

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|--|------------------------|---|
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Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Stockton Collegiate’s mission statement asserts that all students can learn and that the purpose of Stockton Collegiate is to offer that opportunity to students in Stockton and San Joaquin County. In accordance with charter school law, Stockton Collegiate does not set any entrance requirements for access to the school and its IB programs. Any student is welcome to apply, without regard to any predetermined assessment of intellectual or academic capability. Space is the only impediment to enrollment and the available spaces are filled in a public random lottery.

Thus, Stockton Collegiate students represent a range of academic abilities and demographic categories. In the 2022-23 school year, fifty-seven percent of Stockton Collegiate students met the federal and state guidelines for poverty and qualified for the free- and reduced-meals program (FRPM). Eighteen percent of the students in grades kindergarten through fifth are English learners. Less than one percent of the students are foster youth. The school serves students with a wide range of learning challenges through its Special Education services.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The highlight of the LCAP is the ongoing provision of the IB Primary Years Program to traditionally underserved students. Students access a globally recognized curriculum designed to provide a solid academic foundation, develop critical-thinking, foster curiosity, exercise student agency, and to meet the needs of all learners. The school’s mission remains in focus and remains the basis for the academic and financial decisions made to support student success even as the school identifies and addresses areas of growth.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|--|---|
| General education teachers, Educational Specialists, PYP Coordinator, School Psychologist, SPED Director, Counselors, Administrators | The educational partners met in a variety of groups to discuss options for supporting student achievement in the upcoming 2024-25 year with LCAP resources. These included regular grade level meetings and meetings designed to address specific topics such as targeted interventions, range of opportunities for the counseling team, early literacy strategies, and PYP specific pedagogy and programs. |
| Parents/Guardians | Stakeholders were engaged through surveys, student-led teacher conferences, and the student specific opportunities for communication with individual students and families. Families provided input about student academic progress and current student needs throughout the 23-24 school year. |
| Students | PYP students used ongoing opportunities within the PYP approaches to learning to express their opinions and engage with the collaborative process of engaging with their classmates, teachers, and other school staff. |

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Parents continue to be nearly universal in their concern for student social, emotional, and mental health. Parents expressed a range of satisfaction with the supports offered to their students at school, from the opinion that supports were severely lacking to gratitude for the individual attention and supports offered. Teachers expressed concerns for the continued consequences of the disruption to schooling which is manifested in student behavior, student attention spans, student focus, and student ability to “do school”. The LCAP goals and budget reflect Stockton Collegiate’s commitment to our academic mission and our commitment to help all students succeed. Within that LCAP framework, some specific areas in which the LCAP was influenced by stakeholder input are: funding of a school psychologist, counselors, and instructional aides. The LCAP goals and budget continue to include support for teachers – both new and veteran – in order for Stockton Collegiate to recruit and retain highly effective teachers.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|-------------------------|
| #1 | Provide social-emotional supports for students in order to increase individual student ability to engage academically. | Social-emotional health |

State Priorities addressed by this goal.

Priority 4 Pupil Achievement, Priority 5 Pupil Engagement, Priority 7 Course Access

An explanation of why the LEA has developed this goal.

Families, teachers, and staff identified the need to help students regulate social interactions and emotional reactions in age-appropriate ways.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Current Difference from Baseline |
|----------|--|--------------------------------------|-------------------------------|--|
| 1 | Schoolwide surveys | September 2023 - May 2024 results | To be analyzed by August 2024 | Initial analysis shows growth opportunity for students to better understand what supports are available and how to access those supports |
| 2 | Number and type of counseling interactions | Data gathered in 2023-24 school year | To be analyzed by August 2024 | Initial analysis shows growth opportunity for standardizing collection of counseling data to support most effective counseling team approaches |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|---|-------------|--------------|
| 1 | CHKS | Provide the CHKS to select grades | \$100 | Y |
| 2 | Schoolwide surveys | Provide locally designed, age-appropriate surveys to all students | \$0 | Y |
| 3 | Social skills groups | Counselors and school psychologist will provide social skills development groups and activities for students | \$ 184,600 | Y |
| 4 | Behavior regulation guidance | Counselors and school psychologist will provide age appropriate guidance in managing emotions and regulating behavior | See above | Y |
| 5 | Mental health services | Counselors and school psychologist will provide mental health guidance, support, and referral services to students | See above | Y |

Insert or delete rows, as necessary.

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| #2 | Increase the number of students who show growth on pre- and post tests of grade level reading skills. | Academic |

State Priorities addressed by this goal.

Priority 4 Pupil Achievement, Priority 5 Pupil Engagement, Priority 7 Course Access

An explanation of why the LEA has developed this goal.

This is a goal because reading skills are foundational to academic success throughout a student's K-12 career. Socio-economic status can negatively impact academic achievement. Socio-economically disadvantaged students comprise a sub-group that is one focus of the LCAP funding.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Current Difference from Baseline |
|----------|----------------------------|-------------------------|-------------------------------|---|
| 1 | Grade level reading scores | 2023 end of year scores | To be analyzed by August 2024 | Initial analysis shows a wide range of student academic growth from beginning of the year to end of the year in grade reading skills. A focus in 2024-25 will be to establish best practices in order to provide effective instruction and support across grade levels. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------------|---|-------------|--------------|
| 1 | Instructional Aides | Instructional aides provide small group and one-on-one support in grades K-2 to support early access to grade level reading skills by the end of 2 nd grade. | \$250,000 | Y |
| 2 | PYP Coordinator | Curriculum specialist and teacher coach to support delivery of reading instruction designed to support student achievement of grade level reading skills. | \$130,000 | Y |
| 3 | New teacher support tuition/coaching | Provide new teachers with tuition support to be competitive in recruiting teachers and provide mentors to help new teachers be as effective as possible in their first years. | \$40,000 | Y |
| 4 | In-house substitute | Experienced substitute trained in curriculum to provide consistent instruction when regular teacher is absent | \$65,000 | Y |
| 5 | Teacher recruitment & retention | Support efforts to attract qualified teachers in order to provide effective instruction | \$40,379 | Y |
| 6 | Professional Development | Ongoing professional development in the reading curriculum, in best practices, and in IB | \$30,000 | Y |
| 7 | PYP annual fees | Annual fees as an IB World School offering the Primary Years Program for grades K-5. | \$10,000 | Y |

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| #3 | Increase the number of students who show growth on pre- and post tests of grade level math skills. | Academic |

State Priorities addressed by this goal.

Priority 4 Pupil Achievement, Priority 5 Pupil Engagement, Priority 7 Course Access

An explanation of why the LEA has developed this goal.

This is a goal because math skills are foundational to academic success throughout a student’s K-12 career. Socio-economic status can negatively impact academic achievement. Socio-economically disadvantaged students comprise a sub-group that is one focus of the LCAP funding.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Current Difference from Baseline |
|----------|-------------------------|-------------------------|-------------------------------|--|
| 1 | Grade level math scores | 2023 end of year scores | To be analyzed by August 2024 | Initial analysis shows a wide range of student academic growth from beginning of the year to end of the year in grade math skills. A focus in 2024-25 will be to establish best practices in order to provide effective instruction and support across grade levels. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------------|---|-------------|--------------|
| 1 | Instructional Aides | Instructional aides provide small group and one-on-one support in grades K-2 to support early access to grade level reading skills by the end of 2 nd grade. | See above | Y |
| 2 | PYP Coordinator | Curriculum specialist and teacher coach to support delivery of reading instruction designed to support student achievement of grade level reading skills. | See above | Y |
| 3 | New teacher support tuition/coaching | Provide new teachers with tuition support to be competitive in recruiting teachers and provide mentors to help new teachers be as effective as possible in their first years. | See above | Y |
| 4 | In-house substitute | Experienced substitute trained in curriculum to provide consistent instruction when regular teacher is absent | See above | Y |
| 5 | Teacher recruitment & retention | Support efforts to attract qualified teachers in order to provide effective instruction | See above | Y |
| 6 | Professional Development | Ongoing professional development in the reading curriculum, in best practices, and in IB | See above | Y |
| 7 | PYP annual fees | Annual fees as an IB World School offering the Primary Years Program for grades K-5. | See above | Y |

Insert or delete rows, as necessary.

Goal Analysis for 2023-24

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Staffing challenges impacted the planned actions of the 2023-24 implementation of the 2023-24 LCAP actions. Three positions were filled by multiple long-term substitutes. The K-12 Specialist position was folded into the PYP Coordinator position which reduced the focused guidance on building foundational skills in grades K-2; however K-1 teachers were able to work with the PYP Coordinator to structure their collaborative work with their teams and the instructional aides to continue the work of implementing best practices in teaching the critical reading and math skills in the early grades.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures or the Planned Percentages of Improved Service and Estimated Actual Percentage of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Pre and post-test scores in ELA and math showed rates of growth – both individually and for groups of students – that were below goals in some cases. Staffing challenges impacted the ability to fully implement some of the teacher support plans.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The PYP Coordinator worked with administrators to evaluate current collaborative and professional development practices as the basis for 2024-25 LCAP goals and actions to improve the consistent use of best practices in all grade levels. The student support team -- counselors, school psychologist, administrators – attended IB professional development to strengthen the team’s ability to work together to provide an effective and extensive range of support for students and teachers.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$701,190 | \$49,159 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 18% | 0% | \$0 | 18% |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|----------------------|--------------------|---|------------------------------------|
| | | Stockton Collegiate International Elementary School’s supplemental and concentration grant funding expenditures as outlined above are predominantly school-wide; however, all the LCAP supported actions and services are accessible to and designed to benefit EL/FRMP/Foster Youth. | |
| | | LCAP services provided to EL/FRMP/Foster Youth align with the educational offerings and services provided to all Stockton Collegiate students in accord with the school’s mission statement. The school’s mission and vision are to provide equitable access to the rigorous IB programmes for Stockton students, particularly students whose socio-economic or EL status has traditionally been a barrier to access to academically challenging programs. Unduplicated pupils benefit from all school resources. Supplemental and concentration grant resources are used to deliver the school’s program to unduplicated pupils and to provide support services in greater measure as needed by unduplicated students. | |

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding of \$49,159 will be used to help fund the counseling team.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | N/A | Grades K-1 1:33 Grade 2 1:50 |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | Grades K-5 1:20 |

