

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dr. Lewis Dolphin Stallworth Sr. Charter

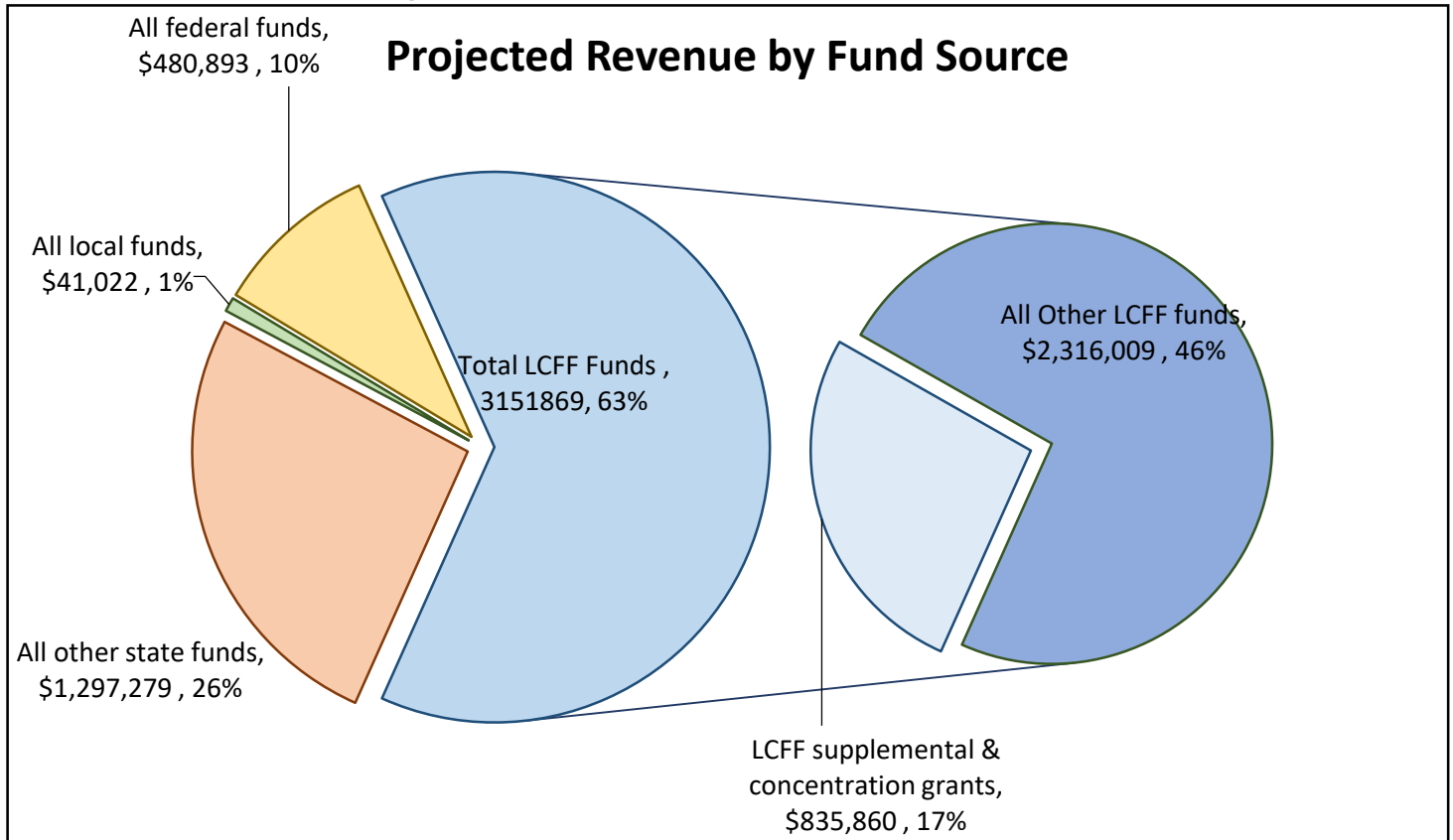
CDS Code: 39 68676 0117853

School Year: 2024-25

LEA contact information: Gayle Stallworth, Executive Director

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

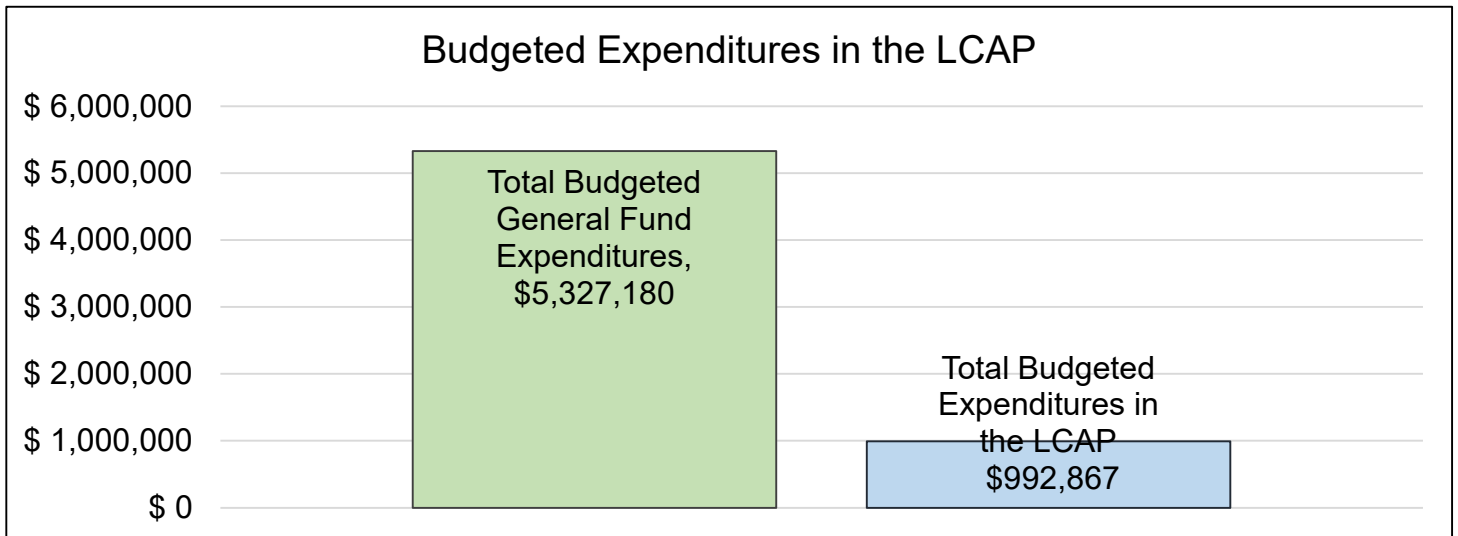


This chart shows the total general purpose revenue Dr. Lewis Dolphin Stallworth Sr. Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dr. Lewis Dolphin Stallworth Sr. Charter is \$4,971,063.00, of which \$3,151,869.00 is Local Control Funding Formula (LCFF), \$1,297,279.00 is other state funds, \$41,022.00 is local funds, and \$480,893.00 is federal funds. Of the \$3,151,869.00 in LCFF Funds, \$835,860.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Dr. Lewis Dolphin Stallworth Sr. Charter plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Dr. Lewis Dolphin Stallworth Sr. Charter plans to spend \$5,327,180.00 for the 2024-25 school year. Of that amount, \$992,867.00 is tied to actions/services in the LCAP and \$4,334,313.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

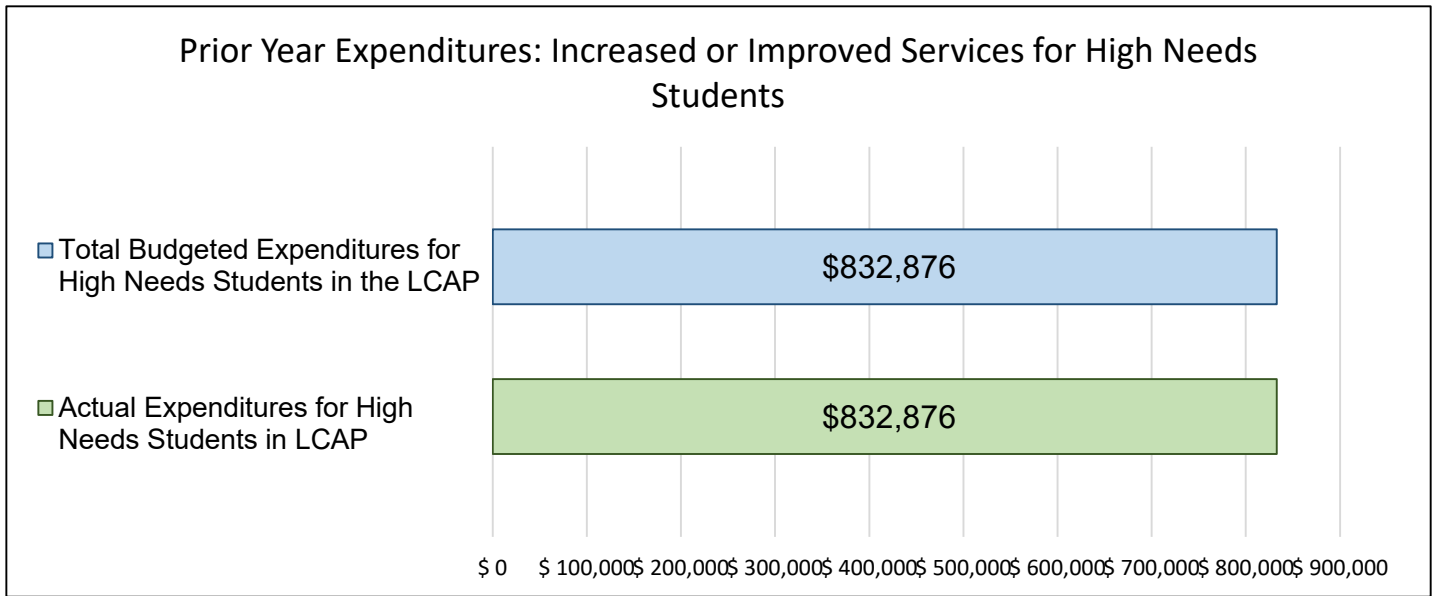
The General Fund paid for teacher, administrator, Special Education, and support staff salaries and benefits, facility lease payments, and other school services including but not limited to: consultants, legal services, facility maintenance/repair, etc.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Dr. Lewis Dolphin Stallworth Sr. Charter is projecting it will receive \$835,860.00 based on the enrollment of foster youth, English learner, and low-income students. Dr. Lewis Dolphin Stallworth Sr. Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Dr. Lewis Dolphin Stallworth Sr. Charter plans to spend \$835,860.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Dr. Lewis Dolphin Stallworth Sr. Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Dr. Lewis Dolphin Stallworth Sr. Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Dr. Lewis Dolphin Stallworth Sr. Charter's LCAP budgeted \$832,876.00 for planned actions to increase or improve services for high needs students. Dr. Lewis Dolphin Stallworth Sr. Charter actually spent \$832,876.00 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dr. Lewis Dolphin Stallworth Sr. Charter School	Ms. Gayle Stallworth Executive Director	<a href="mailto:gstallworth@stallworthcharter.org">gstallworth@stallworthcharter.org</a> (209) 948-4511

## Goals and Actions

### Goal

Goal #	Description
[Goal # 1]	<b>All students will make progress towards proficiency in English-Language Arts and Mathematics through our new framework and the stakeholder’s input.</b>
[Goal # 2]	<b>To create a positive and inclusive school culture by building staff morale and continuing the Student Led Conference program</b>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Measure of Academic Performance (MAP) Reading	Students will make a 2% increase in RIT scores	Students made a 3% increase in RIT scores	Students made a 1% increase in RIT scores	Students made a 3% increase in RIT scores	Students will make a 3.5% increase in RIT scores
NWEA Measures of Academic Performance Math	Students will make a 2% increase in RIT scores	Students made a 4% increase in RIT scores	Students made a 1% increase in RIT scores	Students made a 9% increase in RIT scores]	Students will make a 3.5% increase in RIT scores
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

## Goal Analysis

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.

The LEA partnered with the San Joaquin County Office of Education (SJCOE) Literacy department to ensure student achievement in reading, and writing. The SJCOE provided coaches for observation, debriefing, goal setting, modeling instructions and assessment, and co-teaching. The SJCOE coaches also assessed the students to monitor progress toward proficiency. The LEA used NWEA Measures of Academic Performance for reading assessments due to missing CAASPP data.

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.

The LEA adopted a new English Language Arts (ELA) Curriculum July 2023. McGraw Hill California Wonders (ELA) for K - 5th grades. The LEA also adopted the McGraw Hill California Wonders English Language Development (ELD) for K - 5th grades. The ELD curriculum aligns with the ELA curriculum with integrated and designated resources for teachers and the students.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The students met the growth goal for Math with an increase of RIT scores. The reading goals were ineffective because students were 0.5% below the goal.

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.

Changes made to the goals were additional schoolwide supports from SJCOE and the adoption and implementation of McGraw Hill California Wonders ELA curriculum.

**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.**

## **Instructions**

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## **Goals and Actions**

### **Goal(s)**

#### **Description:**

Copy and paste verbatim from the 2023–24 LCAP.

### **Measuring and Reporting Results**

1. Gather the results from NWEA Measures of Academic Performance (MAP) and the 2021-2022 SBAC of currently enrolled students in grades 1st, 3rd, 5th, and 7th.
2. Determine the grade levels in the content areas of ELA & Math. Exclude 1st graders from the ELA intense interventions; target only students in grades 3rd, 5th, and 7th.
3. Have teachers and administrators analyze the data collaboratively and determine the specifics of the intervention plan for the targeted groups based on best practices.
4. Teachers implement research-based strategies designed to increase students' performance within their specific needs working alongside instructional coaches.

#### **Metric:**

1. Gather the results from NWEA Measures of Academic Performance (MAP) and the 2021-2022 SBAC of currently enrolled students in grades 1st, 3rd, 5th, and 7th.
2. Determine the grade levels in the content areas of ELA & Math. Exclude 1st graders from the ELA intense interventions; target only students in grades 3rd, 5th, and 7th.
3. Have teachers and administrators analyze the data collaboratively and determine the specifics of the intervention plan for the targeted groups based on best practices.

This system framework implements schoolwide benchmarks evaluations, SEL courses, project-based culminating assessments, fun events to induce an engaging learning environment, assessment literacy strategies, and a means for encouraging student ownership of learning with student-led extra-curricular activities. The program theme is broken down by quarter to meet the LEA unique needs.

Quarter Themes:

- (1) Managing the Foundations
- (2) Applying the Standards
- (3) Evaluating/Analyzing the Standards
- (4) Understanding Assessments

This framework is designed to address root causes that prevent students from achieving their natural potential. It includes tier up/down unification of lessons, a means for collaboration to monitor students' growth, curriculum conception for effective teaching strategies, plenty of time for engaging practices.

#### **The Framework Design Offers**

- a guideline for the implementation of the CA CCSS standards.
- a structure for an integrated discipline that allows for performance monitoring.
- a means for collaboration and shared responsibility using themes and the 3 stages of Bloom Taxonomy: Foundational, Application, and Evaluation. (Elementary thinking skills)
- a means for engagement using project-based learning methods and evaluation, student leadership encouragement to promote ownership and interest.
- a means for parent participation with extra-curricular activities based on students' interests, and activities to engage the parents with their children by having Fun-Friday events.
- an assessment strategy that promotes individualized (Universal) learning with quarterly monitoring and intervention.
- an open (vulnerability) and supportive (team mentality) system to create an authentic learning environment

#### **Academic Focus Reading:**

- (1) Foundations of Reading (**I know how to read**)
- (2) Applying Reading (**I know how to use the strategies for reading**)
- (3) Evaluation and Reflection (**I read to learn how I think and learn**)

#### **Math:**

- (1) Making Sense of Numbers (**I know what symbols mean and how they operate**)
- (2) Performing Calculations (**I know how to use numbers to get results**)
- (3) Evaluation and Reflection (**I know how to check my work to see where I went wrong**).

**Writing/Language:**

- (1) Structure of Language (**I know what writing is used for and how it is structured**)
- (2) Using language to convey a message (**I know how to write in different ways to say what I mean**)
- (3) Writing Projects your way (**I pick my best style of writing to convey a message**)

**Science:**

- (1) What is Science? (**I know what Science is and how to use the scientific process**)
- (2) Applying scientific thought (**I can use the scientific process to perform an experiment**)
- (3) Science projects (**I can hypothesize a concept, do the research, and perform an experiment of my own interest**).

**Baseline:**

- NWEA Measures of Academic Performance (MAP). 2% performance

**Year 1 Outcome:**

- Reading 3% increase, Mathematics 4% increase. (Winter.

**Year 2 Outcome:**

- Reading 1% increase, Mathematics 1% increase. (Winter)

**Year 3 Outcome:**

- Reading 3% increase, Mathematics 9% increase.

**Desired Outcome for 2023–24:**

- Students will make 3.5-point RIT Score gains per grade-level points in Reading and Math during the winter assessment

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Suspension Rate	7.1% of students were suspended at least one day.	No dashboard results.	5% of students were suspended at least one day.	Green Performance Level; 1.4% of students were suspended at least one day.	Decrease suspension rate by 30%. Suspension goal met.
Rate of Chronic Absenteeism	24.8 % of students were chronically absent.	No dashboard results.	Very High 63.6% of students were chronically absent.	Yellow Performance Level;declined 18.4%; 45.2% students were chronically absent.	Decrease rate of chronic absenteeism by 30%.
Parent/Guardian Involvement	29% of Parents/Guardians participate in PTO and making school decision	20% of parents/guardians participated in PTO and making school decision	33% of parents/guardians participated in PTO and making school decisions	40% of parents/guardians participated in PTO and making school decisions	Increase Parental participation by 10%

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Overall strengths and weaknesses, threats, and opportunities during the implementation of Instructional processes, benchmarks, supplemental and extracurricular activities, and the internal NWEA MAP assessment practices.
- The strengths were plans to create strategic synergy with a common language by: 1. Changing the ELA curriculum from the SAVVAS curriculum to create a common language and shared goal across departments; 2. Creating and maintaining an open and caring environment; 3. Focusing on evidence to drive improvements; 4. Keeping open communication systems between departments; 5.

Partnering with parents; 6. Developing leadership skills to manage GROWTH effectively; 7. Using our time wisely; 8. Navigating resources intelligently; 9. Building external support systems 10. Staying “in-the-know” for effective practices.

- The weaknesses of the implementation: One-hundred percent buy-in, first year implementation of a school wide benchmark system for a tier-up instructional groups that focuses on schoolwide efforts to drive decision making, the separation of staff during staff meetings, and using time wisely for evidence-based feedback for instructional decisions.
- The threats equal to that of the weaknesses, which led to gaps in the overall achievement of growth. However, there existed many opportunities that proved enlightening. The school was able to use internal and external resources, partnership, activities that enhanced the social emotional learning school wide, exposure to new worlds, and physical and intellectual challenges through competitive practices.

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.

- ELA material difference: TK-5th changed to McGraw Hill “Wonders”: No material differences
- Smartboards: No material differences
- Kitchen: No material differences
- Furnace: No material differences

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Overall effectiveness of Instruction, again proved enlightening. The ELA curriculum programs did not cohesively align with ELD, TK, and 6-8th grade English learning processes for aligning the reading and writing strategies that would allow a Tier-up program to collaborate with a common language. To help solve this issue, the LEA partnered with the County Office of Education for best practices. The school decided to implement McGraw Hill “Wonders” for TK to fifth grade for an aligned curriculum that includes pull-in/out ELD instruction.
- The NWEA Map assessment and benchmark assessment processes allowed the TK-2 grades to demonstrate consistent academic gains throughout the year both in ELA/Math. Fifth grade students also demonstrated academic growth.
- Overall effectiveness of PLC: Instructional plans were done electronically using a common language, which allowed for easier feedback and ease of use for all stakeholders. Although collaborative meetings took place, the professional learning community of teachers and teacher’s assistants were conducted at separate times, which hindered clear and open communication in some areas of decision making. Plans to close the communication gap between staff are ongoing. Lastly, schoolwide benchmarks opened up communication on what students know and where the school must go to get students at their needed level of performance. However, evidence of students’ performance was often delayed, which hindered instructional movement, PLC discussions, and immediate interventions. Moving forward, the school plans to incorporate an entry level test that tests students before school begins so teachers can plan differentiated instruction

and individualized academic movement beginning with their current performance level before students arrive. This allows teachers to get additional, immediate support, better communication at PLCs, and easier buy-in. .

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

The LEA developed a goal to meet the needs of both teacher and students' literacy performance needs and math needs, which continues the schoolwide plan to address the root causes of the LEAs dominant (English Language Learners) ELL population. This includes tier-up/tier-down unification of interventions, a means for collaborating, monitoring, and aiding student growth, curriculum comprehension for effective literacy strategies, and plenty of time for engaging practices.

#### The ELA Framework Design Offers

- support for the implementation of McGraw “Wonders” program and literacy instructions across the curriculum.
- guidelines and support for performance monitoring.
- time for collaboration and shared responsibility
- methods for evaluating student skills to promote ownership and interest.
- events for parent participation and student extra-curricular activities based on students' interests.
- a schoolwide assessment planning to promote individualized (Universal) learning with quarterly monitoring and intervention.

#### Academic Intervention Focus

**Quarter One (Q1)** 1. Reading/Math: iReady Diagnostic, Cornell note taking, and goal setting strategies (2) Applying Reading (I know how to use the strategies for reading); (3) Evaluation and Reflection (I read to learn how I think and learn). Math: (1) Making Sense of Numbers (I know what symbols mean and how they operate); (2) Performing Calculations (I know how to use numbers to get results); (3) Evaluation and Reflection (I know how to check my work to see where I went wrong).

**Quarter Two (Q2)** 1. Cornell Note Taking, (I know how to take notes and how reading is structured to convey meaning) (2) Text analysis (I know the different ways text makes meaning); (3) Vocabulary Usage (I how to analyze words in various ways to comprehend text)

**Quarter Three (Q3)** 1. Test taking skills (I know how to test my own thinking process; (2) Applying reading skills during assessments (I can use reading strategies in timed test; (3) Science projects (I can hypothesize a concept, do the research, and perform an experiment of my own interest).

# Local Control and Accountability Plan 2024-25

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
Dr. Lewis Dolphin Charter School District	Gayle Stallworth, Executive Director	<a href="mailto:gstallworth@stallworthcharter.org">gstallworth@stallworthcharter.org</a> (209) 948-4511

## 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.

This LEA opened its doors in honor of the late Dr. Lewis D. Stallworth, Sr., June 2008, who was an educator, psychologist, Bishop, father, and mentor to many who knew the importance of a good education. His passion for education and youth inspired Dr. Stallworth to teach in Stockton Unified School District and found a private Christian school that stayed in operation for more than 30 years, serving both tuition and sponsored students.

Dr. Stallworth 's enthusiasm for youth and education drew students from Stockton’s socially and economically challenged Eastside to attend school under his slogan: “From Recreation to Education.” He held Friday Night Basketball tournaments and hired coaches to host basketball camps in the school gymnasium. Before and after those events, he would personally mentor the young men about their grades and offer words of encouragement. Dr. Stallworth would often sponsor the young men’s uniforms, transportation, food, and lodging for basketball tournaments. He would do whatever it took to get as many young men off the streets and into school as possible.

Dr. Stallworth passed on April 10, 2008, and the school’s charter was approved by unanimous vote in June of 2008. Dr. Lewis Dolphin Stallworth Sr. Charter Schools, Inc. (Stallworth Charter) serves an economically disadvantaged community on the southeast side of Stockton, CA. The community is situated in the middle of California’s Great Central Valley and, as such, its economy is heavily based on agriculture. Stockton is an urban outpost suffering from extreme rates of illiteracy and homelessness.

Stallworth Charter’s population consists of a majority of at-risk students from different cultural and ethnic backgrounds, difficult economic conditions, and unstable academic circumstances. To honor the late Dr. Stallworth, the school’s mission is to expose these students to opportunities they may not be familiar with due to their current circumstances and inspire students to strive for greatness. Many Stallworth students come from single parent families or foster care. More than 5% of the student population are homeless or transient. Some of our students reside in shelters or temporary housing. As a result, approximately 24.8% of our student population suffers from chronic absenteeism.

The student population culturally consists of 80.0% Hispanic, 12.5% African American, 5.8% Native American, 0.8% Caucasian, 1.7% Pacific Islander, 5.4% identified as two or more races. Approximately 54.6% are English Language Learners, and 12.5% of the students have Individualized Education Plans.

The vision of the school is to foster unity, honor, interdependence, and encourage a sense of purpose while striving toward academic excellence as illustrated by our school slogan/mottos: “Academic Excellence Is Our Ultimate goal (AEIOU)” and “Preparing All Students for Success (PASS), Every student, every day.” This vision extends to our After-School Program (ASP), which is the highest attended in the county. Most of our students attend the ASP every afternoon. They receive assistance with their homework, have access to library resources, and participate in instructor-ran clubs.

## Reflections: Annual Performance

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

A reflection of the LEA annual performance based on Dashboard indicates that the LEA maintains the decline of chronic absenteeism. When reviewing the 3 years of data from 2018-19, the school’s rate of chronic absenteeism had declined. However, in 2018-19, the school moved into the yellow performance band for chronic absenteeism. In 2017-18, the school remains at the red performance level for most unduplicated subgroups in reading and math. To address low performance and low assessment scores required a collaborative revisit using SWOT analysis with immediate stakeholders and the support of the San Joaquin County Office of Education to focus the LEAs literacy and intervention support.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The LEA collaborated with staff to address the issues of employee turnover and academic performance with the support of the county’s literacy department, which impacted the LEA business objectives as usual. With the support of San Joaquin, enthusiastic employees, implementation of new English Language/Reading curriculum and user-friendly assessments started a new journey of achieving an authentic PLC, of what is themed as A Focus on Learning, which produced a heightened focus on student engagement.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Stallworth Charter School has been identified for Comprehensive Support and Improvement based on the Dashboard for several years and is the only LEA under this school organization.

## ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

San Joaquin Literacy Instructional coaches continue to support the Language & Literacy Department by providing high quality professional learning opportunities to help teachers, paraprofessionals, coaches/specialists, and administrators develop implementation of curriculum, aide instruction, and assessment using the ELA/ELD Framework to guide the implementation of the Common Core State Standards (CCSS) in English Language Arts (ELA)/Literacy and the California English Language Development

(ELD) Standards. We provide leadership and support in the following areas: • Classroom application of the ELA/ELD standards and framework.

- English learner program design and implementation including integrated and designated ELD • Title III • EL authorizations • Spanish language development

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The LEA gathered collaborative groups to evaluate instruction of the past results based on teacher and student performance needs. The groups reviewed scores from NWEA internal assessments, state assessments, schoolwide observations, and parent and student engagement prior to focusing collaborative efforts to re-evaluate the curriculum process and procedures. The school developed a system for benefiting both teacher and student performance that supports inclusion and collaborative teams while managing a system to give teachers the freedom to really engage with students and have consistent professional development and training. For student intervention, the LEA focused on schoolwide instructional support systems, additional intervention systems, and upgraded the PBIS system for structured engagement.

1. The LEA welcomed the support of literacy coaches who worked and continue to work with the teachers K- 7<sup>th</sup> grade using the Wonders Literacy curriculum that supports reading and ELA instructional.
  - a. The Coaches ensures a finalized schedule with times and dates for feedback
  - b. The Coaches aide in the Analyzation of MAP and ELPAC Scores
  - c. The Coaches support the sorting of demographic data
2. Maintain collaborative efforts using a LEAs year's theme: "A Focus on Learning.". Have SJCOE coaches support the embed theme beginning with the LEAs professional development; emphasize a growth mindset where no matter our previous experience and expertise, everyone should be learning and always growing.
  - a. Coaches support formative assessment activities within the PD so that teachers are learning and monitoring growth.
  - b. Teachers focus on student learning outcomes, compliance, and student participation.
2. SJCOE coaches support teachers developing backwards mapping outline with assessment benchmark

3. SJCOE coaches support teachers in building unit plans around particular text types so that students are able to learn to write responses to text and tie the readings together while developing the skills needed for comprehension.
4. SJCOE will also continue to emphasize last year's focus on the 5Ws and Cornell Note Taking, while adding additional appropriate instructional strategies, so that teachers and students build on what they started last year.
5. The LEA created a Google form for coaches to give feedback to both teachers and administration on instructional needs and growth. This will be a summary of key findings for the LEA's instructional needs while they build relationships as a support. SJCOE will not be seen as evaluators but a system of support that encourages performance 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
Parents, and Teacher Partnership	One of the LEAs goals was developed by the PTO committee, focused on specific state and local priorities. This committee included members from the various school departments (administration, instructional staff, Parent-Teacher Organization, English Language Coordinator, and After School Program, etc. The goals and action steps were updated using data collected from surveys given to parents/guardians, staff, and students.
San Joaquin County Office of Education	The LEA plans include two Professional Learning sessions for teachers prior to the start of school to support teachers’ implementation of the ELA curriculum, and sessions through the school year to monitor performance and support teachers’ instructional literacy growth.
Charter School Development Center	As being a member of CSDC, administration undertakes professional development in leadership and finance.

Insert or delete rows, as necessary.

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

The LEA gathered collaborative groups to evaluate students’ interest and needs, which consisted mainly of students and parents’ input. The groups reviewed parent and student suggestions prior to focusing collaborative efforts to re-evaluate the school’s processes and procedures. The school developed a system for benefitting student engagement that supports inclusion and collaborative teams. For students’ academic intervention, the LEA focused on schoolwide intervention systems to help to upgrade the PBIS system for structured engagement.

1. The LEA welcomes the support of sports coaches and volunteers who will continue to work with the students to support student interest.
  - a. Based on student interest, a CTE course is added to ensure that 7<sup>th</sup> and 8<sup>th</sup> graders learn goal setting and have opportunities for job shadowing, and community service to prepare them for college and careers
  - b. Based on student interest, the STEM course is designed for 3<sup>rd</sup> through 6<sup>th</sup> graders to prepare them for the future world of technology.
  - c. Based on parents and teachers, a year-round intervention course was added to address the reading and math need of the LEAs diverse foundational needs of each student in grades 5<sup>th</sup>-8<sup>th</sup> grade
2. PBIS (The Positive Behavioral Intervention System) is the LEAs modified framework for creating the LEA’s safe, orderly, and positive culture that promotes academic growth.



- a. Counselors participate by supporting teachers and students for maintaining a positive and orderly environment.
  - b. Teachers implement themed lessons for social and emotional learning every morning that partners with counselors and schoolwide PBIS efforts.
  - c. Counselors and teachers implement a schoolwide award system that focuses on students' interest and achievements.
3. Social and Emotional support continue with planned professional events for small and large groups.
  4. The Positive Behavioral Intervention System (PBIS) incorporates the Restorative Justice and school wide reward system that works alongside social and emotional support for students.
  5. Extra-curricular activities continue to expand with activities already in place, such as soccer, and chess, and with the Power Girls and Boys of Honor clubs . Volleyball is added.
  6. PTO is expanded with additional parental engagement activities, and Adult English Language courses

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
Goals 1-2	<p>This goal was developed in response to the needs identified through 22-23/23-24 data analysis, stakeholder’s feedback, and input from the LEA student community.</p> <p>Goal 1: All students will make progress towards proficiency in (a)English-Language Arts and (b) Mathematics.</p> <p>Goal 2: Staff (teachers/teacher-aides) will work together to create a positive and inclusive school culture by collaborating on policies and procedures, working with counselors, and communicating in a timely manner.</p> <p><i>All the outcomes, metrics, actions, and expenditures are tied to these two goals.</i></p>	<p>1 a-80% of the population will make increases in ELA on the NWEA MAP Assessment</p> <p>1 b-70% of the population will make gains in Math on the NWEA MAP Assessment</p> <p>2-Staff collaboration will increase with efforts designed from a shared responsibility that was developed through collaborative efforts to form school wide policies and procedures</p>

**State Priorities addressed by this goal.**

The analysis of the California Dashboard indicated a clear need for Literacy intervention and Math intervention at the current LEA which matches the school’s internal assessments. The state defined literacy intervention as a replicable instructional program (one that can be reproduced in another setting) that is delivered to students, includes clearly delineated literacy learning goals for students, and is designed to directly affect student English language reading or writing achievement. Furthermore, the intervention must be delivered in classrooms or academic settings (such as an afterschool program or summer school) with a primary focus on improving English literacy skills (such as English language arts classes).

Studies of reading interventions administered to students in grades K–3 are reviewed under the WWC Beginning Literacy topic area. When a study finding is based on a sample of students that spans both the Beginning Literacy and Adolescent Literacy topic areas and cannot be disaggregated by grade level, the Adolescent Literacy topic area will review the finding if any students receive the intervention in grade 5 or above (for example, a combined sample of students who received the intervention in grades 2–5). Any finding based on a sample that spans both topic areas, in which the oldest students who receive the intervention are in grade 4 (or lower), will be reviewed by the Beginning Literacy topic area (for example, a combined sample of students who received the intervention in grades 2–4).

**An explanation of why the LEA has developed this goal.**

The LEA developed a goal to meet the needs of both teacher and students’ literacy performance needs and math needs, which continues the schoolwide plan to address the root causes of the LEAs dominant (English Language Learners) ELL population. This includes tier-up/tier-down unification of interventions, a

means for collaborating, monitoring, and aiding student growth, curriculum comprehension for effective literacy strategies, and plenty of time for engaging practices.

The ELA Framework Design Offers

- support for the implementation of McGraw “Wonders” program and literacy instructions across the curriculum.
- guidelines and support for performance monitoring.
- time for collaboration and shared responsibility
- methods for evaluating student skills to promote ownership and interest.
- events for parent participation and student extra-curricular activities based on students’ interests.
- a schoolwide assessment planning to promote individualized (Universal) learning with quarterly monitoring and intervention.

Academic Intervention Focus

**Quarter One (Q1)** 1. Reading/Math: iReady Diagnostic, Cornell note taking, and goal setting strategies (2) Applying Reading (I know how to use the strategies for reading); (3) Evaluation and Reflection (I read to learn how I think and learn). Math: (1) Making Sense of Numbers (I know what symbols mean and how they operate); (2) Performing Calculations (I know how to use numbers to get results); (3) Evaluation and Reflection (I know how to check my work to see where I went wrong).

**Quarter Two (Q2)** 1. Cornell Note Taking, (I know how to take notes and how reading is structured to convey meaning) (2) Text analysis (I know the different ways text makes meaning); (3) Vocabulary Usage (I how to analyze words in various ways to comprehend text)

**Quarter Three (Q3)** 1. Test taking skills (I know how to test my own thinking process; (2) Applying reading skills during assessments (I can use reading strategies in timed test; (3) Science projects (I can hypothesize a concept, do the research, and perform an experiment of my own interest).

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# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
NWEA	Percentage of student in grades K-8 <sup>th</sup> who will make gains in reading and math	All K-8th 54% of EL 49% Math 35% Reading 10% of SPED	All K-8th 56% of EL 56% Math 40% Reading 12% of SPED	All K-8th 60% of EL 60% Math 45% Reading 14% of SPED	All K-8th 65% of EL 70% Math 55% Reading 16% of SPED	All K-8th 11% of EL 11% Math 15% Reading 6% of SPED
IReady	EOY Assessment	All of 5 <sup>th</sup> -8 <sup>th</sup> (ELA/Math) 24% of 5 <sup>th</sup> 69% of 6 <sup>th</sup> 59% of 7 <sup>th</sup>	All of 5 <sup>th</sup> -8 <sup>th</sup> (ELA/Math) 30% of 5 <sup>th</sup> 72% of 6 <sup>th</sup> 62% of 5 <sup>th</sup>	All of 5 <sup>th</sup> -8 <sup>th</sup> (ELA/Math) 35% of 5 <sup>th</sup> 75% of 6 <sup>th</sup> 65% of 5 <sup>th</sup>	All of 5 <sup>th</sup> -8 <sup>th</sup> (ELA/Math) 40% of 5 <sup>th</sup> 80% of 6 <sup>th</sup> 70% of 5 <sup>th</sup>	All of 5 <sup>th</sup> -8 <sup>th</sup> (ELA/Math) 16% of 5 <sup>th</sup> 19% of 5 <sup>th</sup> 24% of 5 <sup>th</sup>
CASSPP	Schoolwide gains in reading /math California Assessment of Student performance	All of 3 <sup>rd</sup> -8th 54% of EL 75% of All 10% of SPED	All of 3 <sup>rd</sup> -8th ?% of EL ?% of All ?% of SPED	All of 3 <sup>rd</sup> -8th ?% of EL ?% of All ?% of SPED	All of 3 <sup>rd</sup> -8th ?% of EL ?% of All ?% of SPED	[Insert <b>current</b> difference from baseline here]

Insert or delete rows, as necessary.

## Goal Analysis for [LCAP Year]

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.

The program “FOCUS ON LEARNING: theme began in the fiscal year of 23-24 based on a performance decline of the prior year’s theme, “Strategic Synergy. Last fiscal year, a survey was done on the ELA curriculum, which concluded that many teachers were not happy with the organization of the content. With experienced advice from San Jaoquin Administration Coaches and research on what most schools used in the area and why they chose a particular program, the LEA decided to introduce McGraw’s “Wonders”with a unanimous vote from the teachers. By April 2024, teachers expressed satisfaction with the new curriculum, especially those who taught gradesTK-2. For the middle

school 6<sup>th</sup>-8<sup>th</sup> grade, we continued with SaVVas “myPerspective,” although the teachers found that it did not represent their population of students adequately but found “Wonders” an excellent curriculum for the 5<sup>th</sup> grade.

For middle school students' engagement we incorporated an incentive program that targeted vocabulary, comprehension, and writing across the curriculum. Students chanted every morning, “We work hard to play hard!” This program involved both teachers, teacher’s aides, and students, with small group and individual intervention activities at each grade level. The teachers and aides targeted areas for foundations to correct any gaps, while content teachers focused on grade level content. This initiative began in January 2024, due to an increase in employee turnover.

The NWEA MAP reported increases in both reading and math in all grade levels, with, for example, Kindergarten having 18% of the student population who were above grade level in reading and 2<sup>nd</sup> grade students were 4% at grade level and 4% above grade level. Teacher curriculum satisfaction, San Joaquin Literacy coaches, and Intervention support proved helpful schoolwide.

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.

The material difference provides K-5 with a new ELA Curriculum and aide for the Intervention and Incentive program. The LEA has recently received approval for school expansion of classrooms with remodification and playground remodification in addition to an area for the Special Education (SPED), resources for Speech, pull-out, psychologist, and Educationally Related Mental Health Services (ERMHS).

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

The effectiveness of the specific actions to date during the 23/24 fiscal year allowed for increased buy-in from all stakeholders including parental involvement. Since students were allowed to participate in the decision-making, an increase in student buy-in and also an increase in student performance were the results.

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 LEAs reflection of this year for improved performance will continue the theme “Focus on Learning.” However, Intervention on foundational gaps will continue all year adding a course for grades 5<sup>th</sup>-8<sup>th</sup> using iReady. San Joaquin Literacy Coaches will continue with us another year to assist with the new ELA curriculum but will focus on driving data for instruction with teachers in grades K-5<sup>th</sup>. STEM (Science, Technology, Engineering and Math) for 3<sup>rd</sup> -6<sup>th</sup> grade and CTE (Career Technical Education) for 7<sup>th</sup> and 8<sup>th</sup> grade curriculums are added to the program to improve student engagement, in addition to the LEAs PBIS (Positive Behavioral Intervention System), all year.

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.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	ELA Curriculum – McGraw Hill	The LEA adopted McGraw Hill “Wonders” ELA curriculum in 2023-24. The curriculum with its technological purpose has inspired the students to read and write. The curriculum also has given the teachers a variety of modalities to teach the students, with its interactive and adaptive resources. Students reading scores have increased and the LEA is expecting greater achievement for 2024-25.	\$44,995	[Yes]
2	Teacher Retention	Teachers that remained with the school were given a signing bonus to continue. The rate of retention was 95% of the teachers remaining. This is beneficial for the students providing stability.	\$882,444	[Yes]
3	Smart Boards	The LEA decided to purchase updated Smart Boards. The last Smart Boards were purchased in 2015 and they were slow, some broken and unusable. The new boards allow for multiple student usage and student-teacher collaboration.	\$65,428	[Yes]

Insert or delete rows, as necessary.

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 835,860	\$93,138

**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
37.45%	0%	\$0	36.09%

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 school wide 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
Goal 1 and Action #(1)]	Students Make progress in proficiency in English Language Arts and Mathematics	The LEA will assess students three times a year in Mathematics and English Language Arts. The students at the LEA have scored below proficiency in ELA and Math on the California Dashboard, therefore, the LEA will address improving the foundational skills of the students to support mastery of grade-level content.	Reading and Math performance: Year-round academic foundational skills course for grade 5th-8th using iReady.
Goal 2 and Action #(2)	Implement STEM program to ensure students' readiness for technology and math usage.	STEM programs are needed to thrive in today's technological world at large.	Minutes of participation and completion.
Goal 3 and Action #(3)	Implement Career Technology Education (CTE) to prepare students for specific career readiness.	The CTE provides insights to job and career readiness.	Certificate of Completion

Insert or delete rows, as necessary.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action #1	Literacy/Reading/Math Goal for English Learners	EL students are provided both Integrated and Designated support. Integrated support occurs within the classroom from the classroom teacher and the teacher’s aid. Teachers utilize the resources of McGraw Hill Wonders to integrate interventions through each lesson. The designated supports are provided through push-in and pull-outs by a B-CLAD instructor and additional classified aids. The designated support are parallel instructions in two languages scaffolded from their classroom lesson.	Wonders Dashboard – The dashboards allow the teacher to know their students’ instructional path and to track the students progress in every skill and strategy every 8 to 10 weeks. Math progress will be tracked using United Insights to see the students weekly progress.
Goal 1 Action #1	Literacy/ReadingMath - Goal for Free/Reduced Students	The LEA will ensure that all free/reduced students receive a nutritional breakfast and lunch to support cognitive thinking and ample energy to participate with their assigned reading and math lessons.	Wonders Dashboard – The dashboards allow the teacher to know their students’ instructional path and to track the students progress in every skill and strategy every 8 to 10 weeks. Math progress will be tracked using United Insights to see the students weekly progress.

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]



### **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.

Title III funding is provided for English Learners. The LEA provides designated instructions through push-in or pull-out services to support the student at his/her required level of support. Students are supported in small groups or one on one.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		1:5
Staff-to-student ratio of certificated staff providing direct services to students		1:5

