



Stockton Unified Early College Academy

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

Joshua Thom, Principal

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<https://www.stocktonusd.net/SECA>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Stockton Early College Academy

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District Governing Board

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**Assistant Superintendent of
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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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	119
Grade 10	113
Grade 11	102
Grade 12	94
Total Enrollment	428

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.0
American Indian or Alaska Native	1.9
Asian	28.5
Filipino	14.0
Hispanic or Latino	46.0
Native Hawaiian or Pacific Islander	1.4
White	3.7
Socioeconomically Disadvantaged	65.0
English Learners	0.9
Students with Disabilities	0.5
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	16-17	17-18	18-19
With Full Credential	13	14	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Stockton Early College Academy	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Stockton Unified Early College	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>9-12 Math, Algebra I, II & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>Calculus HM Adopted in 2006</p> <p>PreCalculus Adopted in 2006</p> <p>Statistics McDougal Adopted in 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>California Holt Earth Science Adopted in 2007</p> <p>Biology Adopted in 2007 CK-12 Biology Adopted in 2016</p> <p>Chemistry: Matter and Change Adopted in 2007</p> <p>Physics: Principles and Problems Adopted in 2007</p> <p>CK-12 Integrated Physical Science Adopted 2016</p> <p>Health Glencoe Adopted in 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: August 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>10-12 California Houghton Mifflin Harcourt 10 English Modern World History 11 US History Reconstruction to the Present Adopted in 2017</p> <p>12 Houghton Mifflin Harcourt 12 Economics and American Government Adopted in 2017</p> <p>10-12 Advanced Placement 10 AP Modern World History 11 AP US History 12 AP American Government Adopted in 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>French - Vista Learning Adopted in 2015</p> <p>Spanish – Vista Learning Adopted in 2015</p> <p>Chinese - Cheng-Tsui Co Adopted in 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

SECA's campus opened in the school year of 2012-2013. During that school year, the campus went through a complete modernization with additions of a gym, a cafeteria, classrooms, and perimeter fencing.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/10/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Multi-purpose kitchen: westwall has crack and paint peeling.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	P603: extension cord running across room.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	overall: paint peeling on overhangs,court between building dry,remove trees between portables.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	overall: paint peeling on overhangs,court between building dry,remove trees between portables.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	94.0	82.0	26.0	28.0	48.0	50.0
Math	73.0	61.0	20.0	21.0	37.0	38.0

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	25.0	22.4	29.3

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	101	101	100.00	82.18
Male	46	46	100.00	80.43
Female	55	55	100.00	83.64
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100.00	70.00
Filipino	17	17	100.00	94.12
Hispanic or Latino	45	45	100.00	84.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	66	66	100.00	80.30
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	101	101	100	61.39
Male	46	46	100	60.87
Female	55	55	100	61.82
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100	53.33
Filipino	17	17	100	76.47
Hispanic or Latino	45	45	100	57.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	66	66	100	62.12
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 State priority: School Climate (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 2017-2018, with no suspensions or expulsions.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate			
Expulsions Rate			
District	2015-16	2016-17	2017-18
Suspensions Rate			
Expulsions Rate			
State	2015-16	2016-17	2017-18
Suspensions Rate			
Expulsions Rate			

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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	.15
Social Worker	.15
Nurse	0.10
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	.2
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	426

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	25.0	23.0	28.0	5	6	3	7	10	7	4	1	5
Mathematics	31.0	30.0	27.0	1	3	4	6	3	7	5	8	6
Science	31.0	30.0	30.0			1	8	8	8	2	3	2
Social Science	30.0	30.0	29.0	2	2	4	10	18	17	4	7	9

* 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.

Professional Development provided for Teachers

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 that was 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 was provided.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings. The primary professional development areas of focus for 2016-2019 has been to refine our professional learning community practice and make continued data based instructional decisions. Additionally, in the 2016-2017 and 2017-2018 school years, the entire teaching staff at SECA underwent training in the formal practice of instructional rounds as a tool to continually monitor instruction based on an identified problem of practice.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

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

Types of Services Funded

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
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Stockton Unified Early College	2014-15	2015-16	2016-17
Dropout Rate	1.0	0.0	0.0
Graduation Rate	99.0	100.0	100.0
Stockton Early College Academy	2014-15	2015-16	2016-17
Dropout Rate	11.8	12.4	10.4
Graduation Rate	82.6	83.6	79.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% 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	

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8264.64	165.72	8098.91	78174.28
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			26.5	12.7
Percent Difference: School Site/ State			20.8	-1.3

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	86.4

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	4	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	2	◆
Science	2	◆
Social Science	12	◆
All courses	20	72.2

Completion of High School Graduation Requirements

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	83.7	88.7
Black or African American	0.0	75.6	82.2
American Indian or Alaska Native	100.0	73.9	82.8
Asian	100.0	90.0	94.9
Filipino	100.0	93.8	93.5
Hispanic or Latino	96.6	83.7	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	74.5	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	100.0	84.0	88.6
English Learners	0.0	50.6	56.7
Students with Disabilities	100.0	50.8	67.1
Foster Youth	0.0	68.2	74.1

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.