School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 02/23/2021

Version 3 – 06/22/2021

Stockton Early College Academy

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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 2 – Ver 3 – Not Applicable	Ver 1 – 06/15/2020 Ver 2 – 02/11/2021 Ver 3 – 05/25/2021	Ver 1 – 07/28/2020 Ver 2 – 02/23/2021 Ver 3 – 06/22/2021

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:

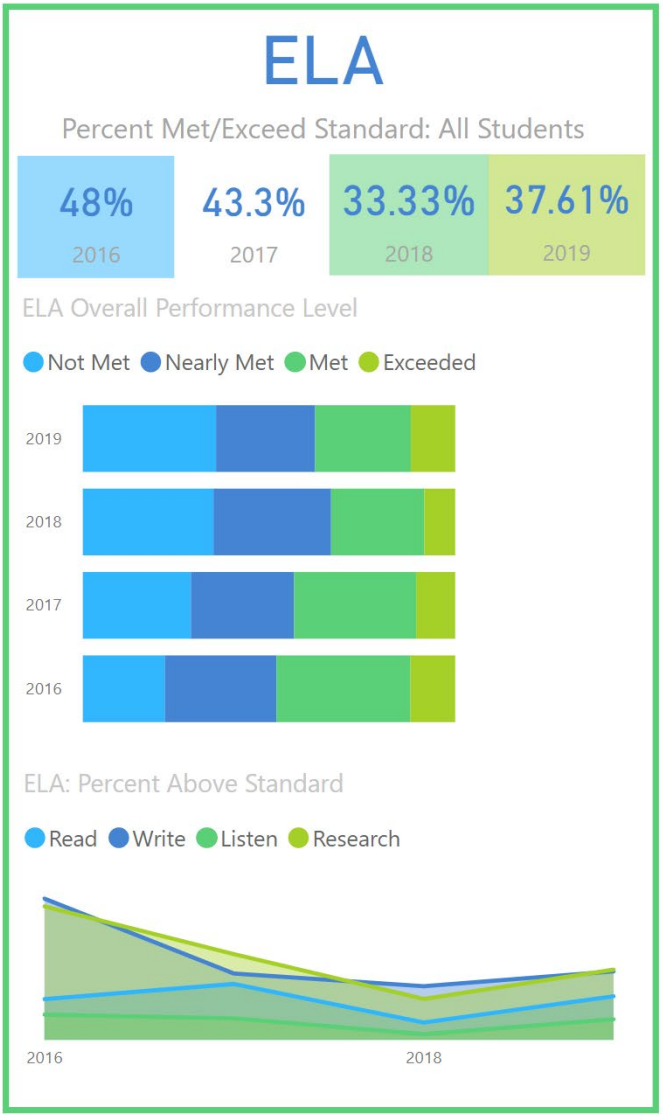
Based on the 2018-2019 SBAC, the number of students meeting or exceeding the standard for math surpasses the state and district averages. The number of ELD students did not constitute a significant subgroup for reporting.

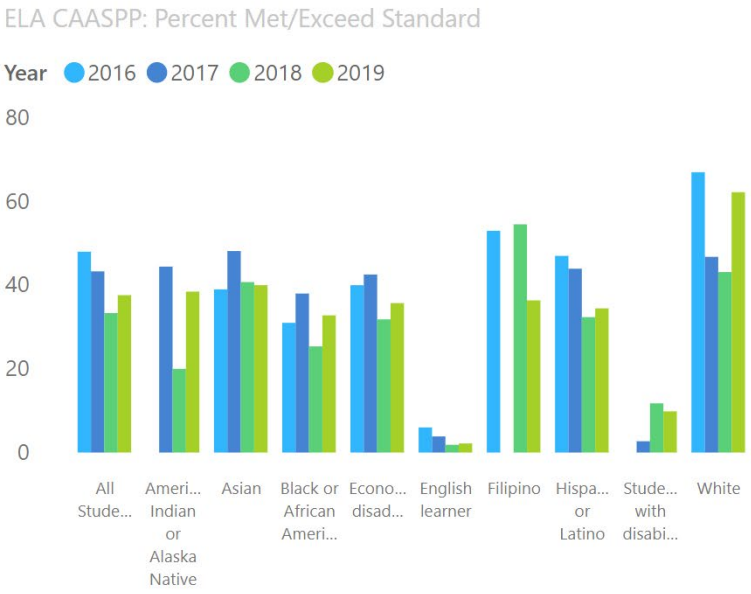
Science:

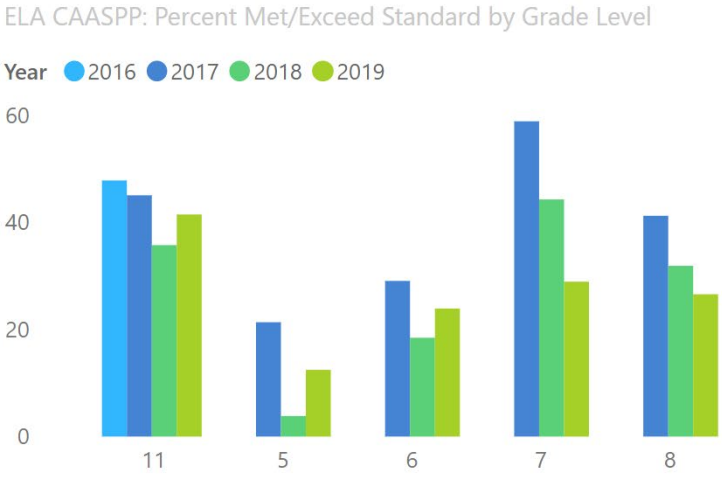
Based on the 2018-2019 SBAC, the number of students meeting or exceeding the standard for science surpasses the state and district averages. The number of ELD students did not constitute a significant subgroup for reporting.

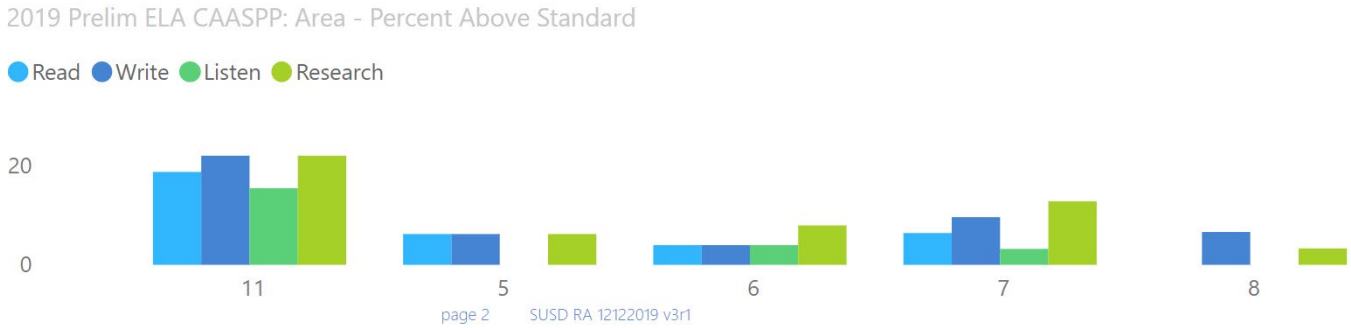
College and Career Readiness:

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
Percent Met/Exceed Standard: All Students
48%
2016
43.3%
2017
33.33%
2018
37.61%
2019
ELA Overall Performance Level
Not Met
Nearly Met
Met
Exceeded
2019
2018
2017
2016
ELA: Percent Above Standard
Read
Write
Listen
Research
2016
2018


ELA CAASPP: Percent Met/Exceed Standard
Year
2016
2017
2018
2019
80
60
40
20
0
All Stude...
Ameri... Indian or Alaska Native
Asian
Black or African Ameri...
Econo... disad...
English learner
Filipino
Hispa... or Latino
Stude... with disabi...
White

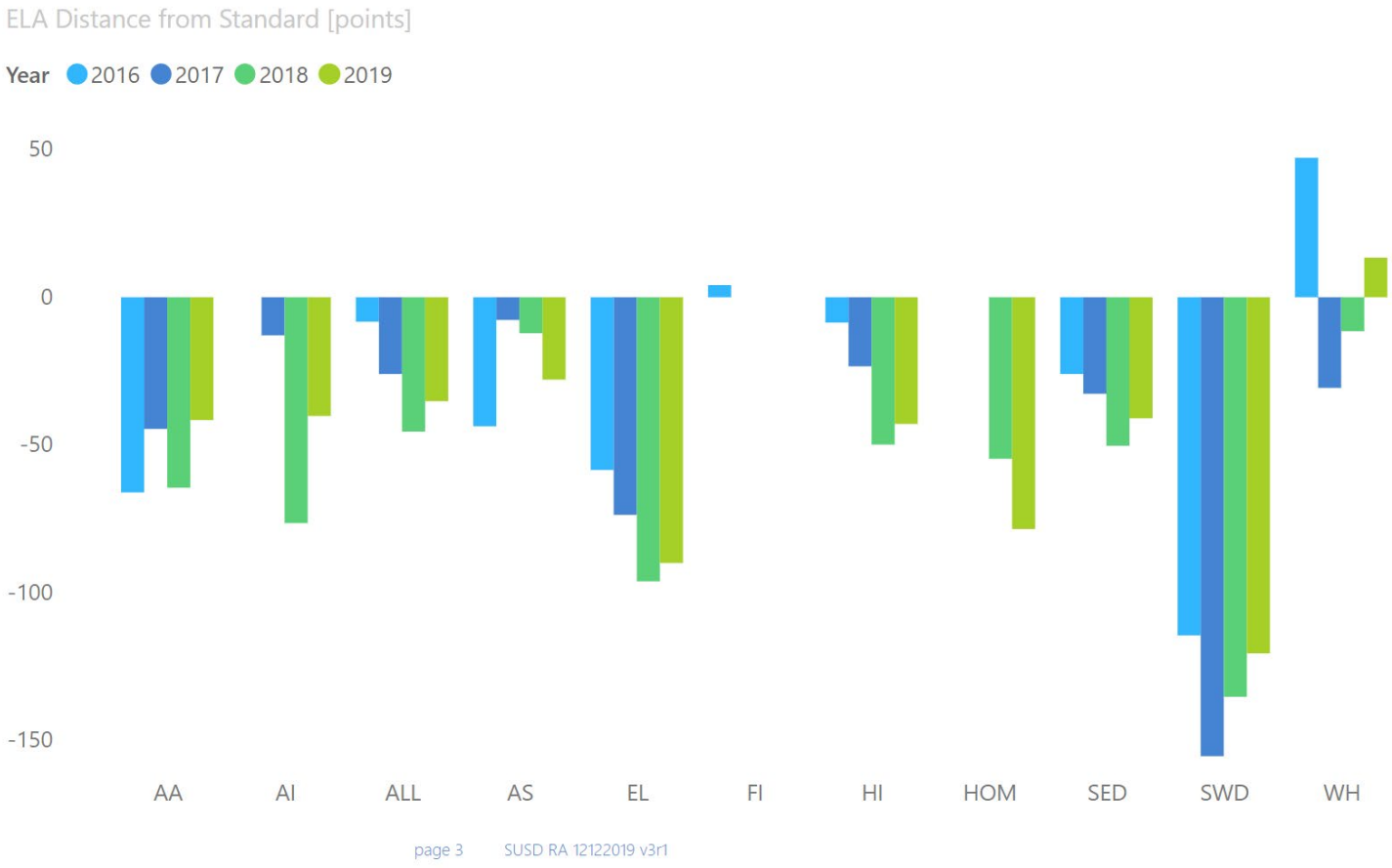

ELA CAASPP: Percent Met/Exceed Standard by Grade Level
Year
2016
2017
2018
2019
60
40
20
0
11
5
6
7
8

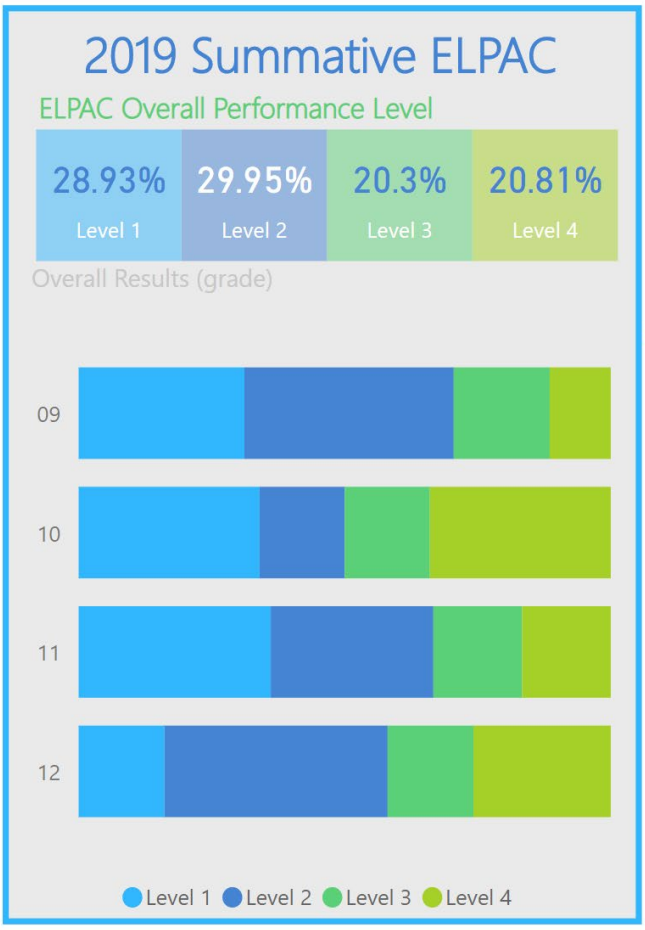

2019 Prelim ELA CAASPP: Area - Percent Above Standard
Read
Write
Listen
Research
20
0
11
5
6
7
8

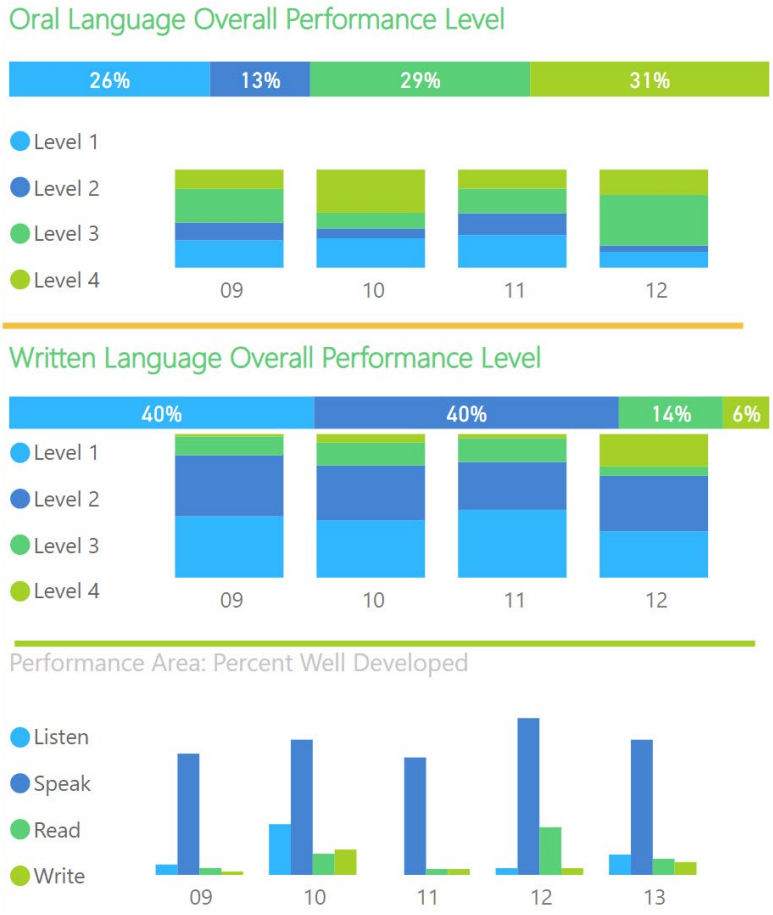
ELA
Distance from Standard

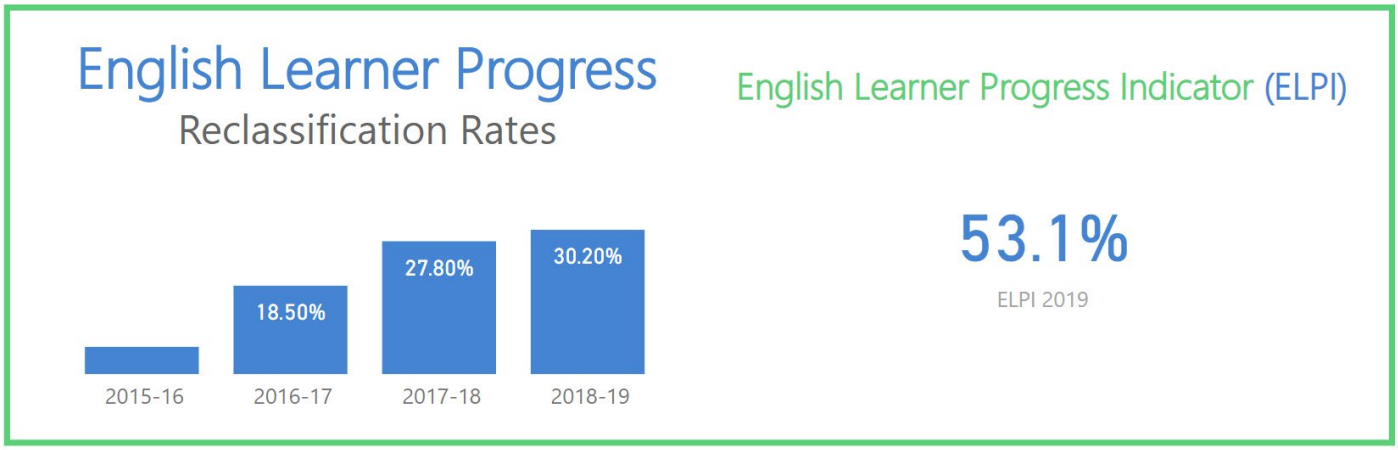
All Students - [points]

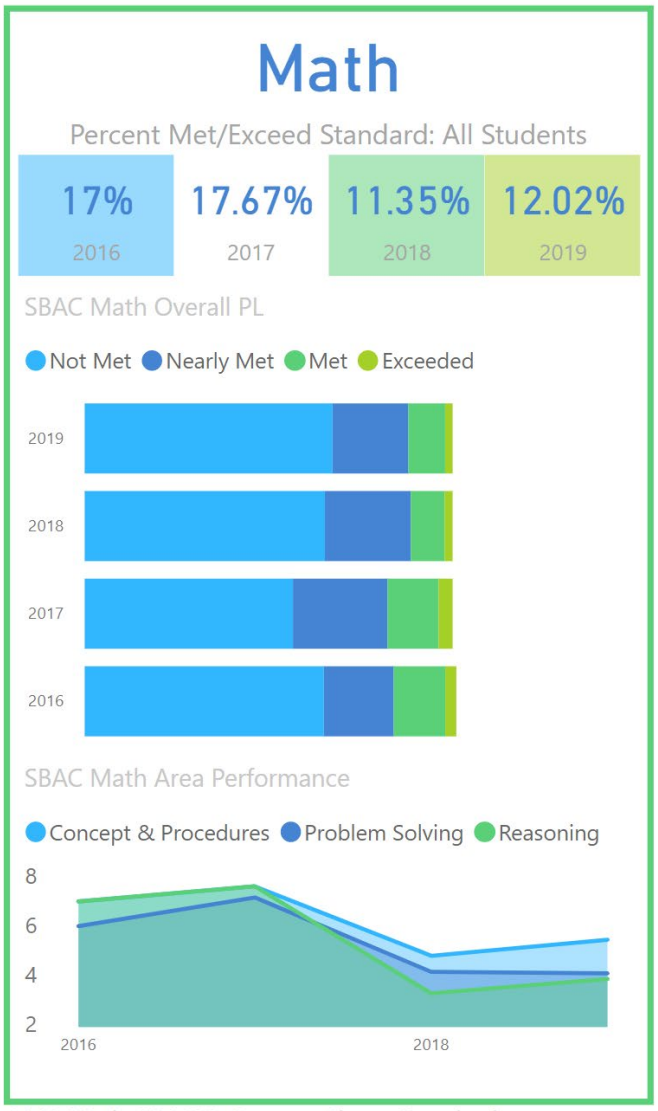
-8.30	-26.00	-45.50	-35.20
2016	2017	2018	2019

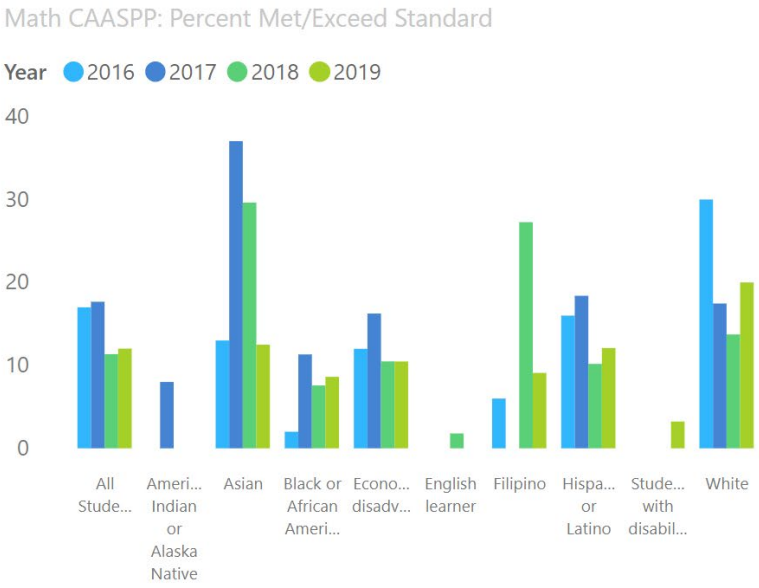


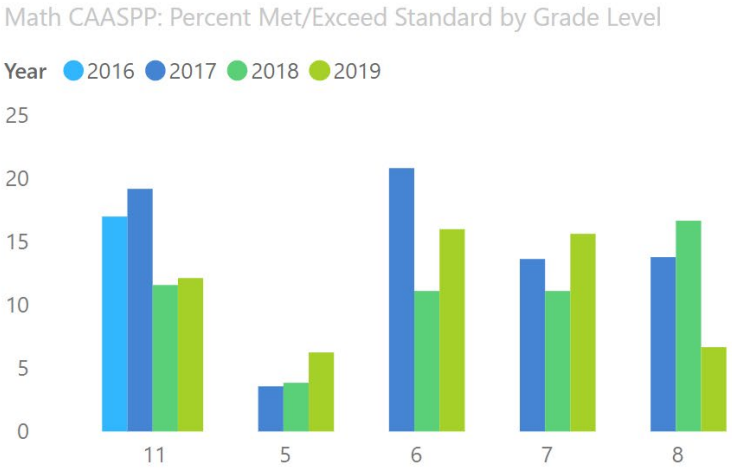

2019 Summative ELPAC
ELPAC Overall Performance Level
28.93%
Level 1
29.95%
Level 2
20.3%
Level 3
20.81%
Level 4
Overall Results (grade)
09
10
11
12
Level 1 Level 2 Level 3 Level 4

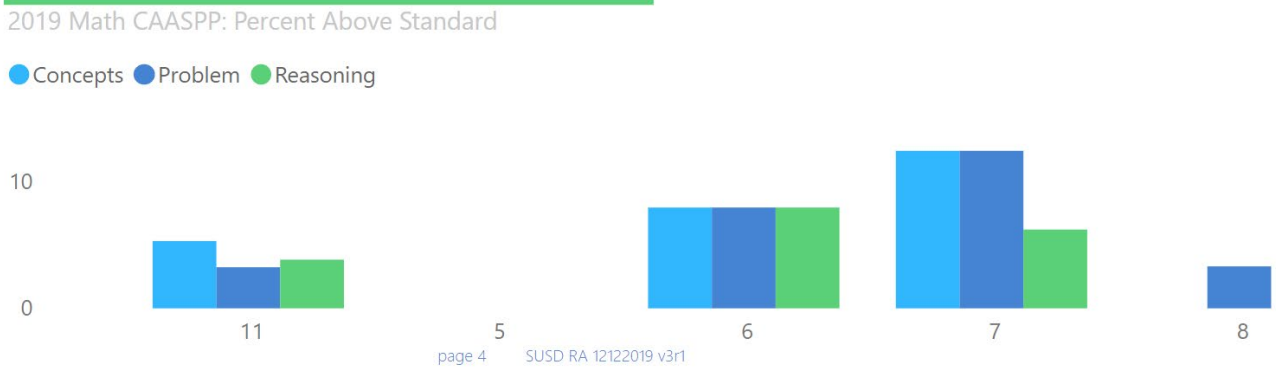

Oral Language Overall Performance Level
26%
13%
29%
31%
Level 1
Level 2
Level 3
Level 4
09
10
11
12
Written Language Overall Performance Level
40%
40%
14%
6%
Level 1
Level 2
Level 3
Level 4
09
10
11
12
Performance Area: Percent Well Developed
Listen
Speak
Read
Write
09
10
11
12
13


English Learner Progress
Reclassification Rates
18.50%
27.80%
30.20%
2015-16
2016-17
2017-18
2018-19
English Learner Progress Indicator (ELPI)
53.1%
ELPI 2019


Math
Percent Met/Exceed Standard: All Students
17%
2016
17.67%
2017
11.35%
2018
12.02%
2019
SBAC Math Overall PL
Not Met
Nearly Met
Met
Exceeded
2019
2018
2017
2016
SBAC Math Area Performance
Concept & Procedures
Problem Solving
Reasoning
8
6
4
2
2016
2018


Math CAASPP: Percent Met/Exceed Standard
Year
2016
2017
2018
2019
40
30
20
10
0
All Stude...
Ameri... Indian or Alaska Native
Asian
Black or African Ameri...
Econo... disadv...
English learner
Filipino
Hispa... or Latino
Stude... with disabil...
White

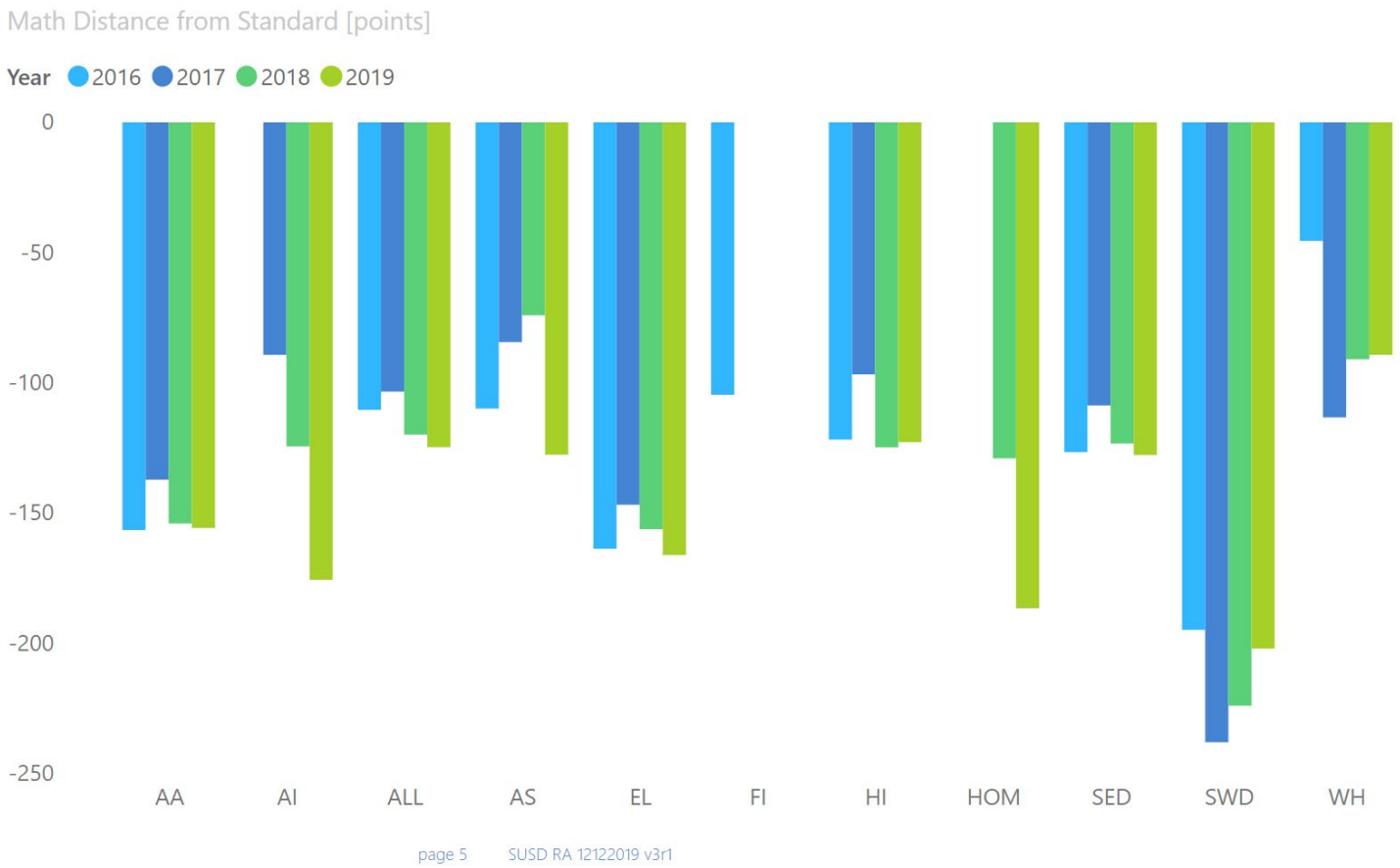

Math CAASPP: Percent Met/Exceed Standard by Grade Level
Year
2016
2017
2018
2019
25
20
15
10
5
0
11
5
6
7
8


2019 Math CAASPP: Percent Above Standard
Concepts
Problem
Reasoning
10
0
11
5
6
7
8

Math
Distance from Standard

All Students - [points]

-110.30	-103.30	-119.80	-124.60
2016	2017	2018	2019



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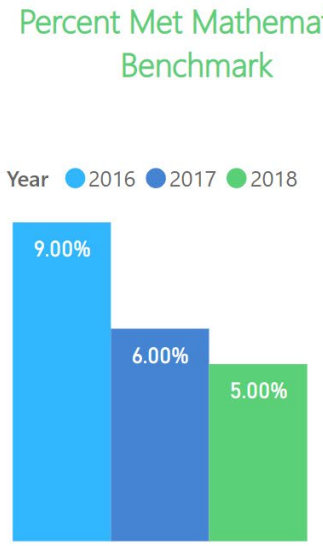
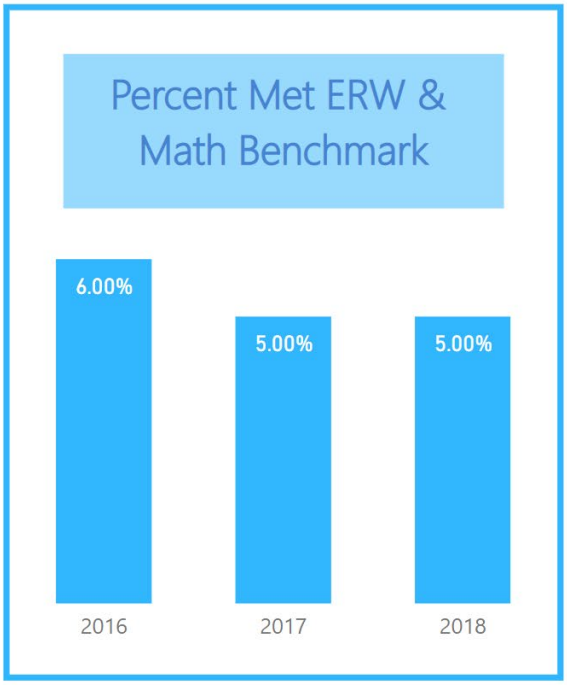
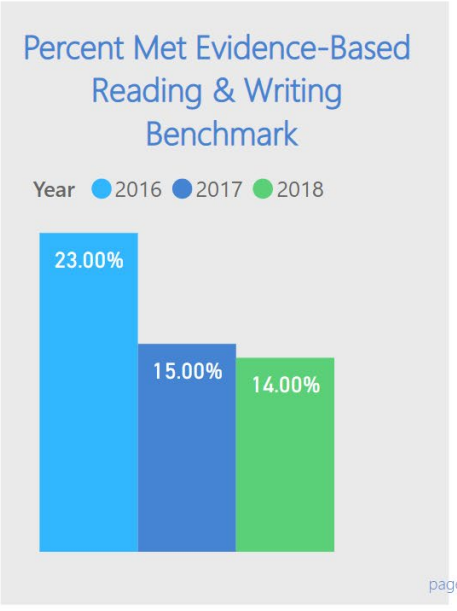
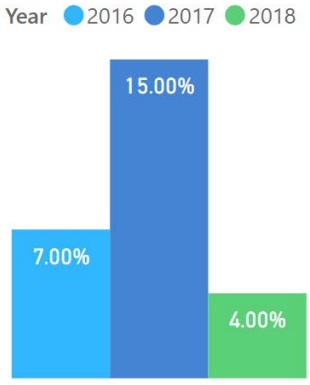
PSAT NMSQT Grade 10

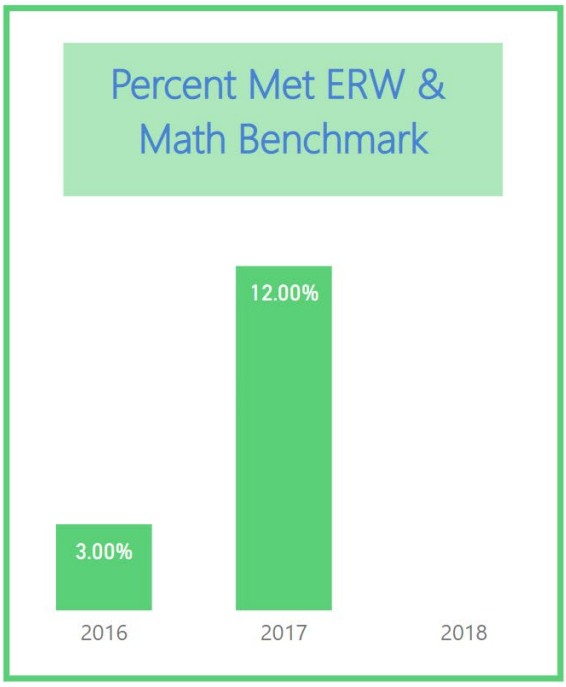


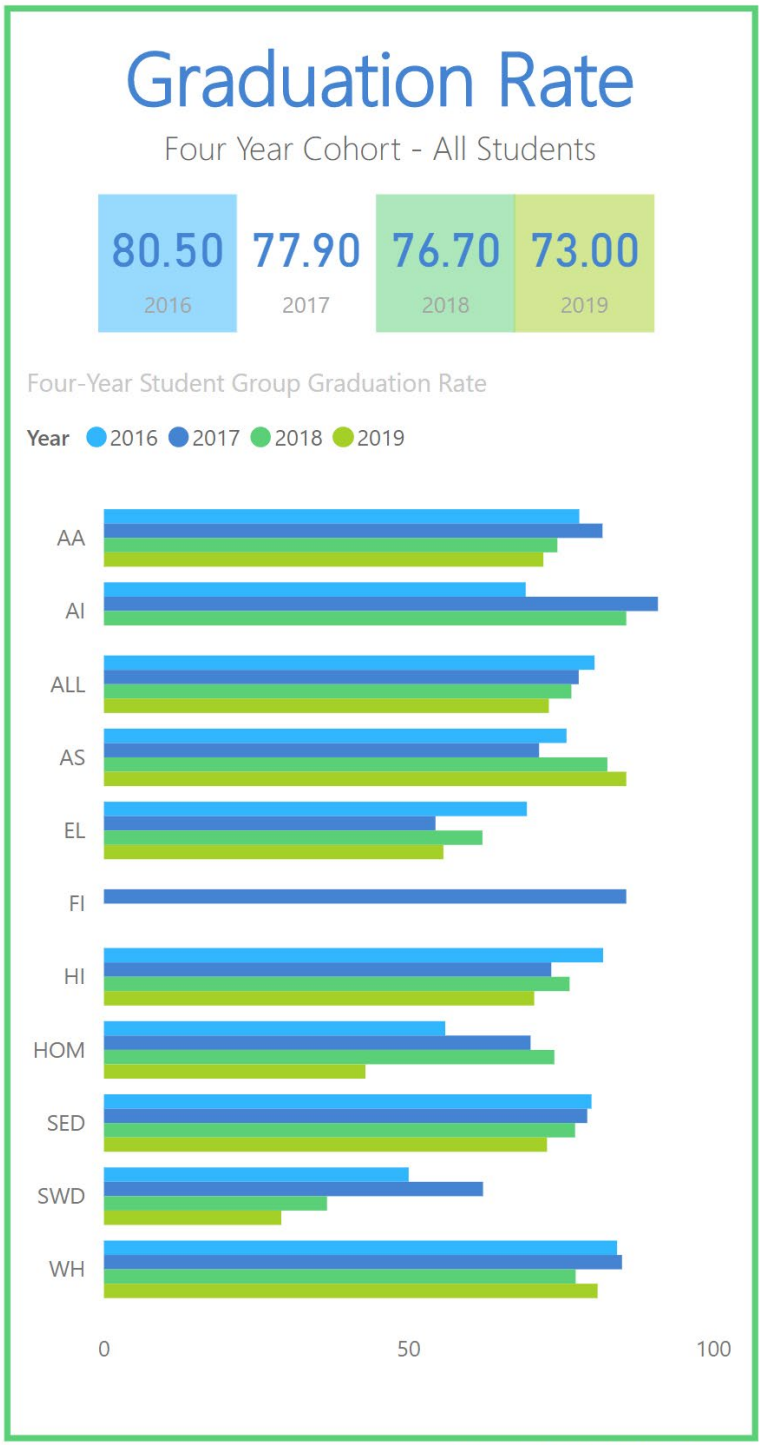


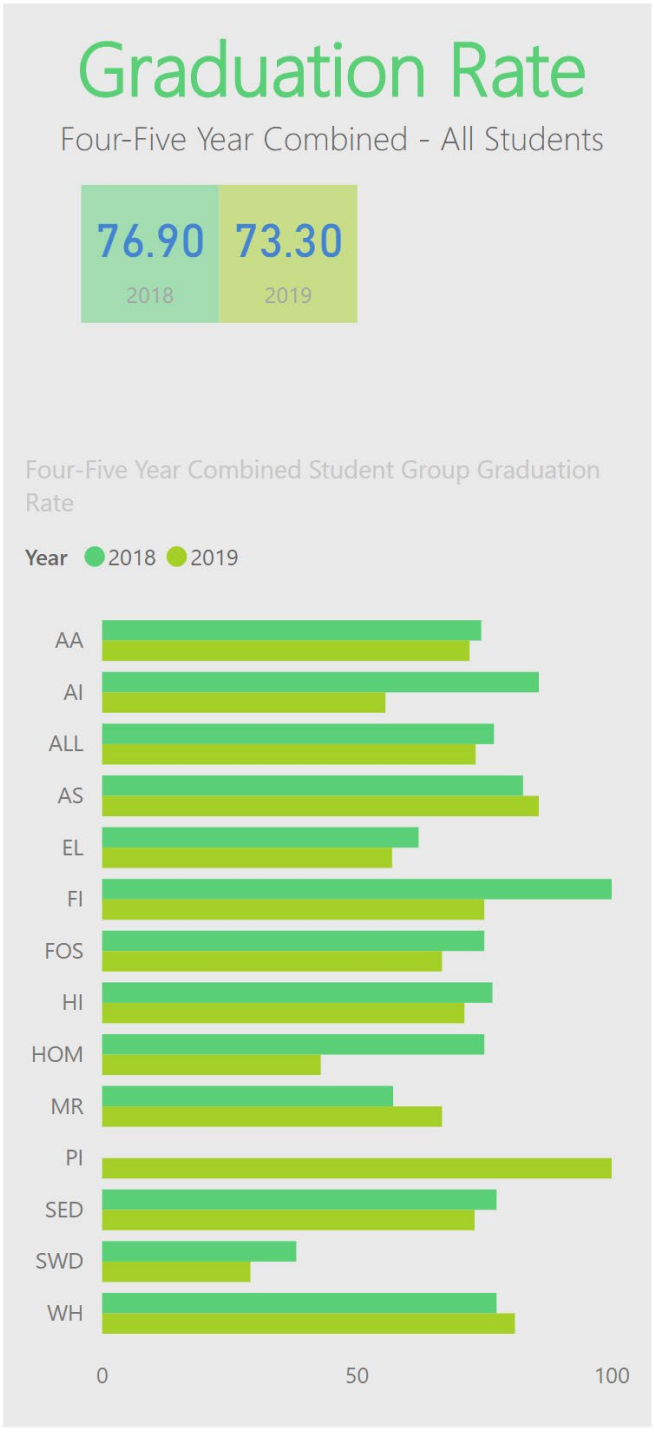
PSAT 8/9 Grade 8



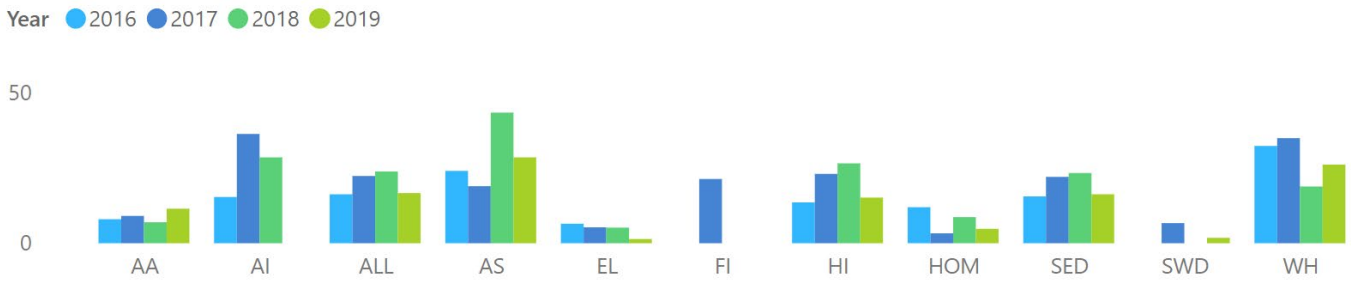





Graduation Rate
Four Year Cohort - All Students
80.50
2016
77.90
2017
76.70
2018
73.00
2019
Four-Year Student Group Graduation Rate
Year 2016 2017 2018 2019
AA
AI
ALL
AS
EL
FI
HI
HOM
SED
SWD
WH
0
50
100

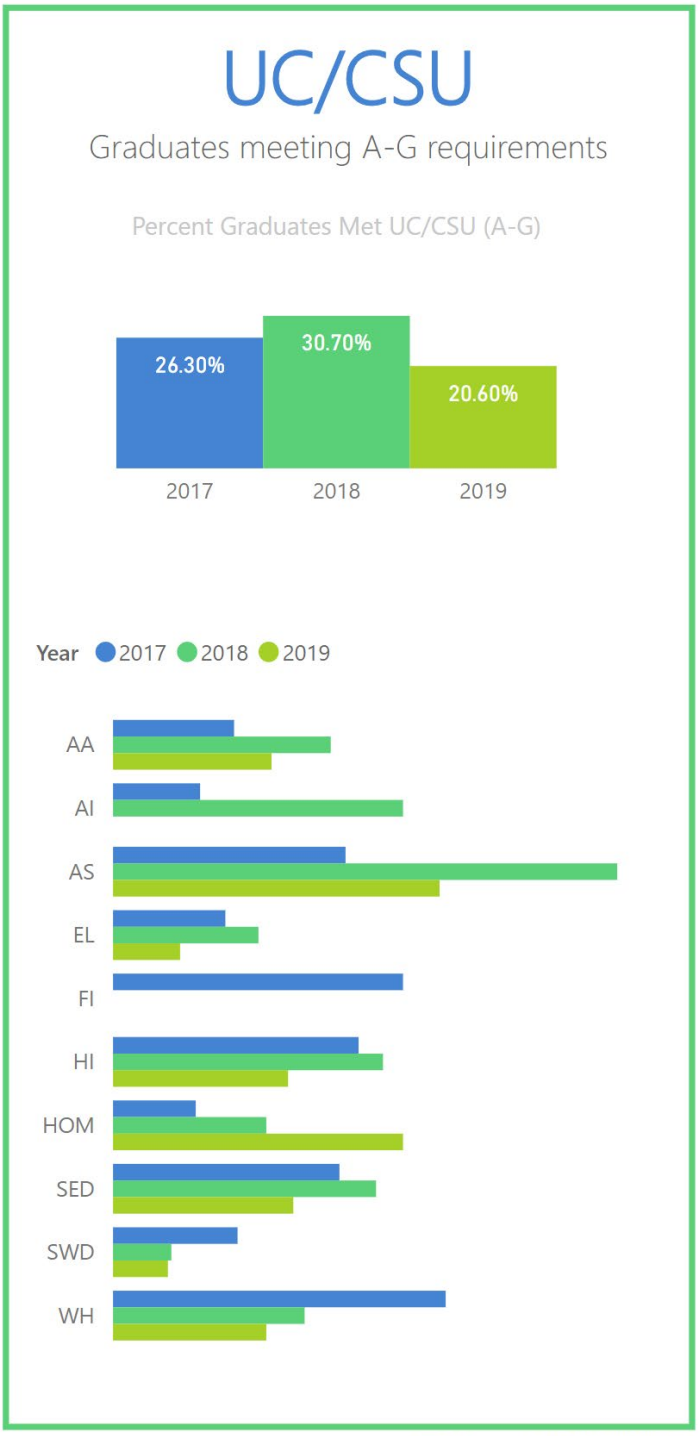

Graduation Rate
Four-Five Year Combined - All Students
76.90
2018
73.30
2019
Four-Five Year Combined Student Group Graduation Rate
Year 2018 2019
AA
AI
ALL
AS
EL
FI
FOS
HI
HOM
MR
PI
SED
SWD
WH
0
50
100

Percent CCI Prepared by Student Group



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)
26.30%
30.70%
20.60%
2017
2018
2019
Year 2017 2018 2019
AA
AI
AS
EL
FI
HI
HOM
SED
SWD
WH
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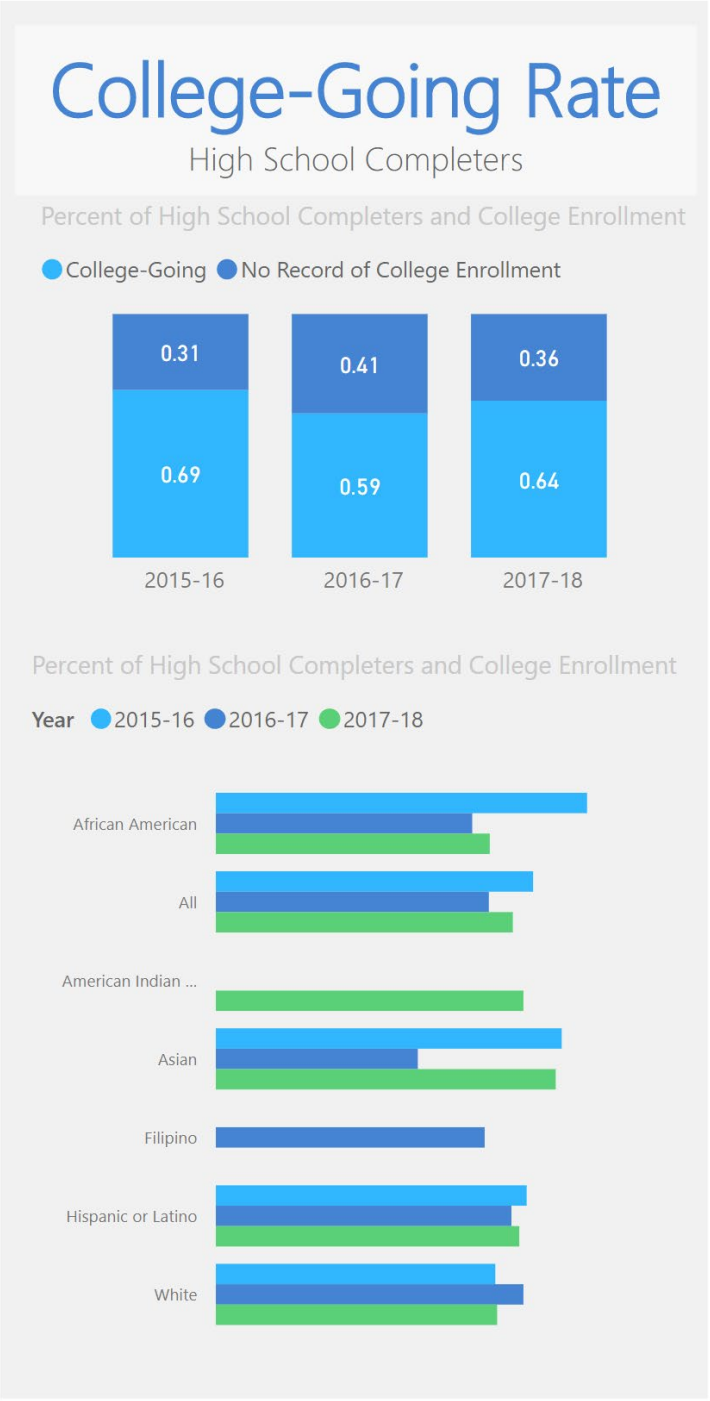

College-Going Rate
High School Completers
Percent of High School Completers and College Enrollment
College-Going
No Record of College Enrollment
0.31
0.69
0.41
0.59
0.36
0.64
2015-16
2016-17
2017-18
Percent of High School Completers and College Enrollment
Year 2015-16 2016-17 2017-18
African American
All
American Indian ...
Asian
Filipino
Hispanic or Latino
White

Advanced Placement

Count of AP Course Passed

2017	2018	2019
177	205	149

Count of AP Course Taken

2017	2018	2019
198	217	178

Percent of AP Courses Passed

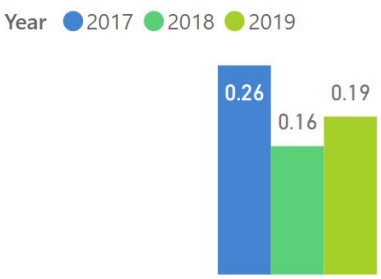
Count of AP Exams Passed

2017	2018	2019
34	27	28

Count of AP Exams Taken

2017	2018	2019
133	172	145

Percent of AP Exams Passed



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

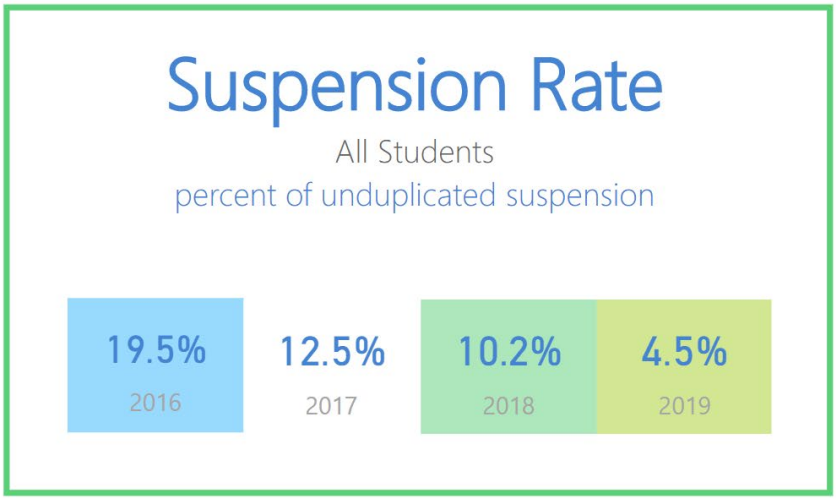
Suspension –

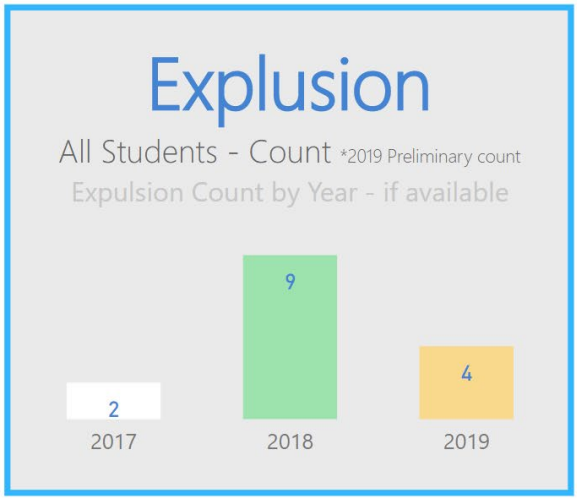
Current Dashboard Data:
Suspensions:
Blue: 0 students suspended at least once in 2019-2020 (suspension rate is 0.2%)
2019-2020: Suspensions 0
2018-2019: Suspensions: 0
2017-2018: Suspensions: 1

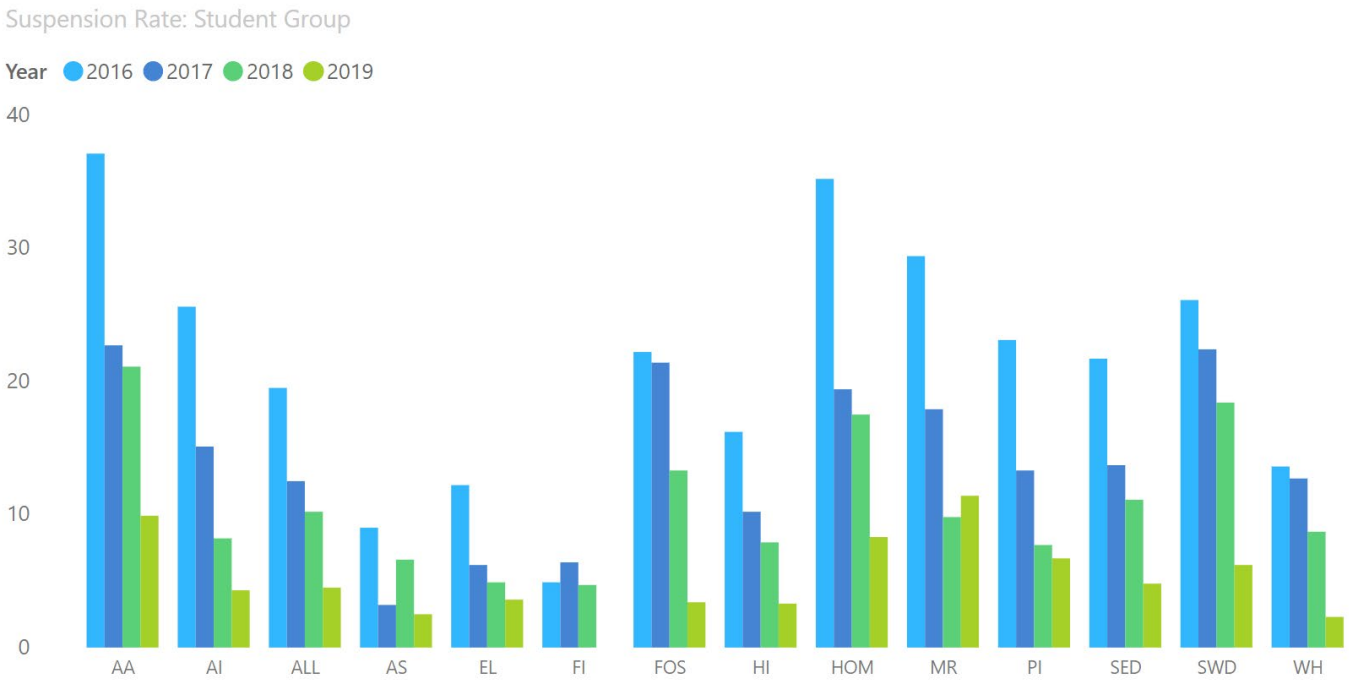
Expulsion: 0

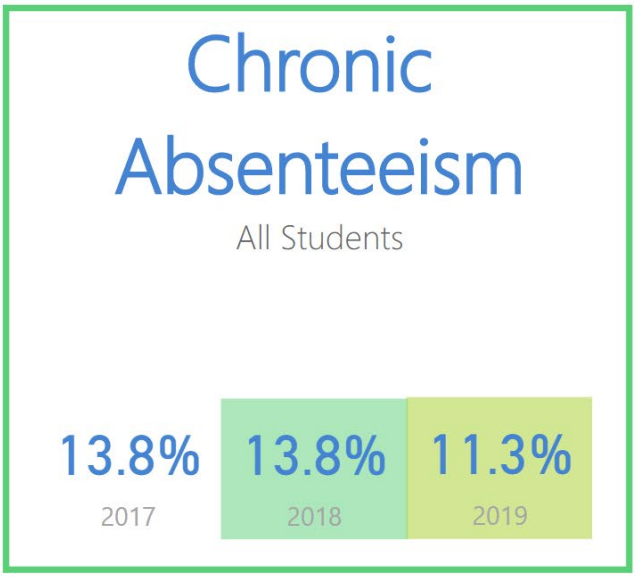
Attendance/Chronic Truancy –

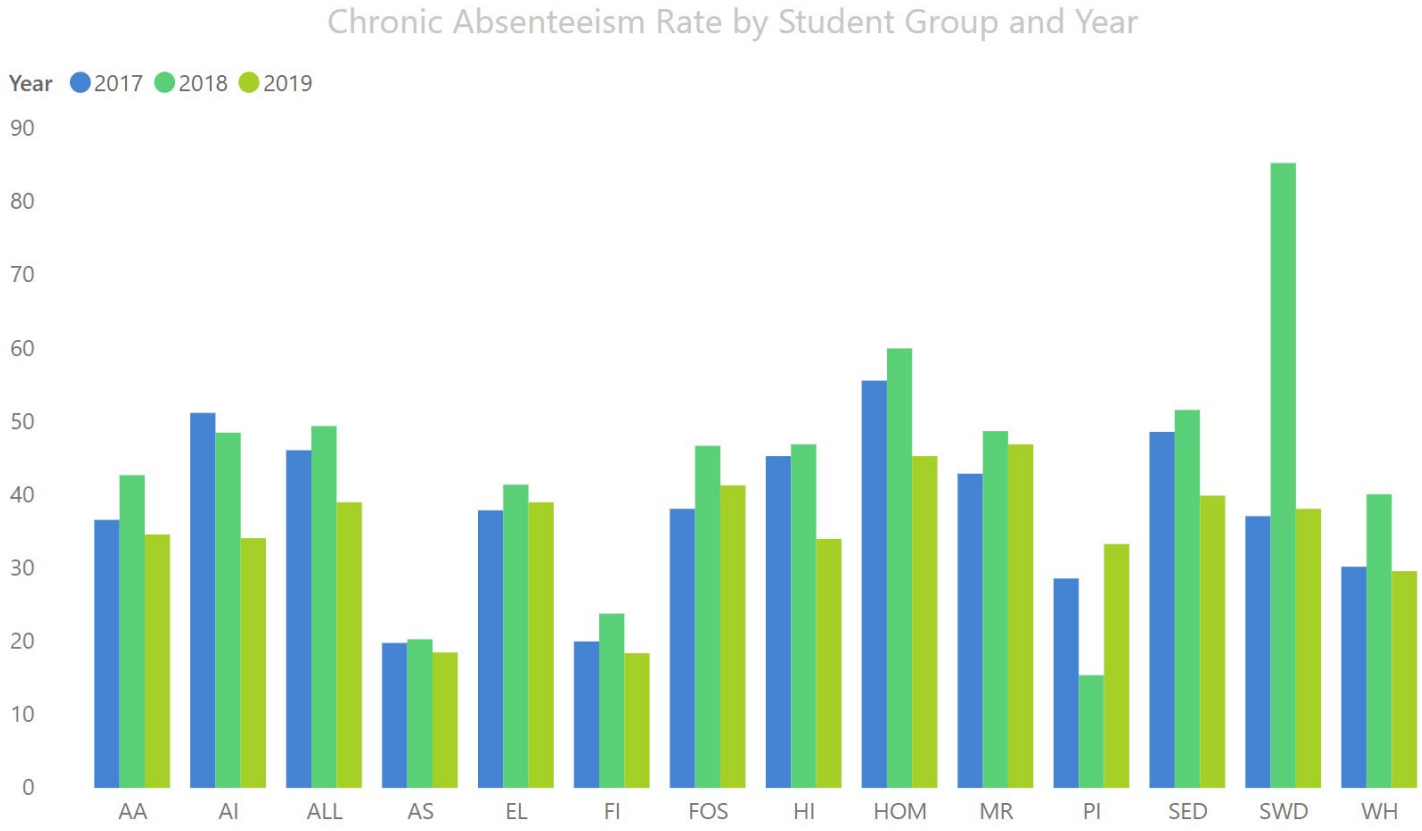
Chronic Truant Students:
2018-2019: Less than 3% of students
2017-2019: Less than 3% of students


Suspension Rate
All Students
percent of unduplicated suspension
19.5%
2016
12.5%
2017
10.2%
2018
4.5%
2019


Explusion
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available
2
2017
9
2018
4
2019


Suspension Rate: Student Group
Year 2016 2017 2018 2019
40
30
20
10
0
AA
AI
ALL
AS
EL
FI
FOS
HI
HOM
MR
PI
SED
SWD
WH


Chronic Absenteeism
All Students
13.8%
2017
13.8%
2018
11.3%
2019


Chronic Absenteeism Rate by Student Group and Year
Year 2017 2018 2019
90
80
70
60
50
40
30
20
10
0
AA
AI
ALL
AS
EL
FI
FOS
HI
HOM
MR
PI
SED
SWD
WH

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

SECA

Preliminary Budget Allocation - TITLE I

FISCAL YEAR 2020-21

TOTAL ALLOCATION	$ 63,315
TOTAL BUDGET DISTRIBUTED BELOW	$ 63,315
TO BE BUDGETED (Should be $0.)	0

50647	TOTAL ALLOCATION	$ 1,262
	TOTAL BUDGET DISTRIBUTED BELOW	$ 1,262
	TO BE BUDGETED (Should be $0.)	0

Object	Description	FTE	TITLE I 50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	TOTAL BUDGET
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		$ 30,000					$ 30,000
11700	Teacher Substitute		$ 5,000					$ 5,000
12151	Counselor							$ -
13201	Assistant Principal							$ -
19101	Program Specialist							$ -
19101	Instructional Coach							$ -
19500	Instr. Coach-Add Comp							$ -
	OTHER Certificated							$ -
21101	Instructional Assistant							$ -
21101	CAI Assistant							$ -
21101	Bilingual Assistant							$ -
24101	Library Media Clerk							$ -
29101	Community Assistant							$ -
	OTHER Classified							$ -
30000	Statutory Benefits							$ -
	Sub Total - Personnel/Benefits		**$ 35,000**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 35,000**
Books & Supplies								
42000	Books							$ -
43110	Instructional Materials							$ -
43200	Non-Instructional Materials							$ -
43400	Parent Meeting						$ 1,262	$ 1,262
44000	Equipment							$ -
43150	Software							$ -
	OTHER							$ -
	OTHER							$ -
	Sub Total-Supplies		**$ -**	**$ -**	**$ -**	**$ -**	**$ 1,262**	**$ 1,262**
Services								
57150	Duplicating							$ -
57250	Field Trip-District Trans							$ -
57160	Nurses							$ -
56590	Maintenance Agreement							$ -
56530	Equipment Repair							$ -
52150	Conference		$ 25,000					$ 25,000
58450	License Agreement							$ -
58720	Field Trip-Non-District Trans		$ 3,315					$ 3,315
58920	Pupil Fees							$ -
58100	Consultants-instructional							$ -
58320	Consultants-Noninstructional							$ -
	OTHER							$ -
	OTHER							$ -
	Sub Total-Services		**$ 28,315**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 28,315**
	GRAND TOTAL		**$ 63,315**	**$ -**	**$ -**	**$ -**	**$ 1,262**	

Budget Spreadsheet Overview – LCFF

Not applicable.

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Stockton Early College Academy's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Stockton Early College Academy's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1:

Title I –

- **$25,000 – 52150 – Conferences:** Reduce funds due to COVID-19 restrictions created by protocols and frequent changes to district level administration the expenditure of monies for in-person training and professional learning opportunities to support collaboration and instructional practice has become unsustainable at this time.
- **$15,000 – 11500 – Teacher Additional Comp:** Reduce funds due to COVID-19 restrictions created by protocols and frequent changes to district level administration the expenditure of monies for in-person training and professional learning opportunities to support collaboration and instructional practice has become unsustainable at this time.
- **$5,000 – 11700 – Teacher Substitutes:** Reduce funds due to COVID-19 restrictions created by protocols and frequent changes to district level administration the expenditure of monies for in-person training and professional learning opportunities to support collaboration and instructional practice has become unsustainable at this time.

SPSA: Goal 1, Strategy 2:

Title I –

- **$15,000 – 11500 – Teacher Additional Comp:** Reduce funds due to COVID-19 restrictions created by protocols and frequent changes to district level administration the expenditure of monies for in-person training and professional learning opportunities to support collaboration and instructional practice has become unsustainable at this time.
- **$43,065 – 43110 – Instructional Materials/Supplies:** Reallocate funds as a need has been identified to provide students with appropriate and relevant intervention supports created by the needs of distance learning in relation to mastery of academic needs and closing gaps in achievement and learning, i.e., supplemental instructional materials - headphones and calculators, to enhance student learning in English Language Arts and mathematical

proficiency. Data will be collected around the distribution and return of all materials through the use of Destiny to check items in and out. Student participation rates in the use of items will be examined in distance learning and other settings.

SPSA: Goal 1, Strategy 3:

Title I –

- **$3,315 – 58720 – Field Trip Non-District Transportation:** Reduce funds due to COVID-19 restrictions pertaining to social distancing and travel policies, in-person field trips are unable to be scheduled.
- **$15,750 – 58450 – License Agreement:** Reallocate funds to support A-G course completion rates, activities, and opportunities to prepare students for the rigor of course work related to AP, dual enrollment college courses, and appropriate college credit and entrance exams students need full and equitable access to the appropriate curriculum such as provided by College Board sanctioned PreAP curriculum as preparation and support for completion of their education path into college. Reallocate License Agreement (58450) – (PreAP) 15,750. Student participation and completion of PreAP coursework as measured by common assessments and performance tasks showing growth over the course of the year.
- **$4,500 – 43110 – Instructional Materials/Supplies:** Reallocate funds to support A-G course completion rates, activities, and opportunities to prepare students for the rigor of course work related to AP, dual enrollment college courses, and appropriate college credit and entrance exams students need full and equitable access to the appropriate curriculum such as provided by College Board sanctioned PreAP curriculum as preparation and support for completion of their education path into college. Reallocate Instructional Materials/Supplies (PreAp Consumable Documents) 4,500. Student participation and completion of PreAP coursework as measured by common assessments and performance tasks showing growth over the course of the year.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Stockton Early College Academy is receiving additional monies in Parent Involvement (Cost Center: 50647). Stockton Early College Academy's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials/Supplies for the purchases of hands-on materials supporting math, English and science skills taught to parents to support their student.

School	Enrollment (CalPADS 12/1619)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
STKN EARLY COLLEGE ACADEMY	435	232	53.3%	$ 63,315	1409	$ 64,724	$ 1,262.00	$ 147.00

Title I –

- **$1,262 – 43400 – Parent Meeting:** Reduce funds due to COVID-19 restrictions pertaining to social distancing, in-person parent meetings are unable to be conducted.

- **$1,262 – 43200 – Non-Instructional Materials:** Reallocate funds to support increased participation by parents in school-related events parents need to be supported with the materials such as headphones needed to maintain communication and contact remotely as well as in-person. The distribution and collection of materials will be monitored and tracked by the number of parents attending training, the materials checked out and in, along with a survey used to follow-up with effectiveness and use.

STOCKTON EARLY COLLEGE ACADEMY

INITIAL BUDGET/DATE | REVISED BUDGET/DATE | 50647 inc by $147

TITLE I		LCFF		TITLE I - PARENT - 50647	
TOTAL ALLOCATION	$ 63,315	TOTAL ALLOCATION	$ -	TOTAL ALLOCATION	$ 1,409
TOTAL BUDGET DISTRIBUTED BELOW	$ 63,315	TOTAL BUDGET DISTRIBUTED BELOW	$ -	TOTAL BUDGET DISTRIBUTED BELOW	$ 1,409
TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0

Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS		
Personnel Cost-Including Benefits																			
11500	Teacher - Add Comp (incl benefits)	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
11700	Teacher Substitute (incl benefits)	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
12151	Counselor	0.000	`	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19101	Program Specialist	0.000	$ -	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19101	Instructional Coach	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Instructional Asst/CAI	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Bilingual Assistant	0.000		0.000		0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21500	Bil Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22601	Library Media Assistant	0.000		0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22901	Community Assistant	0.000		0.000		0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
29500	Par Lia-Add Comp (incl benefits)	0.000	$ -	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
	Sub Total - Personnel/Benefits		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -
Books & Supplies																			
42000	Books				$ -				$ -										$ -		$ -
43110	Instructional Materials		$ 47,565		$ -		$ -		$ -				$ -				$ -		$ -		$ 47,565
43200	Non-Instructional Materials		$ -		$ -		$ -		$ -				$ -						$ 1,409		$ 1,409
43400	Parent Meeting												$ -		$ -				$ -		$ -
44000	Equipment																				$ -
	Sub Total - Books & Supplies		$ 47,565		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 1,409		$ 48,974
Services																			
57150	Duplicating																				$ -
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement		$ -				$ -														$ -
52150	Conference		$ -																		$ -
58450	License Agreement		$ 15,750				$ -														$ 15,750
58720	Field Trip-Non-District Trans		$ -																		$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional																				$ -
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		$ 15,750		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 15,750
	GRAND TOTAL		$ 63,315		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 1,409		

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

School Goal for ELA/ELD:

By June 2022, the percentage of students meeting or exceeding the standard in English Language Arts will increase students scoring above standard by 2%.

By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 10 students.

By June 2022, the percentage of EL students meeting SUSD reclassification criteria will continue to exceed 95% percentage points.

By EOY 2022, per ELPAC, increase the number of students who reclassify by 5 students.

School Goal for Math:

By June 2022, the percentage of students meeting or exceeding the standard in Math will increase students scoring above standard by 5%. The percentage of EL students was not a significant subgroup for reporting.

By EOY 2022, per iReady Diagnostic 3 Growth Report, 85% of Grade 9-11 students will achieve iReady annual typical growth goals.

School Goal for Science:

By June 2022, 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 2022, the percentage of students who have met the college readiness requirements will increase from 98% to 100%.

By June 2022, the graduation rate will also increase by 10 percent.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

18 staff (14 teachers, 2 counselors, 1 administrator) are attending the PLC training around collaboration on instructional practices and assessment.

18 attendees X 15 hours X $60 = $16,200

Conference Registration for PLC: 18 staff (14 teachers, 2 counselors, 1 administrator) $689 X 18 attendees = $12,402 (Allocating $12,521)

2021-2022 Strategy Update

Provide teachers with professional learning opportunities and support to supplement core instruction, such as attending conferences/training focusing on evidenced-based, instructional practices, collaboration, assessments, curriculum, Professional Learning Community work, training and conferences for Advanced Placement and Pre-AP learning, etcetera. Substitutes to release teachers for full-day collaboration, lesson studies, focusing on ELA and Math collaborative instructional planning and assessment development/review.

18 staff (14 teachers, 2 counselors, 1 administrator) are attending the PLC training around collaboration on instructional practices and assessment in-person or virtually.

18 attendees X 15 hours X $60 = $16,200 Conference

Registration for PLC:

18 staff (14 teachers, 2 counselors, 1 administrator) $689 X 18 attendees = $12,402

18 staff (14 teachers, 2 counselors, 1 administrator) are attending AP training and collaboration on instructional practices and assessment and curriculum.

18 attendees X 15 hours X $60 = $16,200 (allocate extra $40 to = $16,240)

Conference Registration for AP and PreAP:

18 staff (14 teachers, 2 counselors, 1 administrator) $775 X 18 attendees = $13,950

Substitutes 35 hours X 200 = $7,000

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
39,400	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
23,352	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies

$ Amount(s)	Object Code	Description
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

2 staff (2 teachers) are providing intervention and credit recovery opportunities in-person or virtually.

2 staff X 125 hours X $60 = $15,000

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
15,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

Transportation: Transportation will be provided for Career and College-related field trips in-person or virtually as dictated by circumstances. 3 Buses X 4 trips X $937 = $11,244

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
11,244	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

School Goal for Suspension:

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

School Goal for Attendance/Chronic Truancy:

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

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Stockton Early College Academy utilizes a peer mediation and student tribunal process for student intervention and support. Through this student tribunal student discipline incidents are referred for peer examination and intervention with the support of staff and administration. Professional Development provides teachers with an opportunity to receive additional training that reinforces adopted instructional practices. Ongoing professional development allows for implementation and improvement of the PLC process, which enables teachers to collaborate with colleagues on the implementation of strategies. Through the PLC process, teachers identify students with common instructional gaps in meeting Essential Outcomes and facilitate in class interventions that target the identified areas for additional instruction and mastery. Additionally, as part of the regular and ongoing site collaborative efforts, teachers utilize the PLC process to identify areas of need related to student behavior, school climate, and emotional support.

Funds Not Allocated..

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

Funds not allocated.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

School Goal for Meaningful Partnerships:

By June 2022, SECA will maintain increased participation from the prior year at Parent Night and other events to create meaningful partnerships with stakeholders.

By June 2022, establish 2 new opportunities for stakeholders to be engaged with the school community.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Additional funds allocated to enhance non-instructional material supports.

Total for Goal 3, Strategy 1 in non-instructional materials is $1,715

2021-2022 Strategy Adjustment

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

Meeting costs: Materials for parent meetings 1 X $1715

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
1,715	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

STOCKTON EARLY COLLEGE ACADEMY

		INITIAL BUDGET/DATE		REVISED BUDGET/DATE
TITLE I	TOTAL ALLOCATION	$ 92,036	LCFF TOTAL ALLOCATION	$ -
	TOTAL BUDGET DISTRIBUTED BELOW	$ 92,036	TOTAL BUDGET DISTRIBUTED BELOW	$ -
	TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0
TITLE I - PARENT - 50647	TOTAL ALLOCATION			$ 1,715
	TOTAL BUDGET DISTRIBUTED BELOW			$ 1,715
	TO BE BUDGETED (Should be $0.)			0

Object	Description	FTE	ACHIEVEMENT 50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	ACHIEVEMENT 23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	ACHIEVEMENT 50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	ACHIEVEMENT 23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	LEARNING ENVIRONMENT 50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	LEARNING ENVIRONMENT 23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	PARTNERSHIPS 50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	PARTNERSHIPS 23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	PARTNERSHIPS 50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)	0.000	$ 16,200	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 16,200
11700	Teacher Substitute (incl benefits	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
12151	Counselor	0.000	`	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19101	Program Specialist	0.000	$ -	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19101	Instructional Coach	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19500	Instr Coach-Add Comp (incl benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Instructional Asst/CAI	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21500	Inst Asst/CAI -Add Comp(incl benefit	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Bilingual Assistant	0.000		0.000		0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21500	Bil Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22601	Library Media Assistant	0.000		0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22901	Community Assistant	0.000		0.000		0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22500	Comm Asst-Add Comp (incl benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
29500	Par Lia-Add Comp (incl benefits)	0.000	$ -	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
	Sub Total - Personnel/Benefits		**$ 16,200**		**$ -**		**$ -**		**$ -**		**$ -**		**$ -**		**$ -**		**$ -**		**$ -**		**$ 16,200**
Books & Supplies																					
42000	Books				$ -		$ -		$ -								$ -				$ -
43110	Instructional Materials		$ 47,565		$ -		$ -		$ -				$ -						$ -		$ 47,565
43200	Non-Instructional Materials		$ -		$ -		$ -		$ -				$ -				$ 1,715				$ 1,715
43400	Parent Meeting												$ -		$ -		$ -				$ -
44000	Equipment																				$ -
	Sub Total - Books & Supplies		**$ 47,565**		**$ -**		**$ -**		**$ -**		**$ -**		**$ -**		**$ -**		**$ 1,715**				**$ 49,280**
Services																					
57150	Duplicating																				$ -
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement		$ -				$ -														$ -
52150	Conference		$ 12,521																		$ 12,521
58450	License Agreement		$ 15,750				$ -														$ 15,750
58720	Field Trip-Non-District Trans		$ -																		$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional																				$ -
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		**$ 28,271**		**$ -**		**$ -**		**$ -**		**$ -**		**$ -**		**$ -**		**$ -**		**$ -**		**$ 28,271**
	GRAND TOTAL		**$ 92,036**		**$ -**		**$ -**		**$ -**		**$ -**		**$ -**		**$ -**		**$ 1,715**				

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
STKN EARLY COLLEGE ACADEMY - 115 - 79
PRELIMINARY - 04/16/2021

TITLE I	TOTAL ALLOCATION	$ 92,036		LCFF	TOTAL ALLOCATION	$ -		TITLE I - PARENT - 50647	TOTAL ALLOCATION	$ 1,715
	TOTAL BUDGET DISTRIBUTED BELOW	$ 92,036			TOTAL BUDGET DISTRIBUTED BELOW	$ -			TOTAL BUDGET DISTRIBUTED BELOW	$ 1,715
	TO BE BUDGETED (Should be $0.)	0			TO BE BUDGETED (Should be $0.)	0			TO BE BUDGETED (Should be $0.)	0

	Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS						TOTAL FTE	TOTAL BUDGET
			FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS		
	Personnel Cost-Including Benefits																					
*	11500	Teacher - Add Comp (incl benefits)	0.000	$ 47,440	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 47,440
	11700	Teacher Substitute (incl benefits)	0.000	$ 7,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 7,000
	12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	19101	Program Specialist (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	21101	Bilingual Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	21500	Bil Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	22601	Library Media Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	22500	Lib Med Asst-Addl Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
		Sub Total - Personnel/Benefits		$ 54,440		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 54,440
	Books & Supplies																					
**	*43110*	Books/Supplies/Materials (less than $500 per item)																				$ 47,440
	43400	Parent Meeting																		$ 1,715		$ -
	44000	Equipment ($500 - $4999.99 per item)																				$ -
		Sub Total - Books & Supplies		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 1,715		$ 47,440
	Services																					
	57150	Duplicating																				$ 47,440
***	*57250*	Field Trip-District/Non-District Trans		$ 11,244																		$ 7,000
	56590	Maintenance Agreement																				$ -
****	*52150*	Conference		$ 26,352																		$ -
	58450	License Agreement																				$ -
	58920	Pupil Fees																				$ -
*****	58100	Consultants-Instructional/Non-Instructional																				$ -
		Sub Total - Services		$ 37,596		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -
		GRAND TOTAL		$ 92,036		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 1,715		

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

No staff positions are being funded using Title I funds for the 2021-2022 school year.

2020-2021 SPSA Evaluation

Area of Focus	Year 2 2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 1	Provide teachers with professional learning opportunities and support to supplement core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.), PLC collaboration process, conferences/training (e.g., AVID, MTSS, MAP, Common Core, UoS, Direct Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, CAFE, phonics, etc.			Describe implementation of each component and include applicable data a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)	Describe effectiveness of each component and include applicable data a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)	Describe the significant material difference a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)	Describe the changes made or proposed for the future a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)

Step 1:

Review the SPSA Year 2 (2018-19) Strategies and identify the components within the strategy. In the example, above the various components are highlighted in different colors.

Step 2: *(optional)*

Label the different components using an alpha or numeric system and continue with color coding from step 1.

Step 3:

Begin answering each component starting with column A, next B, next C, and finally D. **Be sure to address all tasks/activities described in the strategies column.**

Step 4:

Review responses and obtain applicable clarification and feedback with the following groups:

- ☐School Leadership Team
- ☐Director
- ☐ELAC
- ☐School Site Council
- ☐Parent/Community groups
- ☐Student groups

Goal 1 – Student Achievement

Area of Focus	**2020-2021 Strategies** (Narrative/Action Plan)	**Metric(s)** (Measurement)	**Monitoring Timeline** (Frequency)	**A. Implementation** Of the strategy identified, what was implemented and how was it implemented?	**B. Effectiveness** Of what was implemented, how effective was it?	**C. Significant Material Difference** Of the strategy identified, did something significant change?	**D. Future Changes** Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

G1, S1 – a	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.			A. Due to the onset of Covid many obstacles presented themselves and prevented the in-person attendance to PLC conferences. As well as PreAP and AP conferences. No conferences were attended in person. Collaboration did take place virtually monthly where instructional practices and assessment was discussed.	A. PD opportunities related to PLC and AP did not take place and therefore were not able to be evaluated as effective. B. Instructional practices and assessment as a result of collaboration were effective in aligning in-person practice with distance learning. Based on weekly observations both formally and informally effective use of delivery and teaching practices were evident. Assessments were also being used regularly as formative and summative tools to inform said practice.	A. Due to the onset of Covid many obstacles presented themselves and prevented the in-person attendance to PLC, AP, or PreAP conferences. A. Teachers took advantage of free resources and self-guided training when possible. A. Funds were reallocated for the purchase of graphing calculators, headphones, and Pre-AP licensing.	A. SECA will continue to identify student needs related to increasing growth in all subject areas and offer more in-person teacher trainings, as well as virtual opportunities for PLC and AP curriculum and strategies.
G1, S1 – b	Substitutes to release teachers for collaboration, lesson studies, and focusing on ELA and Math collaborative instructional planning and assessment development/review.			B. No substitutes were used as in-person gatherings were not allowed due to Covid protocols ensuring safety of all parties. B. Teachers met through Zoom and Google Meets for collaboration around planning and assessment monthly.	B.The effective use of substitutes could not be determined due to COVID. Collaboration around best practices and instructional planning through virtual platforms was successful in the increase of planning sessions as observed in weekly observations.	B. Due to the onset of Covid no substitutes were used for release time and Funds were reallocated for the purchase of graphing calculators, headphones, and Pre-AP licensing.	If substitutes are not available to be used for release time at the beginning of the 2021-2022 school year due to a hybrid or distance learning schedule alternatives will be use to collaborate virtually.

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	**A. Implementation** Of the strategy identified, what was implemented and how was it implemented?	**B. Effectiveness** Of what was implemented, how effective was it?	**C. Significant Material Difference** Of the strategy identified, did something significant change?	**D. Future Changes** Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 2				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S2 – a	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.			A. Intervention provided such as tutoring, Academic support labs (ASL), Apex, and zero period math were supported through the purchase and use of technology such as headphones and graphing calculators when Chromebooks were unable to be purchased. A. Headphones and graphing calculators were purchased to support intervention efforts such as daily courses such as ASL, zero period math for providing help in in specific academic subjects as part of	A. The purchase of technology such as Chromebooks were not purchased as planned due to time constraints and shortages related to ordering and could not be evaluated as effective. B. As reported by staff Students are more engaged when Headphones and graphing calculators were used in Virtual interventions.	A. Different technologies were purchased than planned due to time and shortages in ordering.	A. SECA will continue to identify student needs related to increasing growth in all subject areas and provide more technology tools and specific intervention opportunities such as credit recovery programs and tutoring for students to address those needs. Resources may need to be shifted from current technology purchased to additional compensation

				the students schedule. Tutoring is also offered 3 days a week virtually as support of all academic subjects related to student's academic schedules.			supporting tutoring and credit recovery as well as licensing for identified online programs support all academic subjects.

Area of Focus	**2020-2021 Strategies** (Narrative/Action Plan)	**Metric(s)** (Measurement)	**Monitoring Timeline** (Frequency)	**A. Implementation** Of the strategy identified, what was implemented and how was it implemented?	**B. Effectiveness** Of what was implemented, how effective was it?	**C. Significant Material Difference** Of the strategy identified, did something significant change?	**D. Future Changes** Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 3				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S3 – a	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 College Board 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),			A. Teacher trainings were not attended due to the constraints of COVID protocol. A. In-person field trips were not offered due the constraints of COVID. Virtual college informational sessions with representatives did take place monthly September through March.	B. Opportunities for teachers AP summer training were could not be evaluated as effective due to obstacles to in-person gatherings resulting from COVID protocols A. Virtual opportunities as implemented for college informational sessions were effective when offered monthly and observed by counselors at each meeting.	A. Due to the onset of Covid many obstacles presented themselves and prevented In-person gatherings resulting in no material differences.	A. SECA will continue to identify student needs related to increasing growth in all subject areas and offer more in-person teacher trainings, as well as virtual opportunities for AP curriculum and strategies. Students will continue to explore a variety of college and career options to address those needs through in-person or virtual field trips if needed.

	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.						

To add a row:

1) Highlight row, right click and select insert row
2) Insert cursor at the end of the last row and hit tab

Goal 2 – School Climate

Area of Focus	**2020-2021 Strategies** (Narrative/Action Plan)	**Metric(s)** (Measurement)	**Monitoring Timeline** (Frequency)	**A. Implementation** Of the strategy identified, what was implemented and how was it implemented?	**B. Effectiveness** Of what was implemented, how effective was it?	**C. Significant Material Difference** Of the strategy identified, did something significant change?	**D. Future Changes** Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S1 – a	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.			A. In-person use of peer mediation and tribunal were not used.	A. In-person training and the use of student peer mediation platforms was not able to be evaluated to determine effectiveness.	A. In-person training and the use of student peer mediation platforms were prevented by COVID resulting in no material changes.	A. SECA will continue to identify student needs supporting intervention, and collaboration related to school climate by offering more in-person and virtual opportunities for training and release for students and staff.

G2 S1 -B	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.			B. In-person teacher trainings related to the PLC process and interventions were not completed. C. Virtual opportunities related to collaboration and intervention to address school climate and emotional support did take place virtually monthly where instructional practices and assessment was discussed.	D. PD opportunities related to PLC and AP did not take place and therefore were not able to be evaluated as effective. E. Behavior, school climate and emotional support as a result of collaboration were effective in aligning in-person practice with distance learning. Based on weekly observations both formally and informally effective use of delivery and teaching practices were evident.	B. Virtual opportunities for trainings did not occur due to COVID. C. Virtual opportunities related to collaboration and intervention to address school climate and emotional support were provided.	B. SECA will continue to identify student needs supporting intervention, and collaboration related to school climate by offering more in-person and virtual opportunities.
G2, S2 -A	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			C. Support for in-person activities and events with ASB and clubs did not occur. A. Virtual opportunities for all students to be engaged and participate school related extracurricular activities were	B.In person opportunities were not effective in promoting a positive school culture as an integral part of the campus life. B.Virtual opportunities were successful for all students to be engaged and participate school	A. All in-person events were cancelled and modified to virtual formats.	SECA will continue to identify student needs related to School safety and climate offer more opportunities for staff and students both in-person and virtually to provide and support for student participation.

	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.			offered and promoted weekly.	related extracurricular activities were offered and promoted weekly as evidenced by student participation and observation by advisors and chaperones.		

To add a row:

1) Highlight row, right click and select insert row
2) Insert cursor at the end of the last row and hit tab

Goal 3 – Meaningful Partnerships

Area of Focus	**2020-2021 Strategies** (Narrative/Action Plan)	**Metric(s)** (Measurement)	**Monitoring Timeline** (Frequency)	**A. Implementation** Of the strategy identified, what was implemented and how was it implemented?	**B. Effectiveness** Of what was implemented, how effective was it?	**C. Significant Material Difference** Of the strategy identified, did something significant change?	**D. Future Changes** Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 3, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S1 – a	SECA engages in ongoing and consistent parent communication through events on campus, our Naviance system for parent communication and outreach, as well as Zoom, School Mint,			A. Due to the onset of Covid many obstacles presented themselves and prevented all parent related In-person gatherings.	A. In-person meetings were unable to be evaluated for effectiveness do to the constraints of Covid Protocol.	No material changes occurred.	A. SECA staff will continue to look for ways to increase communication and engagement with parents and stakeholders both in-

	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.			B. Communication and outreach was provided through the Naviance system on a regular basis to inform parents of virtual versions of all related events. All events such as coffee hours, parent communication and School Site Council meetings were offered virtually.	A. A small success in the increase in attendance due to the move to virtual meetings was noted in in parent coffees hours from 5 to 10. A. 100% of parents were attempted contacts through email, phone calls and other communication platforms to promote the occurrence and attendance of meetings.		person and virtually. An increase in communication platforms and virtual opportunities will be explored.

To add a row:

1) Highlight row, right click and select insert row
2) Insert cursor at the end of the last row and hit tab

Comprehensive School Profile Data:

Progress

school search

Stockton Early College Academy

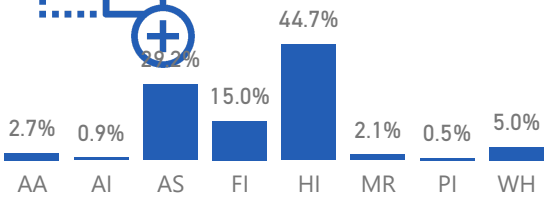
2020-2021

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

February

439

Count



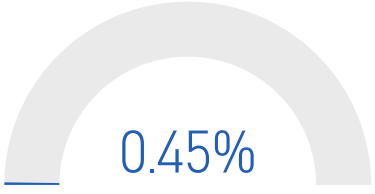
January

Engagement

CWA

0

Parent Outreach



Chronic Absenteeism

Winter

Academics

Participation

(Blank)

ELA: K-11

On-Track K-8

(Blank)

Percent

Participation

(Blank)

Math: K-8

On-Track K-8

(Blank)

Percent

Participation

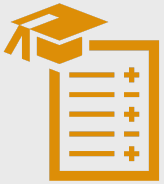
100%

MDTP-Fall

Nearly + Ready

69%

Percent-Fall



High School: No Credits Earned

Reclassification

English Learners February

ELPAC IA

(Blank)

Percent GL Tested

ELPAC IA

(Blan...

Total Tested

Curriculum:

Tests Administered Through Feb 1st

Benchmark

(Blank)

Total Test Count

Ready Class

(Blank)

Total Test Count

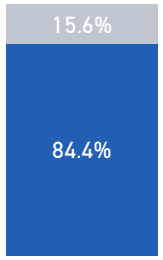
Saavas

(Blank)

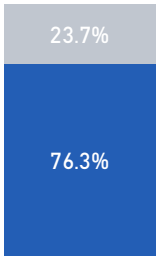
Total Test Count

PLUS Winter 2021

School Climate



At my school, there is a teacher or other adult who really cares about me.



I feel like I am part of this school.

Enrollment

school search: Stockton Early College Academy

Month: All

Student G...: All

2020-2021

Change: All Enrollment

(current-previous month)

0

Dec-Jan change

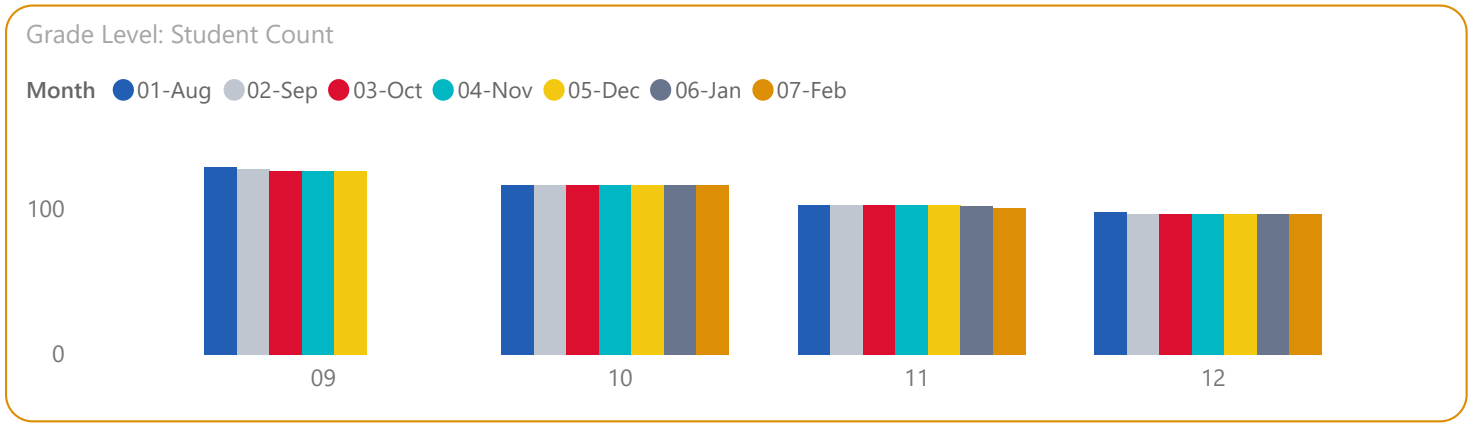
01-Aug 447 Enrollment	06-Jan 443 Enrollment
02-Sep 445 Enrollment	07-Feb 439 Enrollment
03-Oct 443 Enrollment	
04-Nov 443 Enrollment	
05-Dec 443 Enrollment	

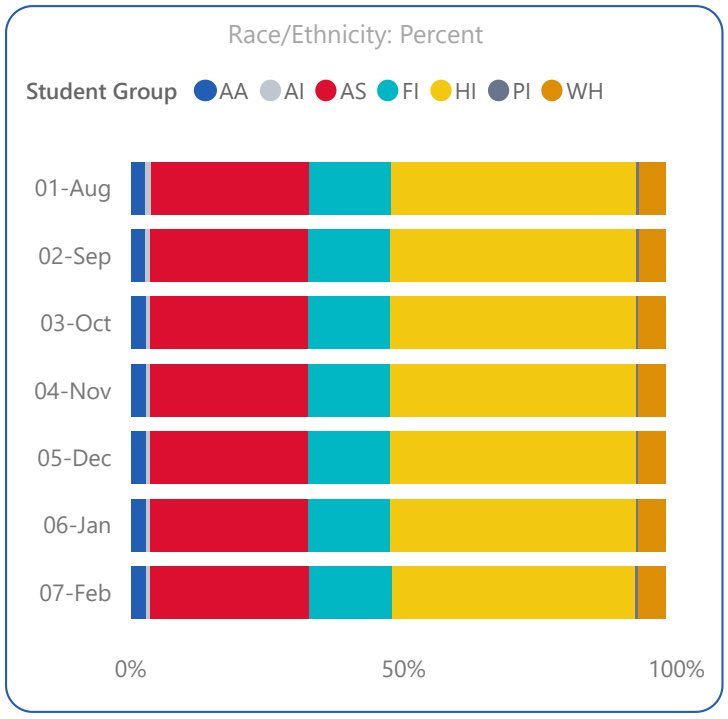
SUSD RA v2

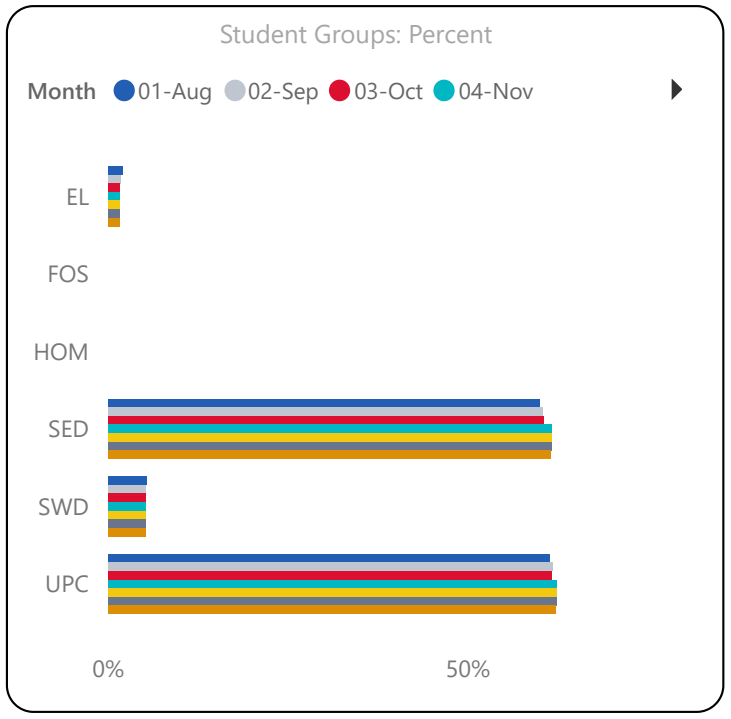
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on displiay, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; Frequency: Reports are updated monthly; Updated: 01-06-2021







Engagement

school search: Stockton Early College Academy

Month: All

2020-2021

Connections

01-Aug	0.45% Rate	01-Aug	2 Count
02-Sep	0.45% Rate	02-Sep	2 Count
03-Oct	0.45% Rate	03-Oct	2 Count
04-Nov	0.90% Rate	04-Nov	4 Count
05-Dec	0.90% Rate	05-Dec	4 Count
06-Jan	0.45% Rate	06-Jan	2 Count

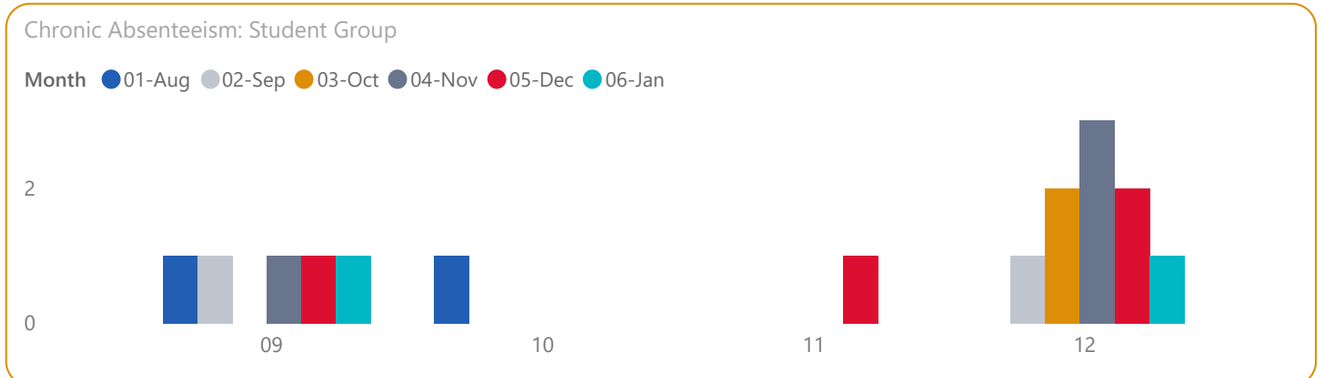
SUSD RA v2

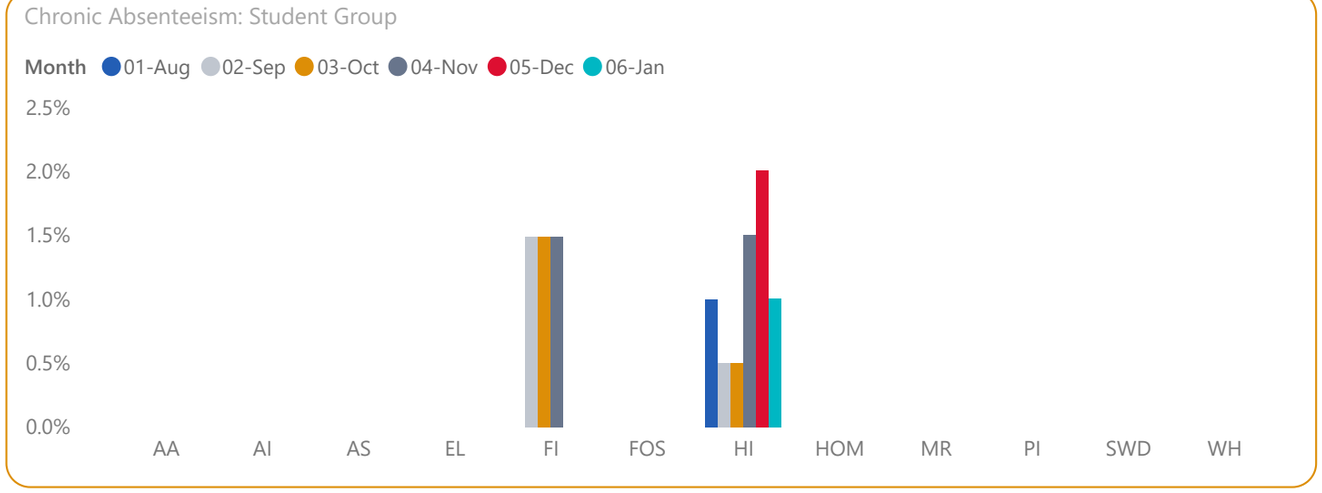
Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

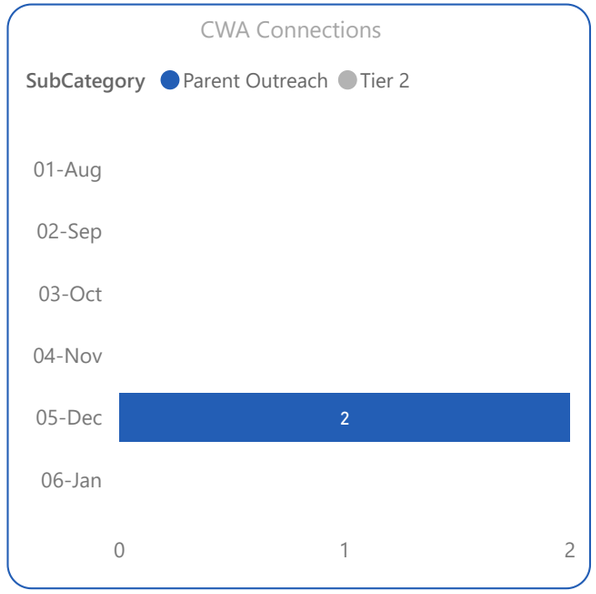
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2**: student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on displiay, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; Frequency: Reports are updated monthly; Updated: January 2021







counselors : coming soon!

iReady

school search: Stockton Early College Academy

ELA K-8

2020-2021

Term: All

Student Group: All

Participation

Fall	Winter	Spring
93%	(Bl...	

On Track
(Bla... Fall
(Bla... Winter
Spring

2+ Below
(Bla... Fall
(Bla... Winter
Spring

No Gro...
(Bla... All
(Bla... Winter
Spring

iReady Percent On-Track

iReady Percent Two or More Years Below Grade Level

iReady Percent No Growth (since Winter 2019)

F-W Growth: (Blank) All

F-S Growth

iReady F-W Typical Growth

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.
2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.
3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.

High School Data Currently Not Reported

iReady

school search: Stockton Early College Academy

Math K-8

2020-2021

Term: All

Student Group: All

Participation

0%	(Bl...	
Fall	Winter	Spring

On Track

(Bla... Fall

(Bla... Winter

Spring

iReady Percent On-Track

2+ Below

(Bla... Fall

(Bla... Winter

Spring

iReady Percent Two or More Years Below Grade Level

No Gro...

(Bla... All

(Bla... Winter

Spring

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Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.

High School Data Currently Not Reported

Curriculum

school search

Stockton Early College Academy

2020-2021

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* Total Test Count: Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* Average Test Administered: Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* Progress/Proficiency: achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.
* 30 minutes: percent of students averaging 30 minutes per subject per week
* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A
Source: Research; Curriculum Exports, Illuminate
Frequency: Reports are updated periodically; Updated: February 2021

Feb 2021

Curriculum Assessments

Ready Class	Saavas	Benchmark
(Blank)	(Blank)	(Blank)
Total Test Count	Total Test Count	Total Test Count

Sequence | Reporting Week

Curriculum: Test Count

Curriculum: Average Test Count

Online Instruction: 30+ minutes

Online Instruction: Passed Lessons 70%+

ELs & RFEPs

school search

Stockton Early College Academy

2020-2021

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* IA ELPAC: THe Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and Novice English Learner.
Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* RFEP Eligibile: Count of all English Learners eligble for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:
1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.
Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: February 2021

Percent Initial ELPAC Completed

ELPAC IA

(Bla...

Total Tested

ELPAC IA

Grade Level	Tested	Enrolled	Percent Tested

Overall Performance

IFEP Intermediate Novice

Oral Language Performance

Well Moderate Minimally

Written Language Performance

Well Moderate Minimally

Reclassification

Reclassification by Grade Level

Overall Mean Scale Score by Grade Level

School Climate

school search: Stockton Early College Academy

Grade Span: All

2020-2021

Question Priority: All

Term: 1-Fall

Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

Navigation: Use Filters to select Term, Grade Span, Question

Source: Student Support Services - PLUS program

Frequency: Reports are updated after administration (3x a year);

Updated: Win2021

Count
(Blank)
Grade 4-5

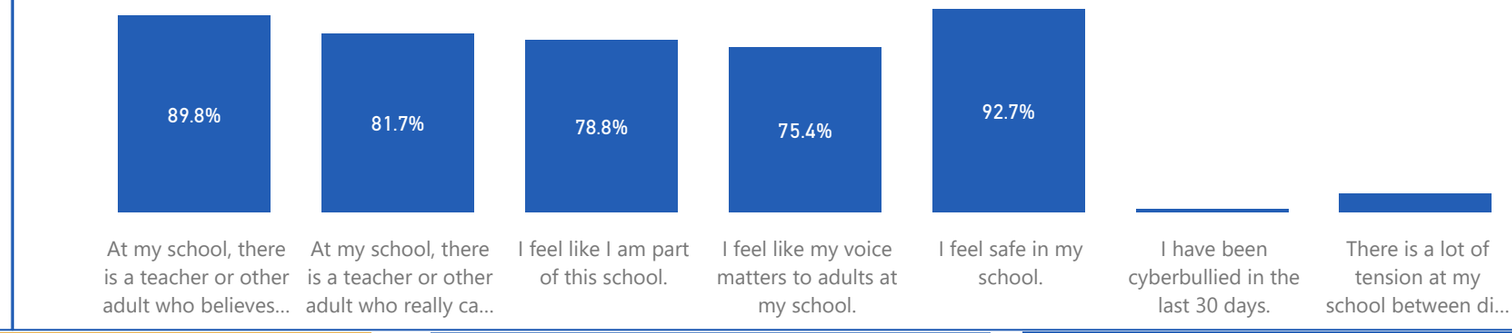
Count
(Blank)
Grades 6-8

Count
410
Grades 9-12

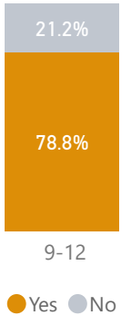
Count

410
All

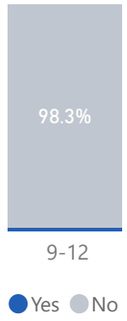
All Responses



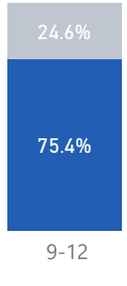
I feel like I am part of this school.



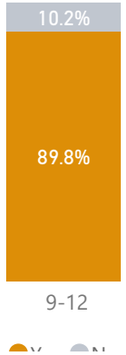
I have been cyberbullied in the last 30 days.



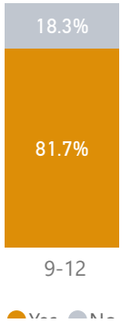
I feel like my voice matters to adults at my school.



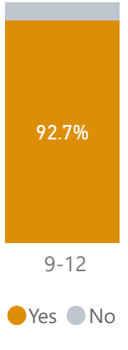
At my school, there is a teacher or other adult who believes that I will be a success.



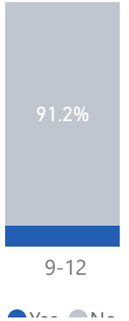
At my school, there is a teacher or other adult who really cares about me.



I feel safe in my school.



There is a lot of tension at my school between different cultures, races, or ethnicities.



High School

school search: Stockton Early College Academy

GradePeriod: All

2020-2021

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:

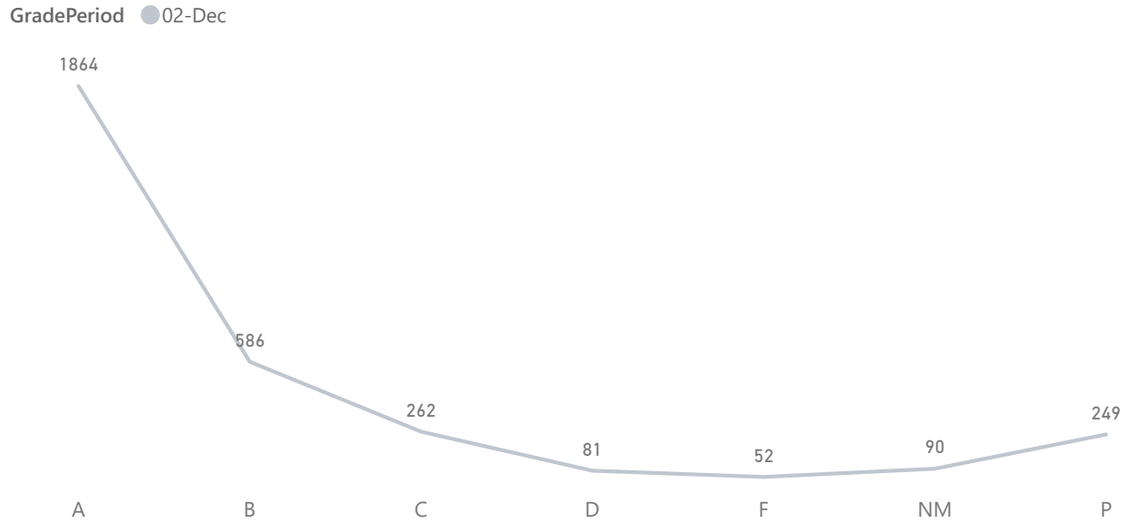
* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.

* All: all credits attempted were earned
* Half: more than half of credits attemped were earned
* Less than half: less than half of credits atttempted were earned
* None: no attempted credits were earned

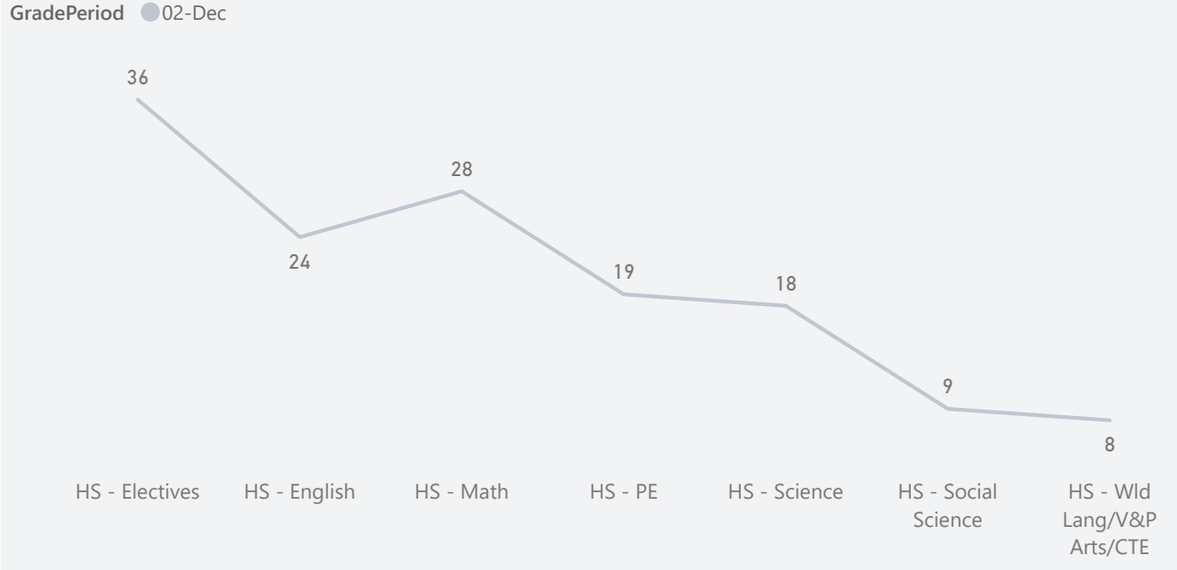
Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after end of term, test; Updated: January 2021

Grade Distribution and Term

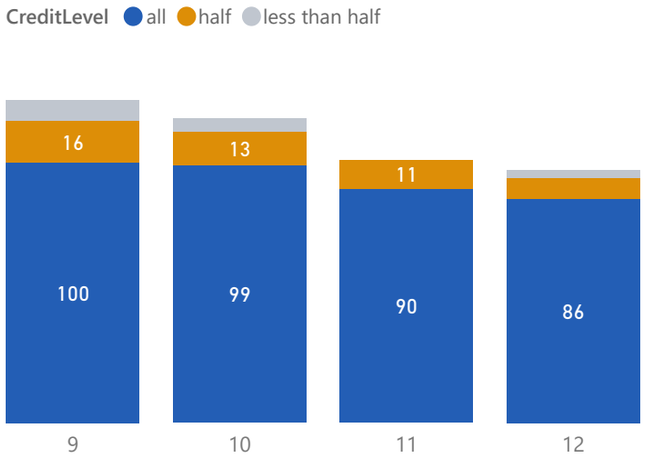


Credits Earned (October)

Subject and Non-Passing Grades



Credits Earned (December)



High School

school search: Stockton Early College Academy

Grades 9-12

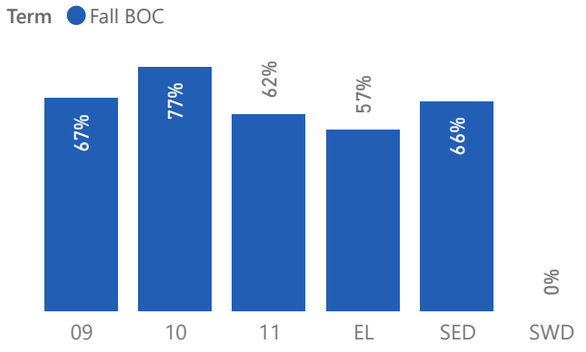
2020-2021

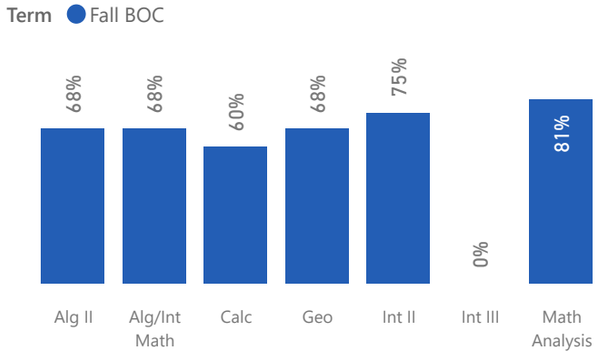
term: All

MDTP (9-12 math course enrollment) The Mathematics Diagnostic Testing Project (MDTP) is administered at the beginning of course (BOC) and indicates students readiness for currently enrolled math course.

-- Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30) Updated March 2021

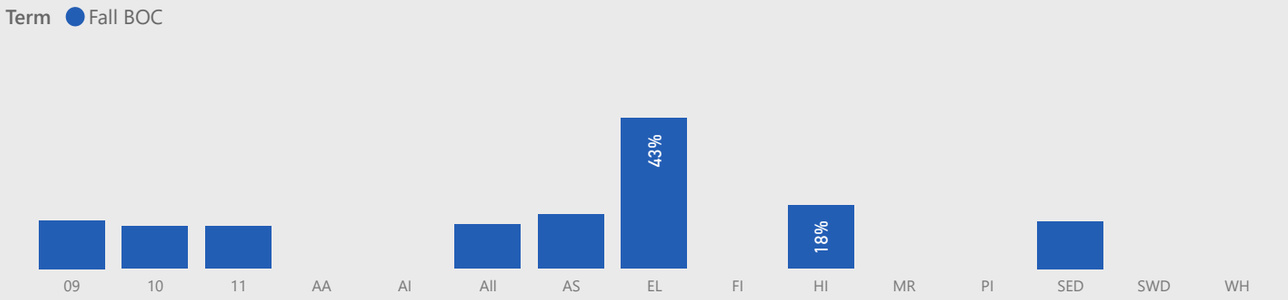
Fall BOC	Fall BOC	Winter B...	Winter B...
100%	69%	(Bla...	(Bla...
Participation	Near/Ready	Participation	Near/Ready



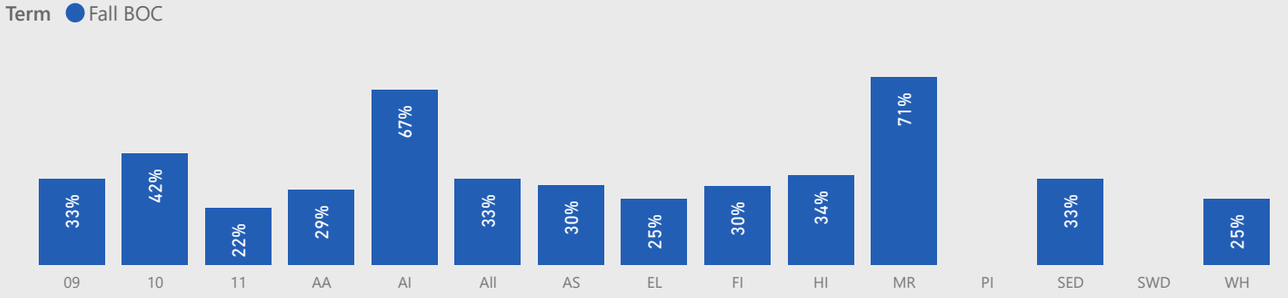


iReady ELA (9-11) ELA diagnostic is administered 2x in each term (Beginning and End of Course -- BOC/EOC) for students enrolled in grade level ELA course. Updated March 2021

Two or More Years Below



No Growth



Participation	Participation	End of Year Typical Growth
Fall BOC		
93.00%		

Math HS Course Exams: midterm and end of course exams. Navigation: NA; Source: Illuminate; Updated: February 2021

Math Assessment Administered b...

Average Math Assessment by Co...

SUSD RA v2.3

Reference and Updates 2020-2021

Report Log

* v1 01122021: preliminary review
* v1.1 01212021 administrators - published
* v2 020521 update: Enrollment; Engagement, English Learners
* v2.2 021821 update: Curriculum Assessment; PLUS winter;
* v2.3 022521 redesigned HS grades/test

Feedback Suggestions Comments Questions Ideas
Share your thoughts with our team!

Report Content

Student Level Reports
* iReady (portal), Student Level (Illuminate)
* RFEP eligibility (Illuminate)
* ELPAC IA testing list
* Benchmark Universe
* MDTP
* Saavas (portal)
* HS Math Course Exams: Algebra 1, Algebra 1A, Geometry, Algebra II (Illuminate)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Recommendations and Assurances:

Recommendations and Assurances:

Site Name: Stockton Early College Academy

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

   English Learner Parent Involvement Committee — N/A (Date of Meeting)

   Other committees established by the school or district (list): N/A (Date of Meeting)

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

   This SPSA was adopted by the SSC at a public meeting on 5/25/021 (Date of Meeting).

Attested:

Ty Pafford	[signature]	5/25/21
Typed Named of School Principal	Signature of School Principal	Date