

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Stockton Early College Academy		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Stockton Unified School District (SUSD) serves over 40,000 students in grades TK-12. The district is comprised of 42 TK-8 schools, four comprehensive high schools, five small high schools, and one alternative high school, one special education school, one adult school, inclusive of five charter schools.

SUSD is proud of its diverse population which includes approximately 11% African American, 2% American Indian, 9% Asian, 4% Filipino, 64% Latino, less than 1% Pacific Islander, 2% Two or More Races, and 7% White students. SECA's student body closely mirrors the diverse population within SUSD with minor variances.

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

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

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

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

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

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Stockton Early College Academy (SECA) has increasingly improved on the alignment of the Local Control Accountability Plan (LCAP) to ensure the processes and systems from various plans and activities are captured under one document and communicate effectively to aid in providing one common voice.

- **GOAL 1 – Student Achievement:** SECA will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners. *9 Categories; 18 Actions/Services (pp. 36-55)*
 - **State Priority:** 2 – Implementation of State Standards, 4 – Student Achievement, 7 – Course Access, 8 – Other Pupil Outcomes
 - **Charter Goal:** 1 - Every child by the end of 9th grade will demonstrate mastery of Algebra concepts and application. 2 - Every child by the end of 9th grade will be college or career ready. 3 - We seek to have our students experience a rigorous college preparatory high school education (CP/Honors and Advanced Placement classes), augmented with concurrent direct access to fully transferable (IGETC Protocol) college-level courses in all academic disciplines. From this foundation, we expect each student to successfully matriculate to, and graduate from, a four-year university or college.
 - **LEA Plan:** 1 - All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017, All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017; 2 - All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics; 3 - By 2016-2017, all students will be taught by highly qualified teachers; 5 - All students will graduate from high school.
 - **Master Plan for English Learners:** Part IV: Standards, Assessment, and Accountability - 1 – EL students will progress towards English language proficiency within 6 years of entering the EL Program (p. 18); 2 – EL and RFEP students will achieve academic success (p. 18)
 - **Single Plan for Student Achievement:** Planned improvements in student performance goal 1: English/Language Arts Reading; Goal 2: Mathematics; Goal 3: English Learner outcomes; Goal 6: College and career readiness.
 - **Charter Petition:** Measurable student outcomes and other uses of data.
 - **WASC:** Goal 1: Develop a comprehensive mathematics instructional system that utilizes data to improve student performance. Goal 2: Increase science achievement in all students, specifically chemistry. Goal 3: Decrease the percentage of students who are scoring in the Far Below Basic and Below Basic ranges in every subject area. Goal 4: Improve and align writing instruction across content areas , as college preparation requires writing skills in all disciplines.

- **GOAL 2 – Safe and Healthy Learning Environments:** SECA will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society. *5 Categories; 5 Actions/Services (pp. 56-65)*
 - **State Priority:** 1 – Basic Services, 6 – School Climate
 - **LEA Plan:** 3 - By 2016-2017, all students will be taught by highly qualified teachers; 4 - All students will be educated in learning environments that are safe, drug - free, and conducive to learning.
 - **Single Plan for Student Achievement:** Planned improvements in student performance Goal 4: School Climate and Safety.

- **GOAL 3 – Meaningful Partnerships:** Together, SECA, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society. *5 Categories; 5 Actions/Services (pp. 66-75)*
 - **State Priority:** 3 – Parent Involvement, 5 – Student Engagement
 - **Master Plan for English Learners:** Part I: Parent Involvement
 - **Single Plan for Student Achievement:** Planned improvements in student performance goal 5. Parent and community involvement.
 - **WASC:** Goal 5: Improve parent involvement.

REVIEW OF PERFORMANCE

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

The area of greatest progress to be focused on is:

Graduation rates:

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

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

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

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

GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

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

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

SECA provides students with the opportunity to participate in an entirely Advanced Placement, Pre-Advanced Placement, Honors, and Early College course of Study. As part of this program, SECA has provided access to PSAT testing, and AP testing. At any given time, SECA pays for as many as 20 or more college courses to be provided on campus, including the cost of textbooks.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$4,040,924

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$1,997,973

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Some General Fund expenditures funded with Lottery, Mandated Cost, Federal, State and local Restricted programs were not included in the LCAP as they may not be included.

\$4,040,924

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	<i>Student Achievement</i> Stockton Early College Academy (SECA) will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Implementation of State Standards:

State Priority 2A: All K-12 classrooms have standards-aligned Units of Study in Mathematics and English Language Arts; **Metric:** SUSD Curriculum Department Unit of Study Master List; **Baseline (2014-15):** 104 ELA Units of Study, 104 Mathematics Units of Study

Target: 104 ELA Units of Study, 104 Mathematics Units of Study
Actual: 103 ELA Units of Study, 99 Mathematics Units of Study
SECA utilizes Advanced placement, Pre-AP, and Honors Curriculum as well as college coursework.

State Priority 2B: English learners receive at minimum 30 minutes a day of integrated and designated English Language Development and access to Common Core State Standards; **Metric:** SUSD Site Master Schedules, Synergy; **Baseline (2014-2015):** 100%

Target: 100%
Actual: 100%

Pupil Achievement:

State Priority 4A: The percentage of students overall that exceeded or met English Language Arts (ELA) / Literacy and Math Standards as determined by the Smarter Balanced Assessment (SBAC) will increase by 5%; **Metric:** CAASPP, MAP, SUSD Illuminate by PT School; **Baseline (2014-2015):** 23% SBAC ELA, 17% SBAC Math

Target: 28% SBAC ELA, 22% SBAC Math
Actual: 22% SBAC ELA, 18% SBAC Math

State Priority 4B: The Academic Performance Index was suspended by the California State Board of Education; therefore, no data reported.

The Academic Performance Index was suspended by the California State Board of Education; therefore, no data reported.

State Priority 4C: The percentage of students that have completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework will increase by 10%; **Metric:** CALPADS; **Baseline (2014-2015):** 33%

Target: 43%
Actual: 26%

State Priority 4D: The percentage of English learners learning English will increase by 5.6%, in order to move toward state defined growth expectations; **Metric:** CALPADS, CELDT; **Baseline (2014-2015):** 54.9% met AMAO 1; **State target:** 60.5%

Target: 60.5%
Actual: 54.2%

The percentage of English learners in language instruction educational programs *less than 5 years* attaining English language proficiency will increase 7.6% in order to move toward state defined expectations for meeting the CELDT criterion for English-language proficiency; **Metric:** CALPADS, CELDT; **Baseline (2014-2015):** 16.6%% met AMAO 2; **State target:** 24.2%

Target: 24.2%
Actual: 19.2%

The percentage of English learners in language instruction educational programs *5 or more years* attaining English language proficiency will increase 8.2% in order to move toward state defined expectations for meeting the CELDT criterion for English-language proficiency; **Metric:**

Target: 50.9%
Actual: 40.4%

<p>CALPADS, CELDT; Baseline (2014-2015): 42.7% met AMAO 2; State target: 50.9%</p>	
<p>State Priority 4E: 2% more English Learners will be reclassified; Metric: Dataquest; Baseline (2014-2015): 8.5% (950) English Learners redesignated</p>	<p>Target: 10.5% Actual: 8.5%</p>
<p>State Priority 4F: The overall percentage of students who have passed at least one advanced placement (AP) examination with a score of 3 or higher will increase annually by 5%; Metric: College Board AP Exam; Baseline (2014-15): 24%</p>	<p>Target: 29% Actual: 32%</p>
<p>State Priority 4G: The percentage of students in Grade 11 who will demonstrate college preparedness in ELA and Mathematics pursuant to, the Early Assessment Program will increase by 5%; Metric: CALPADS, Career Cruising, SBAC/EAP in ELA and Math; Baseline (2014-2015): 36% SBAC/EAP ELA, 16% SBAC/EAP Math</p>	<p>Target: 41% SBAC/EAP ELA, 21% SBAC/EAP Math Actual: 31% SBAC/EAP ELA, 13% SBAC/EAP Math</p>

Course Access:

State Priority 7A: Broad course of study that is offered to all students grades PK-12 in the area of ELA math, Social Studies, Science, Health and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs; **Metric:** CALPADS

Target: Yes
Actual: Yes

State Priority 7B: *In addition to the broad course of study that is offered to all students grades PK-12 in the area of ELA math, Social Studies, Science, Health and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including ELD program courses, SDAIE;* **Metric:** CALPADS

Target: Yes
Actual: Yes

State Priority 7C: In addition to broad course of study that is offered to all students grades PK-12 in the area of ELA, Math, Social Studies, Science, Health and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including levels of least restrictive environment (resource support, pull out, and one on one support), learning center models, and behavior/mental health/physical support; **Metric:** CALPADS

Target: Yes
Actual: Yes

Other Pupil Outcomes:

State Priority 8A: The percentage of grade 3 students meeting grade level proficiency in Reading and Comprehension will be maintained or exceeded; **Metric:** CALPADS, MAP; **Baseline (2014-2015):** 16% met grade level proficiency in Reading

Target: 16%
Actual: 16%

The percentage of grade 9 students meeting grade level proficiency in Algebra concepts will be maintained or exceeded; **Metric:** CALPADS, MAP; **Baseline (2014-2015):** 18% met grade level proficiency in Math

Target: 18%
Actual: 18%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **SSA:1**

Actions/Services	<p>PLANNED</p> <p>SSA: 1 - Student Technology To enhance student access to information technologies that promote increased learning and academic achievement.</p> <p>SA1.1 Annual purchase and replacement of Chromebooks/technology devices and secure storage carts for students</p>	<p>ACTUAL</p> <p>SSA: 1 - Student Technology</p> <p>SSA1.1 Annual purchase and replacement of Chromebooks/technology devices and secure storage carts for students Purchased Chromebooks through Title I.</p>
	<p>BUDGETED</p> <p>SSA: 1 - Student Technology \$30,000 Fund 01 Resource 0000 Base OBJ 4XXX</p>	<p>ESTIMATED ACTUAL</p> <p>SSA: 1 - Student Technology \$37,487 Fund 01 Resource Other OBJ 4XXX</p>
Expenditures		

Action **SSA:2**

Actions/Services	<p>PLANNED</p> <p>SSA: 2 - Instructional Materials and Supplies To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards.</p> <p>SA2.1 Increase classroom supplies and resources to teachers</p>	<p>ACTUAL</p> <p>SSA: 2 - Instructional Materials and Supplies</p> <p>SA2.1 Increase classroom supplies and resources to teachers Teachers were offered the opportunity to request instructional supplies and supplies were distributed for use in their classrooms.</p> <p>SA2.2 High School Science Equipment & STEM Classroom Materials</p>

SA2.2 High School Science Equipment & STEM Classroom Materials	Science classrooms were outfitted with state of the art lab equipment and resources.
BUDGETED SA: 2 - Instructional Materials and Supplies \$6,000 Fund 01 Resource 0100 Supp/Conc OBJ 4XXX	ESTIMATED ACTUAL SA: 2 - Instructional Materials and Supplies \$51,781 Fund 01 Resource LCFF OBJ 4XXX

Expenditures

Action **SSA:3**

PLANNED SSA: 3 - Primary Language Support To provide appropriate intervention and supplemental support to students and their families that values their native language and culture while fostering academic success in English Language Development. SSA3.1 General Education English Learner (EL) Specialist SSA3.2 Specialized Professional Development for English Learners (EL) Teachers SSA3.3 Support for training and implementation of the English Learners (EL) Instructional Program (as described in the English Learner (EL) Master Plan) and the English Learners (EL) Master Plan.	ACTUAL SSA: 3 - Primary Language Support SSA3.1 General Education English Learner (EL) Specialist SUSD offered support from the district specialist. SSA3.2 Specialized Professional Development for English Learners (EL) Teachers Training was offered to all SECA teachers SSA3.3 Support for training and implementation of the English Learners (EL) Instructional Program (as described in the English Learner (EL) Master Plan) and the English Learners (EL) Master Plan Training was offered to all SECA teachers, counselors, and administration.
BUDGETED SSA: 3 - Primary Language Support \$0 Fund 01 Resource 0100 Supp/Conc, 4203 TitleIIILimitedEnglProfStdPgm OBJ 1XXX, 2XXX, 3XXX, 5XXX	ESTIMATED ACTUAL SSA: 3 - Primary Language Support \$0 Fund 01 Resource LCFF, Other OBJ 1XXX, 2XXX, 3XXX, 5XXX

Actions/Services

Expenditures

Action **SSA:4**

<p>Actions/Services</p>	<p>PLANNED</p> <p>SSA: 4 - Professional Learning for SUSD Staff and Parents</p> <p>To provide staff and parents professional learning opportunities that promote efficient parent/student and parent/educator strategies to aid in the improvement of their students' academic success.</p> <p>SSA4.1 Training involving core curriculum, assessments and student records information.</p>	<p>ACTUAL</p> <p>SSA: 4 - Professional Learning for SUSD Staff and Parents</p> <p>SSA4.1 Training involving core curriculum, assessments and student records information Training was provided.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>SSA: 4 - Professional Learning for SUSD Staff and Parents</p> <p>\$0</p> <p>Fund 01</p> <p>Resource 3010 IASA-Title 1 Basic Grants-Low</p> <p>OBJ 5XXX</p>	<p>ESTIMATED ACTUAL</p> <p>SSA: 4 - Professional Learning for SUSD Staff and Parents</p> <p>\$0</p> <p>Fund 01</p> <p>Resource Other</p> <p>OBJ 5XXX</p>

Action **SSA:5**

<p>Actions/Services</p>	<p>PLANNED</p> <p>SSA: 5 - Teacher Collaboration, Monitoring and Support</p> <p>To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies.</p>	<p>ACTUAL</p> <p>SSA: 5 - Teacher Collaboration, Monitoring and Support</p> <p>SSA5.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time. Secured venue for teacher/staff collaboration retreat in June, added collaboration time to be conducted during fourth quarter.</p>
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	SSA5.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.	
Expenditures	<p>BUDGETED</p> <p>SSA: 5 - Teacher Collaboration, Monitoring and Support \$64,884 Fund 01, 11, 12 Resource 0000 Base, 0100 Supp/Conc, through 9999 Other OBJ 1XXX, 3XXX</p>	<p>ESTIMATED ACTUAL</p> <p>SSA: 5 - Teacher Collaboration, Monitoring and Support \$79,825 Fund 01, 11, 12 Resource LCFF, Other OBJ 1XXX, 3XXX</p>

Action **SA:6**

	<p>PLANNED</p> <p>SSA: 6 - Implementation of Professional Learning Community (PLC) strategies To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success.</p> <p>SSA6.1 Training in Professional Learning Communities (PLCs)</p>	<p>ACTUAL</p> <p>SSA: 6 - Implementation of Professional Learning Community (PLC) strategies SA6.1 Training in Professional Learning Communities (PLCs) Staff attended PLC conference in February 2017.</p>
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Actions/Services

	<p>BUDGETED</p> <p>SSA: 6 - Implementation of Professional Learning Community (PLC) strategies \$35,000 Fund 01 Resource 4035 TitleIIPartA-ImpvTchrQuality OBJ 1XXX, 3XXX</p>	<p>ESTIMATED ACTUAL</p> <p>SSA: 6 - Implementation of Professional Learning Community (PLC) strategies \$12,624 Fund 01 Resource Other OBJ 1XXX, 3XXX</p>
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Expenditures

Action **SSA:7**

<p>Actions/Services</p>	<p>PLANNED</p> <p>SSA: 7 - Student Intervention Strategies and Support To provide students with appropriate and relevant intervention supports a guaranteed and viable curriculum that meet the needs of students as they progress towards mastery of academic achievement.</p> <p>SSA7.1 Hire, retain, and train "Highly Qualified" Supplemental Intervention Teachers SSA7.2 Tools, software, and resources to enhance student language and literacy acquisition as well as mathematic proficiency SSA7.3 Credit Recovery and Dropout Recovery Programs</p>	<p>ACTUAL</p> <p>SSA: 7 - Student Intervention Strategies and Support</p> <p>SSA7.1 Hire, retain, and train "Highly Qualified" Supplemental Intervention Teachers There was not a need for supplemental intervention teachers</p> <p>SSA7.2 Tools, software, and resources to enhance student language and literacy acquisition as well as mathematic proficiency Teachers were provided with time and resources</p> <p>SSA7.3 Credit Recovery and Dropout Recovery Programs Purchased Apex licenses for struggling students. Apex licenses purchased</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>SSA: 7 - Student Intervention Strategies and Support \$9,224 Fund 01 Resource 0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 4035 TitleIIPartA-ImpvTchrQuality OBJ 1XXX, 3XXX, 5XXX</p>	<p>ESTIMATED ACTUAL</p> <p>SSA: 7 - Student Intervention Strategies and Support \$6,013 Fund 01 Resource LCFF OBJ 1XXX, 3XXX, 4XXX, 5XXX</p>

Action **SSA:8**

<p>Actions/Services</p>	<p>PLANNED</p> <p>SSA: 8 - After School Programs To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day.</p>	<p>ACTUAL</p> <p>SSA: 8 - After School Programs</p> <p>SSA8.1 After School Program Homework Assistance and Tutoring After school tutoring and other assistance was provided.</p>
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SSA8.1 After School Program Homework Assistance and Tutoring
 SSA8.2 After School Program College and Career Activities
 SSA8.3 After School Program Exercise Opportunities for grades 9-12, Intramural Sports Program for grades 4-12, Visual and Performing Arts (VAPA) for grades K-12, Other Student Interest Enrichment Activities for grades K-12

SSA8.2 After School Program College and Career Activities
 Hired and additional counselor in 2016-2017. Multiple college/career activities were offered.

 SSA8.3 After School Program Exercise Opportunities for grades 9-12, Intramural Sports Program for grades 4-12, Visual and Performing Arts (VAPA) for grades K-12, Other Student Interest Enrichment Activities for grades K-12
 Students benefit from the district programs as a whole outside of SECA. SECA has been working with SUSD facilities to provide a space for self defense/ weight lifting after school.

Expenditures

BUDGETED
 SSA: 8 - After School Programs
 \$30,000
 Fund 01
 Resource 0100 Supp/Conc
 OBJ 1XXX, 2XXX, 3XXX, 4XXX, 5XXX

ESTIMATED ACTUAL
 SA: 8 - After School Programs
 \$1,207
 Fund 01
 Resource LCFF
 OBJ 1XXX, 2XXX, 3XXX, 4XXX, 5XXX

Action

SA:9

Actions/Services

PLANNED

SA: 9 - College and Career Preparatory Opportunities
 To provide students with career and college strategies, increases to the A-G course completion rate, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce.

 SSA9.1 Mathematics, Engineering, Science Achievement (MESA) Program
 SSA9.2 Opportunities for Age Appropriate College Entrance Examinations, i.e. PSAT for 8th and 10th

ACTUAL

SA: 9 - College and Career Preparatory Opportunities

 SSA9.1 Mathematics, Engineering, Science Achievement (MESA) Program
 SECA offers a MESA club and students participate in competition.

 SSA9.2 Opportunities for Age Appropriate College Entrance Examinations, i.e. PSAT for 8th and 10th grade, including training by CollegeBoard in addition to regular AP/IB summer teacher training Training and exams were provided.

 SSA9.3 After school and weekend tutorials supporting AP, IB, and Dual Enrollment classes - increase A-G course completion rate

Expenditures

<p>grade, including training by CollegeBoard in addition to regular AP/IB summer teacher training SSA9.3 After school and weekend tutorials supporting AP, IB, and Dual Enrollment classes - increase A-G course completion rate SSA9.4 Career Exploration Software and Programs (Naviance)</p>	<p>Tutorials were provided and teacher additional time was offered for such tutorials. SSA9.4 Career Exploration Software and Programs (Naviance) Naviance was purchased, and counselors provided numerous opportunities to train parents and students on its use.</p>
<p>BUDGETED SSA: 9 - College and Career Preparatory Opportunities \$74,000 Fund 01 Resource 0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 9650 CTE/ROP OBJ 1XXX, 2XXX, 3XXX, 4XXX, 5XXX</p>	<p>ESTIMATED ACTUAL SSA: 9 - College and Career Preparatory Opportunities \$11,582 Fund 01 Resource LCFF OBJ 1XXX, 2XXX, 3XXX, 4XXX, 5XXX</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Student achievement DATA shows that our efforts were effective. Tutoring and other supports assisted in creating higher student retention.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

SECA's performance data exceeds that of the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The factors contributing to differences between budgeted expenditures and the estimated actual expenditures include:

- no expenditures were identified or unidentifiable,
- expenditures were covered as a districtwide initiative, or
- expenditures related to bargaining unit agreement settlements

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes needed

Goal 2

Safe and Healthy Learning Environments

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Basic Services:

State Priority 1A: Teachers are appropriately assigned and fully credentialed in the subject areas and, for the students they are teaching;
Metric: SUSD Human Resource Reports; **Baseline (2014-2015):** 89%

Target: 89% (2015-2016)
 Actual: 86% (2016-2017)
 SECA: 100%

State Priority 1B: Students will have sufficient access to the standards-aligned instructional materials; **Metric:** SUSD District Textbook Sufficiency Resolution; **Baseline (2014-2015):** 100%

Target: 100%
 Actual: 100%
 SECA: 100%

State Priority 1C: School facilities are maintained in good repair;
Metric: Facilities Inspection Tool (FIT), School Accountability Report Card (SARC); **Baseline (2014-2015):** 81% or 43 schools

Target: 81%
 Actual: 61.1%

School Climate:

State Priority 6A: Continue to decrease suspension rates; **Metric:** SUSD Student Information System and CALPADS; **Baseline (2014-2015):** 10% suspension rate

Target: 10% or lower
Actual: 9.4%
SECA:

Disproportionate student suspension rate of all significant subgroups will continue to decrease. **Metric:** SUSD Student Information System and CALPADS; **Baseline (2014-2015):** 22,831 Total Suspensions (47.72% Hispanic, 29.66% African American, 9.62% Caucasian, 5.37% Other, 3.11% American Indian/Alaskan Native, 1.60% Filipino, 1.42% Cambodian, 0.72% Other Asian, 0.44% Hmong, 0.33% Asian/East Indian)

Target: 22,831 students or lower
Actual: 6,165 students
49.78% Hispanic, 30.53% Black, 7.72% White, 3% Other, 3.34% American Indian/Alaskan Native, .58% Native Hawaiian, 5.04% Asian

State Priority 6B: Continue to decrease expulsion rates; **Metric:** SUSD Student Information System and CALPADS; **Baseline (2014-2015):** .1% expulsion rate (33 Students)

Target: 0% or lower
Actual: .08%

Disproportionate student expulsion rate of all significant subgroups will continue to decrease. **Metric:** SUSD Student Information System and CALPADS; **Baseline (2014-2015):** 36 Total Expulsions (38.89% Hispanic, 33.33% African American, 2.78% Caucasian, 2.78% Other, 2.78% American Indian/Alaskan Native, 11.11% Asian)

Target: 36 students or lower
Actual: 51 students
47.06% Hispanic, 37.25% Black, 5.88% White, 1.96% Other, 1.96% American Indian/Alaskan Native, 5.88% Asian

State Priority 6C: The percentage of students in Grades 5, 7, 9 and 11 reporting School Connectedness will increase; **Metric:** California Healthy Kids Survey (CHKS); **Baseline (2014-2015):** 82%

Target:100%
Actual: 82%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **SLE:1**

Actions/Services	<p>PLANNED</p> <p>SLE: 1 - Technology Infrastructure and Support To retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing.</p> <p>SLE1.1 Windows XP computer replacement</p>	<p>ACTUAL</p> <p>SLE: 1 - Technology Infrastructure and Support</p> <p>SLE1.1 Windows XP computer replacement Teachers received updated computers.</p>
	<p>BUDGETED</p> <p>SLE: 1 - Technology Infrastructure and Support \$25,000 Fund 01 Resource 0000 Base OBJ 2XXX, 3XXX, 4XXX</p>	<p>ESTIMATED ACTUAL</p> <p>SLE: 1 - Technology Infrastructure and Support \$0 Fund 01 Resource LCFF OBJ 2XXX, 3XXX, 4XXX</p>
Expenditures		

Action **SLE:2**

Actions/Services	<p>PLANNED</p> <p>SLE: 2 - Basic Instruction and Teacher Staffing To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment.</p> <p>SLE2.1 Basic Instruction and Teacher Staffing.</p>	<p>ACTUAL</p> <p>SLE: 2 - Basic Instruction and Teacher Staffing</p> <p>SLE2.1 Basic Instruction and Teacher Staffing. Appropriately staffed.</p>

Expenditures

BUDGETED
 SLE: 2 - Basic Instruction and Teacher Staffing
 \$0
 Fund 01
 Resource
 OBJ

ESTIMATED ACTUAL
 SLE: 2 - Basic Instruction and Teacher Staffing
 \$1,371,547
 Fund 01
 Resource LCFF
 OBJ 1XXX, 3XXX

Action **SLE:3**

Actions/Services

PLANNED
SLE: 3 - Health Services
 To provide student and families with appropriate health services interventions to be healthy and more able to learn.
 SLE3.1 Subacute Health Care Services Response and Management

ACTUAL
SLE: 3 - Health Services
 SLE3.1 Subacute Health Care Services Response and Management
 School nurse was available one day per week.

Expenditures

BUDGETED
 SLE: 3 - Health Services
 \$0
 Fund 01
 Resource 0100 Supp/Conc
 OBJ 1XXX, 2XXX, 3XXX

ESTIMATED ACTUAL
 SLE: 3 - Health Services
 \$0
 Fund 01
 Resource LCFF
 OBJ 1XXX, 2XXX, 3XXX

Action **SLE:4**

Actions/Services

PLANNED

ACTUAL
SLE: 4 - Community Oriented Policing Program
 SLE4.1 Visible Support of Safe and Secure Campuses

Expenditures	<p>SLE: 4 - Community Oriented Policing Program</p> <p>To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments.</p> <p>SLE4.1 Visible Support of Safe and Secure Campuses</p>	<p>Campus security monitor added this year.</p>
	<p>BUDGETED</p> <p>SLE: 4 - Community Oriented Policing Program \$0 Fund 01 Resource 0100 Supp/Conc OBJ 2XXX, 3XXX, 4XXX, 5XXX</p>	<p>ESTIMATED ACTUAL</p> <p>SLE: 4 - Community Oriented Policing Program \$0 Fund 01 Resource LCFF (Base Only) OBJ 2XXX, 3XXX, 4XXX, 5XXX</p>

Action **SLE:5**

Actions/Services	<p>PLANNED</p> <p>SLE: 5 - School Counseling</p> <p>To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness.</p> <p>SLE5.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion</p>	<p>ACTUAL</p> <p>SLE: 5 - School Counseling</p> <p>SLE5.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion SECA added a counselor fall of 2016.</p>
	<p>BUDGETED</p> <p>SLE: 5 - School Counseling \$121,848 Fund 01 Resource 0100 Supp/Conc OBJ 1XXX, 3XXX</p>	<p>ESTIMATED ACTUAL</p> <p>SLE: 5 - School Counseling \$266,760 Fund 01 Resource LCFF OBJ 1XXX, 3XXX</p>
Expenditures		

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Students report a significant improvement in school climate, and that they feel cared about and valued by the adults on campus. Parents, students, and staff have reported numerous positive effects from adding additional counselling services.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Suspension rates remain below local, state, and national averages. Students and parents report that the additions made to our counseling staff are the most significant improvements to our program in the past five years.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The factors contributing to differences between budgeted expenditures and the estimated actual expenditures include: <ul style="list-style-type: none">• no expenditures were identified or unidentifiable,• expenditures were covered as a districtwide initiative, or• expenditures related to bargaining unit agreement settlements
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes.

Goal

3

Meaningful Partnerships

Together, Stockton Early College Academy (SECA), families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Parental Involvement:

State Priority 3A: Increase the number of opportunities for outreach and parent input and participation in making decisions for the school district and the individual school-site through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees; **Metric:** SUSD District and Site Participation Reports; **Baseline (2014-2015):** 49 School Site Council meetings

Target: 49*
Actual: 49*

*correction, should have read schools instead of specific meetings or committees

SECA provides ongoing opportunities for parent outreach and input through School Site Counsel, parent coffee hours, open houses, and events.

State Priority 3B: Increase the number of opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings; **Metric:** SUSD District and Site Participation Reports; **Baseline (2014-2015):** 49 Parent Advisory Committee meetings, 49 English Learner Parent Involvement Committee

Target: 49*
Actual: 49*

*correction, should have read schools instead of specific meetings or committees

SECA provides ongoing opportunities for parent outreach and input through School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings.

State Priority 3C: Increase the number of opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs; **Metric:** SUSD District and Site Participation Reports, SEIS database; **Baseline (2014-2015):** 49 Special Education Parent meetings

Target: 49*
Actual: 49*

*correction, should have read schools instead of specific meetings or committees

SECA provides ongoing opportunities for parent outreach and input through School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs

Pupil Engagement:

State Priority 5A: Attendance Rates will grow annually by 2% to be 96.4% or greater; **Metric:** SUSDs Student Information System, BiTech; **Baseline (2014-2015):** 94.4%

Target: 96.4%
Actual: 94.37%
SECA has maintained the highest attendance rate of any school in SUSD every month for the past five years.

State Priority 5B: Decrease the chronic absenteeism rate annually by 2% to be 4.9%; **Metric:** SUSDs Student Information System; **Baseline (2014-2015):** 6.9%

Target: 4.9%
Actual: 7.95%
SECA has maintained the highest attendance rate of any school in SUSD every month for the past five years.

State Priority 5C: Maintain a 0% Middle school dropout rate; **Metric:** CALPADS; **Baseline (2014-2015):** 0%

Target: 0%
Actual: .3%
N/A SECA is 9-12 high school

State Priority 5D: Decrease the High School dropout rate annually; **Metric:** CALPADS; **Baseline (2014-2015):** 18.2%

Target: 18.2% or lower
Actual: 13%
SECA actual:

State Priority 5E: Increase the High School graduation rate annually; **Metric:** CALPADS; **Baseline (2014-2015):** 75.8%

Target: 75.8% or higher
Actual: 81%
SECA Actual:

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **SMP:1**

Actions/Services	<p>PLANNED</p> <p>SMP: 1 - Parent Empowerment</p> <p>To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success.</p> <p>SMP1.1 Parent Academy</p>	<p>ACTUAL</p> <p>SMP: 1 - Parent Empowerment</p> <p>SMP1.1 Parent Academy SECA has held numerous parent coffee hours, handed out fliers in the street and parking lots, and increased parent outreach via phone in order to increase parent involvement.</p>
	<p>BUDGETED</p> <p>SMP: 1 - Parent Empowerment \$4,000 Fund 01, 11 Resource 0000 Base, 0100 Supp/Conc OBJ 1XXX, 2XXX, 3XXX, 4XXX, 5XXX</p>	<p>ESTIMATED ACTUAL</p> <p>SMP: 1 - Parent Empowerment \$0 Fund 01, 11 Resource LCFF OBJ 1XXX, 2XXX, 3XXX, 4XXX, 5XXX</p>
Expenditures		

Action **SMP:2**

Actions/Services	<p>PLANNED</p> <p>SMP: 2 - Parent and School Communication</p> <p>To provide and maintain systems of communication that meets the needs of the school, parents, students and the community.</p> <p>SMP2.1 Continuous improvement of system of communication with SUSD community and stakeholders.</p>	<p>ACTUAL</p> <p>SMP: 2 - Parent and School Communication</p> <p>SMP2.1 Continuous improvement of system of communication with SUSD community and stakeholders. The district's purchase of new phone outreach software has improved SECA's ability to communicate with parents and see the results of outreach. SECA utilizes Naviance and has included students and parents at every grade level.</p>

Expenditures

BUDGETED
 SMP: 2 - Parent and School Communication
 \$5,000
 Fund 01
 Resource 0100 Supp/Conc
 OBJ 2XXX, 3XXX, 5XXX

ESTIMATED ACTUAL
 SMP: 2 - Parent and School Communication
 \$0
 Fund 01
 Resource LCFF
 OBJ 2XXX, 3XXX, 5XXX

Action **SMP:3**

Actions/Services

PLANNED
SMP: 3 - Parent and Teacher Engagement
 To foster the parent and teacher relationships to work in unison towards a common goal of supporting students.
 SMP3.1 Academic Parent-Teacher Team conferences (APTT)

ACTUAL
SMP: 3 - Parent and Teacher Engagement
 SMP3.1 Academic Parent-Teacher Team conferences (APTT)
 SECA has increased Parent teacher conferences

Expenditures

BUDGETED
 SMP: 3 - Parent and Teacher Engagement
 \$20,000
 Fund 01
 Resource 4035 TitleII PartA-ImpvTchrQuality
 OBJ 1XXX, 3XXX

ESTIMATED ACTUAL
 SMP: 3 - Parent and Teacher Engagement
 \$0
 Fund 01
 Resource Other
 OBJ 1XXX, 3XXX

Action **SMP:4**

Actions/Services

PLANNED

ACTUAL
SMP: 4 - Student Engagement and Leadership Opportunities
 SMP4.1 Opportunities for students to participate in clubs and activities

<p>SMP: 4 - Student Engagement and Leadership Opportunities</p> <p>To provide all students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success.</p> <p>SMP4.1 Opportunities for students to participate in clubs and activities</p>	<p>SECA currently has 14 active student clubs. The school continues to make Activities a priority and has collaborated to provide training for staff and students on running an effective ASB program.</p>
<p>BUDGETED</p> <p>SMP: 4 - Student Engagement and Leadership Opportunities \$5,000 Fund 01 Resource 0100 Supp/Conc OBJ 1XXX, 2XXX, 3XXX, 4XXX</p>	<p>ESTIMATED ACTUAL</p> <p>SMP: 4 - Student Engagement and Leadership Opportunities \$0 Fund 01 Resource LCFF OBJ 1XXX, 2XXX, 3XXX, 4XXX</p>

Expenditures

Action **SMP:5**

<p>PLANNED</p> <p>SMP: 5 - Student Attendance Accountability</p> <p>To provide a system of supports that enables students to be academically successful through regular and on-time attendance.</p> <p>SMP5.1 Attendance Incentives</p>	<p>ACTUAL</p> <p>SMP: 5 - Student Attendance Accountability</p> <p>SMP5.1 Attendance Incentives SECA has maintained attendance at levels above the district and area norms.</p>
<p>BUDGETED</p> <p>SMP: 5 - Student Attendance Accountability \$5,000 Fund 01 Resource 0100 Supp/Conc OBJ 2XXX, 3XXX</p>	<p>ESTIMATED ACTUAL</p> <p>SMP: 5 - Student Attendance Accountability \$0 Fund 01 Resource LCFF OBJ 2XXX, 3XXX</p>

Actions/Services

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	SECA has seen an overall improvement in parent and community involvement, but this is an area where there is an ongoing need for improvement.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The efforts made to increase outreach have been successful, but greater parent involvement is still needed.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The factors contributing to differences between budgeted expenditures and the estimated actual expenditures include: <ul style="list-style-type: none">• no expenditures were identified or unidentifiable,• expenditures were covered as a districtwide initiative, or• expenditures related to bargaining unit agreement settlements
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes were made.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

SECA has invited parents to ongoing School Site Counsel meetings, parent coffee hours, open houses, and in general an open-door policy. In addition, we advertise all district LCAP events and encourage parents to attend. Stockton Unified School District (SUSD) stakeholders, including bargaining units, community members, county programs, community organizations and others have been invited and involved in development of the 2017-2020 Local Control Accountability Plan.

The SUSD LCAP web page (www.stocktonusd.net/LCAP) was updated periodically to include dates for this year's events and planning and information about development of the plan.

The initial outreach was conducted during two Board of Education meetings (April 11, 2017 and April 25, 2017) to provide a foundation of the LCAP progress, status, and providing information on the state mandated changes.

Immediately following, the district began meeting with stakeholders (Union Leaders – April 26, 2017, SUSD Teachers – April 27, 2017, APSARA Community – April 28, 2017) to advise them on the status of last year's plan, what was funded and how well it is working so far, and to gain input on the new plan.

District staff communicated with the Parent Advisory Committee (PAC) and District English Learner Parent Advisory Committee/District English Learner Parent Involvement Committee (DELAC/DELPIC) initially seeking input in the development of the Community LCAP Survey tool. This occurred in January 2017 and February 2017 prior to the finalization of the survey and posting on the district's website and electronic mail notifications. In addition, the PAC (May 15, 2017 and May 30, 2017) and DELAC/DELPIC (May 24, 2017) informational meetings were held on and let our stakeholder groups know planning was underway, a review of the draft LCAP and invited their input.

On March 1, 2017, the district opened the Community LCAP Survey and closing it on April 7, 2017. Stakeholders were informed of the survey and encouraged to participate through communication via their school sites, district electronic mail communiqué, SUSDCconnects newsletter, and posting on the district's website. The district continued its outreach to students with the assistance of the PLUS Coordinator and this year received more than 2,170 responses to questions surrounding the SUSD 2017-2020 LCAP. Again, many of those suggestions recommended more ... (review LCAP survey results)

Throughout the 2016-2017 LCAP year, the district has communicated using various vehicles to carry the information to our stakeholders, which again include, employees, teachers, parents/families, students, and the community – anyone who has an interest or maybe affected by actions/services within the LCAP. One vehicle is using the School Site Council meetings. Although these meetings in the past typically were primarily for Title I funding, the district realized during the 2015-2016 LCAP year that important information and feedback could be provided in a two-way communication stream. Therefore, the LCAP Team coordinated with the State and Federal Programs Directors and staff to incorporate LCAP conversations with parents and the community when evaluating and revising their Single Plan for Student Achievement.

In June, a Board Study Session included a presentation on the status of the draft LCAP and Annual Plan and a walkthrough of the document highlighting the accomplishments and barriers and the directions for actions/services to contribute in meeting the increased or improved services requirements as indicated in Education Code.

Following, on June 20, 2017, a public hearing was held to present the final LCAP and Annual Plan. District staff presented a walkthrough of the document highlighting changes and consolidations, then took notes on public comment. Following a review of the public comments was conducted with the LCAP Team and district level Administrators for appropriate response if any.

On June 27, 2017, district staff presented the final LCAP and Annual Plan for approval to the Board of Trustees. (Or is it the Board of Education?)

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Stockton Unified School District continued to work with the San Joaquin County Office of Education (SJCOE) LCAP Team in the development of the 2017-2020 LCAP and Annual Update, specifically relating to the state mandated changes.

Starting in October 2016, district LCAP staff met with SJCOEs LCAP Team to briefly review the three goals: 1) student achievement, 2) safe and healthy learning environments, and 3) meaningful partnerships. These goals continued to align with the district's Blueprint for Student Achievement, Local Education Plan, and the new Administrative Expectations.

The goal statements have been conveyed to stakeholders with positive acknowledgement:

Student Achievement

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

Safe and Healthy Learning Environments

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

Meaningful Partnerships

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

In April 2016, district LCAP staff developed a presentation to the Board of Education referencing the three goals within the LCAP. No communication was received to modify the goals; therefore, they have been left as is.

During prior year's LCAP presentations, a comment was expressed to improve the length of the LCAP. While this has not been a concern during the 2016-2017 LCAP year, district staff are making conscious efforts to streamline and improve the content included aiding in a more environmentally friendly document and easier readability by stakeholders.

Through positive feedback, district staff will continue to provide the “at-a-glance” project summary report of the 2017-2020 LCAP actions/services as it provides a greater level of transparency and cross-references with the prior LCAPs.

The district’s LCAP Team reviewed the 2016-2017 LCAP actions/services with staff involved in the implementation and oversight of activities. The LCAP Team provided a summary of the status and change that may be required for greater implementation or discontinuation. These comments were then provided to Cabinet level administrators reviewed the 2016-17 LCAP actions/services along with the Community LCAP Survey, stakeholder input, Evaluation Rubrics: California School Dashboard data, and district level data to determine which actions/services would continue into the 2017-2020 LCAP and Annual Update plan.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

Student Achievement

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

- SECA Students Need:
- Teachers that deliver high quality instruction through the implementation of State Standards. Data Source: SUSD Curriculum and Language Development Department
 - Meet or exceed standards on state and MAP testing. Data Source: CAASSP, MAP, SUSD Illuminate by PT Schools
 - Fluency in the English language. Data Source: CALPADS, CELDT
 - Reading and Comprehending by Grade 3. Data Source: CALPADS, MAP
 - Algebra proficiency by Grade 9 (Concepts and Applications). Data Source: CALPADS, MAP
 - Graduate High School and be College/Career Ready by Grade 12. Data Source: CALPADS, Career Cruising, SBAC/EAP in ELA and Math

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 2A: Implementation of the academic content and performance standards adopted by the state board.	Baseline (2015-2016): 103 ELA Units of Study 99 Math Units of Study Data Source: SUSD Curriculum Department Unit of Study Master List	To maintain the percentage of K-12 classrooms that have standards-aligned Units of Study in Mathematics and English Language Arts. (Verified by SUSD Curriculum Department Units of Study Master List.)	To maintain the percentage of K-12 classrooms that have standards-aligned Units of Study in Mathematics and English Language Arts. (Verified by SUSD Curriculum Department Units of Study Master List.)	To maintain the percentage of K-12 classrooms that have standards-aligned Units of Study in Mathematics and English Language Arts. (Verified by SUSD Curriculum Department Units of Study Master List.)
State Priority 2B: How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency?	Baseline (2015-2016): 100% Data Source: SUSD Site Master Schedules, Synergy	To maintain the percentage of English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)	To maintain the percentage of English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)	To maintain the percentage of English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)
State Priority 4A: Statewide Assessments	Baseline (2015-2016): 22% SBAC ELA 18% SBAC Math Data Source: CAASPP, SUSD Illuminate by PT School	To increase the percentage of students overall that exceeded or met English Language Arts (ELA)/Literacy and Math standards as determined by the Smarter Balanced Assessment (SBAC). (Verified by CAASPP, SUSD Illuminate by PT School reports.)	To increase the percentage of students overall that exceeded or met English Language Arts (ELA)/Literacy and Math standards as determined by the Smarter Balanced Assessment (SBAC). (Verified by CAASPP, SUSD Illuminate by PT School reports.)	To increase the percentage of students overall that exceeded or met English Language Arts (ELA)/Literacy and Math standards as determined by the Smarter Balanced Assessment (SBAC). (Verified by CAASPP, SUSD Illuminate by PT School reports.)
State Priority 4B: The Academic Performance Index	Baseline (2014-2015): The Academic Performance Index was suspended by the California State Board of	The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.	The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.	The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.

	Education indefinitely; therefore, no data reported.			
<p>State Priority 4C: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks.</p>	<p>Baseline (2015-2016): 26% Data Source: CALPADS</p>	<p>To increase the percentage of students that have completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework. (Verified by CALPADS.)</p>	<p>To increase the percentage of students that have completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework. (Verified by CALPADS.)</p>	<p>To increase the percentage of students that have completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework. (Verified by CALPADS.)</p>
<p>State Priority 4D: The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board.</p>	<p>Baseline (2015-2016): AMAO 1 has been suspended by the California State Board of Education indefinitely; therefore, no data reported. AMAO 2 has been suspended by the California State Board of Education indefinitely; therefore, no data reported. Data Source: CALPADS, CELDT</p>	<p>To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)</p>	<p>To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)</p>	<p>To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)</p>
<p>State Priority 4E: The English learner reclassification rate.</p>	<p>Baseline (2015-2016): 8% English Learners redesignated Data Source: Dataquest</p>	<p>To increase the English Learner reclassification rate. (Verified by Dataquest.)</p>	<p>To increase the English Learner reclassification rate. (Verified by Dataquest.)</p>	<p>To increase the English Learner reclassification rate. (Verified by Dataquest.)</p>

<p>State Priority 4F: The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.</p>	<p>Baseline (2015-2016): 32% Data Source: College Board AP Exam</p>	<p>To increase the overall percentage of students who have passed at least one advanced placement (AP) examination with a score of 3 or higher. (Verified by CollegeBoard AP Exam.)</p>	<p>To increase the overall percentage of students who have passed at least one advanced placement (AP) examination with a score of 3 or higher. (Verified by CollegeBoard AP Exam.)</p>	<p>To increase the overall percentage of students who have passed at least one advanced placement (AP) examination with a score of 3 or higher. (Verified by CollegeBoard AP Exam.)</p>
<p>State Priority 4G: The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.</p>	<p>Baseline (2015-2016): 21% SBAC/EAP ELA 13% SBAC/EAP Math Data Source: CALPADS, SBAC/EAP in ELA and Math</p>	<p>To increase the percentage of students in Grade 11 who will demonstrate college preparedness in English Language Arts (ELA) and Mathematics pursuant to the Early Assessment Program. (Verified by CALPADS, SBAC/EAP in ELA and Mathematics.)</p>	<p>To increase the percentage of students in Grade 11 who will demonstrate college preparedness in English Language Arts (ELA) and Mathematics pursuant to the Early Assessment Program. (Verified by CALPADS, SBAC/EAP in ELA and Mathematics.)</p>	<p>To increase the percentage of students in Grade 11 who will demonstrate college preparedness in English Language Arts (ELA) and Mathematics pursuant to the Early Assessment Program. (Verified by CALPADS, SBAC/EAP in ELA and Mathematics.)</p>
<p>State Priority 7A: A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.</p>	<p>Baseline (2015-2016): Yes Data Source: CALPADS</p>	<p>To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs. (Verified by CALPADS.)</p>	<p>To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs. (Verified by CALPADS.)</p>	<p>To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs. (Verified by CALPADS.)</p>
<p>State Priority 7B: Programs and services developed and provided to unduplicated pupils.</p>	<p>Baseline (2015-2016): Yes Data Source: CALPADS</p>	<p>To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science,</p>	<p>To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science,</p>	<p>To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and</p>

		Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including ELD program courses, SDAIE. (Verified by CALPADS.)	Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including ELD program courses, SDAIE. (Verified by CALPADS.)	Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including ELD program courses, SDAIE. (Verified by CALPADS.)
State Priority 7C: Programs and services developed and provided to pupils with exceptional needs.	Baseline (2015-2016): Yes Data Source: CALPADS	To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including levels of least restrictive environment (resource support, pull out, and one on one support), learning center models, and behavior/mental health/physical support. (Verified by CALPADS.)	To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including levels of least restrictive environment (resource support, pull out, and one on one support), learning center models, and behavior/mental health/physical support. (Verified by CALPADS.)	To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including levels of least restrictive environment (resource support, pull out, and one on one support), learning center models, and behavior/mental health/physical support. (Verified by CALPADS.)
State Priority 8A: Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.	Baseline (2015-2016): 16% met grade level proficiency in Reading 18% met grade level proficiency in Math Data Source: MAP	To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.) To increase the percentage of grade 9 students meeting grade level proficiency in	To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.) To increase the percentage of grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by MAP, CALPADS.)	To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.) To increase the percentage of grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by MAP, CALPADS.)

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **SSA:1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Student Group(s) <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

2018-19

New
 Modified
 Unchanged

2019-20

New
 Modified
 Unchanged

SSA: 1 - Student Technology

To enhance student access to information technologies that promote increased learning and academic achievement.

SSA1.1 Annual purchase and replacement of Chromebooks/technology devices and secure storage carts for students

SSA: 1 - Student Technology

To enhance student access to information technologies that promote increased learning and academic achievement.

SSA1.1 Annual purchase and replacement of Chromebooks/technology devices and secure storage carts for students

SSA: 1 - Student Technology

To enhance student access to information technologies that promote increased learning and academic achievement.

SSA1.1 Annual purchase and replacement of Chromebooks/technology devices and secure storage carts for students

BUDGETED EXPENDITURES

2017-18

Amount	\$30,000
Source	LCFF
Budget Reference	4XXX

2018-19

Amount	\$30,000
Source	LCFF
Budget Reference	4XXX

2019-20

Amount	\$30,000
Source	LCFF
Budget Reference	4XXX

Action **SSA:2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Student Group(s) Schoolwide **OR** Limited to Unduplicated

[Location\(s\)](#)

All schools
spans: _____

Specific Schools: _____

Specific Grade

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

SSA: 2 - Instructional Materials and Supplies

To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards.

SSA2.1 Increase classroom supplies and resources to teachers
SSA2.2 High School Science Equipment & STEM Classroom Materials

2018-19

New Modified Unchanged

SSA: 2 - Instructional Materials and Supplies

To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards.

SSA2.1 Increase classroom supplies and resources to teachers
SSA2.2 High School Science Equipment & STEM Classroom Materials

2019-20

New Modified Unchanged

SSA: 2 - Instructional Materials and Supplies

To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards.

SSA2.1 Increase classroom supplies and resources to teachers
SSA2.2 High School Science Equipment & STEM Classroom Materials

[BUDGETED EXPENDITURES](#)

2017-18

Amount

\$6,000

Source

LCFF

Budget Reference

4XXX

2018-19

Amount

\$6,000

Source

LCFF

Budget Reference

4XXX

2019-20

Amount

\$6,000

Source

LCFF

Budget Reference

4XXX

Action **SSA:3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

SSA: 3 - Primary Language Support

To provide appropriate intervention and supplemental support to students and their families that values their native language and culture while fostering academic success in English Language Development.

SSA3.1 Specialized Professional Development for English Learners (EL) Teachers
 SSA3.2 Support for training and implementation of the English Learners (EL) Instructional Program (as described in the English Learner (EL) Master Plan) and the English Learners (EL) Master Plan.

SSA: 3 - Primary Language Support

To provide appropriate intervention and supplemental support to students and their families that values their native language and culture while fostering academic success in English Language Development.

SSA3.1 Specialized Professional Development for English Learners (EL) Teachers
 SSA3.2 Support for training and implementation of the English Learners (EL) Instructional Program (as described in the English Learner (EL) Master Plan) and the English Learners (EL) Master Plan.

SSA: 3 - Primary Language Support

To provide appropriate intervention and supplemental support to students and their families that values their native language and culture while fostering academic success in English Language Development.

SSA3.1 Specialized Professional Development for English Learners (EL) Teachers
 SSA3.2 Support for training and implementation of the English Learners (EL) Instructional Program (as described in the English Learner (EL) Master Plan) and the English Learners (EL) Master Plan.

BUDGETED EXPENDITURES**2017-18**

Amount	\$0
Source	LCFF, Other
Budget Reference	1XXX, 2XXX, 3XXX, 5XXX

2018-19

Amount	\$0
Source	LCFF, Other
Budget Reference	1XXX, 2XXX, 3XXX, 5XXX

2019-20

Amount	\$0
Source	LCFF, Other
Budget Reference	1XXX, 2XXX, 3XXX, 5XXX

Action **SSA:4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
 All
 Students with Disabilities
 [Specific Student Group(s)] _____
Location(s)
 All schools
 Specific Schools: _____
 Specific Grade spans: _____
OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

SSA: 4 - Professional Learning for SUSD Staff and Parents

To provide staff and parents professional learning opportunities that promote efficient parent/student and parent/educator strategies to aid in the improvement of their students' academic success.

SSA4.1 Training involving core curriculum, assessments and student records information.

2018-19

New Modified Unchanged

SSA: 4 - Professional Learning for SUSD Staff and Parents

To provide staff and parents professional learning opportunities that promote efficient parent/student and parent/educator strategies to aid in the improvement of their students' academic success.

SSA4.1 Training involving core curriculum, assessments and student records information.

2019-20

New Modified Unchanged

SSA: 4 - Professional Learning for SUSD Staff and Parents

To provide staff and parents professional learning opportunities that promote efficient parent/student and parent/educator strategies to aid in the improvement of their students' academic success.

SSA4.1 Training involving core curriculum, assessments and student records information.

BUDGETED EXPENDITURES

2017-18

Amount

\$0

Source

Other

Budget Reference

5XXX

2018-19

Amount

\$0

Source

Other

Budget Reference

5XXX

2019-20

Amount

\$0

Source

Other

Budget Reference

5XXX

Action **SSA:5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

SSA: 5 - Teacher Collaboration, Monitoring and Support

To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies.

SSA5.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

SSA: 5 - Teacher Collaboration, Monitoring and Support

To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies.

SSA5.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

SSA: 5 - Teacher Collaboration, Monitoring and Support

To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies.

SSA5.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

BUDGETED EXPENDITURES

2017-18

Amount	\$66,379
Source	LCFF, Other
Budget Reference	1XXX, 3XXX

2018-19

Amount	\$66,448
Source	LCFF, Other
Budget Reference	1XXX, 3XXX

2019-20

Amount	\$66,520
Source	LCFF, Other
Budget Reference	1XXX, 3XXX

Action **SSA:6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

[Location\(s\)](#)

All schools spans: _____ Specific Schools: _____ Specific Grade

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

SSA: 6 - Implementation of Professional Learning Community (PLC) strategies

To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success.

SSA6.1 Training in Professional Learning Communities (PLCs)

2018-19

New Modified Unchanged

SSA: 6 - Implementation of Professional Learning Community (PLC) strategies

To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success.

SSA6.1 Training in Professional Learning Communities (PLCs)

2019-20

New Modified Unchanged

SSA: 6 - Implementation of Professional Learning Community (PLC) strategies

To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success.

SSA6.1 Training in Professional Learning Communities (PLCs)

[BUDGETED EXPENDITURES](#)

2017-18

Amount

\$35,000

Source

Other

Budget Reference

1XXX, 3XXX

2018-19

Amount

\$35,000

Source

Other

Budget Reference

1XXX, 3XXX

2019-20

Amount

\$35,000

Source

Other

Budget Reference

1XXX, 3XXX

Action **SSA:7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

SSA: 7 - Student Intervention Strategies and Support

To provide students with appropriate and relevant intervention supports a guaranteed and viable curriculum that meet the needs of students as they progress towards mastery of academic achievement.

- SSA7.1 Hire, retain, and train "Highly Qualified" teachers
- SSA7.2 Tools, software, and resources to enhance student language and literacy acquisition as well as mathematic proficiency
- SSA7.3 Credit Recovery and Dropout Recovery Programs

SSA: 7 - Student Intervention Strategies and Support

To provide students with appropriate and relevant intervention supports a guaranteed and viable curriculum that meet the needs of students as they progress towards mastery of academic achievement.

- SSA7.1 Hire, retain, and train "Highly Qualified" teachers
- SSA7.2 Tools, software, and resources to enhance student language and literacy acquisition as well as mathematic proficiency
- SSA7.3 Credit Recovery and Dropout Recovery Programs

SSA: 7 - Student Intervention Strategies and Support

To provide students with appropriate and relevant intervention supports a guaranteed and viable curriculum that meet the needs of students as they progress towards mastery of academic achievement.

- SSA7.1 Hire, retain, and train "Highly Qualified" teachers
- SSA7.2 Tools, software, and resources to enhance student language and literacy acquisition as well as mathematic proficiency
- SSA7.3 Credit Recovery and Dropout Recovery Programs

BUDGETED EXPENDITURES

2017-18

Amount	\$9,224
Source	LCFF, Other
Budget Reference	1XXX, 3XXX, 5XXX

2018-19

Amount	\$9,224
Source	LCFF, Other
Budget Reference	1XXX, 3XXX, 5XXX

2019-20

Amount	\$9,224
Source	LCFF, Other
Budget Reference	1XXX, 3XXX, 5XXX

Action **SSA:8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

SSA: 8 - After School Programs

To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day.

SSA8.1 After School Program Homework Assistance and Tutoring
SSA8.2 After School Program College and Career Activities
SSA8.3 After School Program Exercise Opportunities for grades 9-12, Intramural Sports Program for grades 4-12, Visual and Performing Arts (VAPA) for grades K-12, Other Student Interest Enrichment Activities for grades K-12

2018-19

New Modified Unchanged

SSA: 8 - After School Programs

To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day.

SSA8.1 After School Program Homework Assistance and Tutoring
SSA8.2 After School Program College and Career Activities
SSA8.3 After School Program Exercise Opportunities for grades 9-12, Intramural Sports Program for grades 4-12, Visual and Performing Arts (VAPA) for grades K-12, Other Student Interest Enrichment Activities for grades K-12

2019-20

New Modified Unchanged

SSA: 8 - After School Programs

To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day.

SSA8.1 After School Program Homework Assistance and Tutoring
SSA8.2 After School Program College and Career Activities
SSA8.3 After School Program Exercise Opportunities for grades 9-12, Intramural Sports Program for grades 4-12, Visual and Performing Arts (VAPA) for grades K-12, Other Student Interest Enrichment Activities for grades K-12

BUDGETED EXPENDITURES

2017-18

Amount

\$30,000

Source

LCFF

Budget Reference

1XXX, 2XXX, 3XXX, 4XXX, 5XXX

2018-19

Amount

\$30,000

Source

LCFF

Budget Reference

1XXX, 2XXX, 3XXX, 4XXX, 5XXX

2019-20

Amount

\$30,000

Source

LCFF

Budget Reference

1XXX, 2XXX, 3XXX, 4XXX, 5XXX

Action **SSA:9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student
Location(s)	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

New
 Modified
 Unchanged

2018-19

New
 Modified
 Unchanged

2019-20

New
 Modified
 Unchanged

SSA: 9 - College and Career Preparatory Opportunities

To provide students with career and college strategies, increases to the A-G course completion rate, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce.

- SSA9.1 Mathematics, Engineering, Science Achievement (MESA) Program
- SSA9.2 Opportunities for Age Appropriate College Entrance Examinations, i.e. PSAT for 8th and 10th grade, including training by CollegeBoard in addition to regular AP/IB summer teacher training
- SSA9.3 After school and weekend tutorials supporting AP, IB, and Dual Enrollment classes - increase A-G course completion rate
- SSA9.4 Career Exploration Software and Programs (Naviance)

SSA: 9 - College and Career Preparatory Opportunities

To provide students with career and college strategies, increases to the A-G course completion rate, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce.

- SSA9.1 Mathematics, Engineering, Science Achievement (MESA) Program
- SSA9.2 Opportunities for Age Appropriate College Entrance Examinations, i.e. PSAT for 8th and 10th grade, including training by CollegeBoard in addition to regular AP/IB summer teacher training
- SSA9.3 After school and weekend tutorials supporting AP, IB, and Dual Enrollment classes - increase A-G course completion rate
- SSA9.4 Career Exploration Software and Programs (Naviance)

SSA: 9 - College and Career Preparatory Opportunities

To provide students with career and college strategies, increases to the A-G course completion rate, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce.

- SSA9.1 Mathematics, Engineering, Science Achievement (MESA) Program
- SSA9.2 Opportunities for Age Appropriate College Entrance Examinations, i.e. PSAT for 8th and 10th grade, including training by CollegeBoard in addition to regular AP/IB summer teacher training
- SSA9.3 After school and weekend tutorials supporting AP, IB, and Dual Enrollment classes - increase A-G course completion rate
- SSA9.4 Career Exploration Software and Programs (Naviance)

BUDGETED EXPENDITURES

2017-18

Amount	\$74,000
Source	LCFF, Other
Budget Reference	1XXX, 2XXX, 3XXX, 4XXX, 5XXX

2018-19

Amount	\$74,000
Source	LCFF, Other
Budget Reference	1XXX, 2XXX, 3XXX, 4XXX, 5XXX

2019-20

Amount	\$74,000
Source	LCFF, Other
Budget Reference	1XXX, 2XXX, 3XXX, 4XXX, 5XXX

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 2

Safe and Healthy Learning Environments

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

SECA Students Need:

- Highly Qualified Teachers. Data Source: SARC
- Facilities in good repair. Data Source: SARC
- Textbook sufficiency. Data Source: SARC
- Safe, peaceful and healthy campus environment. Data Source: CHKS and PLUS surveys

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 1A: Teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.	Baseline (2016-2017): 86% Data Source: SUSD Human Resource Reports	To increase upon the number of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. (Verified by SUSD Human Resource reports.)	To increase upon the number of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. (Verified by SUSD Human Resource reports.)	To increase upon the number of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. (Verified by SUSD Human Resource reports.)
State Priority 1B: Every pupil in the	Baseline (2015-2016):	To maintain the percentage of students will have sufficient	To maintain the percentage of students will have sufficient	To maintain the percentage of students will have sufficient

school district has sufficient access to the standards-aligned instructional materials.	100% Data Source: SUSD District Textbook Sufficiency Resolution	access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.)	access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.)	access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.)
State Priority 1C: School facilities are maintained in good repair.	Baseline (2015-2016): 61.1% Data Source: Facilities Inspection Tool (FIT), School Accountability Report Card (SARC)	To increase the number of school facilities in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).)	To increase the number of school facilities in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).)	To increase the number of school facilities in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).)
State Priority 6A: Pupil suspension rates.	Baseline (2015-2016): 9.4% suspension rate Data Source: SUSD Student Information System, CALPADS	To decrease suspension rates. (Verified by SUSD Student Information System, CALPADS.)	To decrease suspension rates. (Verified by SUSD Student Information System, CALPADS.)	To decrease suspension rates. (Verified by SUSD Student Information System, CALPADS.)
Disproportionate student suspension rate of all significant subgroups will continue to decrease.	Baseline (2015-2016): 6,165 Total Suspensions 49.78% Hispanic 30.53% African American 7.72% Caucasian 3% Other .58% American Indian/Alaskan Native 5.04% Asian Data Source: SUSD Student Information System, CALPADS	To decrease disproportionate student suspension rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)	To decrease disproportionate student suspension rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)	To decrease disproportionate student suspension rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)
State Priority 6B: Pupil expulsion rates.	Baseline (2015-2016): .08% expulsion rate Data Source: SUSD Student Information System, CALPADS	To decrease expulsion rates. (Verified by SUSD Student Information System, CALPADS.)	To decrease expulsion rates. (Verified by SUSD Student Information System, CALPADS.)	To decrease expulsion rates. (Verified by SUSD Student Information System, CALPADS.)

<p>Disproportionate student expulsion rate of all significant subgroups will continue to decrease.</p>	<p>Baseline (2015-2016): 51 Total Expulsions 47.06% Hispanic 37.25% African American 5.88% Caucasian 1.96% Other 1.96% American Indian/Alaskan Native 5.88% Asian Data Source: SUSD Student Information System and CALPADS</p>	<p>To decrease disproportionate student expulsion rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)</p>	<p>To decrease disproportionate student expulsion rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)</p>	<p>To decrease disproportionate student expulsion rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)</p>
<p>State Priority 6C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</p>	<p>Baseline (2014-2015): 82% Data Source: California Healthy Kids Survey (CHKS)</p>	<p>To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)</p>	<p>To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)</p>	<p>To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)</p>

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **SLE:1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Student Group(s) Schoolwide **OR** Limited to Unduplicated

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

SLE: 1 - Technology Infrastructure and Support

To retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing.

SLE1.1 Windows XP computer replacement

SLE: 1 - Technology Infrastructure and Support

To retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing.

SLE1.1 Windows XP computer replacement

SLE: 1 - Technology Infrastructure and Support

To retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing.

SLE1.1 Windows XP computer replacement

BUDGETED EXPENDITURES

2017-18

Amount

\$25,000

Source

LCFF

Budget Reference

2XXX, 3XXX, 4XXX

2018-19

Amount

\$25,000

Source

LCFF

Budget Reference

2XXX, 3XXX, 4XXX

2019-20

Amount

\$25,000

Source

LCFF

Budget Reference

2XXX, 3XXX, 4XXX

Action **SLE:2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Student Group(s) Schoolwide **OR** Limited to Unduplicated

[Location\(s\)](#)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

SLE: 2 - Basic Instruction and Teacher Staffing

To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment.

SLE2.1 Basic Instruction and Teacher Staffing

2018-19

New Modified Unchanged

SLE: 2 - Basic Instruction and Teacher Staffing

To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment.

SLE2.1 Basic Instruction and Teacher Staffing

2019-20

New Modified Unchanged

SLE: 2 - Basic Instruction and Teacher Staffing

To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment.

SLE2.1 Basic Instruction and Teacher Staffing

BUDGETED EXPENDITURES

2017-18

Amount

\$1,561,522

Source

LCFF, Other

Budget Reference

1XXX, 3XXX

2018-19

Amount

\$1,626,693

Source

LCFF, Other

Budget Reference

1XXX, 3XXX

2019-20

Amount

\$1,708,681

Source

LCFF, Other

Budget Reference

1XXX, 3XXX

Action **SLE:3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#)

All schools spans: _____ Specific Schools: _____ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

SLE: 3 - Health Services

To provide student and families with appropriate health services interventions to be healthy and more able to learn.

SLE3.1 Subacute Health Care Services Response and Management

2018-19

New Modified Unchanged

SLE: 3 - Health Services

To provide student and families with appropriate health services interventions to be healthy and more able to learn.

SLE3.1 Subacute Health Care Services Response and Management

2019-20

New Modified Unchanged

SLE: 3 - Health Services

To provide student and families with appropriate health services interventions to be healthy and more able to learn.

SLE3.1 Subacute Health Care Services Response and Management

BUDGETED EXPENDITURES

2017-18

Amount

\$0

Source

LCFF

Budget Reference

1XXX, 2XXX, 3XXX

2018-19

Amount

\$0

Source

LCFF

Budget Reference

1XXX, 2XXX, 3XXX

2019-20

Amount

\$0

Source

LCFF

Budget Reference

1XXX, 2XXX, 3XXX

Action **SLE:4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Student Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

SLE: 4 - Community Oriented Policing Program

To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments.

SLE4.1 Visible Support of Safe and Secure Campuses

2018-19

New Modified Unchanged

SLE: 4 - Community Oriented Policing Program

To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments.

SLE4.1 Visible Support of Safe and Secure Campuses

2019-20

New Modified Unchanged

SLE: 4 - Community Oriented Policing Program

To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments.

SLE4.1 Visible Support of Safe and Secure Campuses

BUDGETED EXPENDITURES

2017-18

Amount

\$0

2018-19

Amount

\$0

2019-20

Amount

\$0

Source

LCFF (Base Only)

Source

LCFF (Base Only)

Source

LCFF (Base Only)

Budget Reference

2XXX, 3XXX, 4XXX,
5XXX

Budget Reference

2XXX, 3XXX, 4XXX,
5XXX

Budget Reference

2XXX, 3XXX, 4XXX,
5XXX

Action **SLE:5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Student Group(s) Schoolwide **OR** Limited to Unduplicated

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

SLE: 5 - School Counseling

To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness.

SLE5.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion

SLE: 5 - School Counseling

To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness.

SLE5.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion

SLE: 5 - School Counseling

To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness.

SLE5.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion

BUDGETED EXPENDITURES**2017-18**

Amount

\$121,848

Source

LCFF

Budget Reference

1XXX, 3XXX

2018-19

Amount

\$121,848

Source

LCFF

Budget Reference

1XXX, 3XXX

2019-20

Amount

\$121,848

Source

LCFF

Budget Reference

1XXX, 3XXX

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

<h2>Goal 3</h2>	<p>Meaningful Partnerships</p> <p>Together, Stockton Early College Academy (SECA), families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.</p>
-----------------	--

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

- SECA Students Need:
- Collaboration and relationships with diverse communities and families. Data Source: Parent Empowerment Committee, Student Services, Special Education and Language Development Departments
 - Students on time and attend school daily. Data Source: Child Welfare and Attendance Department, CALPADS
 - Student progress monitoring. Data Source: Student Services Department, Career Cruising

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority 3A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school-site.</p>	<p>Baseline (2015-2016): 49 schools Data Source: SUSD District and Site Participation Reports</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation in making decisions for the school district and the individual school site through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees.</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation in making decisions for the school district and the individual school site through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees.</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation in making decisions for the school district and the individual school site through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees. (Verified by SUSD</p>

		(Verified by SUSD District and Site Participation Reports.)	(Verified by SUSD District and Site Participation Reports.)	District and Site Participation Reports.)
<p>State Priority 3B: How the school district will promote parental participation in programs for unduplicated pupils.</p>	<p>Baseline (2015-2016): 49 schools Data Source: SUSD District and Site Participation Reports</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)</p>
<p>State Priority 3C: How the school district will promote parental participation in programs for individuals with exceptional needs.</p>	<p>Baseline (2015-2016): 49 schools Data Source: SUSD District and Site Participation Reports</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.)</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.)</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.)</p>

State Priority 5A: School attendance rates.	Baseline (2015-2016): 94.37% Data Source: SUSDs Student Information System, BiTech	To increase attendance rates. (Verified by CALPADS.)	To increase attendance rates. (Verified by CALPADS.)	To increase attendance rates. (Verified by CALPADS.)
State Priority 5B: Chronic absenteeism rates.	Baseline (2015-2016): 7.95% Data Source: SUSDs Student Information System	To decrease chronic absenteeism rates. (Verified by CALPADS.)	To decrease chronic absenteeism rates. (Verified by CALPADS.)	To decrease chronic absenteeism rates. (Verified by CALPADS.)
State Priority 5C: Middle school dropout rates.	Baseline (2015-2016): .3% Data Source: CALPADS	To decrease middle school dropout rates. (Verified by CALPADS.)	To decrease middle school dropout rates. (Verified by CALPADS.)	To decrease middle school dropout rates. (Verified by CALPADS.)
State Priority 5D: High school dropout rates.	Baseline (2015-2016): 13% Data Source: CALPADS	To decrease high school dropout rates. (Verified by CALPADS.)	To decrease high school dropout rates. (Verified by CALPADS.)	To decrease high school dropout rates. (Verified by CALPADS.)
State Priority 5E: High school graduation rates.	Baseline (2015-2016): 81% Data Source: CALPADS	To increase high school graduation rates. (Verified by CALPADS.)	To increase high school graduation rates. (Verified by CALPADS.)	To increase high school graduation rates. (Verified by CALPADS.)

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **SMP:1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

SMP: 1 - Parent Empowerment

To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success.

SMP1.1Parent Academy

2018-19

New Modified Unchanged

SMP: 1 - Parent Empowerment

To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success.

SMP1.1Parent Academy

2019-20

New Modified Unchanged

SMP: 1 - Parent Empowerment

To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success.

SMP1.1Parent Academy

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Adopted June 27, 2017

Amount	\$4,000	Amount	\$4,000	Amount	\$4,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1XXX, 2XXX, 3XXX, 4XXX, 5XXX	Budget Reference	1XXX, 2XXX, 3XXX, 4XXX, 5XXX	Budget Reference	1XXX, 2XXX, 3XXX, 4XXX, 5XXX

Action **SMP:2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

SMP: 2 - Parent and School Communication

To provide and maintain systems of communication that meets the needs of the school, parents, students and the community.

SMP2.1 Continuous improvement of system of communication with SUSD community and stakeholders.

SMP: 2 - Parent and School Communication

To provide and maintain systems of communication that meets the needs of the school, parents, students and the community.

SMP2.1 Continuous improvement of system of communication with SUSD community and stakeholders.

SMP: 2 - Parent and School Communication

To provide and maintain systems of communication that meets the needs of the school, parents, students and the community.

SMP2.1 Continuous improvement of system of communication with SUSD community and stakeholders.

BUDGETED EXPENDITURES

2017-18

Amount	\$5,000
Source	LCFF
Budget Reference	1XXX, 3XXX, 5XXX

2018-19

Amount	\$5,000
Source	LCFF
Budget Reference	1XXX, 3XXX, 5XXX

2019-20

Amount	\$5,000
Source	LCFF
Budget Reference	1XXX, 3XXX, 5XXX

Action **SMP:3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

[Location\(s\)](#)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

SMP: 3 - Parent and Teacher Engagement

To foster the parent and teacher relationships to work in unison towards a common goal of supporting students.

SMP3.1 Academic Parent-Teacher Team conferences (APTT)

2018-19

New Modified Unchanged

SMP: 3 - Parent and Teacher Engagement

To foster the parent and teacher relationships to work in unison towards a common goal of supporting students.

SMP3.1 Academic Parent-Teacher Team conferences (APTT)

2019-20

New Modified Unchanged

SMP: 3 - Parent and Teacher Engagement

To foster the parent and teacher relationships to work in unison towards a common goal of supporting students.

SMP3.1 Academic Parent-Teacher Team conferences (APTT)

BUDGETED EXPENDITURES

2017-18

Amount

\$20,000

Source

Other

Budget Reference

1XXX, 3XXX

2018-19

Amount

\$20,000

Source

Other

Budget Reference

1XXX, 3XXX

2019-20

Amount

\$20,000

Source

Other

Budget Reference

1XXX, 3XXX

Action **MP:4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#)

All schools spans: _____ Specific Schools: _____ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

SMP: 4 - Student Engagement and Leadership Opportunities

To provide all students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success.

SMP4.1 Opportunities for students to participate in clubs and activities

2018-19

New Modified Unchanged

SMP: 4 - Student Engagement and Leadership Opportunities

To provide all students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success.

SMP4.1 Opportunities for students to participate in clubs and activities

2019-20

New Modified Unchanged

SMP: 4 - Student Engagement and Leadership Opportunities

To provide all students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success.

SMP4.1 Opportunities for students to participate in clubs and activities

BUDGETED EXPENDITURES

2017-18

Amount

\$5,000

Source

LCFF

Budget Reference

1XXX, 2XXX, 3XXX, 4XXX

2018-19

Amount

\$5,000

Source

LCFF

Budget Reference

1XXX, 2XXX, 3XXX, 4XXX

2019-20

Amount

\$5,000

Source

LCFF

Budget Reference

1XXX, 2XXX, 3XXX, 4XXX

Action **SMP:5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

SMP: 5 - Student Attendance Accountability

To provide a system of supports that enables students to be academically successful through regular and on-time attendance.

SMP5.1 Attendance Incentives

2018-19

New Modified Unchanged

SMP: 5 - Student Attendance Accountability

To provide a system of supports that enables students to be academically successful through regular and on-time attendance.

SMP5.1 Attendance Incentives

2019-20

New Modified Unchanged

SMP: 5 - Student Attendance Accountability

To provide a system of supports that enables students to be academically successful through regular and on-time attendance.

SMP5.1 Attendance Incentives

BUDGETED EXPENDITURES

2017-18

Amount	\$5,000
Source	LCFF

2018-19

Amount	\$5,000
Source	LCFF

2019-20

Amount	\$5,000
Source	LCFF

Budget Reference

2XXX, 3XXX

Budget Reference

2XXX, 3XXX

Budget Reference

2XXX, 3XXX

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$474,452

Percentage to Increase or Improve Services:

13.30%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Stockton Early College Academy (SECA) is a dependent charter that benefits from the district's initiatives and has an unduplicated pupil population count of 247.

Supplemental/Concentration funds are being expended in a charterwide (LEA-wide) manner to provide the following programs and services that are principally directed towards meeting the district's goals for its unduplicated pupils in the eight state priorities;

Goal 1: Student Achievement

SSA: 2 - Instructional Materials and Supplies - To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase of classroom supplies.

SSA: 5 - Teacher Collaboration, Monitoring and Support - To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

SSA: 7 - Student Intervention Strategies and Support - To provide students with appropriate and relevant intervention supports that meet the needs of students as they progress towards mastery of academic achievement. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the hiring, retaining, and training "Highly Qualified" Supplemental Intervention Teachers; providing tools, software, and resources to enhance student language and literacy acquisition; and to provide credit recovery and dropout recovery programs.

SSA: 8 - After School Programs - To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase credit recovery software licenses (including staffing), staffing for homework assistance and tutoring; field trips

supporting college and career activities, providing staffing and equipment for exercise opportunities and intramural sports programs; providing Visual and Performing Arts (VAPA), ensuring student interest enrichment activities are available, and by fulfilling base needs at non After School Program Grant Supported school sites.

SA: 9 - College and Career Preparatory Opportunities - To provide students with career and college strategies, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the continuation of successful evidence based pathway programs, maintaining college and career guidance support to students, participation of college and career events to include mock interviews, guest speakers, etc., and to provide opportunities for age appropriate college entrance examinations.

Goal 2: Safe and Healthy Learning Environments

SLE: 3 - Health Services - To provide student and families with appropriate health services interventions to be healthy and more able to learn. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through subacute and specialized health care services response and management.

SLE: 5 - School Counseling - To provide students with social and emotional systems of supports that lead to improved academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through counseling services for students who need additional social emotional, behavioral and academic learning supports.

Goal 3: Meaningful Partnerships

SMP: 1 - Parent Empowerment - To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through
The facilitation of Parent Academies, literacy activities, offering Adult Education services at SUSD School Sites, Literacy training for families, and the continuation of English as a Second Language/Civics Education.

SMP: 2 - Parent and School Communication - To provide and maintain systems of communication that meets the needs of the school, parents, students and the community. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through the continuous improvement in systems of communication with the district, community and stakeholders.

SMP: 4 - Student Engagement and Leadership Opportunities - To provide students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas 3 and 5 through providing opportunities for students to participate in clubs and activities and in Peer Leaders Uniting Students (PLUS) program.

SMP: 5 - Student Attendance Accountability - To provide a system of supports that enables students to be academically successful through regular and on-time attendance. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through Improve student attendance accountability.

Justification:

The justification for these projects (actions/services) is to ensure positive outcomes for student achievement and school connectedness. Our Blueprint for Students Achievement focuses on all stakeholders working together as a team, and we believe this focus begins in the classroom. Although charterwide (LEA-wide) spending is principally directed towards our unduplicated students, all students at all academic or language levels should have the opportunities to work together, collaborate, and be accountable for one another's learning.