

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 2021-22 school year, Forty-five percent of Stockton Collegiate students met the federal and state guidelines for poverty and qualified for the free- and reduced-meals program (FRPM). Fourteen percent of the students in grades sixth through twelfth 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 on-going provision of the IB Middle Years Program and Diploma Program to traditionally underserved students. Students access a globally recognized college prep curriculum designed to develop critical-thinking, foster curiosity, exercise student agency, and to meet the needs of all learners.

Student performance in ELA and math on the 2023 CAASPP show a drops in performance that Stockton Collegiate continues to address including with the goals set out in the LCAP for 2024-25. Alongside CAASPP data that shows areas requiring attention is Stockton Collegiate’s strong performance on the CDE’s College and Career Readiness Index. In accordance with our charter and mission, LCAP funds also continue to support the Middle Years Program and the Diploma Program, making the programs available to traditionally underserved students.

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, MYP Coordinator, DP 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 MYP and DP 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	MYP and DP students used ongoing opportunities within the MYP and DP 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

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 and to manage mental health issues.

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

Goal

Goal #	Description	Type of Goal
2	Rate of high school graduates who have taken the courses that satisfy the UC/CSU requirements will meet or exceed that of the authorizing district.	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.

One of the metrics by which the CDE defines College and Career Readiness is completing a-g requirements with a grade of C or better. In order to meet this measure, students must have access to a-g courses. Students must meet the a-g requirements in order to be eligible for admission to California’s four-year universities. Stockton Collegiate’s mission is to provide a college prep program to our students, therefore, ensuring access to, and successful completion of, the UC/CSU a-g requirements is important.

Socio-economically disadvantaged status can negatively impact academic achievement and the socio-economically disadvantaged sub-group is one of the groups to be served with the supplemental and concentration grant funding.

English learner status can negatively impact academic achievement and the English learner sub-group is one of the groups to be served with the supplemental and concentration grant funding.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Current Difference from Baseline
1	Rate of students taking UC/CSU required courses.	Annual historic data	To be analyzed by August 2024	At least 60% of high school graduates took the courses that satisfied UC/CSU a-g requirements.

Insert or delete rows, as necessary.

Actions

Action #	Title	Description	Total Funds	Contributing
1	MYP & DP annual fees	Annual fees as an IB World School offering the Middle Years Program and Diploma Program for grades 6-12. As authorized IB World Schools, Stockton Collegiate provides a college prep curriculum that meets and exceeds the UC/CSU requirements.	\$20,000	Y
2	MYP & DP Coordinators	Guide implementation of Middle Years Program and of Diploma Program, design professional development, serve as teacher coaches and mentors to support delivery of IB programs and the college prep curriculum encompassing the UC/CSU required courses.	75,000	Y
3	College Advisor	Position dedicated to supporting 6 th – 12 th grade students in understanding how to access college, including by successfully completing the UC/CSU requirements.	100,000	Y
4	Teacher recruitment & retention	Support efforts to attract qualified teachers in order to provide effective instruction	\$97,035	Y

Goal

Goal #	Description	Type of Goal
3	Rate of students who pass an IB exam with a 4 or higher will meet or exceed that of the authorizing district.	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.

One of the metrics by which the CDE defines College and Career Readiness is completing a-g requirements with a grade of C or better AND receiving a score of 4 or better on one IB exam. A second CDE metric for College and Career Readiness is receiving a score of 4 or higher on 2 IB exams.

In order to meet this measure, students must have access to DP courses and IB exams. Stockton Collegiate’s mission is to provide a the IB programs, including the Diploma Program, to our students, therefore, ensuring access to the IB exams is required of the school as an authorized IB World School and is an important opportunity for our students to be college and career ready upon graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Current Difference from Baseline
1	Rate of students receiving a score of 4 or more on at least 1 IB exam.	Annual historic data	To be analyzed upon receipt of IB exam data in July 2023	At least 65% of graduates pass at least one IB exam with a score of 4 or more

Actions

Action #	Title	Description	Total Funds	Contributing
1	MYP & DP annual fees	Annual fees due as an IB World School offering the Middle Years Program and Diploma Program for grades 6-12. As authorized IB World Schools, Stockton Collegiate provides a college prep curriculum that meets and exceeds the UC/CSU requirements.	See above	Y
2	MYP & DP Coordinators	Guide implementation of Middle Years Program and of Diploma Program, design professional development, serve as teacher coaches and mentors to support delivery of IB programs and the college prep curriculum encompassing the UC/CSU required courses.	See above	Y
3	IB exam fees	Provide access to a full complement of IB exams for every DP student.	\$40,000	Y
4	Teacher recruitment & retention	Support efforts to attract qualified teachers in order to provide effective instruction	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. Five positions were filled by multiple long-term substitutes. Two teachers taught extra classes due to the shortage of teachers. The entire staff worked to overcome the challenge and demonstrated a dedication to serving the students. However, the staffing challenges had an undeniable impact on the fullest implementation of the planned LCAP actions

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 Services and Estimated Actual Percentages of Improved Services,

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

The percentage of Stockton Collegiate graduates who qualify as prepared for college and career according to the CDE’s College and Career Readiness Index continues to reflect the benefits of an IB education in a small school with a focused mission and vision for student success.

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 MYP and DP Coordinator sworked 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
\$516,735	\$0

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
0%	[Insert percentage here]%	\$0	10%

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 Secondary 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.	