

Stockton Unified Early College Academy

349 E. Vine Street • Stockton, CA 95202 • (209) 933-7370 • Grades 9-12

Joshua Thom, Principal

jthom@stocktonusd.net

<http://seca-susd-ca.schoolloop.com>

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Stockton Unified School District

701 North Madison St.
Stockton, CA 95202-1634
(209) 933-7000
www.stocktonusd.net

District Governing Board

Gloria Allen

Andrea Burrise

Kathleen Garcia

Colleen Keenan

Maria Mendez

Angela Phillips

Steve Smith

District Administration

Ms. Julie Penn
Superintendent

Principal's Message

Stockton Early College Academy (SECA) is an early college model high school, which are typically small, highly diverse learning communities (grades 9-12), and are physically located on, or near, a college campus. At SECA, students are engaged in a highly rigorous academic curriculum that involves both college preparatory (Honors) and Advanced Placement (AP) core high school classes (English, Social Science, Math, and Science), as well as fully transferable (non-remediation) college courses taken from San Joaquin Delta Community College, which both supplement and expand the core offerings and fulfill elective requirements.

The result is that SECA students have the opportunity to earn both a high school diploma and up to two years of fully transferable credit – at no cost to the students or their parents – towards a Bachelor's Degree at a four-year university. In this process, many of the students are also awarded AA or AS degrees from Delta College.

SECA is specifically designed to help young people progress toward the education and experience that they will need to succeed both in life and family-supporting careers. It is also uniquely positioned to reach out to students who are of an ethnicity that is typically underserved in higher education, who come from socio-economically challenged families, and/ or who will be the first in their immediate family to attend, and graduate from, a four-year university.

Joshua Thom, PRINCIPAL

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (209) 933-7370.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	100
Gr. 10	64
Gr. 11	106
Gr. 12	59
Total	329

SOURCE: California Department of Education

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	1.2
Asian	33.1
Filipino	15.8
Hispanic or Latino	38.6
Native Hawaiian/Pacific Islander	0.9
White	8.2
Two or More Races	0.0
Socioeconomically Disadvantaged	63.8
English Learners	0.9
Students with Disabilities	1.5

SOURCE: California Department of Education

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Stockton Unified Early College Academy	12-13	13-14	14-15
Fully Credentialed	14	12	12
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	1
Stockton Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	1472
Without Full Credential	◆	◆	65
Teaching Outside Subject Area of Competence	◆	◆	7

SOURCE: This information is provided by the school district.

◆ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Stockton Unified Early College	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

SOURCE: This information is provided by the school district.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	96.03	3.97
High-Poverty Schools	95.92	4.08
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

SOURCE: California Department of Education

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials

Year and month in which data were collected: September 23, 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>ENGLISH LANGUAGE ARTS K-12</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>9-12 Math, Algebra I, II & Geometry</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p> <p>Calculus HM</p> <p>Adopted in 2006</p> <p>PreCalculus</p> <p>Adopted in 2006</p> <p>Statistics McDougal</p> <p>Adopted in 2008</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>California Holt Earth Science</p> <p>Adopted in 2007</p> <p>Biology</p> <p>Adopted in 2007</p> <p>Chemistry: Matter and Change</p> <p>Adopted in 2007</p> <p>Physics: Principles and Problems</p> <p>Adopted in 2007</p> <p>Health Glencoe</p> <p>Adopted in 2005</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>World History: The Modern World</p> <p>Adopted in 2007</p> <p>The American Vision: Modern Times</p> <p>Adopted in 2006</p> <p>Magruder's American Government</p> <p>Adopted in 2006</p> <p>Economics: Principles in Action</p> <p>Adopted in 2007</p>
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>French - McDougal</p> <p>Adopted in 2001</p> <p>Spanish – Prentice Hall</p> <p>Adopted in 2000</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

SECA is currently located in its new campus for the 2012-2013 school year. Over the course of the year the current campus will undergo a complete modernization. By the end of the 2013-2014 school year the gym, cafeteria, classrooms, and perimeter fencing will have been updated to meet modern requirements and provide a safe and secure school.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/17/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	overall: grounds between classrooms dry.site has only one custodian rm-203: floors need to be mopped. rm-305: floors need to be mopped. rm-402: floors need to be mopped.
Electrical: Electrical	[X]	[]	[]	m-404: outlet missing on north wall by ceiling.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	overall: grounds between classrooms dry.site has only one custodian
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	72	90	92	35	34	34	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	87	89	93	36	38	37	54	56	55
Math	41	42	63	34	34	34	49	50	50
HSS	75	78	85	26	27	27	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	10	9	10

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

SOURCE: California Department of Education

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.2	26.3	35.4

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	34
All Student at the School	92
Male	97
Female	87
Black or African American	
American Indian or Alaska Native	
Asian	95
Filipino	
Hispanic or Latino	85
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	91
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	13	-8	35
Black or African American			
American Indian or Alaska Native			
Asian		-8	37
Filipino			
Hispanic or Latino	1	-15	27
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	12	-8	41
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

SOURCE: California Department of Education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

SECA offers an extensive network of communication tools designed to connect parents and children to both the school community and to each other. The staff of the school communicates whenever necessary with both parents and students. This communication may be verbal (both in person and by phone); written (in the form of emails, mailers, or letters); or in meetings (special assemblies, and fund raisers).

Teachers initiate regular communication with parents regarding a student's progress, as well as listen and respond to parents' needs and concerns about the operation of the school.

Parents are encouraged to be proactive, to contact teachers, specialists, and/or the principal to solve problems, give feedback, and pass on ideas and insights to the school community. The principal maintains an "open door" policy for all staff, students, parents, and community members.

Direct parental involvement is fundamental to the success of SECA. Parents and students are encouraged to express their individual and collective voices, and to provide feedback to the Principal and to the staff. Parents and students may also be asked to give critiques and/or testimonials about the program.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

SECA is a very safe campus with a college-like physical and social environment. SECA's safety plan is reviewed and revised on an annual basis, and both faculty and students are fully aware of the procedures to follow in an emergency situation. There were no incidents of violence or disruption on the campus during 2013-2014, with no suspensions or expulsions.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.5	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.2	11.0	10.1
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

SOURCE: California Department of Education

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	N/A	

SOURCE: California Department of Education

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		51
Percent of Schools Currently in Program Improvement		87.9

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.5
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.25
Social Worker	0
Nurse	.05
Speech/Language/Hearing Specialist	.15
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	330

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

SOURCE: This information is provided by the school district.

SOURCE: California Department of Education

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	41.7	19	28	0	9	3	3	5	8	6		4
Math	43	24	33	1	1	2	2	10	2	5		5
Science	27.4	28	30	2		1	9	6	5	0		2
SS	35.9	20	34	3	12	2	7	14	7	6		3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

SOURCE: California Department of Education

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,408	\$41,761
Mid-Range Teacher Salary	\$59,951	\$66,895
Highest Teacher Salary	\$75,526	\$86,565
Average Principal Salary (ES)	\$104,770	\$108,011
Average Principal Salary (MS)	\$0	\$113,058
Average Principal Salary (HS)	\$111,283	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of District Budget		
Teacher Salaries	36	38
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

SOURCE: California Department of Education

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,431	\$190	\$7,241	\$59,127
District	◆	◆	\$4,980	\$61,189
State	◆	◆	\$4,690	\$70,720
Percent Difference: School Site/District			45.4	-3.4
Percent Difference: School Site/ State			54.4	-16.4

SOURCE: Information is provided by the school district and California Department of Education.

◆ no data required.

Types of Services Funded at Stockton Unified Early College Academy

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

Professional Development provided for Teachers at Stockton Unified Early College Academy

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	23	18	49	35	17
All Students at the School	6	27	66		23	77
Male	10	32	58		19	81
Female	3	23	74		26	74
Black or African American						
American Indian or Alaska Native						
Asian		21	79		14	86
Filipino						
Hispanic or Latino	14	29	57		19	81
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	7	29	63		22	78
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Stockton Unified Early College Academy	2011-12	2012-13	2013-14
English-Language Arts	85	96	94
Mathematics	92	97	100
Stockton Unified School District	2011-12	2012-13	2013-14
English-Language Arts	42	44	35
Mathematics	46	49	42
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	98.70	85.27	84.56
Black or African American	100.00	83.67	75.90
American Indian or Alaska Native	50.00	83.50	77.82
Asian	100.00	91.12	92.94
Filipino	100.00	96.25	92.20
Hispanic or Latino	100.00	84.50	80.83
Native Hawaiian/Pacific Islander	0.00	100.00	84.06
White	100.00	77.11	90.15
Two or More Races	0.00	62.50	89.03
Socioeconomically Disadvantaged	102.38	82.94	82.58
English Learners	0.00	73.11	53.68
Students with Disabilities	0.00	66.15	60.31

SOURCE: California Department of Education

Dropout Rate and Graduation Rate			
Stockton Unified Early College Academy	2010-11	2011-12	2012-13
Dropout Rate (1-year)		50.0	0.0
Graduation Rate		0.00	97.37
Stockton Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)		19.4	9.9
Graduation Rate	70.99	71.09	83.09
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

SOURCE: California Department of Education

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	3	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	1	♦
Science		♦
Social Science	7	♦
All courses	11	4.3

* Where there are student course enrollments.

SOURCE: California Department of Education

♦ no data required.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	70.64
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

SOURCE: California Department of Education

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

SOURCE: This information is provided by the school district.

Career Technical Education Programs