

Dr. Lewis Dolphin Stallworth Sr. Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



Principal Alice Weaver-Stallworth, Principal

Principal, Dr. Lewis Dolphin Stallworth Sr. Charter

About Our School

February 1, 2017

Alice Stallworth
Stallworth Charter School
1610 East Main Street

It is a privilege to work at Dr. Lewis Dolphin Stallworth Sr. Charter School (Stallworth Charter) with students, staff, and parents that have created a family-orientated atmosphere supporting one another socially, academically, and emotionally. Stallworth Charter is a collaborative culture that enhances the holistic essences of staff, parents and students, thus establishing a professional learning community to promote continuous growth.

The various cultures and subgroups of Stallworth Charter have empowered me for the task and I celebrate the accomplishments the school has made through its dedicated efforts of the staff, parents and students. All work diligently toward succeeding by building on the strengths of one another. I celebrate all the stakeholders that have provided services to the school, whether through professional training, mentoring (University of the Pacific CIP students), volunteering (dental exams for the students) or presentations (water exhibits) and financial contributions (paying for field trips etc.).

It is my educational philosophy the everyone can learn and that all are life-long learners. As educators, it is our goal to execute learning goals that promote student growth and to motivate and inspire students to take ownership of their learning so they may become successful learners and productive citizens of our society. Success transpires when individuals have a by-in, take ownership, and show responsibility for their own success, this is the presupposition of my educational philosophy.

Stallworth Charter is focused on serving its surrounding community - a community that aspires a good life during socio-economic challenges--by providing a bold and effective experience to the children of San Joaquin County. Stallworth Charter's environment is multi-culturally diverse, family-orientated, safe, and reflects the aspirations undergirding its vision and mission.

Making Learning Exceptional,

Mrs. Alice Stallworth, M.Ed
Principal

Stallworth Charter School

A NOTE ABOUT THE SCHOOL: Stallworth Charter students in grades Transitional Kindergarten (TK) --8 are imparted with an awareness of self that develops strong character, visible study habits, family and community commitment, and excellence through our core focus on leadership development, intercultural and multicultural understanding, physical fitness and the achievement of academic excellence needed for each grade level to meet the requirements of California Common Core State Standards (CACSS).

The Vision:

The vision of the school is to foster unity, honor, interdependence, and encourage a sense of purpose, "**Academic Excellence Is Our Ultimate goal**" (AEIOU). The mission of the school is to provide tools to the students to become socially and environmentally responsible adults by "**Preparing All Students for Success (PASS)**....Every student, Every day."

What do intensive supports include?

Intense support includes assessing the needs of all subgroups to identify student needs for instruction throughout the academic year. The professional learning community developed a framework to identify schoolwide interventions aligned to the vision and mission of the school. The collaborating team analyzed state and local performance data adjusting instructions and instructional time to build mastery of skills of the standards to increase the level of student performance. The framework also included a support of intervention to diagnose student needs and prescribe academic, behavior, and social interventions.

Stallworth Charter has a pro-social course embedded in the bell schedule to reduce student referrals for discipline and special education. Pro-social's framework is to build character while rewarding students when they display those character behaviors.

• professional services from speech and language pathologists, psychologists, occupational therapists, social workers, etc.;

Stallworth Charter has a Special Educational team overseen by El Dorado County Office of Education Special Education Local Plan Area (SELPA). The team consist of a speech pathologist, a psychologist, a resource specialist, a resource specialist aide, a school counseling team, and the administration. Students are referred for special services by a parent, a teacher, the Student Study Success Team, or an administrator. Students needing the services of social workers are provided through county or state social services.

• extra help from student support teachers;

Students receive support from the teacher's assistance and other supportive staff members. Teacher's assistances or supporting staff members work with students one-on-one or in groups to increase content information.

• medical or community-based services/referrals; and,

Stallworth Charter has community-based organizations that offer medical services to students such as performing dental services, eye exams and hearing screening. Stallworth Charter has also partnered with other social agencies by providing free counseling services.

• assistive technologies such as computer software or hardware

Stallworth Charter students utilize assistive technology software to build reading and mathematical skills. English Learner students use and adaptive computerize program to build their reading and language skills.

Contact

*Dr. Lewis Dolphin Stallworth Sr. Charter
1610 East Main St.
Stockton, CA 95205-5521*

*Phone: 209-948-4511
E-mail: alice@stallworthcharter.org*

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Stockton Unified
Phone Number	(209) 933-7000
Superintendent	Eliseo Davalos
E-mail Address	edavalos@stocktonusd.net
Web Site	www.stocktonusd.net

School Contact Information (School Year 2016-17)	
School Name	Dr. Lewis Dolphin Stallworth Sr. Charter
Street	1610 East Main St.
City, State, Zip	Stockton, Ca, 95205-5521
Phone Number	209-948-4511
Principal	Principal Alice Weaver-Stallworth, Principal
E-mail Address	alice@stallworthcharter.org
Web Site	www.stallworthcharter.org
County-District-School (CDS) Code	39686760117853

Last updated: 5/18/2017

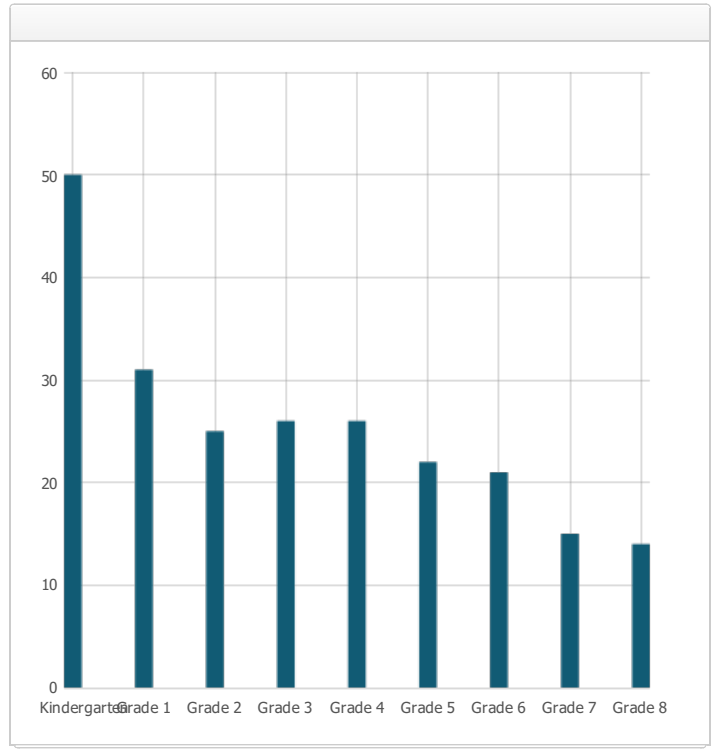
School Description and Mission Statement (School Year 2016-17)

<p><i>Dr. Lewis Dolphin Stallworth Sr. Charter School, Inc. (DLSSCSI) was named after its founder Dr. Lewis Dolphin Stallworth Sr. The founder was an educator that had a compassion and heart for the youth. His educational philosophy was centered on the premise that all youth could be empowered through their educational goals and ambitions. To reach the youth, the founder, Dr. Lewis Stallworth, Sr. engaged the youth in various physical sports activities. While interacting physically with the youth he would inspire them to set educational or vocational goals, thus he coined the phrase "Recreation to Education."</i></p> <p><i>DLSSCSI is an Independent Charter. Dr. Lewis Dolphin Stallworth, Sr., founded this Charter School to provide a safe environment where students can develop into competent, responsible, adaptive citizens who are physically fit, healthy lifelong learners and capable problem solvers.</i></p> <p><i>The Vision for Stallworth Charter is to foster unity, honor interdependence, and encourage a sense of purpose, working toward the vision "Academic Excellence Is Our Ultimate goal (AEIOU).</i></p> <p><i>The Mission Statement: To provide tools to the students to become socially and environmentally responsible adults by "Preparing All Students for Success (PASS)....Every Student, Every Day."</i></p>

Last updated: 5/18/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	50
Grade 1	31
Grade 2	25
Grade 3	26
Grade 4	26
Grade 5	22
Grade 6	21
Grade 7	15
Grade 8	14
Total Enrollment	230



Last updated: 5/18/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	30.9 %
American Indian or Alaska Native	0.9 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	53.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	3.5 %
Two or More Races	7.8 %
Other	3.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	100.0 %
English Learners	30.0 %
Students with Disabilities	11.3 %
Foster Youth	5.2 %

Last updated: 5/18/2017

A. Conditions of Learning

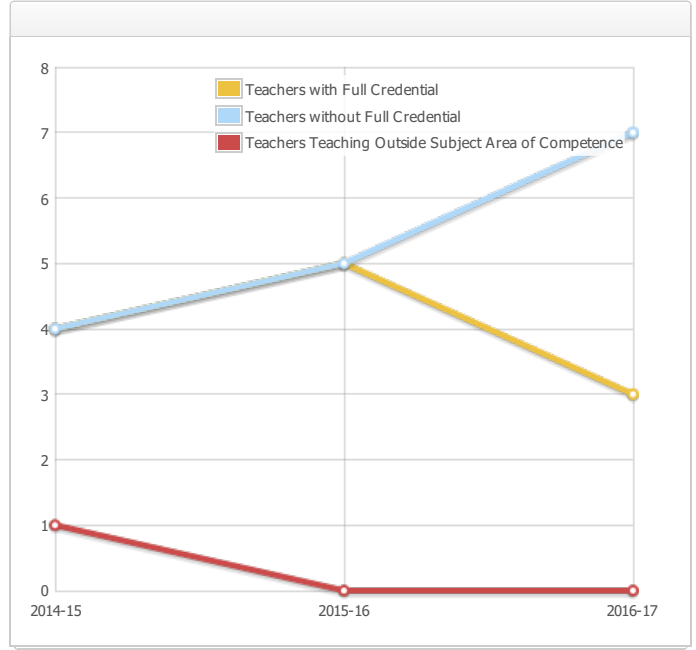
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

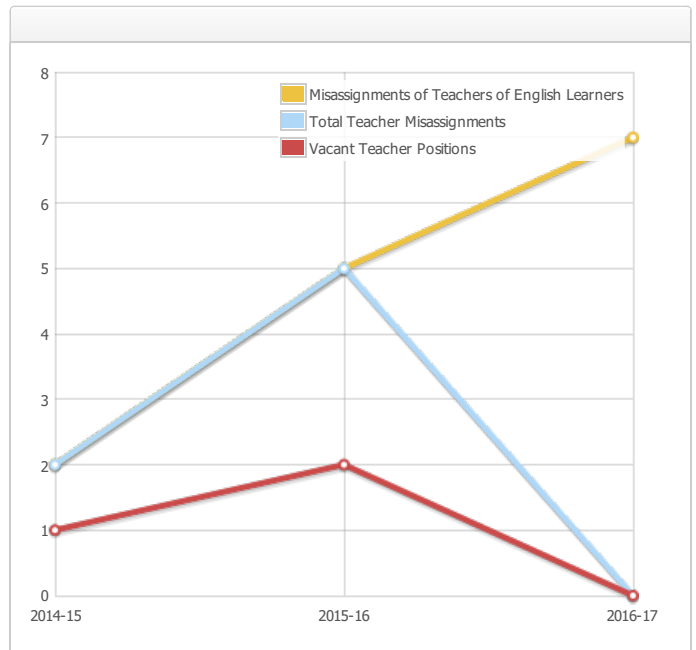
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	4	5	3	3
Without Full Credential	4	5	7	7
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0



Last updated: 5/23/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	2	5	7
Total Teacher Misassignments*	2	5	0
Vacant Teacher Positions	1	2	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 5/23/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	94.0%	6.0%
High-Poverty Schools in District	94.0%	6.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 5/23/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: July 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading 2017 Tested Vocabulary High Frequency Word Cards Grade K Reading 2011 Readers and Writers Notebook Grade 1; Grade 2, Grade 3, Grade 4 Reading 2011 Spanish Readers & Writers Notebook Grade 1; Grade 2, Grade 3, Grade 4 Reading 2011 Spanish Readers & Writers Notebook Teachers Manual Grade 1; Grade 2; Grade 3, Grade 4 Reading 2017 Tested Vocabulary High Frequency Word Cards Grade K Reading 2011 Readers and Writers Notebook Grade 1; Grade 2, Grade 3, Grade 4 Reading 2011 Spanish Readers & Writers Notebook Grade 1; Grade 2, Grade 3, Grade 4 Reading 2011 Spanish Readers & Writers Notebook Teachers Manual Grade 1; Grade 2; Grade 3, Grade 4 Reading 2011 Baseline Group Test (10 pack) Grade 1; Grade K Reading 2011 Spanish Baseline Group Test (10 pack) Grade 1; Grade K Reading 2011 Spanish Baseline Group Test Grade 1; Grade 2 Reading 2015 Spanish Reading Street Sleuth Grade 3 Reading 2015 Spanish Reading Street Sleuth Teacher's Guide Grade 3 My Perspectives English Language Arts 2017 California Novel Entitlement My Perspectives English Language Arts 2017 Digital Courseware - 1 year license Grade 6; Grade 7; Grade 8 My Perspectives English Language Arts 2017 Digital Courseware – 12 month pilot Grade 6; Grade 7; Grade 8 My Perspectives English Language Arts 2017 Student Edition + Digital Courseware 12 month pilot Grade 6; Grade 7; Grade 8 My Perspectives English Language Arts 2017 Student Edition Grade 6; Grade 7; Grade 8 My Perspectives English Language Arts 2017 Teacher Edition Grade 6; Grade 7; Grade 8	Yes	0.0 %
Mathematics	Envision Math 2.0 Common Core Assessment Sourcebook Grade 7; Grade 8, Grade 1 Envision Math 2.0 Come Core Student Edition & Digital Courseware Grade 7, Grade 8 Envision Math 2.0 Common Core Student Edition Grade 7 Volume 1; Grade 8 Volume 1; Grade 6 Volume 1 Envision Math 2.0 Common Core Student Edition Grade 7 Volume 2; Grade 8 Volume 2, Grade 6 Volume 2 Envision Math 2.0 Spanish Student Edition & Digital Courseware Grade 7; Grade 8 Envision Math 2.0 Teacher Resource Masters Package Grade 7 Envision Math 2.0 Common Core Teachers Edition Grade 8 Volume 1, Grade 6 Volume 1, Grade 2 Volume 1 Envision Math 2.0 Common Core Teachers Edition Grade 8 Volume 2, Grade 6 Volume 2, Grade 2 Volume 2 MA9E 2010 MA9E Envision Math Grade 2 Workbook 2010; Grade K	Yes	0.0 %

Envision Math 2017 Assessment Sourcebook Grade 1; Grade 2; Grade 3; Grade 5
 Envision Math 2017 Problem Solving Reading Mats Grade 1; Grade 2
 Envision Math 2017 Problem Solving Reading Mats Teachers Guide Grade 1; Grade 2
 Envision Math 2017 Spanish Student Edition: Volume 1 - Grade 1; Grade 2; Grade 3; Grade 5
 Envision Math 2017 Spanish Student Edition: Volume 2 - Grade 1; Grade 2 Grade 3; Grade 5
 Envision Math 2017 Spanish Teacher Edition Package Grade 1, Grade 2;
 Envision Math 2017 Student Edition Package Grade 1; Grade 2; Grade 3; Grade 4; Grade 5
 Envision Math 2017 Teacher Edition Package Grade 1; Grade 2; Grade 3; Grade 4; Grade 5
 Math 2016 Common Core Student Edition Package Grade 4
 Math 2016 Common Core Teacher Edition Package Grade 4
 Envision Math 2.0 Teacher Resource Masters Package Grade 8
 Envision Math 2017 Spanish Teacher Edition: Volume 1 - Grade 2; Grade 3; Grade 4; Grade 5
 Envision Math 2017 Spanish Teacher Edition: Volume 2 - Grade 2; Grade 3; Grade 4; Grade 5

Science			0.0 %
History-Social Science	Middle Grades American History 2016 Beginning Through Reconstruction Reading and Notetaking Study Guide Grade 8 Middle Grades American History 2016 Beginnings Through Reconstruction Student Edition & Digital Courseware Middle Grades American History 2016 Beginnings Through Reconstruction Teacher Guide Grade 8 American History of Our Nation 2014 Beginnings Through 1877 Reseller Student Edition with Student License Grade 7/9 American History of Our Nation 2014 Civil War to Present Reseller Student Edition with Student License Grade 7/9 Middle Grades American History 2015 Getting Access to Realize Teacher User Guide Grade 7/9 World History Volume One 1989C World History Volume Two 1989C	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 5/23/2017

School Facility Conditions and Planned Improvements

The safety and cleanliness of the school is adequate. The school is secured and safe for all students. The school is cleaned and maintained daily. All interior repairs are made as needed.

Our recent facility improvements included interior and exterior painting of the school, solar panel installed by owner; painting the gymnasium; replaced lights in the gym; repaired Star Board in classrooms and replaced the lamps in each; purchased new gym equipment; changed all locks for classrooms and offices to prevent intruder access, while allowing students and staff to exit without key access; added phone line for accessibility to parents and others at large; and purchased two new water fountains one indoor and one outdoor. Other minor repairs were completed as needed.

No repairs are needed for the structure or roof; the school is structurally sound.

Last updated: 5/23/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Painting
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Added two new water fountains one inside and one outside.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Mulch added for safety.

Overall Facility Rate

Year and month of the most recent FIT report: June 2016

Overall Rating	Good
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Last updated: 5/23/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Test Results are as follows

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	0.0%	9.0%	24.0%	25.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	--	5.0%	18.0%	21.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 5/17/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	28	93.3%	7.1%
Male	15	15	100.0%	13.3%
Female	15	13	86.7%	--
Black or African American	14	13	92.9%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.0%	15.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	28	93.3%	7.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/10/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	31	28	90.3%	7.1%
Male	21	19	90.5%	--
Female	--	--	--	--
Black or African American	12	11	91.7%	9.1%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	10	83.3%	10.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	28	90.3%	7.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Last updated: 5/10/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	20	87.0%	5.0%
Male	14	13	92.9%	7.7%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	20	90.9%	5.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Last updated: 5/10/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	20	100.0%	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.0%	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/10/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	19	95.0%	15.8%
Male	--	--	--	--
Female	11	11	100.0%	18.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	11	10	90.9%	20.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	19	95.0%	15.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/10/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	16	14	87.5%	21.4%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	11	91.7%	27.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	14	87.5%	21.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/10/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/10/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	27	90.0%	11.1%
Male	15	14	93.3%	21.4%
Female	15	13	86.7%	--
Black or African American	14	12	85.7%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	13	100.0%	15.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	27	90.0%	11.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Last updated: 5/10/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	31	27	87.1%	7.7%
Male	21	18	85.7%	5.9%
Female	--	--	--	--
Black or African American	12	11	91.7%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	10	83.3%	10.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	27	87.1%	7.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/10/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	20	87.0%	--
Male	14	13	92.9%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	20	90.9%	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/10/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	19	95.0%	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	19	95.0%	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/10/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	20	100.0%	--
Male	--	--	--	--
Female	11	11	100.0%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.0%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.0%	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Last updated: 5/10/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	16	14	87.5%	7.1%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	11	91.7%	9.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	14	87.5%	7.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/10/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 5/10/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	25.0%	15.0%	25.0%	31.0%	29.0%	30.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 5/10/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	38	28	73.7%	25.0%
Male	19	16	84.2%	18.8%
Female	19	12	63.2%	33.3%
Black or African American	14	11	78.6%	9.1%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	19	13	68.4%	38.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	28	75.7%	25.0%
English Learners	11	9	81.8%	22.2%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 5/10/2017

Career Technical Education Programs (School Year 2015-16)

Stallworth Charter conducts instructional activities that are designed to encourage all students to be involved in challenging and relevant learning, in order to meet academic and college-and-career-readiness standards, as well as the schoolwide learner outcomes. Accordingly, all instructors provide differentiated instructional strategies to strengthen academic progress for all students. For example, many teacher help students connect to the surrounding colleges, and community's programs that involve career-readiness. There is a school-wide expectation that all students will have access to challenging learning experiences. Evidence of challenging learning experiences can be found in: Course syllabi and College-prep and special education awareness.

Teachers participate in meetings at least once a month to examine student work, discuss student process toward meeting standards, share best teaching practices, and design interventions for students who are below average.

In all classes, students understand the standards and the level of performance to demonstrate their knowledge, as teachers routinely use a variety of methods when delivering direct instruction. Frequently questioning for understanding enables teacher to monitor student progress toward mastering the skill or concept taught (e.g., Common Core leaning, critical thinking, communication and community awareness).

Students routinely work in a variety of group settings, which provide opportunities to work with peers to solve problems, to construct knowledge and deepen understanding of the skill or concept, expressing their knowledge orally and mechanically.

Working in groups enables students to reduce individual affective filters and access peer support. Working independently, student compose journals, interactive notebooks entries, and/or self-evaluations, which are designed to reinforce understanding and identify concepts needing clarification. In addition, in every classroom, teachers routinely provide modifications or accommodations to make instructional content accessible to students with special needs.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	38.1%	33.3%	14.3%
7	47.4%	21.1%	10.5%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 5/17/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

The parent-teacher partnership at Stallworth Charter includes volunteers at school events and field trips, assisting with setup, arrangements, tables, and booths as needed. Parents are able to volunteer in classrooms and for special projects designed by school and administration. Other community based-groups include county workers that act as mentors for students. The parents were give a date choose officers for their Parent Teacher Organization (PTO), Western Accreditation of Schools and Colleges (WASC) committees, English Learner Advisor Committee (ELAC), and other needed groups.

Parents, students, and Governing Board members are apprised of student academic standards and results by means of parental school meetings, mailings, and telephone access via computers. Parents get involved in the assessing of students during parent-teacher conferences or they schedule meetings with the Principal, Psychologist, or Special Education Department to discuss the student’s aptitude.

Parents are kept apprised of student assignments and work by logging into PowerSchool to review student grades; this enables parents to see what students are doing and assist in their academic needs. Parents may also use the Parent Portal to check attendance and communicate directly with their child’s teacher and/or administration. One teacher uses class Do-Jo to keep parents aware of their student’s behavior and academic successes or mishaps. Parent-teacher conferences, schedules parent meeting, and parent volunteering are other ways for parents to be active in the student learning process.

State Priority: Pupil Engagement

Last updated: 5/17/2017

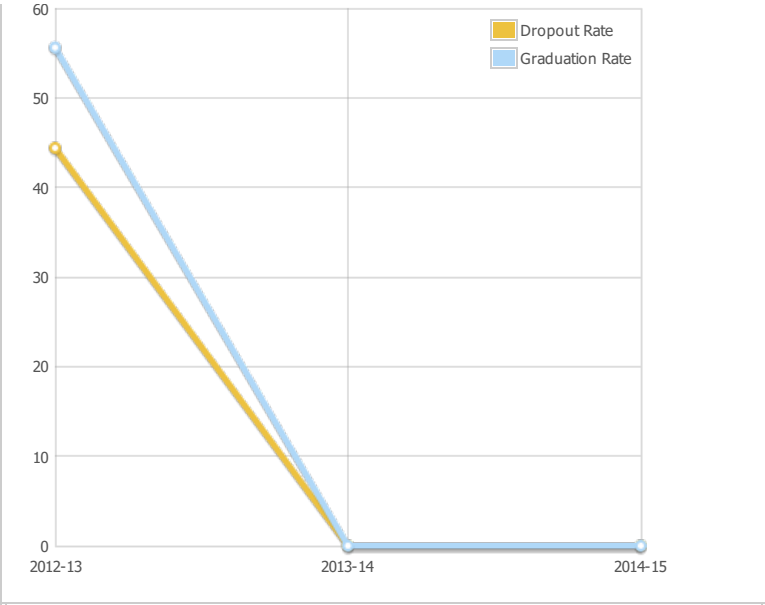
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	44.4%	0.0%	0.0%	9.9%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	55.60	0.00	0.00				80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



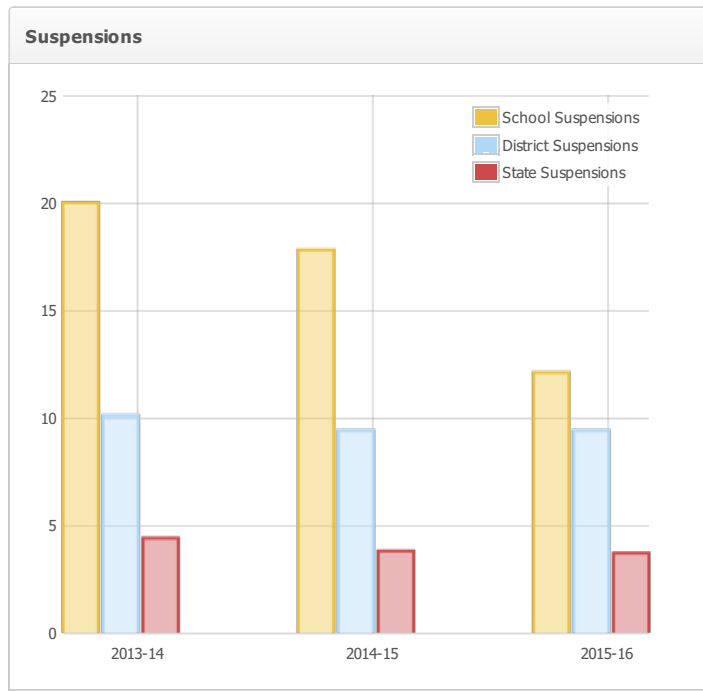
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	20.0	17.8	12.1	10.1	9.4	9.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 5/23/2017

School Safety Plan (School Year 2016-17)

We have prepared the school safety plan to provide a framework in which the school can plan and perform its respective emergency functions during school crisis situations. It was further designed to assist the staff in following safety procedures with the greatest possible speed and safety. Regardless of the prescribed procedures, training, and instruction, we acknowledge that the sound judgment of the Administration and staff is an integral part of safety management.

In each classroom, Stallworth Charter has a Safety Manual with all procedures needed to ensure a safe environment for students and staff. Each staff member has a copy of an Emergency Preparedness Flip Chart, an exit Floor Plan, and a first-aid kit posted near their door. Staff received first-aid and CPR training bi-annually. The school has monthly fire drills, lock down procedures drills, and other safety drills.

The Safety Plan was updated July, 2016. Staff training occurred during the week of August 1, 2016 - August 8, 2016. Each teacher implements the plans in their individual classrooms. New emergency exit plans were re-designed and posted throughout the entire school.

Key elements in the safety plan are as follows:

- Safety Prepared Charts in All Classrooms
- Introduction and Statement of Commitment
- Response to Any Emergency
- Emergency Alert System
- Guidelines for Pupil Release in Classroom
- General Staff Responsibility for All Emergencies
- Warning and Notification
 - o Fire
 - o Severe Weather/Earthquakes
 - o Bomb Treat/Weapon

- o Accident/Physical Injury
- o Evacuate Building
- o Internal Disaster
- o Intruder/Hostage

Last updated: 5/23/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	50
Percent of Schools Currently in Program Improvement	N/A	86.2%

Note: Cells with NA values do not require data.

Last updated: 5/23/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.0	0	5	0	28.0	0	8	0	50.0	0	1	0
1	16.0	5	0	0	27.0	0	4	0	30.0	0	1	0
2	28.0	0	5	0	24.0	0	4	0	25.0	0	1	0
3	0.0	0	0	0	23.0	0	4	0	25.0	0	1	0
4	36.0	0	0	6	24.0	0	4	0	25.0	0	1	0
5	11.0	1	0	0	18.0	4	0	0	20.0	0	1	0
6	24.0	1	2	0	11.0	3	0	0	20.0	1	0	0
Other	0.0	0	0	0	0.0	0	0	0	15.0	2	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 5/23/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.0	2	1	0	16.0	2	0	0	14.0	2	0	0
Mathematics	14.0	2	0	0	16.0	2	0	0	14.0	2	0	0
Science	14.0	2	0	0	16.0	2	0	0	14.0	2	0	0
Social Science	14.0	2	0	0	16.0	2	0	0	14.0	2	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 5/23/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 5/23/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$198.0	\$2392.6	\$6915.1	\$37170.0
District	N/A	N/A	\$0.0	\$65674.0
Percent Difference – School Site and District	--	--	13.0%	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	0.0%	--

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

Last updated: 5/23/2017

Types of Services Funded (Fiscal Year 2015-16)

Program Overview

Stallworth Charter’s purpose is one that fosters unity, honor interdependence and encourages a sense of purpose through the educational process in a way that benefits the community and family. The school’s mission is to “Prepare All Students for Success”....Every student, every day (PASS)., academically, socially, emotionally, and physically. Stallworth Charter’s vision is to provide academic excellence for all student, every student, every day. Academic Excellence Is Our Ultimate goal” (AEIOU). It is our belief that all students can develop into competent, responsible, adaptive citizens, becoming lifelong learners capable of problem solving.

Stallworth Charter’s vision and mission is based on the ever-changing needs of its populace therefore, our expected vision, mission, beliefs, and core values are communicated daily during our morning introductory assembly called “Eagle Mania.”

Stallworth has a teacher’s assistant in each classroom. The teacher’s assistant aids in restarting instructions, working one-on-one with various students, working with groups, helping to reinforce content, and monitor students to ensure safety and procedural policies implemented. This is a particular strength of our School, as the instructional assistant staff are well known to and trusted by the students and their families.

Stallworth Charter has community volunteer students from University of Pacific (UOP). The UOP students come bi-weekly meeting with student at the middle school level. The UOP students work with the Stallworth Charter students assisting them with classroom assignment, providing behavior skills, providing information and inspiring students to ready themselves for college or career. Stallworth Charter also has community or parental volunteers that give of their time to help English Learner students comprehend instructions and build their speaking, listening, and writing skills to complete their coursework.

Students have access to technology and technology is embedded in the curriculum. Students re expected to use technology to complete assignments and to retrieve internet sources for projects and presentations. Students are expected to know how to use computers programs for classroom presentations. Students in the 7th and 8th grades are exposed to career surveys to determine their career interests.

Stallworth Charter has academic support with a Reading Specialist that pulls out students who need the extra reading support, an English Learner Assistant that assists students with the language barriers, a Speech Therapist, a Resource Teacher, Psychologist for students in Special Education, a team for Pro Social Skill for all grade, a lead Math Teacher to assist with math strategies and best practices, and a Behavior Counselor. The staff for these areas are providing services for students as needed, assisting in attending to the physical, mental, counseling, and academic needs of the student body.

Last updated: 5/23/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,226	\$45,092
Mid-Range Teacher Salary	\$64,239	\$71,627
Highest Teacher Salary	\$80,927	\$93,288
Average Principal Salary (Elementary)	\$107,767	\$115,631
Average Principal Salary (Middle)	\$	\$120,915
Average Principal Salary (High)	\$115,639	\$132,029
Superintendent Salary	\$230,000	\$249,537
Percent of Budget for Teacher Salaries	34.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

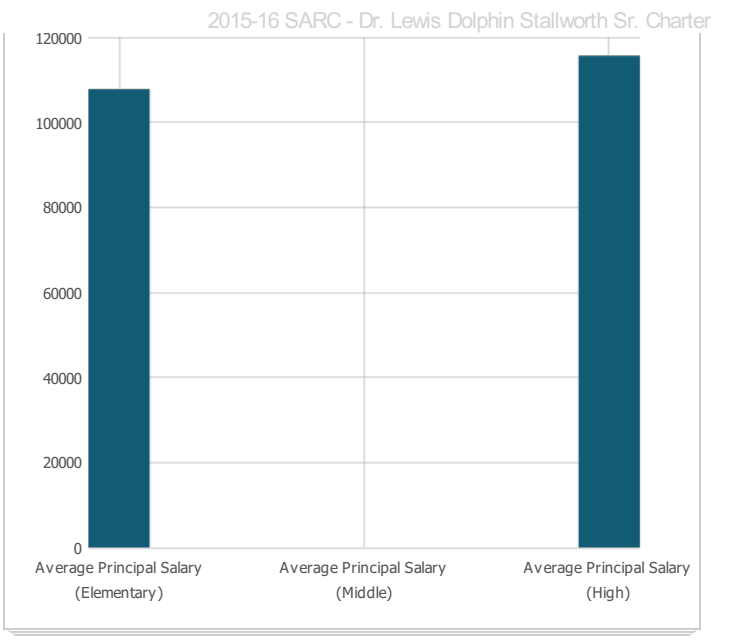
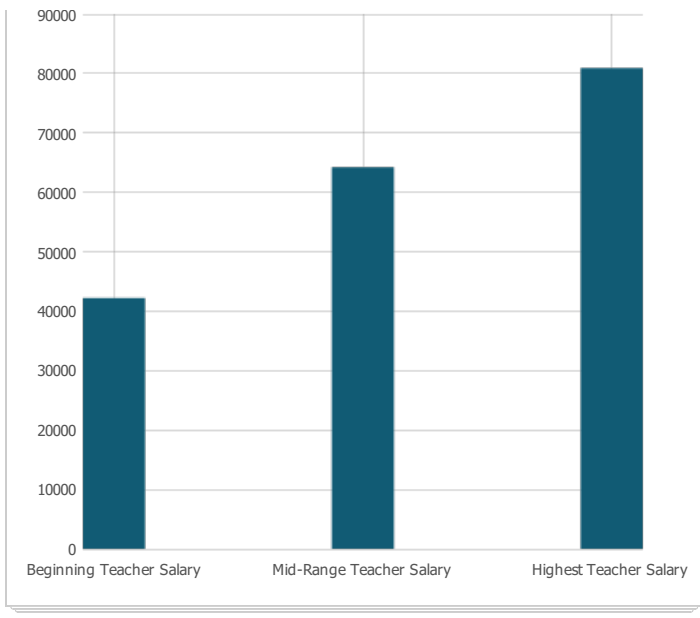
For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/> .

Teacher Salary Chart

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Principal Salary Chart

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Last updated: 5/23/2017

Professional Development

Professional development occurs the first Monday of every month reviewing curriculum, lesson plans, common core, special education strategies, and positive behavior intervention support plans. During the monthly staff meeting the agenda includes plans for effective processes and procedures that promote student learning throughout all our programs. At the beginning of the school year, staff collaborate by formulating a list of program successes and a list of programs that were not successful, or programs partially implemented. After analyzing the programs, staff provide solutions and/or strategies to enhance program that were successful and solutions to revamp programs that failed or staff may choose to eliminate that program all together. For example, the school implemented PBIS but not all staff were utilizing positive behavior strategies, therefore, the staff decided that additional support should be added to improve PBIS. The additional support added is a schoolwide program, "Pro-social Skills," added to provide character building to emphasize respect, responsibility, reflection of personal behavior and character, and other highly valued character traits, which are taught daily, encouraged and practiced each month. The character traits are changed monthly, are discussed, practiced and modeled by the students, and shared with their peers, and parents/guardians. The top priority is for all students to become proficient in English Language Arts and Math and for the student suspension rate to decrease.

Teachers take responsibility for monitoring student achievement and student behaviors. Graphs and charts were created and posted to measure student success, thereby exciting the students who then became actively engaged in working toward making gains and monitoring their progress and performance.

Number of days for the most recent three years:

2014-2015 - 20 days

2015-2016 - 19 days

2016-2017 - 15 days

Stallworth Charter utilizes multiple forms to support professional development/learning for staff members. The school offers curriculum training by Pearson Education Company, classroom management, behavior training by El Dorado Special Education Local Area (SELPA), and other training to beneficial for success in teaching. The process used to determine the measurable effort of professional development on student achievement consists of student assessment three times throughout the year. Students take the MAP test, which measures academic growth in English Language Arts, Mathematics, Science, and Language. Grades K-8th take the MAP test in the fall, winter, and the spring. At the end of the year student take a summative test, CAASPP, to measure the growth of students in grades 3-8.

New teachers were given a mentor teacher, one with experience and expertise in best teaching practices, assessing students, collecting data, and classroom management. New teachers meet with their mentor monthly for professional reflection, professional support, and collaboration. Teacher-principal meetings occur weekly to ensure that teachers implement differentiated instructions, assess student performance, and provide supplemental instructions to enhance core curriculum. Teacher-principal meeting entails collaboration of student data allowing for review of current data regarding student current academic level.

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