levels of performance.

There are no significant resource inequities of note.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Comprehensive Needs Assessment Process Summary

Surveys

Parents and staff in addition to meetings.

Classroom Observations

Planned and unplanned classroom observations by the administration and PreAP staff

Analysis of the Current Instructional Program

Meetings were held with all groups and most extensively with the SSC to examine and disaggregate data to create problem statements and identify root causes. This was done by gathering an extensive collection of data from research and administration to provide the most informed review and study possible of all students including students identified as low-income. 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.

Standards, Assessment, and Accountability

State, AP, and PreAP standards and assessments were all referenced and examined to identify needs and hold all stakeholders accountable.

Staffing and Professional Development

Staffing and Professional Development Summary

Status of meeting requirements for highly qualified staff (ESEA)

SECA is consistently fully staffed with 100% appropriately credentialed teachers. The assessment of student performance as it relates to A-G compliance has been identified as a need. It is happening because SECA counselors do not have adequate time to address all the needs of all students due to a lack of staffing for a Guidance Technician Position.

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

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

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

SECA consistently aligns staff development to content standards, assessed student performance, and professional needs. The assessment of student performance as it relates to A-G compliance has been identified as a need. It is happening because SECA counselors do not have adequate time to address all the needs of all students due to a lack of staffing for a Guidance Technician Position.

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

Ongoing instructional support for teachers is provided by the administration and through professional development.

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

Student performance is consistently assessed with time designated for collaboration. It has also been identified that staff would benefit from more time provided for collaboration as part of a high-functioning Professional Learning Community (PLC).

Equity

Equity and access to all interventions, programs, and curriculum continue to be guaranteed for all students at the site.

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 to support the delivery of a vetted curriculum, use of sound educational strategies, and maintain highly qualified staff for all students including low-income learners.

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 consistently identifies, uses, and pursues the most up-to-date educational strategies and best practices.

SECA student scores are 108 points above standard for ELA.

SECA student scores are 6 points above standard for math.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): SECA A-G completion and college acceptance rates falling below 100%. **Root Cause/Why:** It is happening because SECA Counselors do not have adequate time to address all the needs of students due to a lack of staffing for a Guidance Technician position. This is due to enrollment numbers being limited by charter bylaws resulting in not supporting an extra position.

Needs Statement 2 (Prioritized): Student scores including low-income decreased to 108 points above standard for English Language Arts. **Root Cause/Why:** It is happening because teachers need training, time and support for PD, and collaboration around best practices and strategies. Opportunities and practices for the use of technology, intervention, and extra instruction to address gaps are needed as part of the support.

Needs Statement 3 (Prioritized): Student scores including low-income decreased to 6 points above standard for Mathematics. **Root Cause/Why:** It is happening

because teachers need training, time and support for PD, and collaboration around best practices and strategies. Opportunities and practices for the use of technology, intervention, and extra instruction to address gaps are needed as part of the support.

Teaching and Learning

Teaching and Learning Summary

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

SECA is consistent in its 100% alignment of curriculum, standards, assessment, core, and advanced placement courses.

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

N/A

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

N/A

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

SECA is consistent in its availability of appropriate standards-based instructional materials for all students in all courses.

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

SECA is consistent in its availability of appropriate standards-based instructional materials for all students in all courses. SECA is consistent in its examination of data and practices to adjust delivery, strategies, and intervention supports.

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

SECA is consistent in providing services and interventions for all students including underperforming students to meet all standards.

Evidence-based educational practices to raise student achievement

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

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 to support the delivery of vetted curriculum, use of sound educational strategies, and maintain highly qualified staff for all students including low-income.

SECA is consistent in its 100% alignment of curriculum, standards, assessment, core, and advanced placement courses.

SECA is consistent in its availability of appropriate standards-based instructional materials for all students in all courses.

SECA is consistent in its availability of appropriate standards-based instructional materials for all students in all courses. SECA is consistent in its examination of data and practices to adjust delivery, strategies, and intervention supports for all students.

SECA is consistent in providing services and interventions for all students including underperforming students to meet all standards.

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

CA Dashboard Indicators demonstrate:

SECA students are 108 points above standard in ELA and 6 points above standard in Math.

SECA Hispanic students increased 14 points to 107 above the standard in ELA.

SECA has maintained a 100% rate for students being prepared as College and Career Ready and 100% graduation rate.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Student scores including low-income decreased to 108 points above standard for English Language Arts. **Root Cause/Why:** It is happening because teachers need training, time and support for PD, and collaboration around best practices and strategies. Opportunities and practices for the use of technology, intervention, and extra instruction to address gaps are needed as part of the support.

Needs Statement 2 (Prioritized): Student scores including low-income decreased to 6 points above standard for Mathematics. **Root Cause/Why:** It is happening because teachers need training, time and support for PD, and collaboration around best practices and strategies. Opportunities and practices for the use of technology, intervention, and extra instruction to address gaps are needed as part of the support.

Parental Engagement

Parental Engagement Summary

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

Parental engagement is an area of strength for SECA in that multiple opportunities and modes of communication are offered to parents and staff to support all students including low-income learners. 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.

The parental participation issue was explored and the CNA identified the possible reasons for the gap in parental participation in school meetings and events.

Family and work-related obligations

Remaining COVID-related health and quarantine issues.

Financial and transportation-related issues.

Time constrictions

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

The School Site Council consisting of elementary school teachers, other school staff, the administration, parents, and community members offered input and reviewed a Comprehensive Needs Assessment (CNA). 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 for the evaluation and implementation of all programs and funding. Staff is included in all of these efforts as well as in staff and collaboration meetings.

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 to support all students including low-income learners.

SECA Parents on School Site Council attend at a rate of 100%.

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 platforms, 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

Surveys (students)

Surveys, meetings, and classroom visits were all used to understand student needs related to school culture and climate.

Values

SECA values school culture and climate as an integral part of its success as a school and community. It is critical that culture and climate support students, parents, and staff in meeting the goals of our Mission of *providing our students with equitable educational opportunities, preparing students to be problem solvers and college-ready learners, and encouraging them to be responsible, compassionate contributors to society.*

Beliefs

It is SECA's belief that promoting a positive school culture and climate through ASB/Leadership, school events, celebrating school spirit and attendance, club participation, expanded counseling services and more is what makes our campus and community thrive.

Equity-Opportunity and Equal Access

Equity and access are ensured for all students including support for low-income learners to access all opportunities and supports related to a positive school culture and climate. SECA has no artificial barriers to access for any school program, course, club, or event. All students are guaranteed equitable opportunity and access.

School Culture and Climate Strengths

SECA's school culture and climate continue to be an area of strength for all students including low-income learners 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 expand services, and monitor and support issues related to school climate and culture.

CA Dashboard Indicators demonstrate:

SECA attendance rates continue to exceed 97% and all district averages for discipline and suspension.

SECA has 0% suspension rate

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): SECA attendance rates continue to exceed 97% and all district averages for discipline and suspension. Suspension and discipline rates continue to remain extremely low for all students including low-income. **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.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	School Goal for SECA A-G Completion Rate: By the end of June 2025, SECA A-G completion and college acceptance rates will rise to 100%. School Goal for ELA: By June 2025, the percentage of all students including low-income meeting or exceeding the standard in English Language Arts will increase students scoring above standard by 10 points. School Goal for Math: By June 2025, the percentage of all students including low-income meeting or exceeding the standard in Math will increase students scoring above standard by 10 points. The percentage of EL students was not a significant subgroup for reporting. School Goal for Science: By June 2025, the percentage of all students including low-income meeting or exceeding the standard in Science will increase by 3 percentage points. School Goal for College and Career Readiness: By June 2024, the percentage of all students including low-income who have met the college readiness requirements will remain at 100%.

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.

SECA A-G completion and college acceptance rates falling below 100%.

Student scores including low-income decreased to 108 points above standard for English Language Arts.

Student scores including low-income decreased to 6 points above standard for Mathematics.

Student scores including low-income decreased to 108 points above standard for English Language Arts.

Student scores including low-income decreased to 6 points above standard for Mathematics.

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
By June 2025, the percentage of students meeting or exceeding the standard in English Language Arts will include all students including low-income scoring above standard by 108 points.	All SECA students including low-income met or exceeded the standard in ELA by 108 points.	All SECA students including low-income will meet or exceed the standard in ELA by 118 points
School Goal for Math: By June 2024, the percentage of all students including low-income meeting or exceeding the standard in Math will increase students scoring above standard by 10 points.	SECA students including low-income met or exceeded the standard in math by 6 points.	SECA students including low-income will meet or exceed the standard in math by 16 points
School Goal School Goal for SECA A-G Completion: By the end of June 2025, SECA A-G completion and college acceptance rates will rise to 100%.	92% of all students met the A-G completion requirements.	100% of all students will meet the A-G completion requirements.
School Goal for College and Career Readiness: By June 2025, the percentage of all students including low-income who have met the college readiness requirements will maintain at 100%.	100% of all students including low-income met college and career readiness requirements.	100% of all students including low-income will continue to meet college and career readiness requirements.
School Goal for Science: By June 2025, the percentage of all students including low-income meeting or exceeding the standard in Science will increase by 3 percentage points.	70% of all students including low-income met or exceeded the standard in science.	73% of all students including low-income 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)

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan

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) \$900 X 18 attendees = \$16,200 Substitutes 50 hours X 200 = \$10,000

(LCAP 1.5) Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.

Building student readiness for college and career is primary. Activities and opportunities are established to increase the A-G course completion rate and prepare students for the continuation of the educational path into college. Relevant initiatives to prepare students for entering the workforce include programs such as MESA (Mathematics Engineering Science Achievement), training by CollegeBoard in addition to regular AP summer teacher training, etc.

(LCAP 1.2) Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings.

SECA will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training.

Metrics for Progress Monitoring: 100% of Teachers will use collaboration time on a regular basis.

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)
\$13,500	50643 - Title I
\$10,000	50643 - Title I
\$1,800	50643 - Title I
\$900	50643 - Title I

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 1.1.2

Students to be Served by this Strategy/Activity

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

[Empty box for identifying students to be served]

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports

1. A-G compliance and college entrance access and preparation: College entrance support and access provided to SECA students to increase or improve academic student achievement is essential. Students and counselors will benefit from the additional support created by adding a Guidance technician to provide relevant services such as career exploration, parent awareness programs, conflict management, college outreach programs, mentoring, scholarships, application support, and more.

(LCAP 1.2) Career Exploration Programs and Career Center Development: Career exploration software and program lessons taught by

counselors and teachers providing opportunities for students to learn about careers, professions, job-based skills, and student interests related to various career pathways focused on increasing or improving student academic achievement.

1 Guidance Technician providing support for A-G compliance and help with college entrance access. 1 Staff X .90 FTE X \$80,500 = \$80,500.

The remaining .10 FTE of the position will be funded with LCFF funds to equal a full-time FTE Guidance Technician position at 1.0 FTE

2. To provide students with appropriate and relevant intervention supports a guaranteed and viable curriculum that meets 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.

To provide services, resources, and support, including the hiring of personnel to improve and accelerate learning, recapture learning loss, and implementation of recovery programs that focus on all students. Learning and High School Credit Recovery Support & Programs: Credit recovery and drop out recovery programs, learning recovery and acceleration instructional support focused on increasing or improving student academic achievement.

(LCAP 1.6) To provide services, resources, and support, including the hiring of personnel to improve and accelerate learning, recapture learning loss, and implementation of recovery programs that focus on all students. Learning and High School Credit Recovery Support & Programs: Credit recovery and drop out recovery programs, learning recovery and acceleration instructional support focused on increasing or improving student academic achievement.

3 teachers are providing intervention and credit recovery opportunities in-person or virtually.

Additional Compensation - 3 staff X 131 hours X \$65 = \$25,545 (Allocate extra \$18 to intervention).

3. Building student readiness for college and career is primary. Activities and opportunities are established to increase the A-G course completion rate and prepare students for the continuation of the educational path into college. Relevant initiatives to prepare students for entering the workforce include programs such as MESA (Mathematics Engineering Science Achievement), opportunities for age-appropriate College Entrance Examinations (PSAT for 10th grade), after school and weekend tutorials supporting AP, Dual Enrollment classes, etc.

4. SECA will provide certificated and classified additional compensation/substitute costs needed for supplemental instruction, intervention, and enrichment.

5. Metrics for Progress Monitoring: An average of 45 students of socioeconomically disadvantaged subgroup receive interventions and tutoring weekly

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)
\$80,500	50643 - Title I
\$25,556	50643 - Title I

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 1.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement

Students will be provided with appropriate and relevant intervention supports and supplemental curriculum. Curriculum will be viable and evidence based to meet the needs of students as they progress towards mastery of academic achievement.

Instructional Materials 1,040 X \$5.50 = \$5,720

Naviance Career Exploration software supports student college and career readiness.

License Agreement = 18,000

(LCAP 1.2) College Entrance and AP Exam Access and Preparation: College entrance exams support and access provided to 8th grade and high school students to increase or improve academic student achievement. In school college entrance exam administration for 11th and 12th graders to cover the cost and provide increased or improved access to college entrance exam opportunities. Collegeboard apps like Bluebook are utilized for AP/SAT/PSAT preparation.

Other instructional tools also include software and resources to enhance student language and literacy acquisition as well as mathematical proficiency. Students need full and equitable access to the appropriate curriculum which requires updated instructional technology. Essential devices support A-G course completion rates, activities, and opportunities to prepare students for the rigor of coursework related to AP, dual enrollment college courses, and appropriate college credit and entrance exams.

(LCAP 1.9) Instructional equipment needed to implement supplemental programs and provide effective instruction include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.

Effective instruction and student engagement will be promoted with presentations, interventions, and assigned work in and out of the classroom through the use and purchase of Chromebooks.

Equipment and Technology - 363 Chromebooks X 300.00 = 45,000

Equipment and Technology - 9 Interactive SMARTboards X 5081.11 = 45,730

SECA will provide supplemental instructional materials, equipment, books, licenses, subscriptions, and software needed for instructional support, interventions, and enrichment.

Metrics for Progress Monitoring: %100 percent of grade levels and courses will review current and new materials, develop aligned units, created rubrics, and monitor student success and learning. 100% of students will have access to technology and tools as part of ongoing instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$0	50643 - Title I
\$0	50643 - Title I
\$0	50643 - Title I

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 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation

Building student readiness for college and career is primary. Activities and opportunities are established to increase the A-G course completion rate and prepare students for the continuation of the educational path into college. Relevant initiatives to prepare students for entering the workforce include programs such as: MESA (Mathematics Engineering Science Achievement), opportunities for age appropriate College Entrance Examinations (PSAT for 10th grade), Dual Enrollment classes - increase A-G course completion rate, Career Exploration, 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

SECA will pay student fees, professional services, transportation, and duplicating costs associated with supplemental support in student achievement, college and career readiness, and A-G completion rate.

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: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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

IMPLEMENTATION AND EFFECTIVENESS Strategy 1 Implementation: 1. A. PLC conferences, PreAP, and AP conferences were all attended in-person. Collaboration did take place weekly where practices and assessments were discussed. 1. B. Substitutes were used as in-person gatherings. All conference attendance and collaboration occurred in person and during common prep and meeting periods. The use of substitutes was allocated in the planning for this strategy. 1. B. Teachers met for collaboration and in person when allowed around planning and assessment monthly. The use of substitutes were allocated when needed. 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 was effective in releasing staff for PLC training on and off campus. 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. Interventions 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. Data 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. Instructional materials were provided equitably for all students. 1. B. Career Exploration and Communication Software licensing was used and employed consistently. 1. C. Chromebooks and smartboards were purchased to support effective instruction in all classrooms. Effectiveness: 1. A. Instructional materials were provided equitably for all students and effective in their outcomes. 1. B. Career Exploration and Communication Software licensing was used and employed consistently and effectively to communicate with all stakeholders. 1. C. Chromebooks and smartboards were purchased to support effective instruction in all classrooms. Increases in engagement and use of technology were effectively observed. Strategy 4 Implementation: 1. A. In-person field trips were offered and completed. College informational sessions with representatives did take place monthly from September through March. Effectiveness: 1. A. In-person field trips were offered and effective. 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. No Major Differences 1. B. No Major Differences Strategy 2 Major Differences: 1. A. No Major differences occurred. Strategy 3 Major Differences: 1. A. Funds for Career Exploration and Communication Software licensing was not needed and transferred to outfitting the last few classrooms with smartboards. Strategy 4 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.

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.

Goal 2.1

Goal #	Description
Goal 2.1	School Goal for Suspension: By the end of the 2024-25 school year, SECA will move to maintain a suspension rate of 0% for all students including low-income learners. For the 2023-24 school year, SECA will maintain an expulsion rate of 0% for all students including low-income learners. School Goal for Attendance/Chronic Truancy: By the end of the 2024-25 school year, SECA will continue to maintain a less than 3% average truancy/chronically absent rate for all students including low-income learners.

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.

SECA attendance rates continue to exceed 97% and all district averages for discipline and suspension. Suspension and discipline rates continue to remain extremely low for all students including low-income.

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
School Goal for Attendance/Chronic Truancy: By the end of the 2024-25 school year, SECA will maintain an average truancy / chronically absence rate below 3% for all students including low-income learners.	SECA averaged a truancy/chronically absence rate below 3% for all students including low-income learners.	SECA will average a below 3% truancy/chronically absence rate for all students including low-income learners.
School Goal for Suspension: By the end of the year, SECA will maintain an expulsion and suspension rate of 0% for all students including low-income learners.	SECA expulsion and suspension rate for the 2022-23 was 0% for all students including low-income learners.	SECA will maintain an expulsion and suspension rate of 0% for all students including low-income learners.

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)

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan

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 the implementation and improvement of the PLC process, which enables teachers to collaborate with colleagues on the implementation of PBIS and SEL initiatives. 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 to facilitate in-class interventions that target the identified areas for additional SEL support.

SECA will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training.

Metrics for Progress Monitoring: 100% of Teachers will use collaboration time on a regular basis and participate in professional development. Student expulsion, suspension, and absence rates will remain near or at 0%. 80% or more of the student body will participate in leadership opportunities.

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]

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 2.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports

(LCAP 2.8) Assistant Principal (Centralized Funding): Restoration At TK-8th Grade School Sites: Restoring assistant principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement.

(LCAP 2.7) Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.

Counselors (Centralized funding): School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.

Mental Health Clinicians (Centralized funding): Provide increased or improved mental health direct services to students, families, and staff district wide

(LCAP 1.2) Career Exploration Programs and Career Center Development: Career exploration software and program lessons taught by counselors and teachers providing opportunities for students to learn about careers, professions, job-based skills, and student interests related to various career pathways focused on increasing or improving student academic achievement.

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.

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 to facilitate in-class interventions that target the identified areas for additional SEL support.

To build a school climate, promote Social Emotional Learning, and support/monitor student mental health and well being SECA maintains a second counselor on staff.

SECA will provide certificated and classified additional compensation/substitute costs needed for supplemental instruction, intervention, and enrichment.

Metrics for Progress Monitoring: Student expulsion, suspension, and absence rates will remain near or at 0%. 80% or more of the student body will participate in leadership opportunities.

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]

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 2.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement

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.

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.

(LCAP 3.5) Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.

Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.

SECA will provide supplemental instructional materials books, licenses, subscriptions, software, additional compensation/substitute costs needed for SEL instruction and PBIS supports.

Metrics for Progress Monitoring: Student expulsion, suspension, and absence rates will remain near or at 0%. 80% or more of the student body will participate in leadership opportunities.

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]

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 2.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation

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.

SECA will pay student fees, professional services, and duplicating costs associated with SEL development and PBIS implementation to improve school climate.

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: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and 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 increased and completed in person. 1. B. In-person 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 took place in-person 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 regarding peer mediation. 1. B There were no major differences. related to PD opportunities 1. B There were no major differences related to collaboration around behavior, school climate, or 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.

Goal 3.1

Goal #	Description
Goal 3.1	School Goal for Meaningful Partnerships: By June 2025, SECA will maintain increased participation from the prior year at Parent Night to create meaningful partnerships with stakeholders to support all students including low-income learners. By June 2025, increase participation in other events to create meaningful partnerships with stakeholders to support all students including low-income learners.

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.

Low percentage of engagement with parents for events and meetings.

Low percentage of engagement with parents for events and meetings.

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
By June 2025, SECA will maintain increased participation from the prior year at Parent Night and other events to create meaningful partnerships with stakeholders to support all students including low-income learners.	Attendance for back-to-school Title 1 presentation exceeded 200 parents An average of fewer than 20 parents attended other stakeholder events.	The participation of stakeholders will increase by 10 stakeholders at each event held to support all students including low-income learners.

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)

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan

(LCAP 3.2) Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community.

Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as, School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.

Parent engagement events such as parent coffee hour are held throughout the year along with events organized and led by our Associated Student Body.

Provide any needed materials and supplies to support parents in learning and collaboration opportunities.

SECA will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and preparation of parent coffee hour and school events.

Metrics for Progress Monitoring: An increase in the percentage of parents, admin, and teachers who will use collaboration time on a regular basis.

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]

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 3.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports

No additional support staff needed at this time.

SECA will provide additional compensation/substitute costs needed for building educational partnerships, community events, and engaging parents in student support.

Metrics for Progress Monitoring: An increase in the percentage of parents, admin, and teachers who will use meeting and collaboration time on a regular basis.

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]

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 3.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement

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 during Back to School Night and to participate in the school site council.

Meeting Expenses (43400) - Light snacks and refreshments
 Non-Instructional Materials for parent meetings (43200) \$1024

SECA will provide supplemental instructional materials books, licenses, subscriptions, software, and additional compensation/substitute costs needed to improve parent partnerships.

Metrics for Progress Monitoring: Increase in the percentage of parents involved in the use of materials related to activities and opportunities on campus.

Metrics for Progress Monitoring: # 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

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)
\$1,024	50647 - Title I - Parent
\$1,000	50647 - Title I - Parent

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 3.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation

SECA will pay professional services and duplicating costs associated with parent coffee hours and school events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$0	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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

Strategy 1 Implementation: 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. 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 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 Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$134,280.00
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	\$134,280.00

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 (\$)
50643 - Title I	\$132,256.00
50647 - Title I - Parent	\$2,024.00

Subtotal of additional federal funds included for this school: \$134,280.00

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 (\$)
There are no state or local funds indicated in this plan.	

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: \$134,280.00

Addendums

2024-2025 School Plan for Student Achievement Recommendations and Assurances

Site Name: Stockton Early College Academy

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 completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

5/09/2024

Date of Meeting

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

English Learner Advisory Committee

5/09/2024

Date of Meeting

5. 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on 5/09/2024.

Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Attested:

Ty Pafford

Typed Name of School Principal



Signature of School Principal

5/13/2024

Date

Stockton Unified School District
Stockton Early College Academy High
2024-2025 Funding Summary



Board Approval Date: June 25, 2024
Public Presentation Date: May 9, 2024

Mission Statement

Stockton Early College Academy provides our students with equitable educational opportunities, prepares students to be problem solvers and college-ready learners, and encourages them to be responsible, compassionate contributors to society.

Vision

We seek to have our students experience a rigorous college preparatory high school education (CP/Honors and Advanced Placement classes), augmented with concurrent 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.

Table of Contents

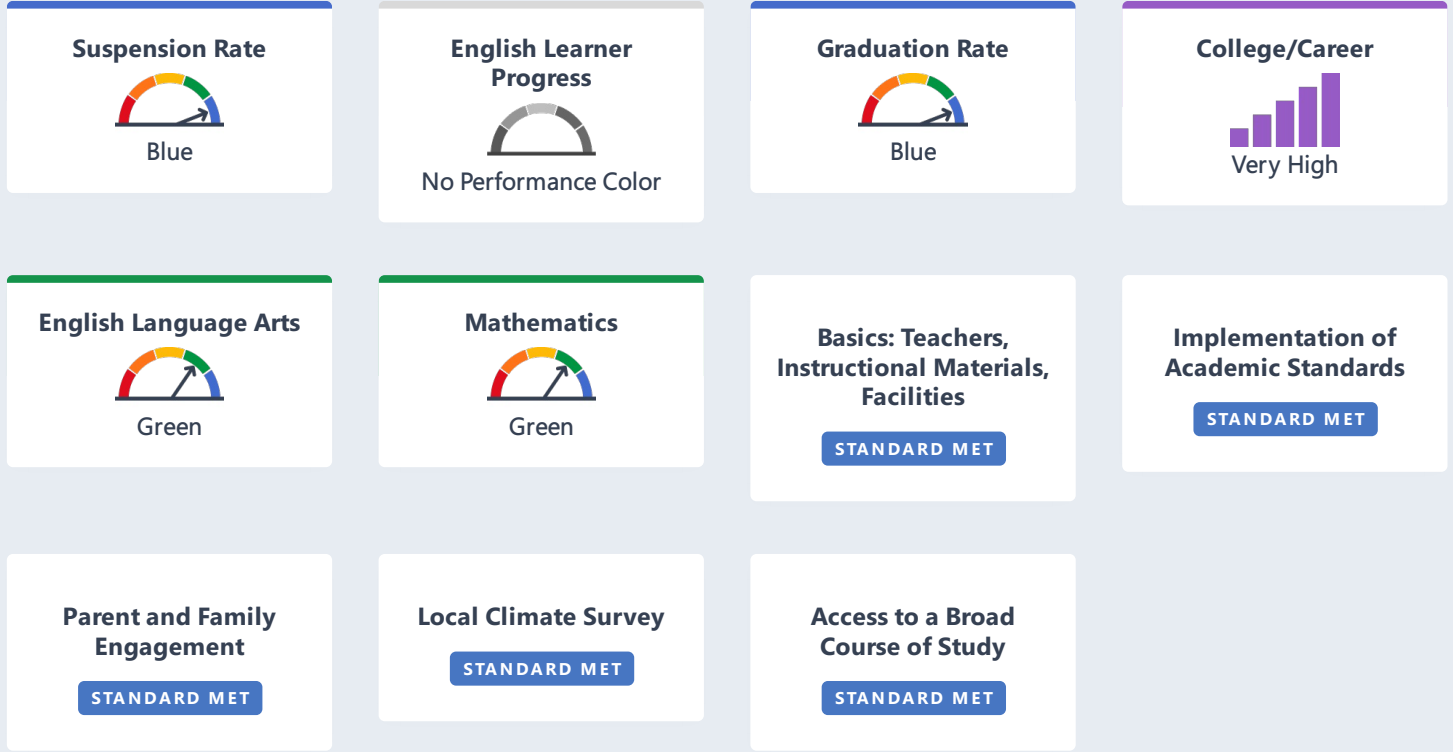
School Funding Summary 4

School Funding Summary

50643 - Title I					
LCAP Goal	School Goal	Strategy/Activity		Account Code	Amount
1	1	1	Teacher substitutes needed to support Professional Development and Collaboration		\$10,000.00
1	1	1	Conference/Workshops Teachers		\$13,500.00
1	1	1	Conference/Workshops Administrator		\$900.00
1	1	1	Conference/Workshops Counselors		\$1,800.00
1	1	2	Teacher Additional Compensation		\$25,556.00
1	1	2	Guidance Technician Salary		\$80,500.00
1	1	3	Instructional Materials - Chromebooks		\$0.00
1	1	3	Naviance Licensing		\$0.00
1	1	3	Non Capital Equipment - Interactive SMARTboards		\$0.00
Sub-Total					\$132,256.00
Budgeted Fund Source Amount					\$132,256.00
+/- Difference					\$0.00
50647 - Title I - Parent					
LCAP Goal	School Goal	Strategy/Activity		Account Code	Amount
3	1	3	Non -Instructional Supplemental Materials		\$1,024.00
3	1	3	Parent Meeting Expenses		\$1,000.00
3	1	4	Service Costs		\$0.00
Sub-Total					\$2,024.00
Budgeted Fund Source Amount					\$2,024.00
+/- Difference					\$0.00
Grand Total Budgeted					\$134,280.00
Grand Total Spent					\$134,280.00
+/- Difference					\$0.00

Stockton Early College Academy

Explore the performance of Stockton Early College Academy under California's Accountability System.



School Details

NAME Stockton Early College Academy	ADDRESS 349 East Vine Street Stockton, CA 95202-1107	WEBSITE http://seca-susd-ca.scho...	GRADES SERVED 9-12
CHARTER Yes	DASHBOARD ALTERNATIVE SCHOOLS STATUS No		

Student Population

Explore information about this school's student population.

Enrollment

428

Socioeconomically Disadvantaged

61.7%

English Learners

0.9%

Foster Youth

0%

STOCKTON EARLY COLLEGE ACADEMY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



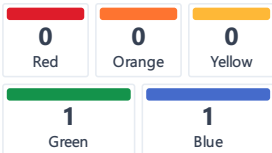
Green

108.8 points above standard

Declined 17.2 Points ▼

EQUITY REPORT

Number of Student Groups in Each Level



LEARN MORE

Mathematics



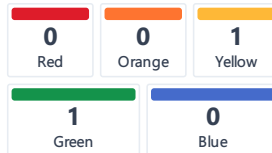
Green

6.2 points above standard

Declined 30 Points ▼

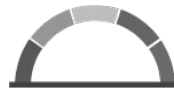
EQUITY REPORT

Number of Student Groups in Each Level



LEARN MORE

English Learner Progress



No Performance Color

Less than 11 students - data not displayed for privacy

LEARN MORE

College/Career

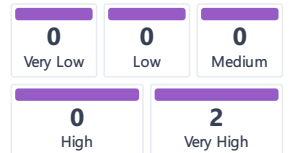


Very High

100% prepared

EQUITY REPORT

Number of Student Groups in Each Level



Local Indicators

LEARN MORE

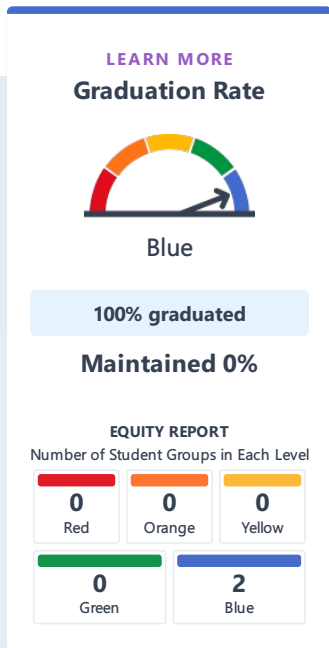
Implementation of Academic Standards

STANDARD MET

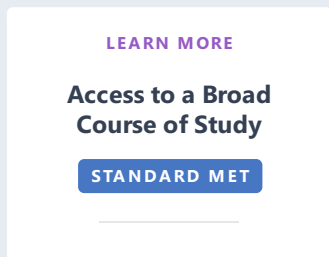
STOCKTON EARLY COLLEGE ACADEMY

Academic Engagement

See information that shows how well schools are engaging students in their learning.



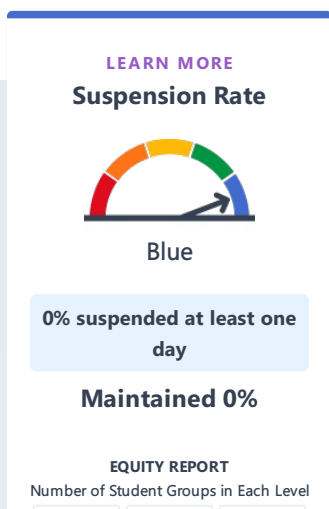
Local Indicators

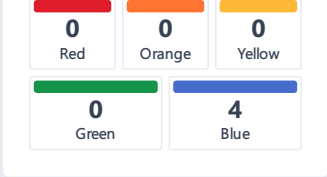


STOCKTON EARLY COLLEGE ACADEMY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.





Local Indicators

[LEARN MORE](#)

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

[LEARN MORE](#)

**Parent and Family
Engagement**

STANDARD MET

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore 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.

All Students



Green

108.8 points above standard

Declined 17.2 Points ▼

Number of Students: 106

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



Red

No Student Groups



Orange

No Student Groups



Yellow

No Student Groups



Green

Socioeconomically Disadvantaged



Blue

Hispanic



No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Homeless

Two or More Races

Pacific Islander

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

108.3 points above standard

Declined 42.6 Points ▼

Number of Students: 36

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Socioeconomically Disadvantaged



Green

104.6 points above standard

Declined 5.4 Points ▼

Number of Students: 74

Hispanic



Blue

107.3 points above standard

Increased 14 Points ▲

Number of Students: 55

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2022

2023

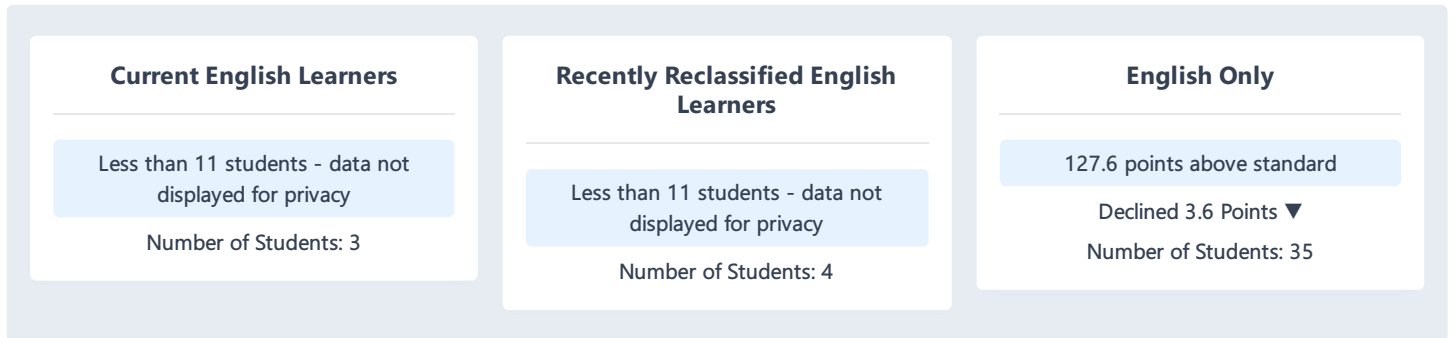
All Students

126 points above standard

108.8 points above standard

English Language Arts Data Comparisons: English Learners

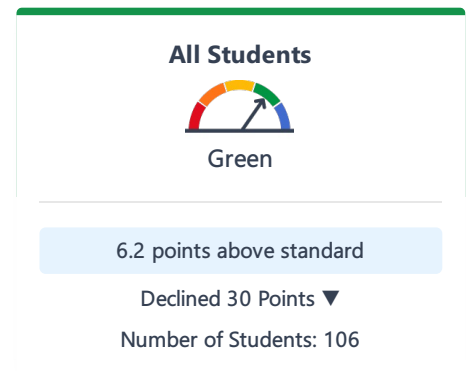
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



Mathematics

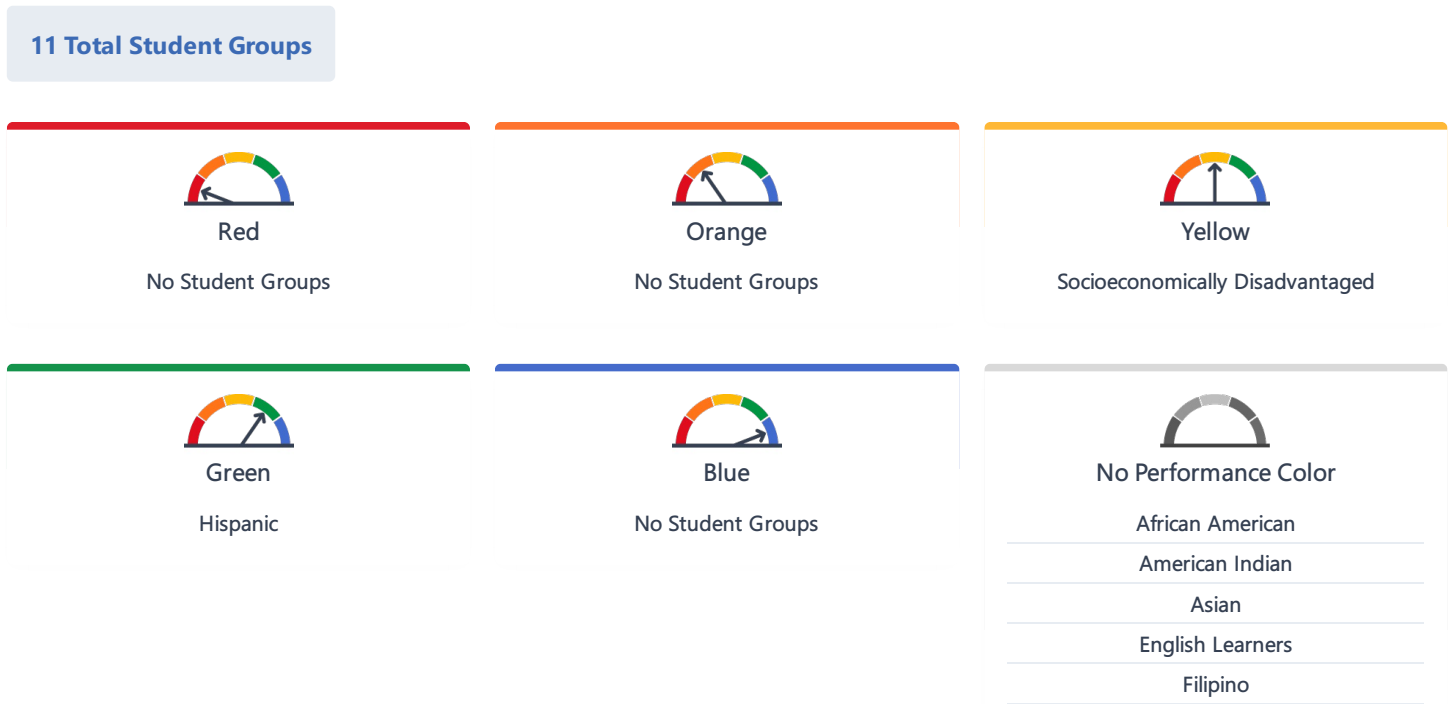
All Students

Explore 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.



Student Group Details

All Student Groups by Performance Level





African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

2.3 points above standard

Declined 78.2 Points ▼

Number of Students: 36

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Socioeconomically Disadvantaged



Yellow

1.5 points below standard

Declined 14.4 Points ▼

Number of Students: 74

Hispanic



Green

2 points above standard

Maintained 0.2 Points

Number of Students: 55

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners	Recently Reclassified English Learners	English Only
Less than 11 students - data not displayed for privacy Number of Students: 3	Less than 11 students - data not displayed for privacy Number of Students: 4	23 points above standard Maintained -2.8 Points Number of Students: 35


English Learner Progress Indicator

All English Learner Students

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

[LEARN MORE](#)

English Learner Progress



No Performance Color


Less than 11 students - data not displayed for privacy

College/Career

All Students

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

All Students



Very High

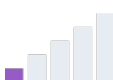


100% prepared

Number of Students: 105

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups

 <p>Very Low</p>	 <p>Low</p>	 <p>Medium</p>
---	--	---

No Student Groups

No Student Groups

No Student Groups



High

No Student Groups



Very High

Hispanic
Socioeconomically Disadvantaged



No Performance Level

African American

Asian

Filipino

Two or More Races

Students with Disabilities

White



African American



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Level

100% prepared

Number of Students: 27

Filipino



No Performance Level

100% prepared

Number of Students: 21

Two or More Races



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities

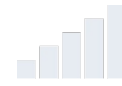


No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 5

Hispanic



Very High

100% prepared

Number of Students: 46

Socioeconomically Disadvantaged



Very High

100% prepared

Number of Students: 70

Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
---	--

English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability
---	--

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
---	--

Next Generation Science Standards

4	Full Implementation
---	---------------------

History - Social Science

5	Full Implementation And Sustainability
---	--

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
---	--

English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability
---	--

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
---	--

Next Generation Science Standards

4	Full Implementation
---	---------------------

History - Social Science

5	Full Implementation And Sustainability
---	--

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

History - Social Science

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5 Full Implementation And Sustainability

Next Generation Science Standards

4 Full Implementation

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

5 Full Implementation And Sustainability

Health Education Content Standards

5 Full Implementation And Sustainability

Physical Education Model Content Standards

5 Full Implementation And Sustainability

Visual and Performing Arts

5 Full Implementation And Sustainability

World Language

5 Full Implementation And Sustainability

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

5 Full Implementation And Sustainability

Identifying the professional learning needs of individual teachers

5 Full Implementation And Sustainability

Providing support for teachers on the standards they have not yet mastered

5 Full Implementation And Sustainability

Academic Engagement

View data about academic participation.

Graduation Rate

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma.

All Students



Blue

100% graduated

Maintained 0%

Number of Students: 105

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups



Red

No Student Groups



Orange

No Student Groups



Yellow

No Student Groups



Green

No Student Groups



Blue

Hispanic
Socioeconomically Disadvantaged



No Performance Color

African American

Asian

Filipino

Two or More Races

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

100% graduated

Maintained 0%

Number of Students: 27

Filipino



No Performance Color

100% graduated

Maintained 0%

Number of Students: 21

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Hispanic



Blue

100% graduated

Maintained 0%

Number of Students: 46

Socioeconomically Disadvantaged



Blue

100% graduated

Maintained 0%

Number of Students: 70

5-Year Graduation Rate

Student Group	Four Year	Five Year	Did Not Graduate	Five Year Graduation Rate	Five Year Graduates
All Students	100%	0%	0%	100%	0
Asian	100%	0%	0%	100%	0
Filipino	100%	0%	0%	100%	0
Hispanic	100%	0%	0%	100%	0
Socioeconomically Disadvantaged	100%	0%	0%	100%	0

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

The district's student information system, Course Catalog, Transcripts Evaluation Services (TES), Xello Reports are all tools used track the extent to which all students have access to, and are enrolled in, a broad course of study.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Based on analysis of course enrollment trends. - All Students - 66% to 99% - Unduplicated Students (UPC) – 67% to 99% - Students with Disabilities (SWD) - 60% to 99%

3. Identification of any barriers preventing access to a broad course of study for all students.

Based on analysis of course enrollment trends. - All Students - 66% to 99% - Unduplicated Students (UPC) – 67% to 99% - Students with Disabilities (SWD) - 60% to 99%

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

Review graduation requirements Expand use of Collee and Career Reports (TES & Xello)

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

All Students



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 430

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



Red

No Student Groups



Orange

No Student Groups



Yellow

No Student Groups



Green

No Student Groups



Blue

- Asian
- Filipino
- Hispanic
- Socioeconomically Disadvantaged



No Performance Color

- African American
- American Indian
- English Learners
- Homeless
- Two or More Races
- Pacific Islander
- Students with Disabilities
- White

African American



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 13

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 12

Pacific Islander

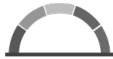


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 20

Asian



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 127

Filipino



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 48

Hispanic



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 205

Socioeconomically Disadvantaged



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 266

Local Indicators

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	15	98.6%	Above
County	6,944.45	72.5%	Below
Statewide	279,044.88	84%	n/a

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?glevel=School&cds=39686760119743&year=2021-22>.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	0
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	0

STANDARD MET

Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation and Sustainability

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation and Sustainability

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation and Sustainability

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation and Sustainability

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Stockton Early College Academy (SECA) utilizes multiple pathways of communication to reach out and generate two-way communication between the School and student/families. SECA has very strong sustainable engagement and relationships with families. Families are involved in decision making and continuously express their satisfaction with the school and the support it provides them and their goals for their children. That said, it is an ongoing focus to continue building the kind of engagement where parents and families regularly to participate in advisory groups.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation and Sustainability

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Full Implementation and Sustainability

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Full Implementation and Sustainability

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Stockton Early College Academy (SECA) utilizes multiple pathways of communication to reach out and generate two-way communication between the School and student/families. SECA has very strong sustainable engagement and relationships with families. Families are involved in decision making and continuously express their satisfaction with the school and the support it provides them and their goals for their children. That said, it is an ongoing focus to continue building the kind of engagement where parents and families regularly to participate in advisory groups.

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Full Implementation and Sustainability

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation and Sustainability

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Full Implementation and Sustainability

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Full Implementation and Sustainability

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Stockton Early College Academy (SECA) utilizes multiple pathways of communication to reach out and generate two-way communication between the School and student/families. SECA has very strong sustainable engagement and relationships with families. Families are involved in decision making and continuously express their satisfaction with the school and the support it provides them and their goals for their children. That said, it is an ongoing focus to continue building the kind of engagement where parents and families regularly to participate in advisory groups.

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

A review of the fall school climate survey indicated that overall SECA students felt safer and more valued by teachers in relation to feeling cared about and successful at school than in the previous year (iSafe over 90%, "teachers" over 85% and 84%). The majority of students (over 70%) answered yes "I feel like my voice matters to teachers and administrators on campus", follow up meetings with staff highlighted that teachers and administrators felt like more could be done to improve that number to 100%. When asked, teachers replied that they wanted to create greater opportunities to make student voices heard and give students a greater voice.

Over 90% of students reported feeling safe in their school. In follow up focus group sessions involving 9-12 grade students the majority of students reported that it was likely new ninth grade students who made up the majority of those reporting feeling unsafe.

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CaSTRS	California State Teachers' Retirement System (Outside CDE Source)
CaWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
---------	-------------

I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
---------	-------------

K

Acronym	Description
---------	-------------

L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
---------	-------------

MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
---------	-------------

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
------	--

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov