



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Stockton Early College Academy

Contents

School Plan for Student Achievement (SPSA) Template2

 Purpose and Description2

 Stakeholder Involvement.....4

 Resource Inequities.....5

 Goals, Strategies, Expenditures, & Annual Review.....6

 LCAP/SPSA Goal 1 – Student Achievement6

 Identified Need7

 Annual Measurable Outcomes18

 Strategy/Activity 1.....19

 Strategy/Activity 2.....20

 Strategy/Activity 3.....21

 Annual Review – Goal 122

 Analysis.....22

 Goal 2 – School Climate23

 Identified Need24

 Annual Measurable Outcomes27

 Strategy/Activity 1.....28

 Strategy/Activity 2.....29

 Annual Review – Goal 230

 Analysis.....30

 Goal 3 – Meaningful Partnerships.....31

 Identified Need32

 Annual Measurable Outcomes33

 Strategy/Activity 1.....34

 Annual Review – Goal 335

 Analysis.....35

 Budget Summary.....36

 Budget Summary36

 Other Federal, State, and Local Funds36

 Budget Spreadsheet Overview – Title I37

 Budget Spreadsheet Overview – LCFF38

School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stockton Early College Academy	39686760119743	Ver 1 – Not Applicable	Ver 1 – 06/15/2020	Ver 1 – 07/28/2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Stockton Early College Academy is implementing a schoolwide Program.

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

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stockton Early College Academy developed a school plan (2020-2021) which aligns to its charter school goals and strategies. The original plan was reviewed by the school's School Site Council on Monday, June 15, 2020 and will be submitted for board approval.

Throughout the 2019-2020 school year, School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Stockton Early College Academy and its School Site Council reviewed the progress of the SPSA with a culminating Year 3 Revision during the school year 2019-2020. The evaluation included responses to four questions each focusing on goals entered into the SPSA.

Resource Inequities

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

Resources inequities at Stockton Early College Academy will be identified when the comprehensive needs assessment is completed in the upcoming year.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 2021, the percentage of students meeting or exceeding the standard in English Language Arts will continue to exceed district, county, and state averages. By June 2021, the percentage of EL students meeting SUSD reclassification criteria will continue to exceed 95% percentage points.

School Goal for Math: (Must be a SMART Goal)

By June 2021, the percentage of students meeting or exceeding the standard in Math will continue to exceed district, county, and state averages. The percentage of EL students was not a significant subgroup for reporting.

School Goal for Science: (Must be a SMART Goal)

By June 2021, the percentage of students meeting or exceeding the standard in Science will increase by 5 percentage points.

School Goal for College and Career Readiness: (Must be a SMART Goal)

By June 2021, the percentage of students who have met the college readiness requirements will increase from 98% to 100%.

Identified Need

- Be sure English Learner data is reviewed and included.

ELA/ELD:

Based on the 2018-2019 SBAC, the number of students meeting or exceeding the standard for ELA surpasses the state and district averages. The number of ELD students did not constitute a significant subgroup for reporting.

Math:

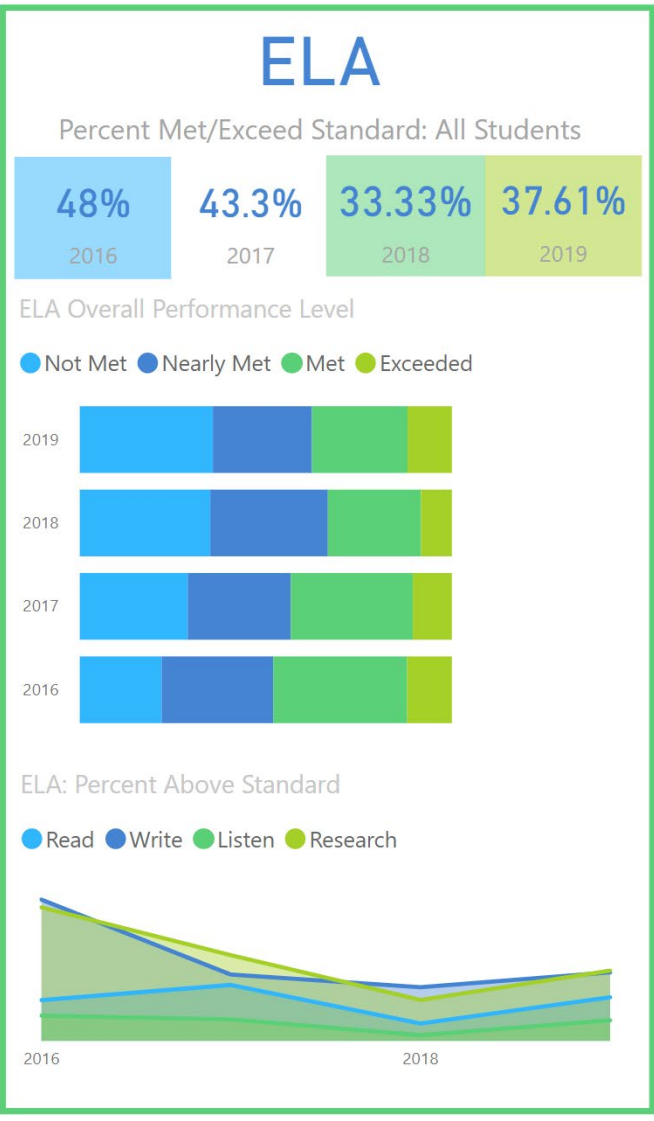
Based on the 2018-2019 SBAC, the number of students meeting or exceeding the standard for math surpasses the state and district averages. The number of ELD students did not constitute a significant subgroup for reporting.

Science:

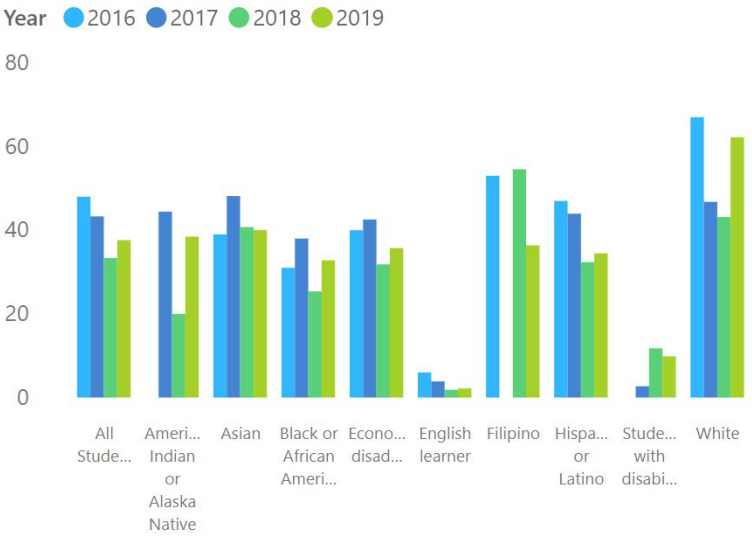
Based on the 2018-2019 SBAC, the number of students meeting or exceeding the standard for science surpasses the state and district averages. The number of ELD students did not constitute a significant subgroup for reporting.

College and Career Readiness:

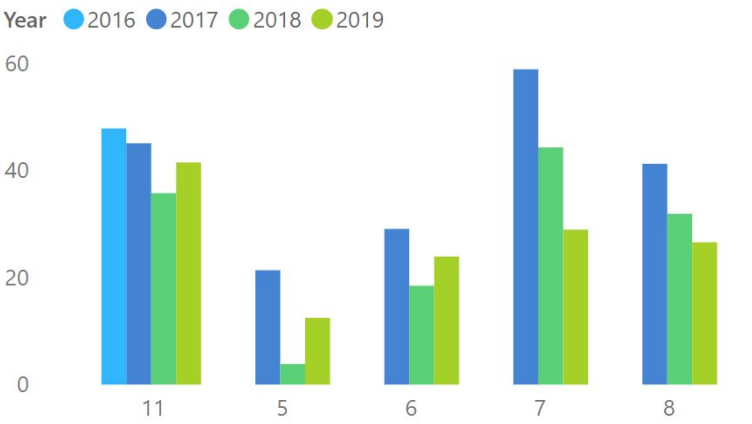
Stockton Early College Academy has maintained a 100% graduation rate, and 98% of our student population met the A-G requirements for UC or CSU colleges.



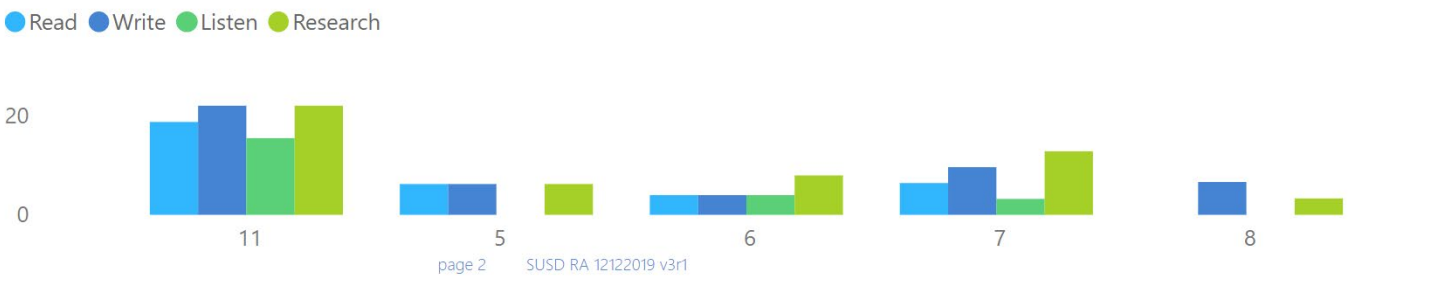
ELA CAASPP: Percent Met/Exceed Standard

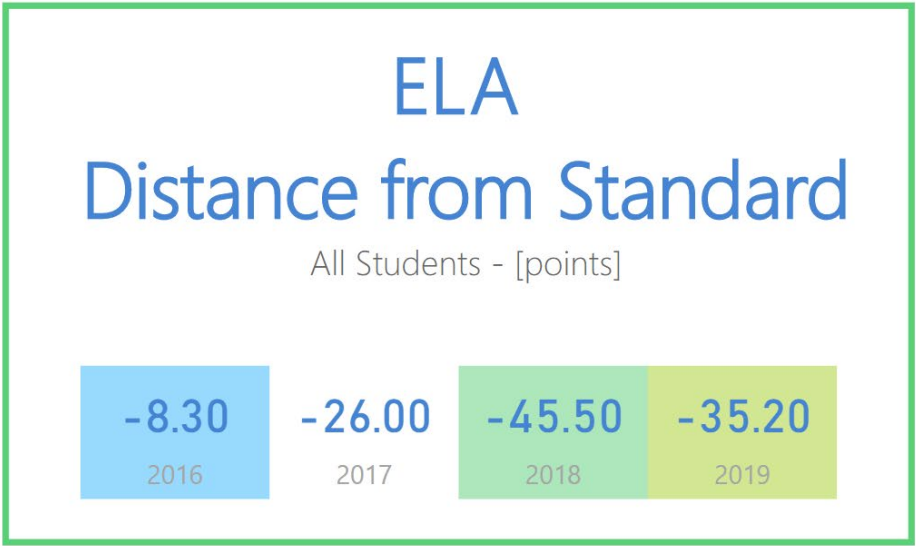


ELA CAASPP: Percent Met/Exceed Standard by Grade Level

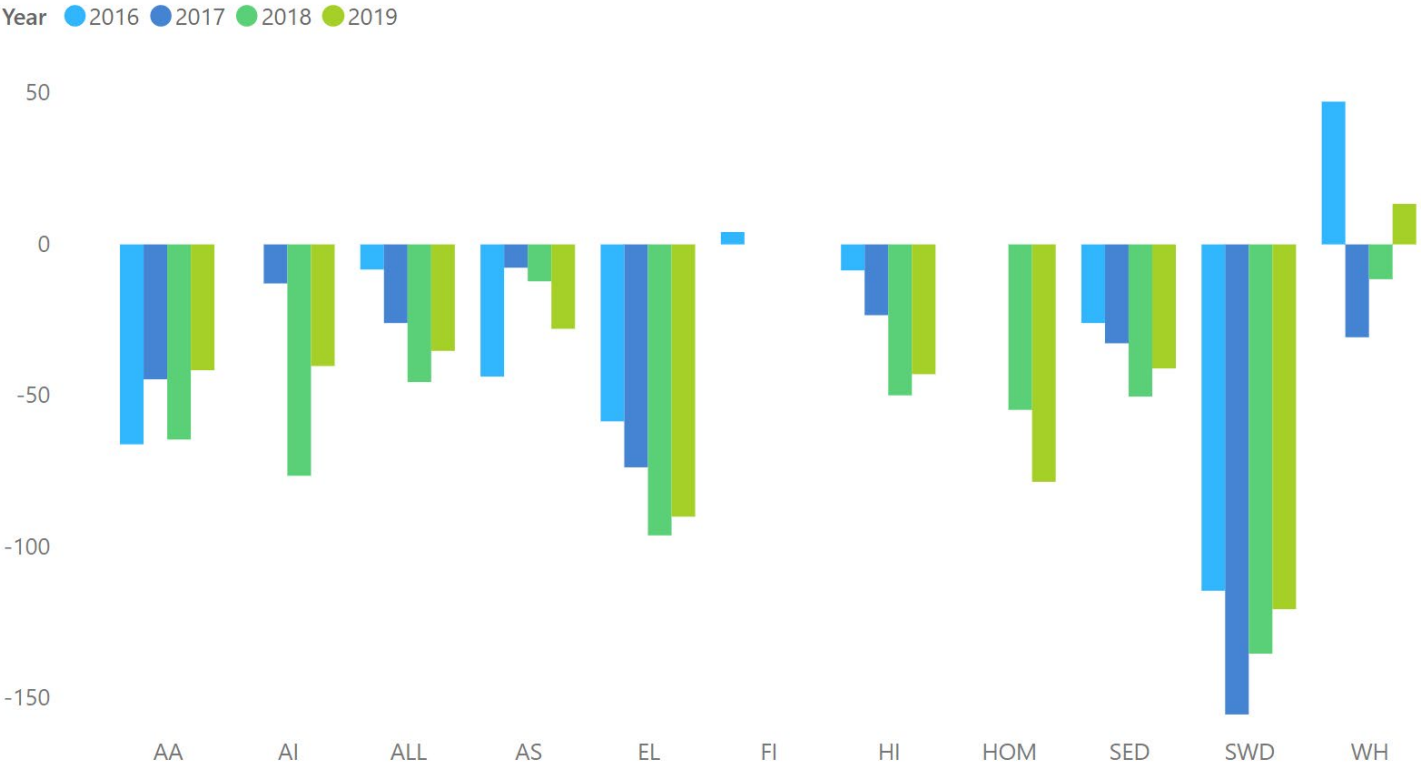


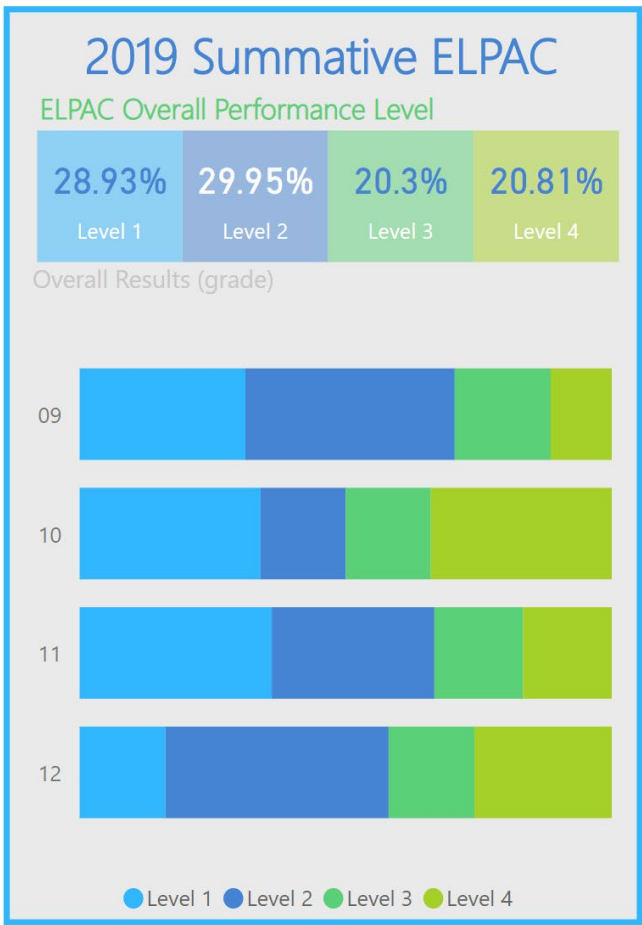
2019 Prelim ELA CAASPP: Area - Percent Above Standard



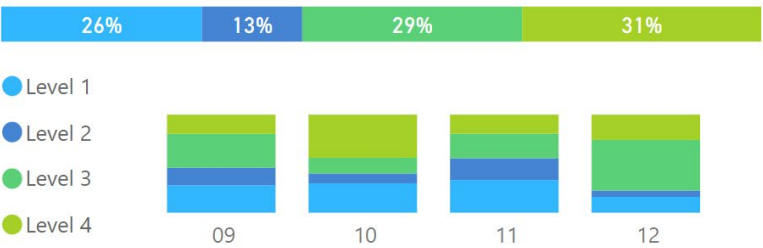


ELA Distance from Standard [points]

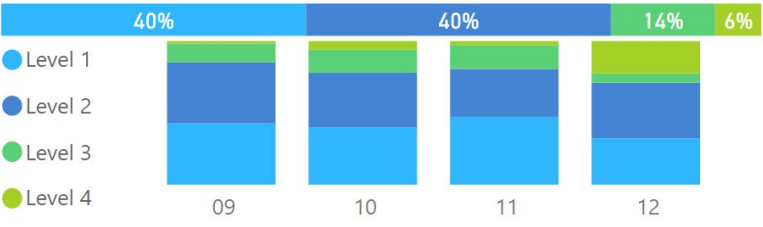




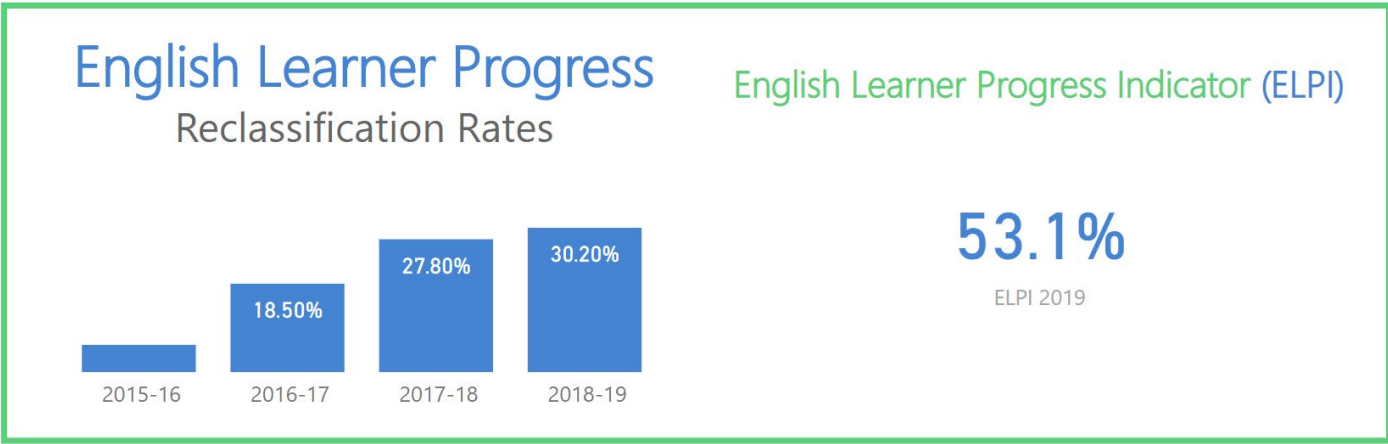
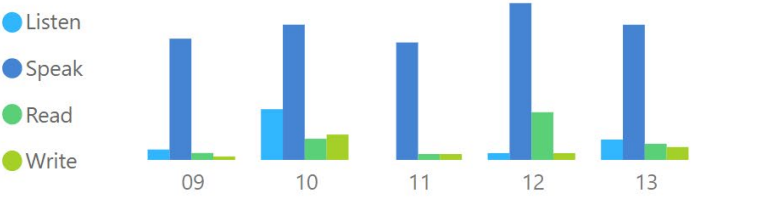
Oral Language Overall Performance Level

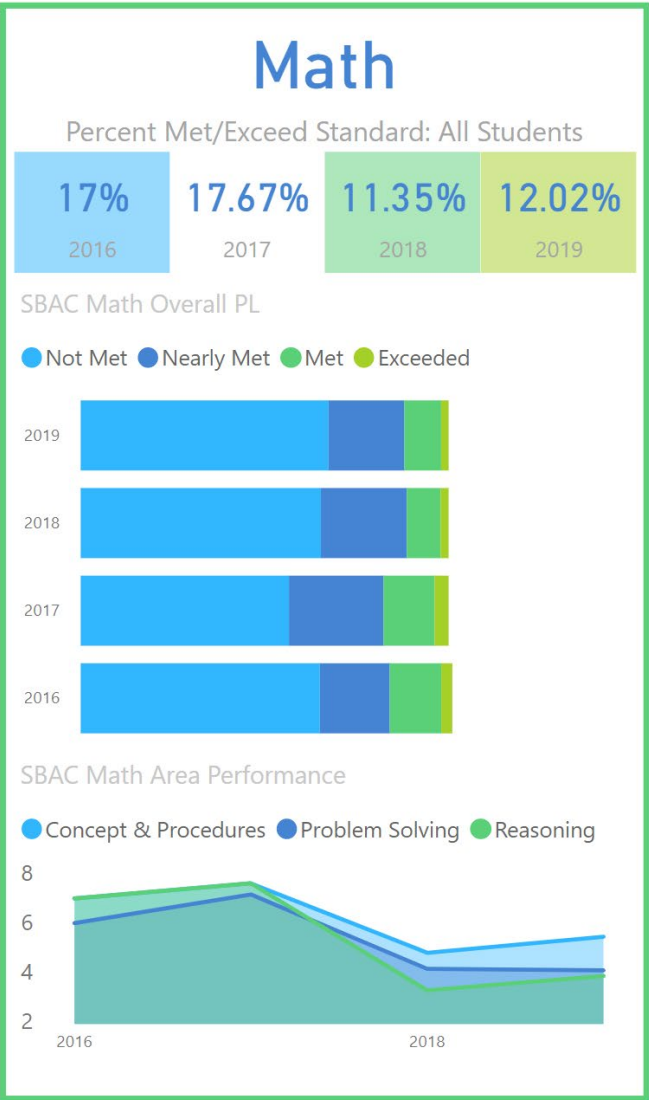


Written Language Overall Performance Level

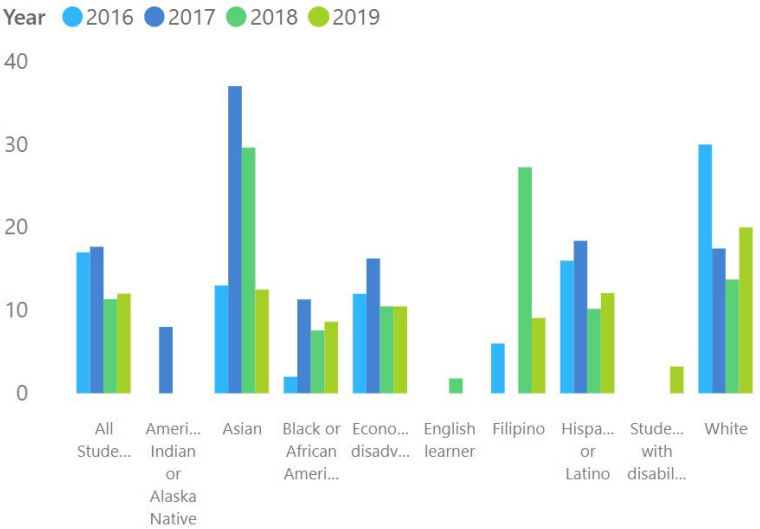


Performance Area: Percent Well Developed

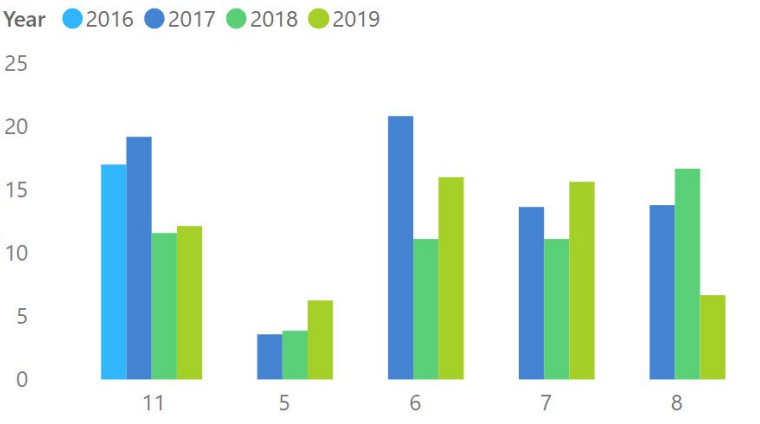




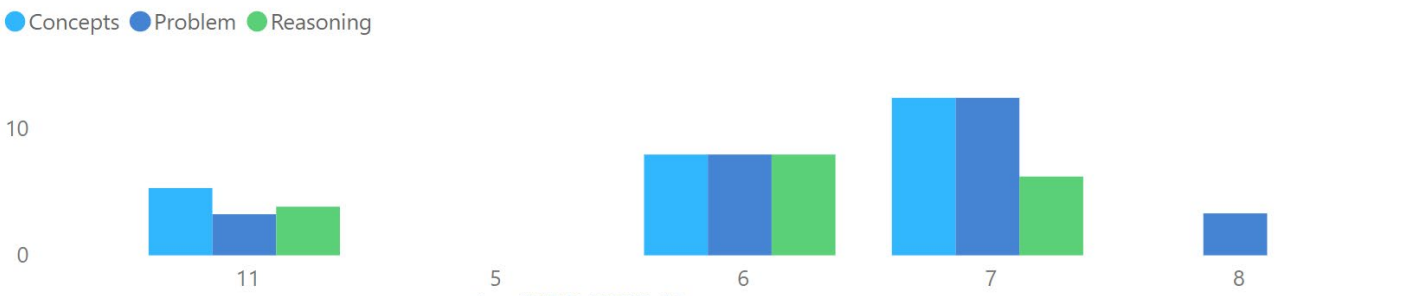
Math CAASPP: Percent Met/Exceed Standard

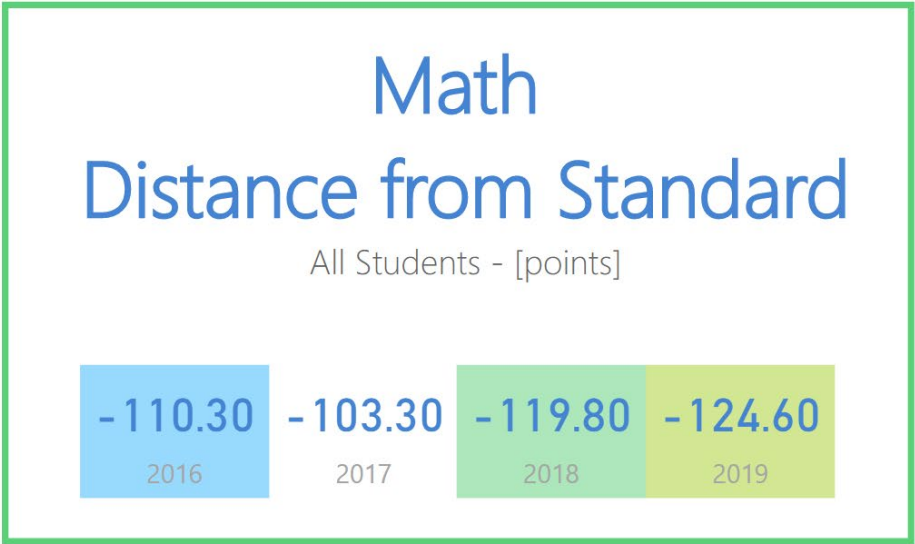


Math CAASPP: Percent Met/Exceed Standard by Grade Level

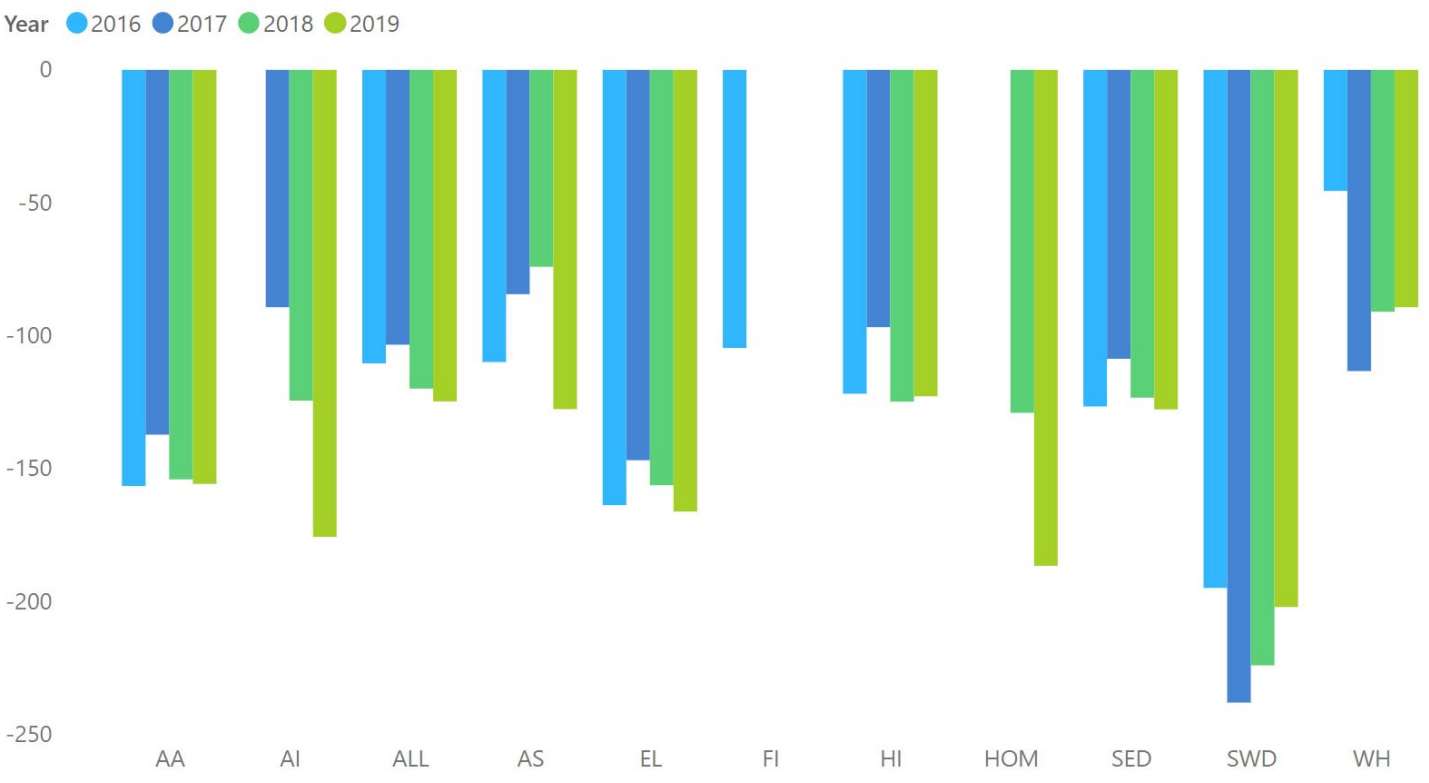


2019 Math CAASPP: Percent Above Standard





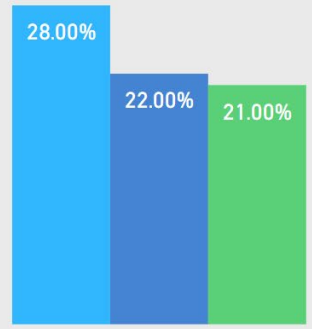
Math Distance from Standard [points]



PSAT NMSQT Grade 10

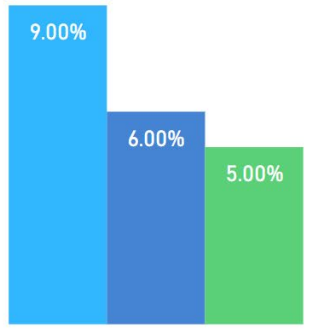
Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

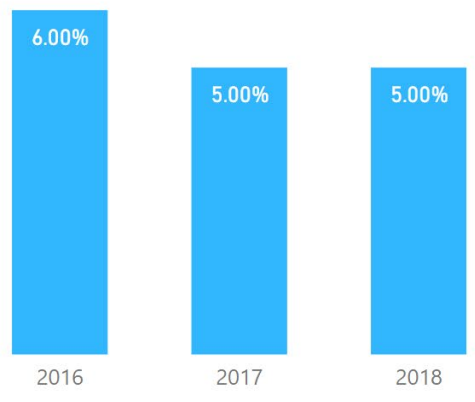


Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018



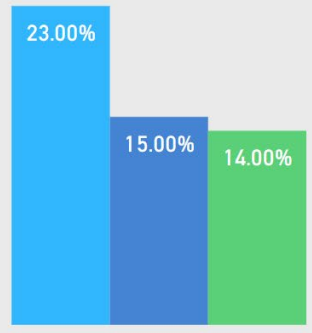
Percent Met ERW & Math Benchmark



PSAT 8/9 Grade 8

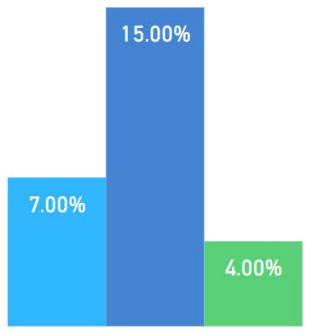
Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

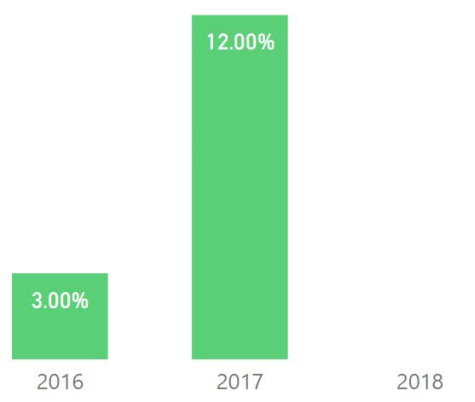


Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018



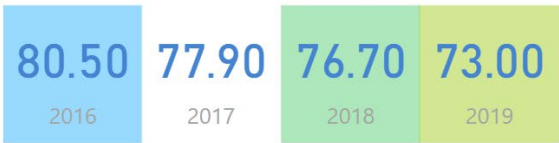
Percent Met ERW & Math Benchmark



page 9 SUSD RA 12122019 v3r1

Graduation Rate

Four Year Cohort - All Students

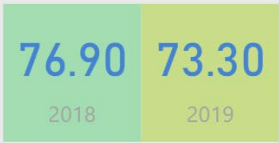


Four-Year Student Group Graduation Rate

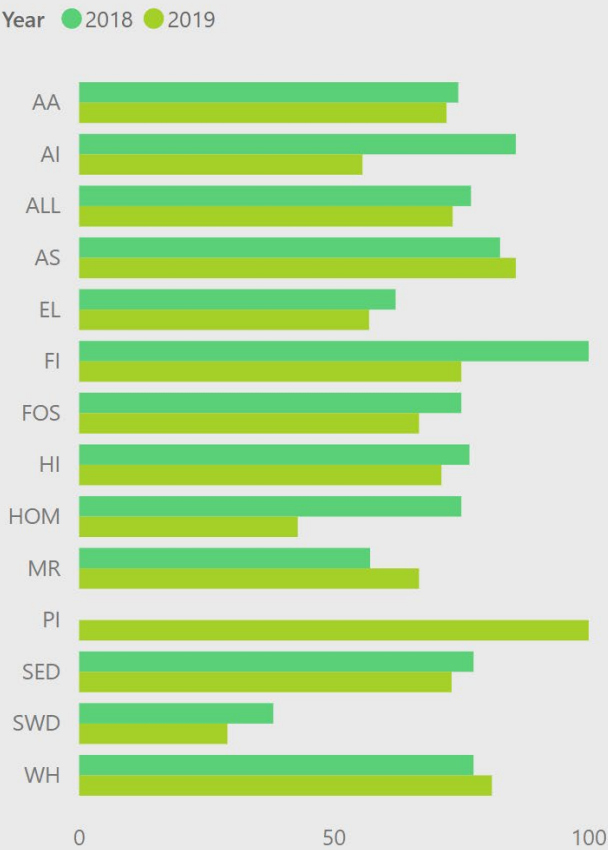


Graduation Rate

Four-Five Year Combined - All Students



Four-Five Year Combined Student Group Graduation Rate



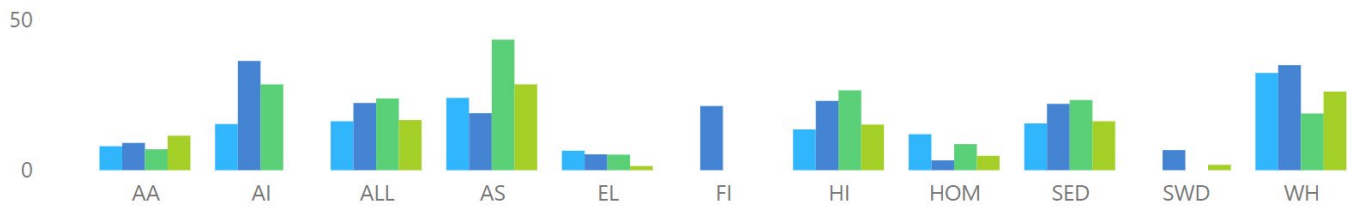
2019 College Career: Prepared All

● Not Prepared ● Approach Prepared ● Prepared



Percent CCI Prepared by Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019



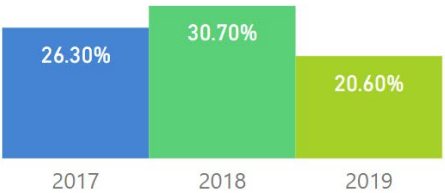
2019 CCI Percent Prepared by CCI criteria

Student Group	Year	UC/CSU	Dual Enrollment	CTE	IB Exam	Military Science	Summative SBAC	State Seal: Biliteracy	AP Exam
AA	2019	85.70	0	0.00	0.00	0.00	57.10	0.00	0.00
ALL	2019	71.70	0	3.30	0.00	1.70	60.00	1.70	10.00
AS	2019	87.50	0	0.00	0.00	0.00	75.00	0.00	0.00
EL	2019	100.00	0	0.00	0.00	0.00	0.00	0.00	0.00
HI	2019	80.00	0	3.30	0.00	0.00	53.30	3.30	16.70
HOM	2019	100.00	0	0.00	0.00	0.00	100.00	0.00	0.00
SED	2019	73.10	0	3.80	0.00	1.90	57.70	1.90	9.60
SWD	2019	100.00	0	0.00	0.00	0.00	0.00	0.00	0.00
WH	2019	45.50	0	9.10	0.00	0.00	63.60	0.00	9.10

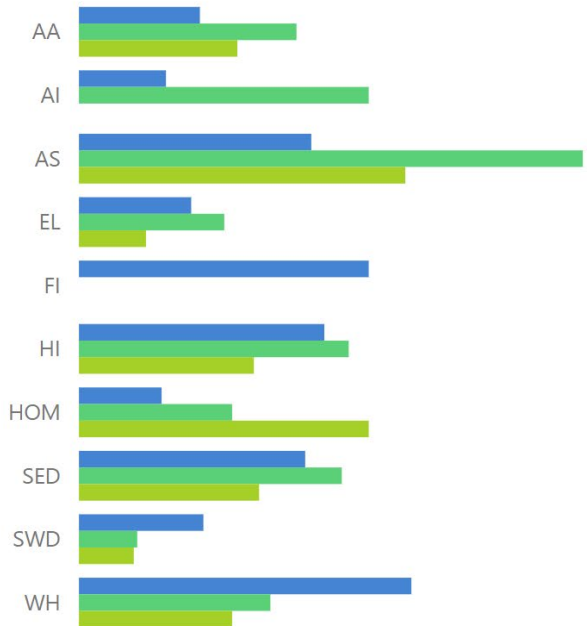
UC/CSU

Graduates meeting A-G requirements

Percent Graduates Met UC/CSU (A-G)



Year ● 2017 ● 2018 ● 2019

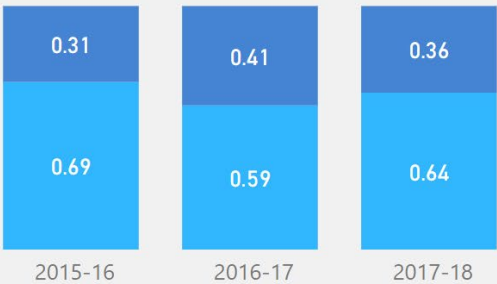


College-Going Rate

High School Completers

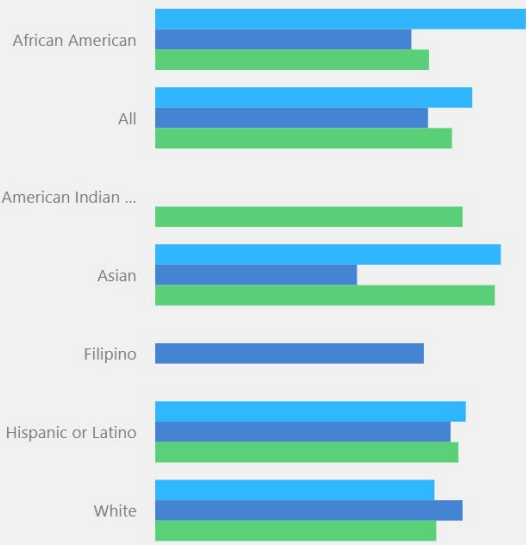
Percent of High School Completers and College Enrollment

● College-Going ● No Record of College Enrollment

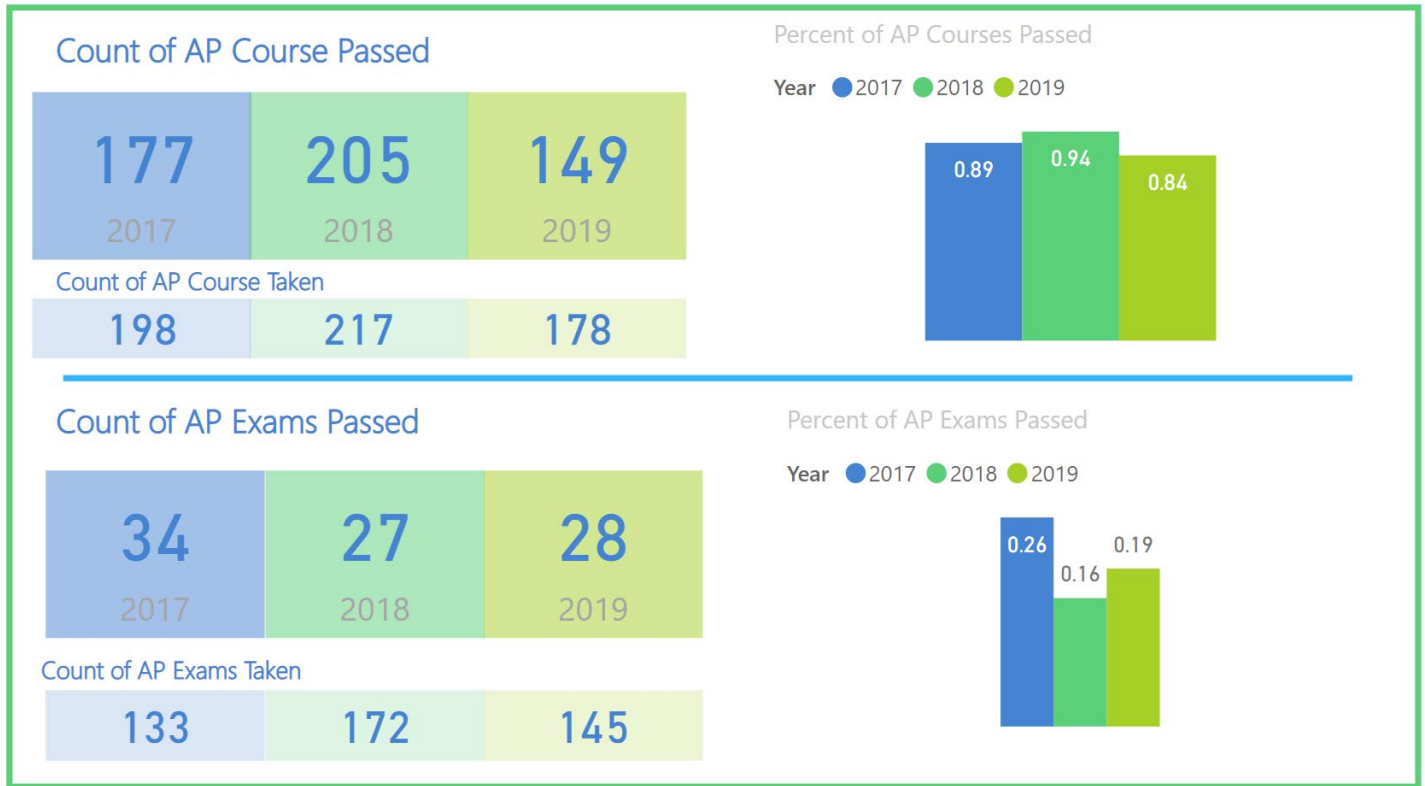


Percent of High School Completers and College Enrollment

Year ● 2015-16 ● 2016-17 ● 2017-18



Advanced Placement



AP Courses Offered	Eng Lang & Comp	Eng Lit & Comp	Calculus AB	Calculus BC	Statistics	Physics	Biology	US History	US Govt	European History	World History	Micro-economics	Spanish Lang & Culture	Music Theory	Studio Art
Cesar Chavez High	•	•	•	•		•		•			•		•	•	•
Edison High	•	•	•	•	•			•	•		•		•		
Edward C. Merlo Institute of Environmental Studies	•	•						•					•		
Health Careers Academy	•	•					•								
Pacific Law Academy	•	•	•		•		•	•	•	•					
Stagg Senior High	•	•	•			•	•	•		•			•		
Stockton Unified Early College Academy	•		•	•		•	•	•	•	•		•			

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	108.9 points above standard	80 above

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	27.5 points above standard	20 above

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide teachers with professional learning opportunities and support to supplement core instruction, such as attending conferences/training focusing on evidenced based, instructional practices, collaboration, assessments, curriculum, Professional Learning Community work, training and conferences for Advanced Placement and Pre-AP learning, etcetera.

of trainings/conferences attended # of site level PLC collaborative events Common Formative Assessments

Substitutes to release teachers for full day collaboration, lesson studies, and instructional walks focusing on ELA and Math collaborative instructional planning and assessment development/review.

Proposed Expenditures for this Strategy/Activity 1

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$15,000	11500	Teacher Additional Comp
\$ 5,000	11700	Substitutes
\$25,000	52150	Conferences

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To provide students with appropriate and relevant intervention supports a guaranteed and viable curriculum that meet the needs of students as they progress towards mastery of academic achievement, such as, tools, software, and resources to enhance student language and literacy acquisition as well as mathematical proficiency, Credit Recovery and Dropout Recovery Programs, extended day/year programs, etc. Students will have before school, after school intervention opportunities, and engage in support activities outside of required instructional time.

of students tutored Frequency of available tutoring sessions Academic Progress of Student Failure Rate Course Completion Rate

Proposed Expenditures for this Strategy/Activity 2

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$15,000	11500	Teacher Additional Comp

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To provide students with career and college strategies, increases to the A-G course completion rate, activities and opportunities that prepare them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce, such as: Mathematics, Engineering, Science Achievement (MESA) Program, Opportunities for Age Appropriate College Entrance Examinations, i.e. PSAT for 10th grade, including training by CollegeBoard in addition to regular AP/IB summer teacher training, After school and weekend tutorials supporting AP, and Dual Enrollment classes - increase A-G course completion rate, Career Exploration Software and Programs (Naviance), etc. Students will attend field trips to visit the college campus, explore hands-on application of mathematics and science, as well as experience opportunities to gain a deeper understanding and appreciation of English/Language arts.

Proposed Expenditures for this Strategy/Activity 3

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$3,315	58720	Field Trip Non District Transportation

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

Stockton Early College Academy (SECA) has continued to provide additional opportunities beyond the school day for direct student intervention. Teachers have been provided with professional learning opportunities and support to supplement core instruction, such as attending conferences/training focusing on evidenced based, instructional practices, collaboration, assessments, curriculum, Professional Learning Community work, training and conferences for Advanced Placement and Pre-AP learning, etcetera.

Substitutes have been provided to release teachers for full day collaboration, lesson studies, and instructional walks focusing on ELA and Math collaborative instructional planning and assessment development/review within the PLC process.

Effectiveness

SECA has continued to make ongoing significant progress and has exceeded both state and local averages.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

There have been no major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

These areas and strategies have been highly effective and will remain.

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

0.2% students were suspended at least once

Expulsion: 0 students were expelled

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By the end of the 2020-2021 school year, SECA will continue to maintain less than 3% average truancy/chronically absent rate for each month.

SECA has maintained under 3% chronically absent rate.

Identified Need

Suspension –

Current Dashboard Data:

Suspensions:

Blue: 0 students suspended at least once in 2019-2020 (suspension rate is 0.2%)

2019-2020: Suspensions 0

2018-2019: Suspensions: 0

2017-2018: Suspensions: 1

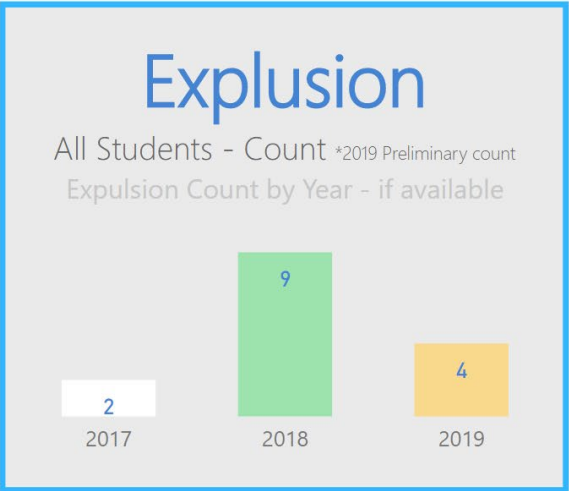
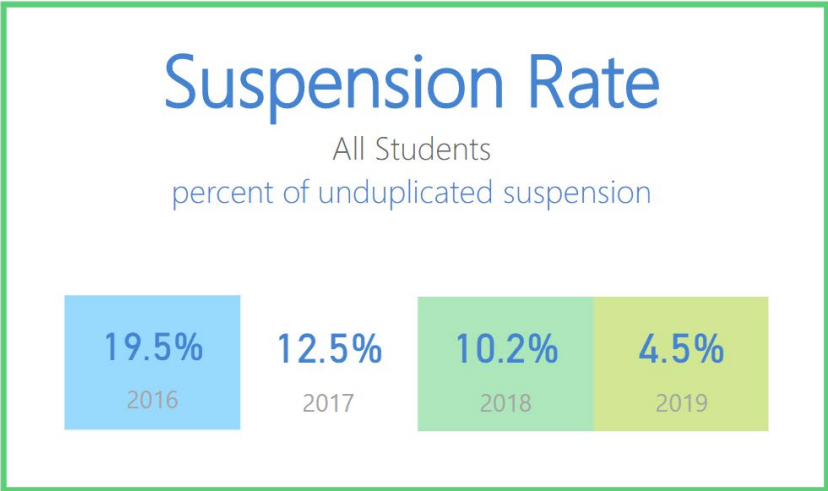
Expulsion: 0

Attendance/Chronic Truancy –

Chronic Truant Students:

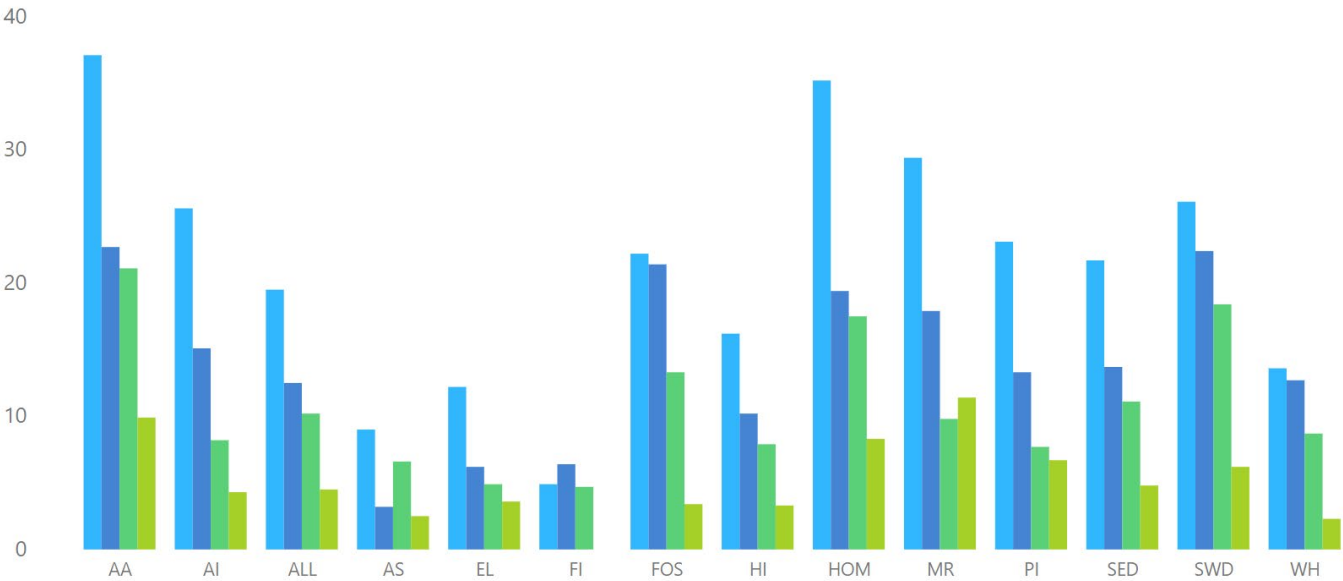
2018-2019: Less than 3% of students

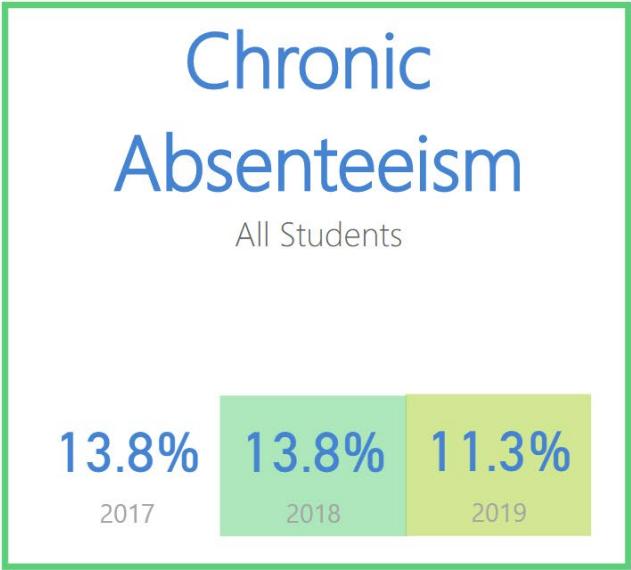
2017-2019: Less than 3% of students



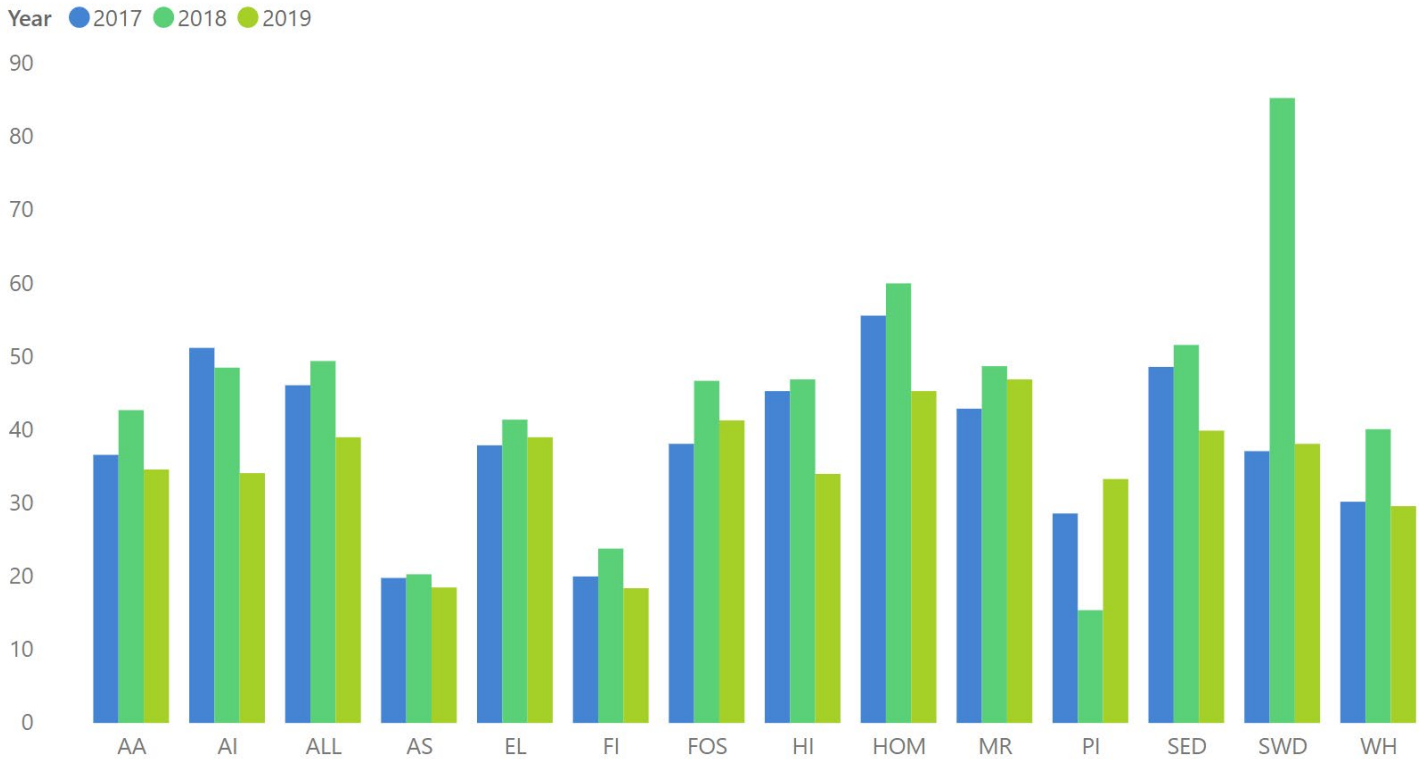
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	0.2	0
Chronic Absenteeism (All Students)	>3%	>=2%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Stockton Early College Academy utilizes a peer mediation and student tribunal process for student intervention and support. Through this student tribunal student discipline incidents are referred for peer examination and intervention with the support of staff and administration.

Professional Development provides teachers with an opportunity to receive additional training that reinforces adopted instructional practices. Ongoing professional development allows for implementation and improvement of the PLC process, which enables teachers to collaborate with colleagues on the implementation of strategies. Through the PLC process, teachers identify students with common instructional gaps in meeting Essential Outcomes and facilitate in class interventions that target the identified areas for additional instruction and mastery. Additionally, as part of the regular and ongoing site collaborative efforts, teachers utilize the PLC process to identify areas of need related to student behavior, school climate, and emotional support.

Proposed Expenditures for this Strategy/Activity 1

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Stockton Early College Academy (SECA) maintains a thriving ASB/Leadership class and club which promotes a positive school culture and climate through the use of lunch time events, activities and sporting events that celebrate school spirit, attendance, and engagement. Currently the number of staff sponsored clubs exceeds the number of certificated teaching staff. Student leadership at SECA provides ongoing peer support, works to build school climate, and has been an effective tool at combating truancy and tension on campus.

Proposed Expenditures for this Strategy/Activity 2

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

Stockton Early College Academy (SECA) has continued to maintain a thriving ASB/Leadership class and club which promotes a positive school culture and climate through the use of lunch time events, activities and sporting events that celebrate school spirit, attendance, and engagement. For the past three years the number of staff sponsored clubs has continued to exceed the number of certificated teaching staff. Student leadership at SECA provides ongoing peer support, works to build school climate, and has been an effective tool at combating truancy and tension on campus.

Effectiveness

Student leadership at SECA utilizes a whole school/whole staff approach and has been proven to significantly influence the ongoing school culture of support and intervention. It has influence both student attendance and achievement and is highlighted as one of the important components of our attendance rates exceeding district averages, and our suspension and discipline incidents remaining low.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

No material changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

No future changes

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, increase participation by 10% at Parent Night and other events to create meaningful partnerships with stakeholders. By June 2021, establish 2 new opportunities for stakeholders to be engaged with the school community.

Identified Need

Meaningful Partnerships:
Parent Involvement
Community involvement via internships

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Event Sign-in Sheets		

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity 1

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,262	43400	Parent Meeting

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

SECA engages in regular and ongoing efforts to engage parents as meaningful partners in their child's education. Through open house, our annual Title One meeting and presentation, parent outreach through phone calls and email, as well as activities like parent coffee hour, SECA informs and engages parents as well as community partners in supporting academic success and overall student success.

Effectiveness

While some activities, such as our annual talent show and our annual multicultural festival, prove to engage higher numbers of participants, survey data and parent feedback also highlights the importance of other outreach efforts like parent coffee hour. Survey results and verbal feedback show that parents feel like their voice is heard by the administration and staff of SECA.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

No material changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

No material changes

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$64,577
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$64,577

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$64,577

Subtotal of additional federal funds included for this school: \$64,577

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$0

Subtotal of state or local funds included for this school: \$0

Total of federal, state, and/or local funds for this school: \$64,577

Budget Spreadsheet Overview – Title I

Budget Spreadsheet Overview – LCFF

Not applicable.