

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Student Achievement

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 2A: Implementation of the academic content and performance standards adopted by the state board. 19-20 Stockton Early College Academy serves grades 9-12 using the Advanced Placement and Early College Model. We utilize best practices aligned to the State content performance standards and the College board approved Advanced Placement coursework. We use WASC approved coursework for college courses- as contracted with San Joaquin Delta College.	Stockton Early College Academy (SECA) continues to utilize best practices aligned to the State content performance standards and the College Board-approved Advanced Placement coursework. We use WASC approved coursework for college courses- as contracted with San Joaquin Delta College.

Expected	Actual
<p>Baseline Baseline (2015-2016):</p> <p>103 ELA Units of Study</p> <p>99 Math Units of Study</p> <p>Data Source: SUSD Curriculum Department Unit of Study Master List</p>	
<p>Metric/Indicator State Priority 2B: How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency?</p> <p>19-20 To maintain the percentage of English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)</p> <p>Baseline Baseline (2015-2016):</p> <p>100%</p> <p>Data Source: SUSD Site Master Schedules, Synergy</p>	<p>All designated English learners receive the minimum number of minutes per day of designated English Language Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)</p>
<p>Metric/Indicator State Priority 4A: Statewide Assessments</p>	<p>Due to Covid, many obstacles prevented the completion of state-mandated assessments such as CAASPP. Local measures of assessment such as iReady continue to show progress in students' growth in the area of English Language Arts (ELA).</p>

Expected	Actual
<p>19-20 To increase the percentage of students overall that exceeded or met English Language Arts (ELA)/Literacy and Math standards as determined by the Smarter Balanced Assessment (SBAC). (Verified by CAASPP, SUSD Illuminate by PT School reports.)</p> <p>Baseline Baseline (2015-2016):</p> <p>22% SBAC ELA</p> <p>18% SBAC Math</p> <p>Data Source: CAASPP, SUSD Illuminate by PT School</p>	<p>Most recent data indicates 108.9 points above standard for ELA and continual growth in iReady showing 88% met/near standard. Math data indicates 67.6 points above standard with growth shown in the most recent MDTP assessment as 69% met/near standard.</p>
<p>Metric/Indicator State Priority 4B: The Academic Performance Index</p> <p>19-20 The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.</p> <p>Baseline Baseline (2014-2015):</p> <p>The Academic Performance Index was suspended by the California State Board of Education indefinitely; therefore, no data reported.</p>	<p>The Academic Performance Index continues to be suspended as of 2014-2015 indefinitely by the California State Board of Education.</p>
<p>Metric/Indicator State Priority 4C: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education</p>	<p>The percentage of students that have completed courses that satisfy UC or CSU entrance requirements or programs of study that align with state board approved career technical education standards and framework has continued to increase and exceeds the local district and state percentages. The 2020 College Career</p>

Expected	Actual
<p>sequences or programs of study that align with state board-approved career technical education standards and frameworks.</p> <p>19-20 To increase the percentage of students that have completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework. (Verified by CALPADS.)</p> <p>Baseline Baseline (2015-2016):</p> <p>26%</p> <p>Data Source: CALPADS</p>	<p>Indicator (CCI) report shows 100% of students prepared in each measure and across all student groups.</p>
<p>Metric/Indicator State Priority 4D: The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board.</p> <p>19-20 To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)</p> <p>Baseline Baseline (2015-2016):</p> <p>AMAO 1 has been suspended by the California State Board of Education indefinitely; therefore, no data reported.</p> <p>AMAO 2 has been suspended by the California State Board of Education indefinitely; therefore, no data reported.</p>	<p>SECA continues to maintain a 0% rate of English Learner students or reclassify any identified within the first year of attendance</p>

Expected	Actual
Data Source: CALPADS, CELDT	
<p>Metric/Indicator State Priority 4F: The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.</p> <p>19-20 To increase the overall percentage of students who have passed at least one advanced placement (AP) examination with a score of 3 or higher. (Verified by CollegeBoard AP Exam.)</p> <p>Baseline Baseline (2015-2016):</p> <p>32%</p> <p>Data Source: College Board AP Exam</p>	<p>SECA continues to exceed the district and state percentage of students who demonstrate passed at least one advanced placement (AP) exam with 37% of students with a score of 3 or higher.</p>
<p>Metric/Indicator State Priority 4G: The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.</p> <p>19-20 To increase the percentage of students in Grade 11 who will demonstrate college preparedness in English Language Arts (ELA) and Mathematics pursuant to the Early Assessment Program. (Verified by CALPADS, SBAC/EAP in ELA and Mathematics.)</p> <p>Baseline Baseline (2015-2016):</p> <p>21% SBAC/EAP ELA</p>	<p>SECA continues to exceed the local district and state percentage of students who demonstrate college preparedness. The 2020 College Career Indicator (CCI) report shows overall compliance with 100% of students prepared in each measure and across all student groups. Students are completing A-G requirements at a rate of 81%</p>

Expected	Actual
<p>13% SBAC/EAP Math</p> <p>Data Source: CALPADS, SBAC/EAP in ELA and Math</p>	
<p>Metric/Indicator State Priority 7A: A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.</p> <p>19-20 To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs. (Verified by CALPADS.)</p> <p>Baseline Baseline (2015-2016):</p> <p>Yes</p> <p>Data Source: CALPADS</p>	<p>A broad course of study continues to be offered at the PreAP, AP, and college coursework at the secondary level including all A-G designated areas of study and any needed interventions and support.</p>
<p>Metric/Indicator State Priority 7B: Programs and services developed and provided to unduplicated pupils.</p> <p>19-20 To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and</p>	<p>A broad course of study continues to be offered at the PreAP, AP, and college coursework at the secondary level including all A-G designated areas of study and any needed interventions and support</p>

Expected	Actual
<p>Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including ELD program courses, SDAIE. (Verified by CALPADS.)</p> <p>Baseline Baseline (2015-2016):</p> <p>Yes</p> <p>Data Source: CALPADS</p>	
<p>Metric/Indicator State Priority 7C: Programs and services developed and provided to pupils with exceptional needs.</p> <p>19-20 To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including levels of least restrictive environment (resource support, pull out, and one on one support), learning center models, and behavior/mental health/physical support. (Verified by CALPADS.)</p> <p>Baseline Baseline (2015-2016):</p> <p>Yes</p> <p>Data Source: CALPADS</p>	<p>A broad course of study continues to be offered at the PreAP, AP, and college coursework at the secondary level including all A-G designated areas of study and any needed interventions and support. SECA works with Stockton Unified School District to provide services to pupils with exceptional needs.</p>

Expected	Actual
<p>Metric/Indicator State Priority 8A: Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.</p> <p>19-20 To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.)</p> <p>To increase the percentage of grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by MAP, CALPADS.)</p> <p>Baseline Baseline (2015-2016):</p> <p>16% met grade level proficiency in Reading</p> <p>18% met grade level proficiency in Math</p> <p>Data Source: MAP</p>	<p>SECA continues to exceed the district and state percentage of students who demonstrate and meet grade 9 e level proficiency in Algebra Concepts. The most recent state math data indicates 67.6 points above standard with growth shown in the most recent MDTP assessment as 69% met/near standard.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>SSA: 1 - Student Technology</p> <p>To enhance student access to information technologies that promote increased learning and academic achievement.</p>	<p>SSA 1.1 4000-4999: Books And Supplies 0000 LCFF Base \$30,000</p>	<p>SSA 1.1 4000-4999: Books And Supplies 0000 LCFF Base \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
SSA1.1 Annual purchase and replacement of Chromebooks/technology devices and secure storage carts for students		
<p>SSA: 2 - Instructional Materials and Supplies</p> <p>To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards.</p> <p>SSA2.1 Increase classroom supplies and resources to teachers</p> <p>SSA2.2 High School Science Equipment & STEM Classroom Materials</p>	<p>SSA 2.1 4000-4999: Books And Supplies 0000 Base, 0100 Supp/Conc, through 9999 Other \$25,000</p> <p>SSA 2.2 4000-4999: Books And Supplies 0000 Base, 0100 Supp/Conc, through 9999 Other \$25,000</p>	<p>4000-4999: Books And Supplies 0000 Base, 0100 Supp/Conc, through 9999 Other \$25,023.00</p> <p>SSA 2.1 4000-4999: Books And Supplies 0000 LCFF Base \$0</p>
<p>SSA: 3 - Primary Language Support</p> <p>To provide appropriate intervention and supplemental support to students and their families that values their native language and culture while fostering academic success in English Language Development.</p> <p>SSA3.1 Specialized Professional Development for English Learners (EL) Teachers</p> <p>SSA3.2 Support for training and implementation of the English Learners (EL) Instructional Program (as described in the English Learner (EL) Master Plan) and the English Learners (EL) Master Plan.</p>	SSA 3.1 None None \$0	SSA 3.1 None None \$0
SSA: 4 - Professional Learning for SUSD Staff and Parents	SSA 4.1 None None \$0	SSA 4.1 None None \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>To provide staff and parents professional learning opportunities that promote efficient parent/student and parent/educator strategies to aid in the improvement of their students' academic success.</p> <p>SSA4.1 Training involving core curriculum, assessments and student records information.</p>		
<p>SSA: 5 - Teacher Collaboration, Monitoring and Support</p> <p>To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies.</p> <p>SSA5.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.</p>	<p>SSA 5.1 1000, 3000 0000 LCFF Base \$115,606</p>	<p>SSA 5.1 1000, 3000 0000 LCFF Base \$106,416.00</p>
<p>SSA: 6 - Implementation of Professional Learning Community (PLC) strategies</p> <p>To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success.</p> <p>SSA6.1 Training in Professional Learning Communities (PLCs)</p>	<p>SSA 6.1 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc \$35,000</p>	<p>SSA 6.1 5800: Professional/Consulting Services And Operating Expenditures 0100 LCFF Supp/Conc \$2970.00</p>
<p>SSA: 7 - Student Intervention Strategies and Support</p>	<p>SSA 7.1 None None \$0</p>	<p>SSA 7.1 None None \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>To provide students with appropriate and relevant intervention supports a guaranteed and viable curriculum that meet the needs of students as they progress towards mastery of academic achievement.</p> <p>SSA7.1 Hire, retain, and train "Highly Qualified" teachers</p> <p>SSA7.2 Tools, software, and resources to enhance student language and literacy acquisition as well as mathematic proficiency</p> <p>SSA7.3 Credit Recovery and Dropout Recovery Programs</p>	<p>SSA 7.2 None None \$0</p> <p>SSA 7.3 1000, 3000, 5000 0000 Base, 0100 Supp/Conc \$5,000</p>	<p>SSA 7.2 None None \$0</p> <p>SSA 7.3 1000, 3000, 5000 0000 Base, 0100 Supp/Conc \$3000.00</p>
<p>SSA: 8 - After School Programs</p> <p>To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day.</p> <p>SSA8.1 After School Program Homework Assistance and Tutoring</p> <p>SSA8.2 After School Program College and Career Activities</p> <p>SSA8.3 After School Program Exercise Opportunities for grades 9-12, Intramural Sports Program for grades 4-12, Visual and Performing Arts (VAPA) for grades K-12, Other Student Interest Enrichment Activities for grades K-12</p>	<p>SSA 8.1 1000, 3000 0000 Base, 0100 Supp/Conc \$36,000</p> <p>SSA 8.2 5800: Professional/Consulting Services And Operating Expenditures 0000 Base, 0100 Supp/Conc, through 9999 Other \$9,000</p> <p>SSA 8.3 1000, 2000, 3000, 4000 0000 Base, 0100 Supp/Conc, through 9999 Other \$10,000</p>	<p>SSA 8.1 1000, 3000 0000 Base, 0100 Supp/Conc \$0</p> <p>SSA 8.2 5800: Professional/Consulting Services And Operating Expenditures 0000 Base, 0100 Supp/Conc, through 9999 Other \$0</p> <p>SSA 8.3 4000-4999: Books And Supplies 0000 Base, 0100 Supp/Conc, through 9999 Other \$337.00</p>
<p>SSA: 9 - College and Career Preparatory Opportunities</p> <p>To provide students with career and college strategies, increases to the A-G course completion rate, activities and opportunities that prepares</p>	<p>SSA 9.1 5000-5999: Services And Other Operating Expenditures 0000 Base, 0100 Supp/Conc, through 9999 Other \$7,000</p>	<p>SSA 9.1 5000-5999: Services And Other Operating Expenditures 0000 Base, 0100 Supp/Conc, through 9999 Other \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce.		
SSA9.1 Mathematics, Engineering, Science Achievement (MESA) Program	SSA 9.2 5000-5999: Services And Other Operating Expenditures 0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 9650 CTE/ROP \$40,000	SSA 9.2 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low \$748.00
SSA9.2 Opportunities for Age Appropriate College Entrance Examinations, i.e. PSAT for 8th and 10th grade, including training by CollegeBoard in addition to regular AP/IB summer teacher training	SSA 9.3 1000, 3000, 4000, 5000 0000 Base, 0100 Supp/Conc, through 9999 Other \$10,000	SSA 9.3 1000, 3000, 4000, 5000 0000 Base, 0100 Supp/Conc, through 9999 Other \$0
SSA9.3 After school and weekend tutorials supporting AP, IB, and Dual Enrollment classes - increase A-G course completion rate	SSA 9.4 5000-5999: Services And Other Operating Expenditures 0000 LCFF Base \$0	SSA 9.4 5000-5999: Services And Other Operating Expenditures 0000 LCFF Base \$0
SSA9.4 Career Exploration Software and Programs (Naviance)		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services that were not implemented were used to support distance learning professional development for teachers and instructional staff in order to address the new learning landscape and technological features involved with providing both synchronous and asynchronous learning for students due to the school building closures caused by the impacts of the COVID-19 pandemic. Due to the impacts of the pandemic at the end of the year, all conferences and costs aligned with those professional learning experiences were canceled, and all in-person after-school tutoring and enrichment activities were canceled due to the shelter in place order within the county and state. Budgeted funds were also used to provide all students and LCFF identified low-income learners with learning supplies they could use within their place of residence since the logistics of ensuring all students had access to a laptop and Wifi-hotspot, as well as curriculum and materials required for all coursework, took some time due to the supply and demand distribution variables presented by COVID-19 pandemic. Counselors, instructional staff, and school site administration focused on using learning management systems and engaging students and families within a distance and remote educational landscape. SECA promoted access to district-provided opportunities to support families ability to better understand the distance learning format, address computer/technology literacy needs to be aligned with the new way of accessing school academics related to

distance learning, how to access and use the curriculum online, and increase awareness of the various learning management systems that were being used to provide instruction and access to academic assignments.

When and where possible all expenditures outside of the original goal were used support any distance learning services related to each action.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Some of the successes in implementing the actions and services to achieve the LCAP goal focused on student achievement was increasing learning technology access for all enrolled students and specifically low-income students ensuring that students had a laptop they could use at school and within their place of residence. SECA continued to provide all PreAP, AP, and Community College coursework with a high level of success resulting in students exceeding the state average in completion of all A-G requirements and growth targets for assessment passage rates for AP and local measures such as iReady and the MDTP. SECA expects to also maintain a 100% compliance rate of students who are prepared for college.

Professional development opportunities and teacher collaboration time provided opportunities for instructional staff to take part in professional learning opportunities that increased access to Common Core State Standards-based curriculum learning activities, reteaching and intervention resources, and online access to the academic content learning resources and assessment tools.

In accordance with the guidance of local and state health agencies and executive orders issued by Governor Newsom, all in-person gatherings, meetings, and celebrations were either canceled across the district starting March 13th and for the duration of the 2019-2020 school year or were converted into virtual (video and/or telephonic) meeting platforms. Strategic planning teams made up of site leadership staff, site administrators, teachers, students, and parents/guardians were created to provide guidance around promotion and graduation ceremonies, facilitating remaining SSTs and 504 plan meetings utilizing video or telephonic platforms, closing out the school year protocols, summer school and credit recovery offerings, and strategic planning for the opening of the 2020-2021 school year. All summer school and credit recovery offerings were provided by counselors through virtual and distance learning platforms.

The challenges in implementing the actions/services to achieve this LCAP goal were directly aligned with the impacts of the COVID-19 pandemic, closure of school buildings, and lack of availability of in-person allowable offerings, and the challenging purchasing logistics due to supply chain obstacles and nationwide high demand of needed items. All conferences, in-person activities and events, and District facility meetings were either canceled or offered virtually through remote access. The process of ensuring safe distribution of laptops to both staff and students, adapting professional learning focuses to administering instruction on distance learning platforms, and providing Wifi-hotspots for connectivity presented multiple layers of challenges. Making sure that school sites had the most up-to-date working phone number or email for student's family contact presented a challenge for SECA's identified low-income student group. The changes to programs and district building closures to address the COVID-19 pandemic health emergency presented significant impacts on students and families. Some of the most serious impacts of school closures were the challenges of ensuring all those facing food scarcities were being provided with meals/food, all students had access to a computer/laptop and ability to access the internet, providing individual and group counseling services rather the benefits of in-person contact. The impact of shelter in place for safety and not being able to be around classmates and colleagues, experience learning through distance interactions, and taking

part in the end of the year celebrations, promotions, and graduations virtually, presented social-emotional and mental-health impacts that as a school system and community we had never collectively experienced before. Families were thrust into the role of managing the “new reality” presented by the COVID-19 pandemic, having their child(ren) present within their place of residence Monday through Friday during traditional school hours, navigating the online virtual realm of distance learning, doing their best to support their children’s learning within their place of residence, and addressing all of the financial, health, mental, emotional, and societal struggles intertwined with the COVID-19 pandemic and sheltering in place for an extended period of time.

Goal 2

Safe and Healthy Learning Environments

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator State Priority 1A: Teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.</p> <p>19-20 To maintain 100% of teachers at Stockton Early College Academy who are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. (Verified by SUSD Human Resource reports.)</p> <p>Baseline Baseline (2016-2017):</p> <p>86%</p> <p>Data Source: SUSD Human Resource Reports</p>	<p>SECA maintained 100% of teachers at Stockton Early College Academy who are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. (Verified by SUSD Human Resource reports.)</p>
<p>Metric/Indicator State Priority 1B: Every pupil in the school district has sufficient access to the standards-aligned instructional materials.</p>	<p>SECA maintained 100% access to standards aligned instructional materials for all courses.</p>

Expected	Actual
<p>19-20 To maintain the percentage of students will have sufficient access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.)</p> <p>Baseline Baseline (2015-2016):</p> <p>100%</p> <p>Data Source: SUSD District Textbook Sufficiency Resolution</p>	
<p>Metric/Indicator State Priority 1C: School facilities are maintained in good repair.</p> <p>19-20 To maintain the school facility in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).)</p> <p>Baseline Baseline (2015-2016):</p> <p>61.1%</p> <p>Data Source: Facilities Inspection Tool (FIT), School Accountability Report Card (SARC)</p>	<p>SECA maintained facilities in good repair, and is regularly recognized for meeting or exceeding the district standard for cleanliness.</p>
<p>Metric/Indicator State Priority 6A: Pupil suspension rates.</p> <p>19-20 To maintain suspension rates at 0%. (Verified by SUSD Student Information System, CALPADS.)</p> <p>Baseline</p>	<p>SECA has maintained a 0% suspension rate.</p>

Expected	Actual
<p>Baseline (2015-2016):</p> <p>9.4% suspension rate</p> <p>Data Source: SUSD Student Information System, CALPADS</p>	
<p>Metric/Indicator Disproportionate student suspension rate of all significant subgroups will continue to decrease.</p> <p>19-20 To maintain suspension rates at 0%. (Verified by SUSD Student Information System, CALPADS.)</p> <p>Baseline Baseline (2015-2016):</p> <p>6,165 Total Suspensions</p> <p>49.78% Hispanic</p> <p>30.53% African American</p> <p>7.72% Caucasian</p> <p>3% Other</p> <p>.58% American Indian/Alaskan Native</p> <p>5.04% Asian</p> <p>Data Source: SUSD Student Information System, CALPADS</p>	<p>SECA has maintained a 0% suspension rate..</p>
<p>Metric/Indicator</p>	<p>SECA has maintained a 0% expulsion rate.</p>

Expected	Actual
<p>State Priority 6B: Pupil expulsion rates.</p> <p>19-20 To maintain expulsion rates at 0%. (Verified by SUSD Student Information System, CALPADS.)</p> <p>Baseline Baseline (2015-2016):</p> <p>.08% expulsion rate</p> <p>Data Source: SUSD Student Information System, CALPADS</p>	
<p>Metric/Indicator Disproportionate student expulsion rate of all significant subgroups will continue to decrease.</p> <p>19-20 To maintain expulsion rates at 0%. (Verified by SUSD Student Information System, CALPADS.)</p> <p>Baseline Baseline (2015-2016):</p> <p>51 Total Expulsions</p> <p>47.06% Hispanic</p> <p>37.25% African American</p> <p>5.88% Caucasian</p> <p>1.96% Other</p> <p>1.96% American Indian/Alaskan Native</p>	<p>SECA has maintained a 0% expulsion rate.</p>

Expected	Actual
<p>5.88% Asian</p> <p>Data Source: SUSD Student Information System and CALPADS</p>	
<p>Metric/Indicator State Priority 6C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</p> <p>19-20 To increase the percentage of students reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)</p> <p>Baseline Baseline (2014-2015):</p> <p>82%</p> <p>Data Source: California Healthy Kids Survey (CHKS)</p>	<p>stakeholders and specifically students continue to report feeling safe and connected on campus at high rates. Students report feeling connected as a part of the school and with teachers at rates over 80% and feeling safe over 90%.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>SLE: 1 - Technology Infrastructure and Support</p> <p>To retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing.</p> <p>SLE1.1 Computer replacement</p>	<p>SLE 1.1 4000-4999: Books And Supplies 0000 LCFF Base \$30,000</p>	<p>SLE 1.1 4000-4999: Books And Supplies 0000 LCFF Base \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>SLE: 2 - Basic Instruction and Teacher Staffing</p> <p>To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment.</p> <p>SLE2.1 Basic Instruction and Teacher Staffing</p>	<p>SLE 2.1 1000, 3000 0000 LCFF Base \$1,986,318</p>	<p>SLE 2.1 1000, 3000 0000 LCFF Base \$1,828,414.00</p>
<p>SLE: 3 - Health Services</p> <p>To provide student and families with appropriate health services interventions to be healthy and more able to learn.</p> <p>SLE3.1 Subacute Health Care Services Response and Management</p>	<p>SLE 3.1 5700-5799: Transfers Of Direct Costs 0000 LCFF Base \$5,483</p>	<p>SLE 3.1 5700-5799: Transfers Of Direct Costs 0000 LCFF Base \$0</p>
<p>SLE: 4 - Community Oriented Policing Program</p> <p>To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments.</p> <p>SLE4.1 Visible Support of Safe and Secure Campuses</p>	<p>SLE 4.1 2000, 3000 0000 LCFF Base \$70,242</p>	<p>SLE 4.1 2000, 3000 0000 LCFF Base \$46,890.00</p>
<p>SLE: 5 - School Counseling</p> <p>To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness.</p>	<p>SLE 5.1 1000, 3000 0000 LCFF Base \$323,583</p>	<p>SLE 5.1 1000, 3000 0000 LCFF Base \$311,139.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
SLE5.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff. Many expenditures were under budget and many low or no cost solutions were taken advantage of in order to provide students with all goal outcomes. The money not expended here was used to support distance learning when and where possible related to each action with the purchase of additional technology and materials in support of student engagement and effective delivery of content. Mental health and well-being continued to be supported at the site and district level with expanded opportunities for stakeholders to access the support they needed.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The successes during the shift to distance learning resulted from attempts to provide all stakeholders with the materials and support needed to succeed.

SECA maintained 100% of its teachers being qualified and appropriately assigned as well as providing 100% access to standards aligned instructional materials for all courses. All materials and technology needed for distance-learning were obtained, distributed and supported by the staff and site.

Attendance rates exceeded district and state averages at a rate of 98.5% and keeping suspensions and expulsions at 0%. Information gathered as evidenced above points to a large majority of all students and stakeholders including low-income as feeling connected to school and the resources needed to succeed. Teachers, site staff and the district have increased support and contact with students to provide information about support for access to services for general health and mental health.

Some challenges have presented themselves as a result of the lack of in-person connection for teachers, students, and parents. Teachers have worked to keep all students engaged in class and assignment, but have reported a slight decline in the rates of participation and level of work.

While connections to services were provided it cannot make-up for the day-to-day access to health and wellness professionals on campus.

Goal 3

Meaningful Partnerships

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 3A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school-site. 19-20 To maintain opportunities for outreach and parent input and participation in making decisions for the individual school site through various parent meetings/groups, such as School Site Council and Parent Advisory Committee. (Verified by Site Participation Reports.)	SECA maintains opportunities for outreach and parent input in making decisions through meetings such as School Site Council, parent coffee hours, back to school night, surveys, and district level advisory groups. (As verified by site participation indicators)

Expected	Actual
<p>Baseline Baseline (2015-2016):</p> <p>49 schools</p> <p>Data Source: SUSD District and Site Participation Reports</p>	
<p>Metric/Indicator State Priority 3B: How the school district will promote parental participation in programs for unduplicated pupils.</p> <p>19-20 To maintain opportunities for outreach and parent input and participation in making decisions for the individual school site through various parent meetings/groups, such as School Site Council and Parent Advisory Committee. (Verified by Site Participation Reports.)</p> <p>Baseline Baseline (2015-2016):</p> <p>49 schools</p> <p>Data Source: SUSD District and Site Participation</p>	<p>SECA maintains opportunities for outreach to promote participation in all programs/meetings/groups such as school site council and other advisory committees. (As evidenced by emails, phone calls, website, announcements etc.)</p>
<p>Metric/Indicator State Priority 3C: How the school district will promote parental participation in programs for individuals with exceptional needs.</p> <p>19-20 To maintain the number of sites offering opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Advisory Committees, including Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs.</p>	<p>SECA maintains opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Advisory Committees, including Title I Parent Meetings, 504 Meetings, SSTs, etc. (As verified by site participation indicators)</p>

Expected	Actual
<p>(Verified by SUSD District and Site Participation Reports, SEIS Database.)</p> <p>Baseline Baseline (2015-2016):</p> <p>49 schools</p> <p>Data Source: SUSD District and Site Participation Reports</p>	
<p>Metric/Indicator State Priority 5A: School attendance rates.</p> <p>19-20 To increase attendance rates. (Verified by CALPADS.)</p> <p>Baseline Baseline (2015-2016):</p> <p>94.37%</p> <p>Data Source: SUSDs Student Information System, BiTech</p>	<p>SECA has maintained attendance rates above the local and state average every year at a rate of 98.5%.</p>
<p>Metric/Indicator State Priority 5B: Chronic absenteeism rates.</p> <p>19-20 To maintain low chronic absenteeism rates. (Verified by CALPADS.)</p> <p>Baseline Baseline (2015-2016):</p> <p>7.95%</p>	<p>SECA has maintained low chronic absenteeism rates of under 3% each year.</p>

Expected	Actual
Data Source: SUSDs Student Information System	
Metric/Indicator State Priority 5C: Middle school dropout rates. 19-20 Inactive Baseline Baseline (2015-2016): .3% Data Source: CALPADS	SECA does not offer middle school courses
Metric/Indicator State Priority 5D: High school dropout rates. 19-20 To decrease middle school dropout rates. (Verified by CALPADS.) Baseline Baseline (2015-2016): 13% Data Source: CALPADS	SECA has maintained a consistent dropout rate of 0% each year.
Metric/Indicator State Priority 5E: High school graduation rates. 19-20	SECA has maintained a consistent 100% graduation rate each year.

Expected	Actual
<p>To increase high school graduation rates. (Verified by CALPADS.)</p> <p>Baseline Baseline (2015-2016):</p> <p>81%</p> <p>Data Source: CALPADS</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>SMP: 1 - Parent Empowerment</p> <p>To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success.</p> <p>SMP1.1 Parent outreach</p>	<p>SMP 1.1 1000, 2000, 3000, 4000, 5000 0000 Base, 0100 Supp/Conc, through 9999 Other \$4,000</p>	<p>SMP 1.1 1000, 2000, 3000, 4000, 5000 0000 Base, 0100 Supp/Conc, through 9999 Other \$0</p>
<p>SMP: 2 - Parent and School Communication</p> <p>To provide and maintain systems of communication that meets the needs of the school, parents, students and the community.</p> <p>SMP2.1 Continuous improvement of system of communication with SECA community and stakeholders.</p>	<p>SMP 2.1 1000, 2000, 3000, 4000, 5000 0000 Base, 0100 Supp/Conc, through 9999 Other \$5,000</p>	<p>SMP 2.1 1000, 2000, 3000, 4000, 5000 0000 Base, 0100 Supp/Conc, through 9999 Other \$68.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>SMP: 3 - Parent and Teacher Engagement</p> <p>To foster the parent and teacher relationships to work in unison towards a common goal of supporting students.</p> <p>SMP3.1 Parent-Teacher conferences</p>	<p>SMP 3.1 1000, 3000 0000 Base, 0100 Supp/Conc, through 9999 Other \$0</p>	<p>SMP 3.1 1000, 3000 0000 Base, 0100 Supp/Conc, through 9999 Other \$0</p>
<p>SMP: 4 - Student Engagement and Leadership Opportunities</p> <p>To provide all students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success.</p> <p>SMP4.1 Opportunities for students to participate in activities</p>	<p>SMP 4.1 1000, 2000, 3000, 4000 0000 Base, 0100 Supp/Conc, through 9999 Other \$0</p>	<p>SMP 4.1 1000, 2000, 3000, 4000 0000 Base, 0100 Supp/Conc, through 9999 Other \$0</p>
<p>SMP: 5 - Student Attendance Accountability</p> <p>To provide a system of supports that enables students to be academically successful through regular and on-time attendance.</p> <p>SMP5.1 Attendance Incentives</p>	<p>SMP 5.1 4000, 5000 Other \$23,352</p>	<p>SMP 5.1 4000, 5000 Other \$311.00</p>

Goal Analysis

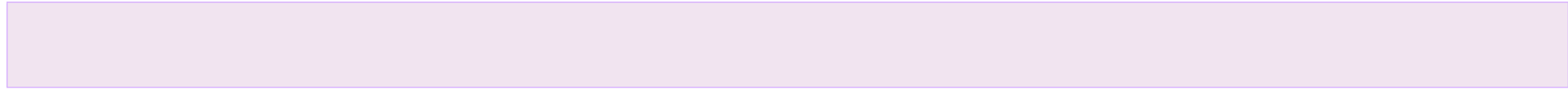
A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services that were not implemented were used to support distance learning or no cost solutions were taken advantage of in order to provide students with all goal outcomes. In addition, funds budgeted for actions and services that were not implemented were used to increase student access to leadership, collaboration, and socialization activities, virtual end of the year celebrations and transitional events preparing students for high school and college, and direct service outreach to parents, families, and guardians to support students attending school regularly, increasing student attendance rate and participating in the distance learning that took place in the last three months of instruction for the 2019-2020 school year, extended school year instructional programs for students to access during the month of June, and professional learning development for staff in support of increasing staff's skills and abilities to engage and increase student engagement and participation within remote and distance learning platforms for providing educational services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Many successes were evidenced as a result of continuing and implementing actions/services to support the engagement of students, maintaining high levels of daily attendance, focus outreach and support for all students including high needs student groups. All students including identified low-income students maintained a higher than average attendance rate of over 98.5% while continuing 0% drop out rate and 100% graduation rate. The District continued to increase school site administrators access to monthly updates on attendance and discipline data that reflected whole school data and data by student groups attending the school site. Teachers were trained and supported in modified attendance and outreach procedures to support all students in attending and engaging in class.

Due to the onset of COVID 19 many obstacles presented themselves for the full expenditure of funds. Due to the onset of COVID 19 many obstacles presented themselves for the full expenditure of funds. Some of the challenges in implementing the actions/services to achieve this goal were that from the March spring break through the end of the academic year due to the COVID-19 pandemic, all school buildings were closed and in-person gatherings and instruction were not able to occur. The health and safety protocols, such as the shelter in place order, that were aligned with the response to the COVID-19 pandemic presented obstacles to providing planned actions and services, such as field trips, student leadership events and forums, and sporting and other events. The shift to distance learning created a slight increase in students not consistently engaging/attending school through the distance learning platform and effective outreach and connecting with all students including low-income students. Many student's families changed contact information and place of residence during the shelter in place distance learning time and outreach (phone calls, home and Zoom visits) to connecting with families and ensuring students were engaged in distance learning. Families were provided, but did not always take advantage of access to resources and support to address the fiscal, health, home, and food security issues that presented themselves and or increased the struggles already present both prior and during the COVID-19 pandemic.



Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Signage, posters, and floor decals for visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing/sanitizing protocols.	\$400.00	\$0	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	\$650.00	\$0	No
Individual instructional supplies to limit the number of individuals using shared objects and ensure students have the materials they need to be fully engaged in the learning process.	\$8,000	\$0	No
HVAC filters: Facilities will increase the rates at which they replace HVAC filters at school sites and district buildings as recommended per current health and safety guidelines.	\$4,000	\$0	No
Personal Protective Equipment (PPE): Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering school sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer and thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	\$5,000	\$0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Some funds were redistributed at the district level resulting in more cost than estimated and in other cases less. Also, other site-level substantive differences of actual expenditures were under budget and many low or no-cost solutions were taken advantage of in order to provide students with all goal outcomes. The money not expended was used when able to support distance learning when and where possible related to each action.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Due to the onset of COVID 19, many obstacles presented themselves for the full expenditure of funds and prevented the offering of any in-person instruction. At the time of writing this plan update, Stockton Early College Academy (SECA) was not providing and did not ever provide during the 2020-2021 school year after that point, in-person instructional offerings within the instructional day. This was in part due to the impacts of the COVID-19 pandemic and aligned with a heightened sense of health and safety relating to the ongoing widespread tiered status of San Joaquin County relating to new COVID-19 positive cases per day per 100,000 people, high COVID-19 positivity rate, and lack of Intensive Care Unit (ICU) availability. The need for PPE was addressed in all preparations but never used beyond protecting the few staff on campus. The use of PPE equipment and safety protocols was effective when dealing with the public and students when they needed to come in to obtain needed and required materials during a few scheduled events.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Laptops to continue to the refresh cycle process and ensure they are provided for every student enrolled in SECA.	\$75000	\$0	Yes
WiFi hot spot provided to every student's place of residence/household (37,000 WiFi hot spots)	\$20,000	\$0	Yes
Resources that help ensure and support students using and accessing appropriate and safe internet and websites when using computers.	\$1,200	\$0	Yes
Technology for administrators, teachers, and instructional support staff.	\$10,000	\$0	Yes
Collaboration Time Professional Development Days, and Family Engagement: Continue monthly time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	\$75,000	\$0	Yes
Zoom licenses to ensure site administrators and counselors to create virtual platforms for outreach and workshops for families in support of building partnerships, understanding, and family capacity to assist children accessing and being successful within distance learning	\$1,600	\$0	Yes
Community College Course fees to provide contract education as part of requirements as a hybrid early college model high school.	\$300,000	\$0	Yes
Community College Course books and materials to provide contract education as part of requirements as a hybrid early college model high school.	\$76,300	\$0	Yes
College Board including PreAp and AP fees to support distance learning offerings as part of the requirements for being certified as a PreAP school by the college board.	\$75,000	\$0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
College Board fees for professional development and related materials.	\$25,000	\$0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Some funds were redistributed at the district level resulting in more cost than estimated and in other cases less. Also, other site-level substantive differences of actual expenditures were under budget and many low or no-cost solutions were taken advantage of in order to provide students with all goal outcomes. The money not expended was used when able to support distance learning when and where possible related to each action.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Due to the onset of COVID 19, many obstacles presented themselves for the full expenditure of funds and prevented the type of support normally provided by teachers, counselors, and staff. At the time of writing this plan update, Stockton Early College Academy (SECA) was not providing and did not ever provide during the 2020-2021 school year after that point, in-person instructional offerings within the instructional day, due to the impacts of the COVID-19 pandemic.

This made it difficult to maintain the connections in distance learning surrounding attendance and completion of work by students that are normally supported by daily in-person contact. While there were definite obstacles SECA was successful in many regards in providing the technology, instruction, and staff support needed to be successful. Laptops and hotspots for wifi connections were provided for all students who needed them. Teachers were also supplied with all technology, training, and materials needed to deliver the "normal" curriculum standard as a part of SECA's mission to prepare students for entry into four-year universities. SECA also continued to support access to community college courses, PreAP, and AP courses as part of the early college model required by its charter.

SECA Continued monthly time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning, collaboration was further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
High school credit and dropout recovery program provided to all high school students with a focus on juniors and seniors in need of access to credit recovery opportunities.	\$3,000	\$0	Yes
After school tutoring, homework help, and enrichment activities when returning to in-person instruction	\$20,000	\$0	Yes
Before school instruction for the lowest-achieving math students as identified through assessment and SST meetings.	\$8,000	\$0	Yes
Online platforms and programs for supporting gaps in learning and preparation for required assessments as part of the school mission.	\$4,500	\$0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Some funds were redistributed at the district level resulting in more cost than estimated and in other cases less. Also, other site-level substantive differences of actual expenditures were under budget and many low or no-cost solutions were taken advantage of in order to provide students with all goal outcomes. The money not expended was used when able to support distance learning when and where possible related to each action. The participation in each of these supports to address learning loss was lower than normal when students attended school in person also resulting in a lower expenditure of funds as not as many licenses or the amount of personnel as needed.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

As mentioned above without the encouragement and lack of personal connection it was more difficult to engage students in participating in opportunities to mitigate learning loss. However, SECA has had a large amount of success in continuing to support learning deficits and loss relative to the usual practices of the school. The counseling department has used APEX to support students in danger of failing classes required for graduation and continued to consistently provide tutoring virtually, homework and remediation during office hours, and when possible enrichment opportunities. SECA also continued to provide Before school instruction for the

lowest-achieving math students as identified through assessment and SST meetings. Finally, online platforms for supporting gaps have been used in various classrooms in preparation for required state and AP assessments.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Due to the onset of COVID 19, many obstacles presented themselves for the full expenditure of funds and prevented the type of support normally provided by teachers, counselors, and staff. A significant increase in the identified instances of students suffering emotionally and mentally was observed due to the impacts of the COVID-19 pandemic. However, due to the limitations of services predominantly provided in a virtual and distanced format made it difficult to reach all who needed services and contact.

While difficult operating without in-person services except in very specific and crisis-driven cases, SECA found much success in counselors providing direct support to students in addressing the academic guidance and social-emotional learning support of the effects of the trauma and anxiety related to prolonged isolation, loss of life in the family, and extended shelter in place experiences connected to the impact of COVID-19 and other contributing factors to student's social-emotional well-being.

At the district level, mental health clinicians provide direct support to each school site in addressing the effects of the trauma and anxiety related to prolonged isolation, loss of life in the family, and extended shelter in place experiences connected to the impact of COVID-19. Workshops, training, individual, group, and family therapy sessions focused on trauma-informed practices, social-emotional and well-being needs, and mindfulness services were provided along with many other ongoing series of resources and services provided by the mental health and student conduct department.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Due to the onset of COVID 19, many obstacles presented themselves for the full expenditure of funds and prevented the types of services, events, and opportunities SECA provides to support pupil engagement and outreach. This was due to the limitations of virtual appointments, events, and the lack of personal contact provided to all constituents by teachers and staff. The most difficult to sustain was the personal health care provided by the district and on-site nurse. Health services were still provided and families were made aware of opportunities to receive services normally provided by the school.

However difficult maintaining engagement and outreach has proved to be, SECA has been largely successful in its efforts related to attendance, academic services, college-preparation and applications, leadership social opportunities, health, and trauma-informed care.

Counselors provided direct support to students in addressing the academic guidance and social-emotional learning support of the effects of the trauma and anxiety related to prolonged isolation, loss of life in the family, and extended shelter in place experiences connected to the impact of COVID-19 and other contributing factors to student's social-emotional well-being.

Counselors, teachers, and staff reached out and communicated with families on an ongoing basis to reinforce the importance of daily student attendance and build relationships between the families and SUSD. SECA maintained a daily attendance rate of over 98.5%.

All services provided to students to maintain college and career readiness including individual meetings with students to review A-G coursework, grades, credits earned, and the student's current competitive standing for college admittance was completed. Support was continually offered through virtual contact by teachers, counselors, and staff if students were identified as disengaging or struggling academically.

While difficult there was a successful effort to Sustain and adapt student engagement and leadership opportunities for all students and including low-income to participate in clubs, academic activities, programs, and leadership experiences within distance learning instructional offerings.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Due to the onset of COVID 19, many obstacles presented themselves for the full expenditure of funds and prevented the typical nutrition and food service offered at SECA. This was a direct result of not having students on campus for direct in-person instruction related to the safety measures required for COVID-19.

However there was success and the district level in supporting SECA's students and families in need. Child Nutrition and Food Services provides meals and services during school building closures at central sites as well as connecting students to community food banks and other resources.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Child Nutrition and Food Services supplies and materials needed to provide meals during school building closures while continuing services once in-person offerings are allowable while following public health guidelines (student scan postcards, pop-up tents for shade, Personal Protective Equipment, sanitation supplies, disinfectant supplies, additional foodservice equipment, and supplies, and other supplies as needed to address providing food services within the COVID19 pandemic)	\$1,000	0	Yes
Mental Health and Social and Emotional Well-Being	Mental health clinicians provide direct support to each school site in addressing the effects of the trauma and anxiety related to prolonged isolation, loss of life in the family, and extended shelter in place experiences connected to the impact of COVID-19. Workshops, training, individual, group, and family therapy sessions focused on trauma-informed practices, social-emotional and well-being needs, and mindfulness services were provided along with many other ongoing series of resources and services provided by the mental health and student conduct department.	\$20,000	0	Yes
Mental Health and Social and Emotional Well-Being	Counselors provide direct support to students in addressing the academic guidance and social-emotional learning support of the effects of the trauma and anxiety related to prolonged isolation, loss of life in the family, and extended shelter in place experiences connected to the impact of	\$300,000	0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	COVID-19 and other contributing factors to student's social-emotional well-being.			
Pupil Engagement and Outreach	Student attendance and accountability staff consisting of office assistants, Child Welfare and Attendance truancy outreach, and attendance techs reached out and communicated with families on an ongoing basis to reinforce the importance of daily student attendance and build relationships between the families and SUSD.	\$44,000	0	Yes
Pupil Engagement and Outreach	Trauma-informed care and responsive school training for SUSD staff in addressing the diverse needs of students, staff, and families related to the impact of addressing the effects of the trauma and anxiety related to prolonged isolation, loss of life in the family, and extended shelter in place experiences connected to the impact of COVID-19 and other contributing factors aligned with the need for trauma-informed practices.	\$3,000	0	Yes
Pupil Engagement and Outreach	Sustaining college and career readiness resources, programs, student access to a career exploration software program, and on-track academic reports for high school students that the counselor provides every enrolled high school student, utilizes for academic guidance conversations and shares the information with families about the high school credits earned, the A-G coursework still needed, the student's current competitive standing with course work and academic data for acceptance into University of California (UC) and/or California State University (CSU) schools, and career pathways connected to the coursework the students are taking and personal interest data analyzed from the career exploration with Naviance.	\$30,000	0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Sustain, increase, and adapt student engagement and leadership opportunities for all students and including low-income to participate in clubs, athletic and academic activities, programs, and leadership experiences within distance learning and in-person instructional offerings.	\$50,000	0	Yes
Pupil Engagement and Outreach	Sustain the health services staffing of licensed nurses, and sub-acute health response management continues to be provided to students and families during distance learning and in-person instructional offerings addressing their health and wellness needs.	\$15,000	0	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Some funds were redistributed at the district level resulting in more cost than estimated and in other cases less. Also, other site-level substantive differences of actual expenditures were under budget and many low or no-cost solutions were taken advantage of in order to provide students with all goal outcomes. The money not expended was used when able to support distance learning when and where possible related to each action.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Due to the obstacles and learning opportunities presented by distance-learning and the limitations of COVID-19 many lessons were learned through trial and error as SECA learned how to stay safe and be successful in supporting all stakeholders. A few common themes became clear as the time in remote learning stretched out over a year-long period. In order to address these identified needs in the 2021-2024 LCAP, it is important to continually reflect on SECA's practices moving from distance to in-person instruction. It is clear that continued collaboration and time to support it is needed to support teacher and student success and growth in any setting virtual or in person. The time to review and discuss shortfalls and successes related to student performance is paramount to teachers and students performing at the highest levels. In support of collaboration and student success in all areas, it is clear the technology gap and creating equal opportunities for all students must continue to be addressed moving forward. Students must all have access to the different technologies to compete on an even playing field.

This will not only support student academic, social, and college-preparedness but will further boost our efforts to increase communication and outreach with all stakeholders. Attempts to create connections with students, parents, and families must continue to be a priority moving forward.

By far the most self-identified and apparent need identified to be included in future LCAPs is in the area of mental health and well-being. SECA's efforts precede the pandemic and have been successful in supporting students, but the events of last year, especially related to the isolation created by quarantine and sheltering at home have shone a spotlight on the continuing need for attention and efforts in this area.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Many efforts are in place and others will be implemented including access to technology, tutoring, before school support in math, conferences, office time, opportunities for remediation and make-up with teachers and school-wide dedicated time, academic support labs, High School Success curriculum for freshman, Counselor driven individual reviews of coursework and needs, SST's, English Language Development assessment, use of APEX for credit recovery, among others. In support of informing all of these efforts continued collaboration around and use of summative and formative assessment data provided by avenues such as iReady, MDTP, PreAP, and AP as well as in-class opportunities in order to identify deficits and where support is needed will continue to be offered and used strategically.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Descriptions of services that have been implemented to address the increased and improved services of students with unique needs have been included in all of the annual update sections. The actions and services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement were implemented as described and intended. Some funds were redistributed at the district level resulting in more cost than estimated and in other cases less. Also, other site-level substantive differences of actual expenditures were under budget and many low or no-cost solutions were taken advantage of in order to provide students with all goal outcomes. The money not expended was used when able to support distance learning when and where possible related to each action.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan informed the development of the 2021-2024 LCAP specifically in the following areas. Providing all students with a well-rounded educational experience, the delivery of high-quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners. Promoting safe and healthy learning environments with special attention to the mental health and well-being of our students as it relates both academically and socially. Also the continuance of providing all needed academic and counseling services on campus to maintain students meeting all requirements to meet A-G and graduation requirements as well as acceptance for universities. Committing to meaningful partnerships with all stakeholders through consistent communication and outreach efforts such as School Site Council, Coffee hours, public events, emails, and social media among others in order to support student achievement. The technology gap and creating equal opportunities for all students must continue to be addressed moving forward by moving to a true one-to-one access model for the use of a computer at school and home. All other necessary technology needs such as wifi hotspots, calculators, etc. need to continue to be supported in efforts to provide all students with equal access to the materials required to be successful. A continued focus on professional development and collaboration around teaching practices and student achievement in order to increase student achievement and college and career readiness.

All efforts made in the updates as a way to inform the 21-22 through 23-24 LCAP are made with special populations in mind and in SECA's case, all students will receive the needed support and attention required of all efforts to succeed academically and socially including low-income learners. The focus of the Annual Update for Developing the 2021-22 Local Control and Accountability Plan Page 108 of 119 Stockton Unified School District actions and services sustained and included within the 2021-2024 LCAP is to provide the educational experiences, knowledge acquisition, and skill-based experiences so that our students graduate from high school prepared with requirements for admission into college, skills to obtain a job that provides a living wage, and ability to be a leader within the community they reside.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,795,584.00	2,325,316.00
0000 Base, 0100 Supp/Conc	41,000.00	3,000.00
0000 Base, 0100 Supp/Conc, through 9999 Other	95,000.00	25,428.00
0000 LCFF Base	2,561,232.00	2,292,859.00
0100 LCFF Supp/Conc	35,000.00	2,970.00
0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low	0.00	748.00
0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 9650 CTE/ROP	40,000.00	0.00
None	0.00	0.00
Other	23,352.00	311.00
	23,352.00	310.65

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,795,584.00	2,325,316.00
1000, 2000, 3000, 4000	10,000.00	0.00
1000, 2000, 3000, 4000, 5000	9,000.00	68.00
1000, 3000	2,461,507.00	2,245,969.00
1000, 3000, 4000, 5000	10,000.00	0.00
1000, 3000, 5000	5,000.00	3,000.00
2000, 3000	70,242.00	46,890.00
4000, 5000	23,352.00	311.00
4000-4999: Books And Supplies	110,000.00	25,360.00
5000-5999: Services And Other Operating Expenditures	82,000.00	748.00
5700-5799: Transfers Of Direct Costs	5,483.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	9,000.00	2,970.00
None	0.00	0.00
	0.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	2,795,584.00	2,325,316.00
1000, 2000, 3000, 4000	0000 Base, 0100 Supp/Conc, through 9999 Other	10,000.00	0.00
1000, 2000, 3000, 4000, 5000	0000 Base, 0100 Supp/Conc, through 9999 Other	9,000.00	68.00
1000, 3000	0000 Base, 0100 Supp/Conc	36,000.00	0.00
1000, 3000	0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	0.00
1000, 3000	0000 LCFF Base	2,425,507.00	2,245,969.00
1000, 3000, 4000, 5000	0000 Base, 0100 Supp/Conc, through 9999 Other	10,000.00	0.00
1000, 3000, 5000	0000 Base, 0100 Supp/Conc	5,000.00	3,000.00
2000, 3000	0000 LCFF Base	70,242.00	46,890.00
4000, 5000	Other	23,352.00	311.00
4000-4999: Books And Supplies	0000 Base, 0100 Supp/Conc, through 9999 Other	50,000.00	25,360.00
4000-4999: Books And Supplies	0000 LCFF Base	60,000.00	0.00
5000-5999: Services And Other Operating Expenditures	0000 Base, 0100 Supp/Conc, through 9999 Other	7,000.00	0.00
5000-5999: Services And Other Operating Expenditures	0000 LCFF Base	0.00	0.00
5000-5999: Services And Other Operating Expenditures	0100 LCFF Supp/Conc	35,000.00	0.00
5000-5999: Services And Other Operating Expenditures	0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low	0.00	748.00
5000-5999: Services And Other Operating Expenditures	0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 9650 CTE/ROP	40,000.00	0.00
5700-5799: Transfers Of Direct Costs	0000 LCFF Base	5,483.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	0000 Base, 0100 Supp/Conc, through 9999 Other	9,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	0100 LCFF Supp/Conc	0.00	2,970.00
None	None	0.00	0.00
		0.00	0.00
		0.00	0.00
		9,000.00	0.00
		0.00	0.00
		0.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	347,606.00	138,494.00
Goal 2	2,415,626.00	2,186,443.00
Goal 3	32,352.00	379.00

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$18,050.00	
Distance Learning Program	\$659,100.00	
Pupil Learning Loss	\$35,500.00	
Additional Actions and Plan Requirements	\$463,000.00	
All Expenditures in Learning Continuity and Attendance Plan	\$1,175,650.00	

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$18,050.00	
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$18,050.00	

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$659,100.00	
Pupil Learning Loss	\$35,500.00	
Additional Actions and Plan Requirements	\$463,000.00	
All Expenditures in Learning Continuity and Attendance Plan	\$1,157,600.00	