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](): 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	Contact Name and Title	Email and Phone
Stockton Early College Academy	Joshaua Thom Principal	jthom@stocktonusd.net 209-933-7035, ext. 2203

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Stockton Early College Academy (SECA) has a diverse student population which is made up of:

Black or African American 3.4%
American Indian or Alaska Native 1.7%
Asian 31.9%
Filipino 15%
Hispanic or Latino 42.4%
Native Hawaiian or Pacific Islander 1%
White 3.9%
Two or More Races 0.7%
Socioeconomically Disadvantaged 62.3%
English Learners 1%
Students with Disabilities 0.7%
Foster Youth 0 %
(Data source 2016-2017 SARC)

Stockton Early College Academy (SECA) is an early college model high school, which are typically small, highly diverse learning communities (grades 9-12), and are physically located on, or near, a college campus. At SECA, students are engaged in a highly rigorous academic curriculum that involves both college preparatory (Honors) and Advanced Placement (AP) core high school classes (English, Social Science, Math, and Science), as well as fully transferable (non-remediation) college courses taken from San Joaquin Delta Community College, which both supplement and expand the core offerings and fulfill elective requirements.The result is that SECA students have the opportunity to earn both a high school diploma and up to two years of fully transferable credit – at no cost to the students or their parents – towards a Bachelor's Degree at a four year university. In this process,

many of the students are also awarded AA or AS degrees from Delta College. SECA is specifically designed to help young people progress toward the education and experience that they will need to succeed both in life and family-supporting careers. It is also uniquely positioned to reach out to students who are of an ethnicity that is typically under-served in higher education, who come from socio-economically challenged families, and/ or who will be the first in their immediate family to attend, and graduate from, a four-year university.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 Re-designated Fluent English Proficient students have historically been our strongest performing group of students.

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 our school's mission and vision, which seeks to provide access to a fully integrated Advanced placement and honors/early college program. While SECA is ultimately guided by our Charter, we work collaboratively to ensure we support the district in which we reside.

SECA provides access for those students who are prepared to attend college but without us may not have the access and support to do so. Through our partnership with Stockton Unified School District and Delta Community College, we are able to provide access and support. We work as a team to collaboratively approach instructional practices through the use of student performance data to target growth, and annually utilize our professional development plan to conduct a professional retreat where this collaboration occurs, new goals are set, and our staff comes together to reexamine our implementation plan for best practices.

LCAP Highlights

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

Stockton Early College Academy's (SECA's) Local Control Accountability Plan (LCAP) seeks to ensure the following goals:

- GOAL 1 – Student Achievement: SECA will provide all students with a well-rounded educational experience, the delivery of high quality instruction at the honors, advanced placement, and early college level in order to expose them to rigorous and relevant curriculum to become life-long learners. (pp. 36-55)

*Will maintain access to honors and Advanced Placement courses, as well as college level coursework.
*Will provide multiple professional development opportunities in order to adopt a pilot Pre-AP program in partnership with the College Board.
*Will provide professional development and expanded opportunities collaboration with "Like-Schools" who have proven high levels of student achievement. ***(PROVIDE UPDATED ACTION SERVICES AND PAGE NUMBERS)***

- 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.

- 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

- 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

- 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.

Greatest Progress

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. In 2017-2018 SECA added an additional counselor to increase contact with the 9th and 10th grade levels, as well as identify areas of student need for an increase of early intervention. Our goal through this addition has been to provide intervention early and proactively address issues which later become the cause of students leaving.

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.

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?

Greatest Needs

Based on the LCFF Evaluation Rubrics (California School Dashboard), no areas were indicated as "Orange" or "Red" and no areas were identified as "Not Met".

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. We will continue to take steps to ensure gaps do not occur.

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.

Increased or Improved services

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. Increased services provided to low-income, English learners, and foster youth.

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	$4,833,713
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$2,756,517.00

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.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$4,584,430

Annual Update

LCAP Year Reviewed: 2017-18

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

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 Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 2A: Implementation of the academic content and performance standards adopted by the state board. **17-18** 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.)	Stockton Early College Academy serves grades 9-12 using the Advanced Placement and Early College Model. We do not use SUSD Units of study, but utilized best practices aligned to the State content performance standards and the College board approved Advanced Placement coursework. We use WASC approved coursework for college courses- as contracted with San Joaquin Delta College. These courses were provided.

Expected	Actual
Baseline Baseline (2015-2016): 103 ELA Units of Study 99 Math Units of Study Data Source: SUSD Curriculum Department Unit of Study Master List	
Metric/Indicator 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? **17-18** 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.) **Baseline** Baseline (2015-2016): 100% Data Source: SUSD Site Master Schedules, Synergy	Stockton Early College Academy does not have a significant subgroup of English language learners, however we contract for services with Stockton Unified School District and receive assistance as needed. All English learners access the CCSS.
Metric/Indicator State Priority 4A: Statewide Assessments **17-18** 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.)	The baseline listed for 2015-2016 was not Stockton Early College Academy's (SECA's) baseline. SECA's actual baseline was: 99% ELA 75% Math Data Source CAASPP

Expected	Actual
Baseline Baseline (2015-2016): 22% SBAC ELA 18% SBAC Math Data Source: CAASPP, SUSD Illuminate by PT School	
Metric/Indicator State Priority 4B: The Academic Performance Index **17-18** The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education. **Baseline** Baseline (2014-2015): The Academic Performance Index was suspended by the California State Board of Education indefinitely; therefore, no data reported.	The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.
Metric/Indicator 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 education standards and frameworks. **17-18** 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.)	The baseline listed for 2015-2016 was not SECA's baseline. The previous and current actual was 100%.

Expected	Actual

Baseline
Baseline (2015-2016):

26%

Data Source: CALPADS

Metric/Indicator
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.

17-18
To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)

Baseline
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

Stockton Early College Academy continues to exceed the district and county averages for English proficiency.

Metric/Indicator
State Priority 4F: The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

17-18
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.)

In 2017 61% of students passed at least one AP Examination

Expected	Actual
Baseline Baseline (2015-2016): 32% Data Source: College Board AP Exam	
Metric/Indicator 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. **17-18** 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.) **Baseline** Baseline (2015-2016): 21% SBAC/EAP ELA 13% SBAC/EAP Math Data Source: CALPADS, SBAC/EAP in ELA and Math	The baseline listed for 2015-2016 was not Stockton Early College Academy's (SECA's) baseline. SECA's actual baseline was: 99% ELA 75% Math
Metric/Indicator 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.	The adopted course of study for grades 9-12 offered courses in English, Social Science, Foreign Language, Physical Education, Science, Mathematics, Visual and performing arts, applied arts, and career technical education.

Expected	Actual
17-18 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.) **Baseline** Baseline (2015-2016): Yes Data Source: CALPADS	
Metric/Indicator State Priority 7B: Programs and services developed and provided to unduplicated pupils. **17-18** 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 ELD program courses, SDAIE. (Verified by CALPADS.) **Baseline** Baseline (2015-2016): Yes Data Source: CALPADS	Stockton Early College Academy serves grades 9-12 using the Advanced Placement and Early College Model.

Expected	Actual
Metric/Indicator State Priority 7C: Programs and services developed and provided to pupils with exceptional needs. **17-18** 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.) **Baseline** Baseline (2015-2016): Yes Data Source: CALPADS	Stockton Early College Academy serves grades 9-12 using the Advanced Placement and Early College Model. 9-12 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) and behavior/mental health/physical support. (Verified by CALPADS.)
Metric/Indicator 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. **17-18** 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.)	The baseline listed for 2015-2016 was not Stockton Early College Academy's (SECA's) baseline and reflected data for Stockton Unified School District's elementary school reading. SECA's actual baseline was higher.

Expected	Actual
Baseline Baseline (2015-2016): 16% met grade level proficiency in Reading 18% met grade level proficiency in Math Data Source: MAP	

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Chromebooks were not needed this year as SECA was able to keep a 1 to 1 ratio.	4000-4999: Books And Supplies LCFF $30,000	SSA 1.1 $0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	SSA2.1 SECA provided instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. SSA2.2 High School Science Equipment & STEM Classroom Materials were purchased and utilized.	4000-4999: Books And Supplies LCFF $6,000	SSA 2.1 $0
			SSA 2.2 $0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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)	Inactive	1000,2000,3000,5000 LCFF, Other $0	SSA 3.1 $0
			SSA 3.2 $0

and the English Learners (EL)
Master Plan.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Inactive	5000-5999: Services And Other Operating Expenditures Other $0	SSA 4.1 $0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Collaboration time was provided.	1000, 3000 LCFF, Other $66,379	SSA 5.1 1000, 3000 LCFF, Other $91,819

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

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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)	Training was provided.	1000, 3000 Other $35,000	SSA 6.1 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $11,259

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SSA: 7 - Student Intervention Strategies and Support To provide students with appropriate and relevant intervention supports a guaranteed	SSA: 7 Intervention was provided through tutoring and APEX accredited online curriculum, as well as supplemental materials.	1000, 3000, 5000 LCFF, Other $9,224	SSA 7.1 $0
			SSA 7.2 $0

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	SSA7.1 Teachers were retained. SSA7.2 Language and math supplies were purchased SSA7.3 Credit Recovery and Dropout Recovery efforts were made		SSA 7.3 1000, 3000 0100 LCFF Supp/Conc $2,972

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	SSA: 8 -After school programs were not implemented. SSA8.1 After School Program Homework Assistance and Tutoring were provided SSA8.2 After School Program College and Career Activities were provided SSA8.3 Does not reflect the data for SECA. While SECA did offer After School Program Exercise Opportunities for grades 9-12, Intramural Sports Program for grades 9-12, Visual and Performing Arts (VAPA) for grades 9-12, and Other Student Interest	1000, 2000, 3000, 4000, 5000 LCFF $30,000	SSA 8.1 $0
			SSA 8.2 $0
			SSA 8.3 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $424
			SSA 8.3 4000-4999: Books And Supplies 1100 Unrestricted Lottery $7,796

K-12, Other Student Interest Enrichment Activities for grades K-12	Enrichment Activities for grades 9-12, the planned actions reflected data for grades K-8, which are not offered at SECA.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 were provided SSA9.1 Mathematics, Engineering, Science Achievement (MESA) Program was provided 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 were provided 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) were provided	1000, 2000, 3000, 4000, 5000 LCFF, Other $74,000	SSA 9.1 $0 SSA 9.2 5800: Professional/Consulting Services And Operating Expenditures 0000 LCFF Base $32 SSA 9.3 $0 SSA 9.4 5800: Professional/Consulting Services And Operating Expenditures 0000 LCFF Base $8,305

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.

Stockton Early College Academy (SECA) provided all students with a well-rounded educational experience, high quality instruction, and exposure to rigorous and relevant curriculum. Programs like MESA, tutorials, after school and weekend interventions, and college and career exploration software paired with activities like intramural sports were offered throughout the year. Training for teachers was offered in the areas of curriculum, cross curricular collaboration, and Advanced Placement as well as the PLC process. Feedback from SECA Staff, as well as the SECA advisory, indicate the work of SECA's summer retreat provided valuable professional development for staff, which led to a greater offering of strategic services to SECA students. This process of holding a professional retreat for SECA staff to work in isolation away from Stockton, has been one of the most effective efforts for staff and students.

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

SSA2.1 SECA provided adequate instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. At SECA's end of the year collaborative retreat time was provided for collaboration and a needs assessment for future instructional materials and supplies. It was highlighted that in the coming year SECA students and teachers need access to online digital databases for historical documents as well as scientific research.
SSA2.2 High School Science Equipment & STEM Classroom Materials were purchased and utilized.
SSA: 5 - Teacher Collaboration, Monitoring and Support time was provided. Staff input has highlighted SECA's end of the year collaborative retreat has been the most valuable teacher collaborative activity. Continuancce of this model is vital to the ongoing success of SECA's program. This retreat model (where teachers, counseling staff, and administration are removed from the structures of the school and district to work in isolation to further site PLC efforts and focus on furthering site efforts to address critical needs) has proven to be our most effective process 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 was provided. Teaching staff have highlighted this time as critical for the continuance of a curricular offering that supports student achievement that exceeds the district and state averages.

SSA: 6 - Implementation of Professional Learning Community (PLC) strategies
To provide teachers and staff 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. PLC training was provided, and more importantly SECA's collaborative retreat provides SECA staff the opportunity to impliment PLC practices and plan for each year's PLC structure and work.

SSA6.1 Training in Professional Learning Communities (PLCs) was provided, and has allowed for ongoing collaborative activities throughout the year.
SSA: 7 Intervention was provided through tutoring and APEX accredited online curriculum, as well as supplemental materials. This intervention has been highly effective and has led to greater student retention and success.

SSA7.1 Teachers were retained.

SSA7.2 Language and math supplies were purchased and effectively used. Teachers highlighted the need for calculators in math in order to provide greater access for SECA's at risk students.

SSA7.3 Credit Recovery and Dropout Recovery efforts were made

SSA: 8 -After school programs were not implemented due to a need for greater facility space. This remains a need.
SSA8.1 After School Program Homework Assistance and Tutoring were provided

SSA8.2 After School Program College and Career Activities were provided

SSA8.3 While SECA did offer After School Program Exercise Opportunities for grades 9-12, Intramural Sports Program for grades 9-12, Visual and Performing Arts (VAPA) for grades 9-12, and Other Student Interest Enrichment Activities for grades 9-12, the original planned actions reflected data for grades K-8, which are not offered at SECA.
SSA: 9 - College and Career Preparatory Opportunities were provided

SSA9.1 Mathematics, Engineering, Science Achievement (MESA) Program was provided

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 were provided

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) were provided.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

SSA1.1 Chromebooks were not needed this year as SECA was able to keep a 1 to 1 ratio.

SSA2.1 SECA provided adequate instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. At SECA's end of the year collaborative retreat time was provided for collaboration and a needs assessment for future instructional materials and supplies. It was highlighted that in the coming year SECA students and teachers need access to online digital databases for historical documents as well as scientific research. Current year materials were provided from a different fund source.

SSA2.2 High School Science Equipment & STEM Classroom Materials were purchased and utilized through a different fund source.

SSA: 5 - Teacher Collaboration, Monitoring and Support time was provided. Staff input has highlighted SECA's end of the year collaborative retreat has been the most valuable teacher collaborative activity. Continuance of this model is vital to the ongoing success of SECA's program. This retreat model (where teachers, counseling staff, and administration are removed from the structures of the school and district to work in isolation to further site PLC efforts and focus on furthering site efforts to address critical needs) has proven to be our most effective process 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 was provided. Teaching staff have highlighted this time as critical for the continuance of a curricular offering that supports student achievement that exceeds the district and state averages. Costs were higher than anticipated due to increased labor costs.

SSA: 6 - Implementation of Professional Learning Community (PLC) strategies
To provide teachers and staff 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. PLC training was provided, and more importantly SECA's collaborative retreat provides SECA staff the opportunity to impliment PLC practices and plan for each year's PLC structure and work. Costs were lower than budgeted due to the availability of time and a lack of availability of professional development which fit teacher schedules for larger PLC training venues.

SSA6.1 Training in Professional Learning Communities (PLCs) was provided, and has allowed for ongoing collaborative activities throughout the year. Costs were lower than budgeted due to the availability of time and a lack of availability of professional development which fit teacher schedules for larger PLC training venues.

SSA: 7 Intervention was provided through tutoring and APEX accredited online curriculum, as well as supplemental materials. This intervention has been highly effective and has led to greater student retention and success.

SSA7.1 Teachers were retained from the prior year, therefore the costs associated with hiring were reduced.

SSA7.2 Language and math supplies were purchased and effectively used. Costs were covered under a different funding source.

SSA7.3 Credit Recovery and Dropout Recovery efforts were made these efforts were effective but less costly than initially budgeted due to the costs being covered under a different funding source.

SSA: 8 -After school programs were not implemented due to a need for greater facility space. This remains a need.
SSA8.1 After School Program Homework Assistance and Tutoring were provided. Limitations in the availability of staff account for actual costs being less than budgeted.

SSA8.2 After School Program College and Career Activities were provided. Limitations in the availability of staff account for actual costs being less than budgeted.

SSA8.3 Limitations in the availability of staff account for actual costs being less than budgeted.
SSA: 9 - College and Career Preparatory Opportunities were provided. Actual costs were lower than budgeted due to some services funded through other sources.

SSA9.1 Mathematics, Engineering, Science Achievement (MESA) Program was provided. Actual costs were lower than budgeted due to some services funded through other sources.

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 were provided. Actual costs were lower than budgeted due to some services funded through other sources.

SSA9.3 After school and weekend tutorials supporting AP, IB, and Dual Enrollment classes - increase A-G course completion rate.Actual costs were lower than budgeted due to some services funded through other sources.

SSA9.4 Career Exploration Software and Programs (Naviance) were provided. Actual costs were lower than budgeted due to some services funded through other sources.

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.

Changes to State Priority 2A: Implementation of the academic content and performance standards adopted by the state board "Annual Measurable outcomes and Baseline" did not accurately reflect the goals and mission of SECA. New Data will reflect the goal "Stockton Early College Academy will serve grades 9-12 using the Advanced Placement and Early College Model as well as best practices aligned to the State content performance standards and College board approved Advanced Placement coursework. We will use

approved coursework for college courses. Updated baseline to measure this objective will read "100% of students will maintain enrollment in a course pathway within the Advanced Placement and Early College Model."

Changes to State Priority 4A:The baseline listed for 2015-2016 was not Stockton Early College Academy's (SECA's) baseline. SECA's actual baseline exceeded district as well as state and was:
99% ELA
75% Math
Data Source CAASPP
Updated Baseline to measure this objective. 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.)

Changes to State Priority 4C: The baseline listed for 2015-2016 was not SECA's baseline. The previous and current actual was 100%. Updated baseline to measure this objective will read "100% of students will maintain enrollment in a course pathway that satisfies 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 education standards and frameworks.

Changes to State Priority 7A: The baseline listed for 2015-2016 was not SECA's baseline, as it reflected PK-8th grade. The adopted course of study for grades 9-12 offered courses in English, Social Science, Foreign Language, Physical Education, Science, Mathematics, Visual and performing arts, applied arts, and career technical education. Online intervention was removed.

Changes to State Priority 7C: The baseline listed for 2015-2016 was not SECA's baseline, as it reflected PK-8th grade. Stockton Early College Academy serves grades 9-12 using the Advanced Placement and Early College Model. 9-12 grade students received available intervention programs, including levels of least restrictive environment (resource support, pull out, and one on one support) and behavior/mental health/physical support. (Verified by CALPADS.)

Changes to State Priority 8A:The baseline listed for 2015-2016 was not Stockton Early College Academy's (SECA's) baseline and reflected data for Stockton Unified School District's elementary school reading. SECA's actual baseline was higher. Updated baseline to reflect Baseline (2017-2018 9th grade): 76% met grade level proficiency in Math. (Data Source: MAP)

Changes to SSA8.3 Does not reflect the data for SECA. While SECA did offer After School Program Exercise Opportunities for grades 9-12, Intramural Sports Program for grades 9-12, Visual and Performing Arts (VAPA) for grades 9-12, and Other Student Interest Enrichment Activities for grades 9-12, the planned actions reflected data for grades K-8, which are not offered at SECA.

SSA: 3 Has been changed to inactive
SSA: 3.1 Has been changed to inactive
SSA: 3.2 HAs been changed to inactive
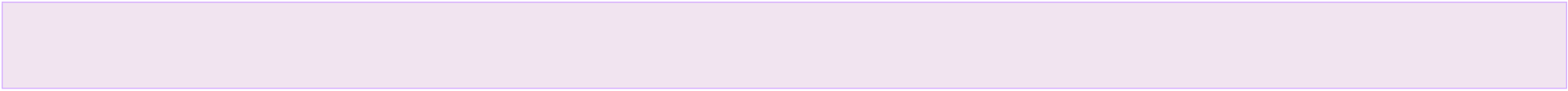
Annual Update

LCAP Year Reviewed: **2017-18**

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 2

Safe and Healthy Learning Environments

Stockton Early College Academy (SECA) will promote a safe and healthy learning environment to enhance Student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 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. **17-18** 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.)	The Baseline data listed for 2016-2017 in this area is not reflective of Stockton Early College Academy. The actual and baseline for 2016-2017 should have been listed as 100%. Teachers of Stockton Early College Academy are assigned and fully credentialed in the subject areas and for the pupils they are teaching at a rate of 100%

Expected	Actual
Baseline Baseline (2016-2017): 86% Data Source: SUSD Human Resource Reports	
Metric/Indicator State Priority 1B: Every pupil in the school district has sufficient access to the standards-aligned instructional materials. **17-18** To maintain the percentage of students will have sufficient access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.) **Baseline** Baseline (2015-2016): 100% Data Source: SUSD District Textbook Sufficiency Resolution	Every pupil in Stockton Early College Academy has sufficient access to the standards-aligned instructional materials
Metric/Indicator State Priority 1C: School facilities are maintained in good repair. **17-18** To increase the number of school facilities in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).)	The baseline listed for 2015-2016 is not reflective of SECA's baseline. The actual baseline and current is 100%.

Expected	Actual
Baseline Baseline (2015-2016): 61.1% Data Source: Facilities Inspection Tool (FIT), School Accountability Report Card (SARC)	
Metric/Indicator State Priority 6A: Pupil suspension rates. **17-18** To decrease suspension rates. (Verified by SUSD Student Information System, CALPADS.) **Baseline** Baseline (2015-2016): 9.4% suspension rate Data Source: SUSD Student Information System, CALPADS	The baseline listed for 2015-2016 is not reflective of SECA's baseline. The actual baseline and current is 0%
Metric/Indicator Disproportionate student suspension rate of all significant subgroups will continue to decrease. **17-18** To decrease disproportionate student suspension rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)	The baseline listed for 2015-2016 is not reflective of SECA's baseline. The actual baseline and current is 0% with 0 suspensions in any subgroup.

	Expected	Actual

Expected   **Actual**

Baseline
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

Metric/Indicator
State Priority 6B: Pupil expulsion rates.

17-18
To decrease expulsion rates. (Verified by SUSD Student Information System, CALPADS.)

Baseline
Baseline (2015-2016):

.08% expulsion rate

Data Source: SUSD Student Information System, CALPADS

The baseline listed for 2015-2016 is not reflective of SECA's baseline. The actual baseline and current is 0%

Metric/Indicator
Disproportionate student expulsion rate of all significant subgroups will continue to decrease.

The baseline listed for 2015-2016 is not reflective of SECA's baseline. The actual baseline and current is 0%with 0 expulsions in any subgroup.

	Expected	Actual

Expected | **Actual**

17-18
To decrease disproportionate student expulsion rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)

Baseline
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

Metric/Indicator
State Priority 6C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

17-18
To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)

Baseline
Baseline (2014-2015):

82%

Data Source: California Healthy Kids Survey (CHKS)

The baseline listed for 2014-2015 is incorrect. The actual and current baseline is reflective of 9th and 11th grade students only.

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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		2000, 3000, 4000 LCFF $25,000	SLE 1.1 $0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Staffing was maintained	1000, 3000 LCFF, Other $1,561,522	SLE 2.1 1000, 3000 LCFF, Other $1,942,856

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Health services were provided.	1000, 2000, 3000 LCFF $0	SLE 3.1 5700-5799: Transfers Of Direct Costs 1100 Unrestricted Lottery $5,483

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Campus security was maintained	2000, 3000, 4000, 5000 0000 LCFF Base $0	SLE 4.1 2000, 3000 0000 LCFF Base $55,201

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Counseling support was provided.	1000, 3000 LCFF $121,848	SLE 5.1 1000, 3000 0000 LCFF Base $291,530

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

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.

SLE: 1 - Technology Infrastructure and Support was maintained. Due to SECA's ability to maintain a one-to-one student to device ratio actual expenditures were lower than budgeted. This remains an area of emphasis due to the ever changing nature of technology and the soon to-be obsolete staff computers. In order to continue to retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing, this will remain a goal moving forward.

SLE1.1 Windows XP computers were replaced
SLE: 2 - Basic Instruction and Teacher Staffing was maintained at each grade span to meet compliance standards and negotiated agreements.

SLE2.1 Basic Instruction and Teacher Staffing- Stockton Early College Academy remained fully staffed at appropriate levels with highly qualified teachers.
SLE: 3 - Health Services
To provide student and families with appropriate health services interventions to be healthy and more able to learn SECA retained health services and retained a 20% school nurse position.

SLE3.1 Subacute Health Care Services Response and Management was provided
SLE: 4 - Community Oriented Policing Program was provided
To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments, SECA works with the Stockton Unified School District Police Department and contracts for services.

SLE4.1 Visible Support of Safe and Secure Campuses were maintained as SECA retained a full time Campus Security Monitor.
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, increased counseling services were provided. Due to feedback and input from Stakeholders and the SECA advisory, an additional counseling position was added in order to increase services- in particular at the 9th and 10th grade levels.

SLE5.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion were provided at increased levels.

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

Stockton Early College Academy (SECA) was able to maintain a one to one computer to student ratio as well as provide up-to-date computers for both students and staff. The use of Chromebooks created an overall increase in available resources due to the net-only nature of the device creating a reduction in the level of hardware problems seen in previous years. Students and staff alike reported feeling a greater sense of digital connectivity, and the availability of digital resources has allowed staff to implement such things as google classroom as well as share ideas and meeting notes digitally. Available resources were sufficient to meet the needs of state testing, though continued support of infrastructure upgrades related to networks and servers are an ongoing need if the resources are to be fully effective.

SECA was able to maintain it's teaching staff. Students and stakeholders reported feeling a greater connection to their teachers than years past as well as greater comfort in their learning environments due to having a connection with their teachers. upper grade level students reported to administration that they appreciated the difference from other times in their educational history where there were frequent changes to the teaching staff and they felt like they had no voice or control in the integrity of their educational experience.

SECA students have become increasingly aware of the resources available to them through the school nurse, and have taken advantage of services.

The addition of a campus security monitor as well as additional counseling services have had the combined effect of making students feel safer and more connected to the resources available to them.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

SLE: 1 - Technology Infrastructure and Support was maintained. Due to SECA's ability to maintain a one-to-one student to device ratio actual expenditures were lower than budgeted. This remains an area of emphasis due to the ever changing nature of technology and the soon to-be obsolete staff computers. In order to continue to retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing, this will remain a goal moving forward.

SLE1.1 Windows XP computers were replaced and due to maintaining 100% of the student/computer as well as staff/computer ratios, estimated actual costs were lower than budgeted. This remains an area of need in the future as SECA seeks to maintain up to date resources for its staff and students.

SLE: 2 - Basic Instruction and Teacher Staffing was maintained at each grade span to meet compliance standards and negotiated agreements. Due to increases in staffing costs Estimated Actuals were higher than Budgeted expenditures.

SLE2.1 Basic Instruction and Teacher Staffing- Stockton Early College Academy remained fully staffed at appropriate levels with highly qualified teachers. Due to increased costs for staffing in all areas Estimated Actuals were higher than Budgeted Expenditures.

SLE: 3 - Health Services
To provide student and families with appropriate health services interventions to be healthy and more able to learn SECA retained health services and retained a 20% school nurse position. Due to increased costs for staffing in all areas Estimated Actuals were higher than Budgeted Expenditures.

SLE3.1 Subacute Health Care Services Response and Management was provided and, due to increased costs for staffing in all areas Estimated Actuals were higher than Budgeted Expenditures.

SLE: 4 - Community Oriented Policing Program was provided
To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments, SECA works with the Stockton Unified School District Police Department and contracts for services.

SLE4.1 Visible Support of Safe and Secure Campuses were maintained as SECA retained a full time Campus Security Monitor, which accounted for an increase in the Estimated Actual Expenditures over the Budgeted Expenditures.

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, increased counseling services were provided. Due to feedback and input from Stakeholders and the SECA advisory, an additional counseling position was added in order to increase services- in particular at the 9th and 10th grade levels. The addition of this counselor, as well as an increase in the overall costs of staffing for such positions, accounted for an increase in Estimated Actuals over Budgeted Expenditures.

SLE5.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion were provided at increased levels. The addition of a second high school guidance counselor, as well as an increase in the overall costs of staffing for such positions, accounted for an increase in Estimated Actual over Budgeted Expenditures.

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.

Updates to 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. The Metric should have read "Stockton Early College Academy" not ""the school district". The Baseline data listed for 2016-2017 in this area is not reflective of Stockton Early College Academy. The actual and baseline for 2016-2017 should have been listed as 100%. Teachers of Stockton Early College Academy are assigned and fully credentialed in the subject areas and for the pupils they are teaching at a rate of 100%

Updates to State Priority State Priority 1B: The metric "Every pupil in the school district has sufficient access to the standards-aligned instructional materials:" was not reflective of Stockton Early College Academy and should have read "Every pupil inStockton Early College Academy has sufficient access to the standards-aligned instructional materials

Updates to State Priority State Priority 1C: The baseline listed for 2015-2016 is not reflective of SECA's baseline. The actual baseline and current is 100%.

Updates to State Priority 6A: The baseline listed for 2015-2016 is not reflective of SECA's baseline. The actual baseline and current is 0%

Updates to State Priority 6A1: The baseline listed for 2015-2016 is not reflective of SECA's baseline. The actual baseline and current is 0%with 0 suspensions in any subgroup.

Updates to State Priority 6B: The baseline listed for 2015-2016 is not reflective of SECA's baseline. The actual baseline and current is 0%with 0 expulsions in any subgroup.

Updates to State Priority 6C: The baseline listed for 2014-2015 is incorrect. The actual and current baseline is reflective of 9th and 11th grade students only.

Annual Update

LCAP Year Reviewed: **2017-18**

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 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 Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 3A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school-site. **17-18** 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 District and Site Participation Reports.)	Stockton Early College Academy is a single charter school serving grades 9-12. The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district goals. Parent outreach and meetings occurred.

Expected	Actual
Baseline Baseline (2015-2016): 49 schools Data Source: SUSD District and Site Participation Reports	
Metric/Indicator State Priority 3B: How the school district will promote parental participation in programs for unduplicated pupils. **17-18** 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.) **Baseline** Baseline (2015-2016): 49 schools Data Source: SUSD District and Site Participation	Stockton Early College Academy is a single charter school serving grades 9-12. The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district goals. Parent outreach and meetings occurred.
Metric/Indicator State Priority 3C: How the school district will promote parental participation in programs for individuals with exceptional needs. **17-18** 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.)	Stockton Early College Academy is a single charter school serving grades 9-12. The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district goals. Parent outreach and meetings, SST's and IEP's occurred.

Expected	Actual

Baseline
Baseline (2015-2016):

49 schools

Data Source: SUSD District and Site Participation Reports

Metric/Indicator
State Priority 5A: School attendance rates.

17-18
To increase attendance rates.
(Verified by CALPADS.)

Baseline
Baseline (2015-2016):

94.37%

Data Source: SUSDs Student Information System, BiTech

The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district attendance data. Stockton Early College Academy baseline attendance data significantly exceeds that of Stockton Unified School District. The Baseline data should be updated to reflect the actual data which was 97.77 percent for the 2015-2016 school year.

Metric/Indicator
State Priority 5B: Chronic absenteeism rates.

17-18
To decrease chronic absenteeism rates. (Verified by CALPADS.)
Baseline
Baseline (2015-2016):

7.95%

Data Source: SUSDs Student Information System

The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district attendance data. Stockton Early College Academy baseline attendance data significantly exceeds that of Stockton Unified School District. SECA's Chronic absenteeism rates are therefore lower. The Baseline and actual should reflect SECA's actual of 3.45%

	Expected	Actual

Expected	Actual
Metric/Indicator State Priority 5C: Middle school dropout rates. **17-18** To decrease middle school dropout rates. (Verified by CALPADS.) **Baseline** Baseline (2015-2016): .3% Data Source: CALPADS	The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district attendance data. Stockton Early College Academy baseline should not reflect middle school data.
Metric/Indicator State Priority 5D: High school dropout rates. **17-18** To decrease middle school dropout rates. (Verified by CALPADS.) **Baseline** Baseline (2015-2016): 13% Data Source: CALPADS	The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district attendance data. Stockton Early College Academy (SECA) baseline should not reflect middle school data. SECA Baseline should reflect an actual and current 0% Dropout rate. High school dropout prevention has been successful at SECA and remains a goal.
Metric/Indicator State Priority 5E: High school graduation rates. **17-18** To increase high school graduation rates. (Verified by CALPADS.) **Baseline** Baseline (2015-2016): 81% Data Source: CALPADS	The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district attendance data. Stockton Early College Academy (SECA) baseline should reflect 100% graduation rate. High School graduation efforts at SECA have been successful and this remains a goal.

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SMP: 1 - Parent Empowerment To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success. SMP1.1 Parent Academy		1000, 2000, 3000, 4000, 5000 LCFF $4,000	SMP 1.1 $0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Increased parent communication occurred.	1000, 3000, 5000 LCFF $5,000	SMP 2.1 4000-4999: Books And Supplies 0000 LCFF Base $600

Action 3

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
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)	Parent conferences were conducted.	1000, 3000 Other $20,000	SMP 3.1 $0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Students participated in numerous clubs. Items were purchased to help students begin new clubs such as ping pong, chess, sports club, mock trial, and others.	1000, 2000, 3000, 4000 LCFF $5,000	SMP 4.1 $0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SMP: 5 - Student Attendance Accountability To provide a system of supports that enables students to be academically successful through regular and on-time attendance.	SMP: 5 - Systems of support were provided. SMP5.1 Attendance Incentives were provided	2000, 3000 LCFF $5,000	SMP 5.1 4000-4999: Books And Supplies Other $3,568

SMP5.1 Attendance Incentives	

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.

SMP: 1 - Parent Empowerment
To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success parent meetings and outreach activities were conducted. The addition of a counselor to increase services to 9th and 10th grade students allowed for increased outreach opportunities for the parents of these students, as well as the creation of parent information nights, college nights, and increased meetings to connect parents to their students' educational lives.

SMP1.1 Parent Academy Stockton Early College Academy does not have a parent Academy, but has ensured the parents of SECA students are aware of the resources available to them through the programs offered through Stockton Unified School District. One SECA parent did graduate from this program and has been since connected to additional resources with the help of SECA's guidance chair.

SMP: 3 - Parent and Teacher Engagement
To foster the parent and teacher relationships to work in unison towards a common goal of supporting students, an increase in parent communication and outreach has occurred. This has been specifically addressed in bargaining agreements and SECA teachers have set individual, department, and grade level goals to increase parent outreach and to strengthen the school-home connection.

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, SECA retained a leadership program and student leadership training and development events. After school activities, club activities, and general activities open to all students were conducted and attended at rates exceeding the area norm.

SMP4.1 Opportunities for students to participate in clubs and activities were available and open to all SECA students.

SMP: 5 - Student Attendance Accountability
To provide a system of supports that enables students to be academically successful through regular and on-time attendance SECA works together with combined resources that have enabled the school to lead the area in attendance rates.

SMP5.1 Attendance Incentives were purchased and provided. This is correlated with SECA maintaining consistent attendance rates that far exceed local and state norms.

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

SMP: 1 - Parent Empowerment
To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success parent meetings and outreach activities were conducted. The addition of a counselor to increase services to 9th and 10th grade students allowed for increased outreach opportunities for the parents of these students, as well as the creation of parent information nights, college nights, and increased meetings to connect parents to their students' educational lives. Through parent feedback and surveys, as well as feedback and surveys from all stakeholder groups, these parent empowerment offerings were highlighted as successful, but greater efforts were requested in the future to create a greater sense of connection. Particularly,m parents worry about their lack of understanding of the college-going process for their students since the majority of SECA students are first generation college students.

SMP1.1 Parent Academy-Stockton Early College Academy does not have a parent Academy, but has ensured the parents of SECA students are aware of the resources available to them through the programs offered through Stockton Unified School District. One SECA parent did graduate from this program and has been since connected to additional resources with the help of SECA's guidance chair.

SMP: 3 - Parent and Teacher Engagement
To foster the parent and teacher relationships to work in unison towards a common goal of supporting students, an increase in parent communication and outreach has occurred. This has been specifically addressed in bargaining agreements and SECA teachers have set individual, department, and grade level goals to increase parent outreach and to strengthen the school-home connection. Initial results show these efforts have been effective and that future efforts should be increased.

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, SECA retained a leadership program and student leadership training and development events. After school activities, club activities, and general activities open to all students were conducted and attended at rates exceeding the area norm. Feedback from students and stakeholder groups value these efforts and state they are highly effective. Currently SECA has more clubs than staff members and accordingly staff report a need to streamline these efforts and reduce overall time commitments.

SMP4.1 Opportunities for students to participate in clubs and activities were available and open to all SECA students.

SMP: 5 - Student Attendance Accountability
To provide a system of supports that enables students to be academically successful through regular and on-time attendance SECA works together with combined resources that have enabled the school to lead the area in attendance rates.

SMP5.1 Attendance Incentives were purchased and provided. This is correlated with SECA maintaining consistent attendance rates that far exceed local and state norms.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

SMP: 1 - Parent Empowerment
To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success parent meetings and outreach activities were conducted. The addition of a counselor to increase services to 9th and 10th grade students allowed for increased outreach opportunities for the parents of these students, as well as the creation of parent information nights, college nights, and increased meetings to connect parents to their students' educational lives. Budgeted expenditures were greater than actuals in this area due to costs being covered from another funding source.

SMP1.1 Parent Academy Stockton Early College Academy does not have a parent Academy, but has ensured the parents of SECA students are aware of the resources available to them through the programs offered through Stockton Unified School District. One SECA parent did graduate from this program and has been since connected to additional resources with the help of SECA's guidance chair. The actuals were below budgeted expenditures because these resources were provided largely outside.

SMP: 3 - Parent and Teacher Engagement
To foster the parent and teacher relationships to work in unison towards a common goal of supporting students, an increase in parent communication and outreach has occurred. This has been specifically addressed in bargaining agreements and SECA teachers have set individual, department, and grade level goals to increase parent outreach and to strengthen the school-home connection. The Estimated Actual Expenditures were lower than Budgeted Expenditures due to funding coming from a different source. This will remain an area of focus and a future priority.

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, SECA retained a leadership program and student leadership training and development events. After school activities, club activities, and general activities open to all students were conducted and attended at rates exceeding the area norm. The Estimated Actual Expenditures were lower than Budgeted Expenditures due to funding coming from a different source. This will remain an area of focus and a future priority.

SMP4.1 Opportunities for students to participate in clubs and activities were available and open to all SECA students. The Estimated Actual Expenditures were lower than Budgeted Expenditures due to funding coming from a different source. This will remain an area of focus and a future priority.

SMP: 5 - Student Attendance Accountability
To provide a system of supports that enables students to be academically successful through regular and on-time attendance SECA works together with combined resources that have enabled the school to lead the area in attendance rates.

SMP5.1 Attendance Incentives were purchased and provided. This is correlated with SECA maintaining consistent attendance rates that far exceed local and state norms. The Estimated Actual Expenditures were lower than Budgeted Expenditures due to timelines and available incentive opportunities. This will remain an area of focus and a future priority, and increases in available incentives are expected moving forward.

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.

Changes made to State Priority 3A: Stockton Early College Academy is a single charter school serving grades 9-12. The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district goals. Parent outreach and meetings occurred.

Changes made to State Priority 3B: Stockton Early College Academy is a single charter school serving grades 9-12. The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district goals. Parent outreach and meetings occurred.

Changes made to State Priority 3C: Stockton Early College Academy is a single charter school serving grades 9-12. The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district goals. Parent outreach and meetings occurred.

Changes to State Priority 5A: The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district attendance data. Stockton Early College Academy baseline attendance data significantly exceeds that of Stockton Unified School District. The listed Baseline (2015-2016): 94.37% (Data Source: SUSDs Student Information System, BiTech)

Changes to State Priority 5B: The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district attendance data. Stockton Early College Academy baseline attendance data significantly exceeds that of Stockton Unified School District. SECA's Chronic absenteeism rates are therefore lower.

Changes to State Priority 5C:The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district attendance data. Stockton Early College Academy baseline should not reflect middle school data.

Changes to State Priority 5D: The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district attendance data. Stockton Early College Academy (SECA) baseline should not reflect middle school data. SECA Baseline should reflect an actual and current 0% Dropout rate. High school dropout prevention has been successful at SECA and remains a goal.

Changes to State Priority 5E: The reflected baseline and metric for 2015-2016 is incorrect and reflects Stockton Unified School district attendance data. Stockton Early College Academy (SECA) baseline should reflect 100% graduation rate. High School graduation efforts at SECA have been successful and this remains a goal.

Stakeholder Engagement

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?

Stockton Early College Academy (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.

Throughout the 2016-2017 and 2017-2018 LCAP year, Stockton Early College Academy 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, which serve as the foundation for SECA's Parent, Student, staff Advisory and maintains elected representatives for each group, as well as open public meetings. SECA incorporated LCAP conversations with parents and the community when evaluating and revising their Single Plan for Student Achievement. Stockton Early College Academy provides regular and consistent LCAP updates and two way feedback through its School Site council membership, which also functions as the charter advisory, who approved the LCAP as presented.

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, the final LCAP and Annual Plan were submitted to the Board of Trustees.

In 2017-2018 the same processes were followed with parent and student feedback through formal and informal surveys, as well as the Advisory committee. Stockton Early College Academy School Site counsel was provided with regular updates on the progress of the LCAP plan, and was involved in providing feedback and input. This annual update was presented and approved by SECA's

School Site Counsel and advisory and was submitted to the Stockton Unified School District Governing Board, SECA's authorizer, for review in June of 2018.

Impact on LCAP and Annual Update

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

Stockton Early College Academy continued to receive guidance and support from Stockton Unified School District as they 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.

Regular updates were provided to SECA leadership and Advisory while, 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

Stockton Early College Academy 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

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

In the 2016-2017 school year parent and student feedback through formal and informal surveys, as well as the Advisory committee, highlighted the need for greater counseling services and a cleaner safer campus. this resulted in the hiring of an additional counselor to provide greater interventions at the 9th and 10th grade levels, in addition to the hiring of a full time night custodian.

In 2017-2018 the same processes were followed with parent and student feedback through formal and informal surveys, as well as the Advisory committee. Evidence from the Parent Advisory feedback, as well as whole school stakeholder surveys and feedback indicate that the efforts made were effective at increasing a sense of cleanliness and safety. Additionally, students report feeling a greater connection to school, their counselor, and a greater sense that their counselor is aware of their needs and supportive of their progress. Data suggests the continuation of these services. Evidence from student, parent, and staff consultations highlighted that the work produced during the SECA staff retreat conducted in June of 2017 was highly effective and vital to the continuation of site efforts to meet all goals. It should be noted that a primary concern was the continuation of these retreats at a location outside of Stockton, where staff can work uninterrupted to solve individual high priority site issues that are unique to our charter school in an environment that is free from distraction and unconnected or different (while often also valid) concerns of the schools working outside the scope of our specific charter school mission.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

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 Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

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.)	Stockton Early College Academy serves grades 9-12 using the Advanced Placement and Early College Model. We utilize best practices aligned to the State content performance standards and the College board approved Advanced Placement coursework. We use WASC approved coursework for college courses- as contracted with San Joaquin Delta College.	Stockton Early College Academy serves grades 9-12 using the Advanced Placement and Early College Model. We utilize best practices aligned to the State content performance standards and the College board approved Advanced Placement coursework. We use WASC approved coursework for college courses- as contracted with San Joaquin Delta College.
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	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	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Master Schedules, Synergy.)	Master Schedules, Synergy.)	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 Education indefinitely; therefore, no data reported.	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.
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	Baseline (2015-2016): 26% Data Source: CALPADS	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	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	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
career technical education standards and frameworks.		framework. (Verified by CALPADS.)	framework. (Verified by CALPADS.)	framework. (Verified by CALPADS.)
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.	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	To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)	To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)	To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)
State Priority 4F: The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	Baseline (2015-2016): 32% Data Source: College Board AP Exam	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.)	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.)	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.)
State Priority 4G: The percentage of pupils	Baseline (2015-2016):	To increase the percentage of students	To increase the percentage of students	To increase the percentage of students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.	21% SBAC/EAP ELA 13% SBAC/EAP Math Data Source: CALPADS, SBAC/EAP in ELA and Math	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.)	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.)	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.)
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.	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. (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. (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. (Verified by CALPADS.)
State Priority 7B: Programs and services developed and provided to unduplicated pupils.	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	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	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		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. (Verified by CALPADS.)	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. (Verified by CALPADS.)	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. (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	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	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		health/physical support. (Verified by CALPADS.)	health/physical support. (Verified by CALPADS.)	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 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.)	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 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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

Year	2017-18	2018-19	2019-20
Amount	$30,000	$30,000	$30,000
Source	LCFF	0000 LCFF Base	0000 LCFF Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies SSA 1.1	4000-4999: Books And Supplies SSA 1.1

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	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	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

Year	2017-18	2018-19	2019-20
Amount	$6,000	$25,000	$25,000
Source	LCFF	0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies SSA 2.1	4000-4999: Books And Supplies SSA 2.1
Amount		$25,000	$25,000
Source		0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference		4000-4999: Books And Supplies SSA 2.2	4000-4999: Books And Supplies SSA 2.2

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

SSA: 3 - Primary Language Support	SSA: 3 - Primary Language Support	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.	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.	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	SSA3.1 Specialized Professional Development for English Learners (EL) Teachers	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.	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.	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

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	LCFF, Other	None	None
Budget Reference	1000,2000,3000,5000	None SSA 3.1	None SSA 3.1

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Students with Disabilities	

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	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

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Other	None	None
Budget Reference	5000-5999: Services And Other Operating Expenditures	None SSA 4.1	None SSA 4.1

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SSA: 5 - Teacher Collaboration, Monitoring and Support To provide educators with opportunities to collaborate within grade level Professional	SSA: 5 - Teacher Collaboration, Monitoring and Support To provide educators with opportunities to collaborate within grade level Professional	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.	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.	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

Year	2017-18	2018-19	2019-20
Amount	$66,379	$93,655	$93,655
Source	LCFF, Other	0000 LCFF Base	0000 LCFF Base
Budget Reference	1000, 3000	1000, 3000 SSA 5.1	1000, 3000 SSA 5.1

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Students with Disabilities	

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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)	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)	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

Year	2017-18	2018-19	2019-20
Amount	$35,000	$35,000	$35,000
Source	Other	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	1000, 3000	5000-5999: Services And Other Operating Expenditures SSA 6.1	5000-5999: Services And Other Operating Expenditures SSA 6.1

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	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	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	SSA7.3 Credit Recovery and Dropout Recovery Programs	SSA7.3 Credit Recovery and Dropout Recovery Programs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,224	$0	$0
Source	LCFF, Other	None	None
Budget Reference	1000, 3000, 5000	None SSA 7.1	None SSA 7.1
Amount		$0	$0
Source		None	None
Budget Reference		None SSA 7.2	None SSA 7.2
Amount		$5,000	$5,000
Source		0000 Base, 0100 Supp/Conc	0000 Base, 0100 Supp/Conc
Budget Reference		1000, 3000, 5000 SSA 7.3	1000, 3000, 5000 SSA 7.3

Action 8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners
Foster Youth
Low Income | LEA-wide | All Schools |

Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| Unchanged Action | Unchanged Action | Unchanged Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| 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 | 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 | 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

Year	2017-18	2018-19	2019-20
Amount	$30,000	$36,000	$36,000
Source	LCFF	0000 Base, 0100 Supp/Conc	0000 Base, 0100 Supp/Conc
Budget Reference	1000, 2000, 3000, 4000, 5000	1000, 3000 SSA 8.1	1000, 3000 SSA 8.1
Amount		$9,000	$9,000
Source		0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures SSA 8.2	5800: Professional/Consulting Services And Operating Expenditures SSA 8.2
Amount		$10,000	$10,000
Source		0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference		1000, 2000, 3000, 4000 SSA 8.3	1000, 2000, 3000, 4000 SSA 8.3

Action 9

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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

Year	2017-18	2018-19	2019-20
Amount	$74,000	$7,000	$7,000
Source	LCFF, Other	0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference	1000, 2000, 3000, 4000, 5000	5000-5999: Services And Other Operating Expenditures SSA 9.1	5000-5999: Services And Other Operating Expenditures SSA 9.1
Amount		$40,000	$40,000
Source		0000 Base, 0100 Supp/Conc, through 9999 Other	0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 9650 CTE/ROP
Budget Reference		5000-5999: Services And Other Operating Expenditures SSA 9.2	5000-5999: Services And Other Operating Expenditures SSA 9.2
Amount		$10,000	$10,000
Source		0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference		1000, 3000, 4000, 5000 SSA 9.3	1000, 3000, 4000, 5000 SSA 9.3
Amount		$9,000	$9,000
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		4000-4999: Books And Supplies SSA 9.4	5000-5999: Services And Other Operating Expenditures SSA 9.4

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Safe and Healthy Learning Environments

Stockton Early College Academy (SECA) will promote a safe and healthy learning environment to enhance student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 6: School Climate (Engagement)

Local Priorities:

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 maintain 100% of teachers at Stockton Early College Academy who are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. (Verified by SUSD Human Resource reports.)	To maintain 100% of teachers at Stockton Early College Academy who 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 school district has sufficient access to the standards-aligned instructional materials.	Baseline (2015-2016): 100% Data Source: SUSD District Textbook Sufficiency Resolution	To maintain the percentage of students will have sufficient access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.)	To maintain the percentage of students will have sufficient access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.)	To maintain the percentage of students will have sufficient 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 maintain the school facility in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).)	To maintain the school facility in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 maintain suspension rates at 0%. (Verified by SUSD Student Information System, CALPADS.)	To maintain suspension rates at 0%. (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 maintain suspension rates at 0%. (Verified by SUSD Student Information System, CALPADS.)	To maintain suspension rates at 0%. (Verified by SUSD Student Information System, CALPADS.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 maintain expulsion rates at 0%. (Verified by SUSD Student Information System, CALPADS.)	To maintain expulsion rates at 0%. (Verified by SUSD Student Information System, CALPADS.)
Disproportionate student expulsion rate of all significant subgroups will continue to decrease.	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	To decrease disproportionate student expulsion rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)	To maintain expulsion rates at 0%. (Verified by SUSD Student Information System, CALPADS.)	To maintain expulsion rates at 0%. (Verified by SUSD Student Information System, CALPADS.)
State Priority 6C: Other local measures,	Baseline (2014-2015):	To increase the percentage of students	To increase the percentage of students	To increase the percentage of students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	82% Data Source: California Healthy Kids Survey (CHKS)	in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)	reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)	reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)

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 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Specific Schools: Stockton Early College Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

SLE: 1 - Technology Infrastructure and Support	SLE: 1 - Technology Infrastructure and Support	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	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 Computer replacement	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 Computer replacement

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$30,000	$30,000
Source	LCFF	0000 LCFF Base	0000 LCFF Base
Budget Reference	2000, 3000, 4000	4000-4999: Books And Supplies SLE 1.1	4000-4999: Books And Supplies SLE 1.1

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners
Foster Youth
Low Income | Schoolwide | All Schools
Specific Schools: Stockton Early College Academy |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	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	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

Year	2017-18	2018-19	2019-20
Amount	$1,561,522	$1,984,713	$1,984,713
Source	LCFF, Other	0000 LCFF Base	0000 LCFF Base
Budget Reference	1000, 3000	1000, 3000 SLE 2.1	1000, 3000 SLE 2.1

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Students to be Served selection here] | [Add Location(s) selection here] |

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	Schoolwide	All Schools Specific Schools: Stockton Early COllege Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	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	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

Year	2017-18	2018-19	2019-20
Amount	$0	$5,483	$5,483
Source	LCFF	0000 LCFF Base	0000 LCFF Base
Budget Reference	1000, 2000, 3000	5700-5799: Transfers Of Direct Costs SLE 3.1	5700-5799: Transfers Of Direct Costs SLE 3.1

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Specific Schools: Stockton Early College Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SLE: 4 - Community Oriented Policing Program	SLE: 4 - Community Oriented Policing Program	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	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	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

Year	2017-18	2018-19	2019-20
Amount	$0	$56,305	$56,305
Source	0000 LCFF Base	0000 LCFF Base	0000 LCFF Base
Budget Reference	2000, 3000, 4000, 5000	2000, 3000 SLE 4.1	2000, 3000 SLE 4.1

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Specific Schools: Stockton Early College Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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

Year	2017-18	2018-19	2019-20
Amount	$121,848	$297,361	$297,361
Source	LCFF	0000 LCFF Base	0000 LCFF Base
Budget Reference	1000, 3000	1000, 3000 SLE 5.1	1000, 3000 SLE 5.1

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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 Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

SECA Students Need:

- Collaboration and relationships with diverse communities and families. Data Source: Parent and Student surveys.

- Students on time and attend school daily. Data Source: Child Welfare and Attendance Department, CALPADS

- Student progress monitoring. Data Source: Student Services Department, Naviance

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 3A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school-site.	Baseline (2015-2016): 49 schools Data Source: SUSD District and Site Participation Reports	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 District and Site Participation Reports.)	To maintain opportunities for outreach and parent input and participation in making decisions for the individual school site through various parent meetings/groups, such as School Site Council and Parent Advisory Committee. (Verified by Site Participation Reports.)	To maintain opportunities for outreach and parent input and participation in making decisions for the individual school site through various parent meetings/groups, such as School Site Council and Parent Advisory Committee. (Verified by Site Participation Reports.)
State Priority 3B: How the school district will promote parental participation in programs for unduplicated pupils.	Baseline (2015-2016): 49 schools Data Source: SUSD District and Site Participation	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,	To maintain opportunities for outreach and parent input and participation in making decisions for the individual school site through various parent meetings/groups, such as School Site Council and Parent Advisory Committee. (Verified by Site Participation Reports.)	To maintain opportunities for outreach and parent input and participation in making decisions for the individual school site through various parent meetings/groups, such as School Site Council and Parent Advisory Committee. (Verified by Site Participation Reports.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)		
State Priority 3C: How the school district will promote parental participation in programs for individuals with exceptional needs.	Baseline (2015-2016): 49 schools Data Source: SUSD District and Site Participation Reports	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.)	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 Advisory Committees, including Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.)	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 Advisory Committees, including Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.)
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.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 maintain low chronic absenteeism rates. (Verified by CALPADS.)	To maintain low 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.)	Inactive	Inactive
State Priority 5D: High school dropout rates.	Baseline (2015-2016): 13% 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 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.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SMP: 1 - Parent Empowerment To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success.	SMP: 1 - Parent Empowerment To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success.	SMP: 1 - Parent Empowerment To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success.

SMP1.1 Parent Academy	SMP1.1 Parent outreach	SMP1.1 Parent outreach

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000	$4,000	$4,000
Source	LCFF	0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference	1000, 2000, 3000, 4000, 5000	1000, 2000, 3000, 4000, 5000 SMP 1.1	1000, 2000, 3000, 4000, 5000 SMP 1.1

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 SECA 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 SECA community and stakeholders.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	LCFF	0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference	1000, 3000, 5000	1000, 2000, 3000, 4000, 5000 SMP 2.1	1000, 2000, 3000, 4000, 5000 SMP 2.1

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All Students with Disabilities

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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)	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 Parent-Teacher conferences	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 Parent-Teacher conferences

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$10,000	$10,000
Source	Other	0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference	1000, 3000	1000, 3000 SMP 3.1	1000, 3000 SMP 3.1

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Students to be Served selection here] | [Add Location(s) selection here] |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	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 activities	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 activities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	LCFF	0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference	1000, 2000, 3000, 4000	1000, 2000, 3000, 4000 SMP 4.1	1000, 2000, 3000, 4000 SMP 4.1

Action 5

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	$5,000	$24,000	$24,000
Source	LCFF	Other	Other
Budget Reference	2000, 3000	4000, 5000 SMP 5.1	4000, 5000 SMP 5.1

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$649,601	16.51%

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) charter has an unduplicated pupil population count of 424.

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 goals in the state priority areas, 2, 4, 7, and 8 through regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

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).

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 goals in the state priority areas, 2, 4, 7, and 8 through the continuation of successful evidence based 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 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

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).

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 foster 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 goals in the state priority areas, 3 and 5 through

The facilitation of Parent involvement activities.

SMP: 2 - Parent and School Communication - To provide and maintain systems of communication that meet 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 schools 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 drive 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 charter school's goals in the state priority areas 3 and 5 through providing opportunities for students to participate in activities.

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 charter school's goals in the state priority areas, 3 and 5 through Improve student attendance accountability.

Justification:

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).

The justification for these projects (actions/services) is to ensure positive outcomes for student achievement and school connectedness. Our charter specifically seeks to ensure high levels of student achievement through a school environment where all stakeholders work together to ensure student success. 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.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$474,452	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

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).

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

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).

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.

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).

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.
When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.
In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.
An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.
The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- 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 data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)
Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served
For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service
For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:
  • If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

  • If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

  • If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

  For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)
Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.
For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. 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.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS
Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	1,997,973.00	2,421,845.00	1,997,973.00	2,756,517.00	2,756,517.00	7,511,007.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000 Base, 0100 Supp/Conc	0.00	0.00	0.00	41,000.00	41,000.00	82,000.00
0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	0.00	0.00	150,000.00	110,000.00	260,000.00
0000 LCFF Base	0.00	355,668.00	0.00	2,506,517.00	2,506,517.00	5,013,034.00
0100 LCFF Supp/Conc	0.00	14,655.00	0.00	35,000.00	35,000.00	70,000.00
0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 9650 CTE/ROP	0.00	0.00	0.00	0.00	40,000.00	40,000.00
1100 Unrestricted Lottery	0.00	13,279.00	0.00	0.00	0.00	0.00
LCFF	231,848.00	0.00	231,848.00	0.00	0.00	231,848.00
LCFF, Other	1,711,125.00	2,034,675.00	1,711,125.00	0.00	0.00	1,711,125.00
None	0.00	0.00	0.00	0.00	0.00	0.00
Other	55,000.00	3,568.00	55,000.00	24,000.00	24,000.00	103,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	1,997,973.00	2,421,845.00	1,997,973.00	2,756,517.00	2,756,517.00	7,511,007.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000, 2000, 3000	0.00	0.00	0.00	0.00	0.00	0.00
1000, 2000, 3000, 4000	5,000.00	0.00	5,000.00	15,000.00	15,000.00	35,000.00
1000, 2000, 3000, 4000, 5000	108,000.00	0.00	108,000.00	9,000.00	9,000.00	126,000.00
1000, 3000	1,804,749.00	2,329,177.00	1,804,749.00	2,421,729.00	2,421,729.00	6,648,207.00
1000, 3000, 4000, 5000	0.00	0.00	0.00	10,000.00	10,000.00	20,000.00
1000, 3000, 5000	14,224.00	0.00	14,224.00	5,000.00	5,000.00	24,224.00
1000,2000,3000,5000	0.00	0.00	0.00	0.00	0.00	0.00
2000, 3000	5,000.00	55,201.00	5,000.00	56,305.00	56,305.00	117,610.00
2000, 3000, 4000	25,000.00	0.00	25,000.00	0.00	0.00	25,000.00
2000, 3000, 4000, 5000	0.00	0.00	0.00	0.00	0.00	0.00
4000, 5000	0.00	0.00	0.00	24,000.00	24,000.00	48,000.00
4000-4999: Books And Supplies	36,000.00	12,388.00	36,000.00	119,000.00	110,000.00	265,000.00
5000-5999: Services And Other Operating Expenditures	0.00	11,259.00	0.00	82,000.00	91,000.00	173,000.00
5700-5799: Transfers Of Direct Costs	0.00	5,483.00	0.00	5,483.00	5,483.00	10,966.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	8,337.00	0.00	9,000.00	9,000.00	18,000.00
None	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,997,973.00	2,421,845.00	1,997,973.00	2,756,517.00	2,756,517.00	7,511,007.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000, 2000, 3000	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
1000, 2000, 3000, 4000	0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	0.00	0.00	15,000.00	15,000.00	30,000.00
1000, 2000, 3000, 4000	LCFF	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
1000, 2000, 3000, 4000, 5000	0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	0.00	0.00	9,000.00	9,000.00	18,000.00
1000, 2000, 3000, 4000, 5000	LCFF	34,000.00	0.00	34,000.00	0.00	0.00	34,000.00
1000, 2000, 3000, 4000, 5000	LCFF, Other	74,000.00	0.00	74,000.00	0.00	0.00	74,000.00
1000, 3000	0000 Base, 0100 Supp/Conc	0.00	0.00	0.00	36,000.00	36,000.00	72,000.00
1000, 3000	0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	0.00	0.00	10,000.00	10,000.00	20,000.00
1000, 3000	0000 LCFF Base	0.00	291,530.00	0.00	2,375,729.00	2,375,729.00	4,751,458.00
1000, 3000	0100 LCFF Supp/Conc	0.00	2,972.00	0.00	0.00	0.00	0.00
1000, 3000	LCFF	121,848.00	0.00	121,848.00	0.00	0.00	121,848.00
1000, 3000	LCFF, Other	1,627,901.00	2,034,675.00	1,627,901.00	0.00	0.00	1,627,901.00
1000, 3000	Other	55,000.00	0.00	55,000.00	0.00	0.00	55,000.00
1000, 3000, 4000, 5000	0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	0.00	0.00	10,000.00	10,000.00	20,000.00
1000, 3000, 5000	0000 Base, 0100 Supp/Conc	0.00	0.00	0.00	5,000.00	5,000.00	10,000.00
1000, 3000, 5000	LCFF	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
1000, 3000, 5000	LCFF, Other	9,224.00	0.00	9,224.00	0.00	0.00	9,224.00
1000,2000,3000,5000	LCFF, Other	0.00	0.00	0.00	0.00	0.00	0.00
2000, 3000	0000 LCFF Base	0.00	55,201.00	0.00	56,305.00	56,305.00	112,610.00
2000, 3000	LCFF	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
2000, 3000, 4000	LCFF	25,000.00	0.00	25,000.00	0.00	0.00	25,000.00
2000, 3000, 4000, 5000	0000 LCFF Base	0.00	0.00	0.00	0.00	0.00	0.00
4000, 5000	Other	0.00	0.00	0.00	24,000.00	24,000.00	48,000.00
4000-4999: Books And Supplies	0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	0.00	0.00	50,000.00	50,000.00	100,000.00
4000-4999: Books And Supplies	0000 LCFF Base	0.00	600.00	0.00	69,000.00	60,000.00	129,000.00

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	0100 LCFF Supp/Conc	0.00	424.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	1100 Unrestricted Lottery	0.00	7,796.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	36,000.00	0.00	36,000.00	0.00	0.00	36,000.00
4000-4999: Books And Supplies	Other	0.00	3,568.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	0.00	0.00	47,000.00	7,000.00	54,000.00
5000-5999: Services And Other Operating Expenditures	0000 LCFF Base	0.00	0.00	0.00	0.00	9,000.00	9,000.00
5000-5999: Services And Other Operating Expenditures	0100 LCFF Supp/Conc	0.00	11,259.00	0.00	35,000.00	35,000.00	70,000.00
5000-5999: Services And Other Operating Expenditures	0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 9650 CTE/ROP	0.00	0.00	0.00	0.00	40,000.00	40,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	0000 LCFF Base	0.00	0.00	0.00	5,483.00	5,483.00	10,966.00
5700-5799: Transfers Of Direct Costs	1100 Unrestricted Lottery	0.00	5,483.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	0.00	0.00	9,000.00	9,000.00	18,000.00
5800: Professional/Consulting Services And Operating Expenditures	0000 LCFF Base	0.00	8,337.00	0.00	0.00	0.00	0.00
None	None	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	250,603.00	122,607.00	250,603.00	334,655.00	334,655.00	919,913.00
Goal 2	1,708,370.00	2,295,070.00	1,708,370.00	2,373,862.00	2,373,862.00	6,456,094.00
Goal 3	39,000.00	4,168.00	39,000.00	48,000.00	48,000.00	135,000.00

* Totals based on expenditure amounts in goal and annual update sections.