

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 2023-24 LCAP Year

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: Successes

A description of successes and/or progress 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 Primary Years Program to traditionally underserved students. Stockton Collegiate prepared for and participated in an in-depth review by an IB reauthorization team in February. The review provided the opportunity for reflection on best practices and areas for growth in professional development and improved systems of measuring outcomes.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California Dashboard data reflects the real concerns that parents and teachers had about the return to school. Student performance in ELA and math on the 2022 CAASPP show a drops in performance that Stockton Collegiate continues to address including with the goals set out in the LCAP for 2023-34.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

In response to the continued concern about student social, emotional, and especially mental health, the 2023-24 LCAP provides for an increase in the counseling team. 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 and how this engagement was considered before finalizing the LCAP.

Stakeholders were engaged through surveys and the ongoing grade level and schoolwide curricular and student support staff meetings. Families provided input about student academic progress and current student needs throughout the 22-23 school year. This data informed LCAP plans for the 2023-24 year.

Teachers, the coordinator, the program specialist, the educational specialist, counselors, and administrators met in a variety of groups to discuss options for supporting student achievement in the upcoming 2023-24 year with LCAP resources.

A summary of the feedback provided by specific educational partners.

Parents continue to be nearly universal in their concern for student social, emotional, and mental health even in the second year of the return to in person instruction. 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 over the previous two years which is manifested in student behavior, student attention spans, student focus, and student ability to “do school”.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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 counselors, the K-2 program specialist, and instructional aides.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
CHKS Survey	Spring 2023 results	To be analyzed by August 2023	Increase in number of students reporting positive experiences at school. Based on analysis of spring 2023 results.
Schoolwide surveys offered 3 x in the year.	August/September 2023 results	To be analyzed by August 2023	Increase in number of students reporting positive experiences at school. Based on analysis of spring 2023 results.
Number and type of counseling interactions	Data gathered in 2023-24 school year	To be analyzed mid-year and end of year.	Decrease in number of incidents of emergency counseling interventions.

Actions

Action #	Title	Description	Total Funds	Contributing
#1	CHKS	Provide the CHKS to select grades	\$0	Y
#2	Schoolwide surveys	Provide locally designed, age-appropriate surveys to all students	\$0	Y

Action #	Title	Description	Total Funds	Contributing
#3	Social skills groups	Counselors and school psychologist will provide social skills development groups and activities for students	\$175,000	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
#2	Increase the number of students who show growth on pre- and post tests of grade level reading skills.

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 is a sub-group that is one focus of LCAP funding.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
Grade level reading scores	2022 end of year scores	To be analyzed by August 2023	5% increase in number of students at grade level reading.

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.	\$200,000	Y

Action #	Title	Description	Total Funds	Contributing
#2	K-2 Program Specialist	Curriculum specialist and teacher coach in grades K-2 to support delivery of reading instruction designed to support student achievement of grade level reading skills in the critical early foundational grade levels	\$115,000	Y
#3	Reading curriculum	Provide up-to-date editions of the ELA curriculum that supports current best practices	\$ 56,287	Y
#4	New teacher support and 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
#5	PYP annual fees	Annual fees as an IB World School offering the Primary Years Program for grades K-5.	\$ 9,000	Y

Goal

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

An explanation of why the LEA has developed this goal.

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
Grade level math scores	2022 end of year scores	To be analyzed by August 2023	5% increase in number of students at grade level reading.

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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 math skills by the end of 2 nd grade.	See above	Y
#2	K-2 Program Specialist	Curriculum specialist and teacher coach in grades K-2 to support delivery of math instruction designed to support student achievement of grade level math skills in the critical early foundational grade levels	See above	Y
#4	New teacher support and 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
#5	PYP annual fees	Annual fees as an IB World School offering the Primary Years Program for grades K-5.	See above	Y

Goal Analysis for 2022-23 LCAP Year

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Staffing challenges impacted the planned actions of the 2022-23 implementation of the 2022-23 LCAP actions. The K-2 Program Specialist was needed in a classroom all year and that impacted her ability to focus solely on K-2 supports. The counseling team was not fully staffed for the entire year which also impacted the implantation of the 2022-23 LCAP actions. Administrators were called upon to help the counseling team.

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 Percentatge of Improved Services.

An explanation of how effective the specific actions were 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 actions. Target interventions were not as robust as in past years.

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

New teacher support structure will be revised for coming year to address some of the gaps identified in 2022-23. Data gathering methods have been refined to provide more detailed understanding of student achievement individually, per class, and per grade level to help better direct interventions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24 LCAP Year

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$595,287	\$32,665

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
16%	0%	\$0	16%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

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.

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 \$32,665 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 Grades 2 1:50
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Grades K-5 1:19

