

2023-24 School Accountability Report Card

February 1, 2024



Dr. Lewis Dolphin Stallworth Sr. Charter School
1610 East Main Street Stockton, CA 95205
Website: www.stallworthcharter.org

School Accountability Report Card Reported Using Data from the 2022–23 School Year

California Department of Education

For: Dr. Lewis Dolphin Stallworth Sr. Charter School

Address: 1610 East Main Street

Phone: (209) 948-4511

Principal: Dr. Robin Moorezaid

Grade Span: K—8th

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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/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 at <https://dq.cde.ca.gov/dataquest/> 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

From the Principal

Welcome Stallworth Eagles

With great passion, I would like to welcome you to the 2023-24 school year at Dr. Lewis Dolphin Stallworth Sr. Charter School. We are very excited to introduce you to an exhilarating small school environment of a wonderful student body and dedicated families. This year, our theme, "Focus on Learning" is designed to lift student achievement, engagement, and extracurricular activities as diverse as the students' needs.

MISSION:

The mission of the school is to provide the necessary tools for the students to become academically, socially, and environmentally responsible citizens by "Preparing All Students for Success, Every student, Every Day (PASS)."

VISION:

The vision of the school is to foster unity, honor independence, and encourage a sense of purpose, all while working toward the school's vision "Academic Excellence Is Our Ultimate Goal (AEIOU).

SCHOOLWIDE LEARNING OUTCOMES

A student who graduates from Stallworth Charter School will be:

1. Prepared academically to become successful high school students.
2. Responsible Career and College mindfulness who welcome and help others.
3. Have 21st Century Skills to learn, work, be informed, stay connected, and communicate globally.

DEMOGRAPHICS

Dr. Lewis Dolphin Stallworth Sr. Charter Schools, Inc. (Stallworth Charter) is focused on providing quality education to its community. The school serves Transitional Kindergarten through 8th grade. The school strives to meet the needs of the community in the midst of socio-economic challenges by providing a nurturing and supportive environment to the children of San Joaquin County. Stallworth Charter's Schoolwide Learner Outcomes (SLOs) were developed during professional development workshops that analyzed what has worked and what has not, in order to increase students' overall

performance annually, ensuring that each student meets or exceeds the state standards. Stallworth Charter's SLOs are based on the needs of its population, therefore, our expected schoolwide learning goals of raising student assessment scores each year correlates with the school's mission of every student succeeding every day.

About This School

Table 1: District Contact Information (School Year 2023–24)

Entity	Contact Information
District Name	Stockton Unified School District
Phone Number	(209) 933-7000
Superintendent	Dr. Michelle Rodriguez
Email Address	mrodriguez@stocktonusd.net
Website	https://www.stocktonusd.net

Table 2: School Contact Information (School Year 2023–24)

Entity	Contact Information
School Name	Dr. Lewis Dolphin Stallworth Sr. Charter Sch
Street	1610 East Main Street
City, State, Zip	Stockton, CA 95205
Phone Number	(209) 948-4511
Principal	Dr. Robin Moorezaid
Email Address	robinmoorezaid@stallworthcharter.org
Website	www.stallworthcharter.org
County-District-School (CDS) Code	39-68676-0117853

Table 3: School Description and Mission Statement (School Year 2023–24)

[Narrative provided by the LEA]
<p>Dr. Lewis Dolphin Stallworth Sr. Charter Schools, Inc. (Stallworth Charter) is located on the southeast side of Stockton, CA in an economically disadvantaged community. 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.</p> <p>Stallworth Charter serves a population of at-risk students from different cultural and ethnic backgrounds, difficult economic conditions, and unstable academic circumstances.</p> <p>Our mission is to expose our students to opportunities they may not be familiar with and inspire the students to strive for greatness as chanted by all students during their morning Eagle Mania, “Preparing All Students for Success (PASS), every student, every day.” Eagle Mania serves as a morning routine to provide announcements and acknowledge student achievements in academics, sports, and other extracurricular activities.</p> <p>The demographics of Stallworth students are: students of single parent families, students of temporary housing, or students of double-up housing. As a result, 24.8% of our student population suffers from chronic absenteeism.</p> <p>The student population is culturally and racially diverse: 78.0% Hispanic, 14.9% African American, 0.8% Native American, 0.4% Caucasian, 5.8% identify as two or more races, 50.6% male and 49.4% females. Approximately 54% of the student population are English Language Learners. Students with Individual Educational Plans (IEP) make up 9.6% of the student population.</p>

The vision of the school is to foster unity, honor, independence, 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).” 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. There they receive assistance with their homework, have access to library resources, and participate in instructor-run clubs.

Table 4: Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	24
Grade 1	34
Grade 2	32
Grade 3	39
Grade 4	32
Grade 5	33
Grade 6	22
Grade 7	28
Grade 8	17
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	261

Table 5: Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
Non-Binary	0
American Indian or Alaska Native	3.1
Asian	.4
Black or African American	15.8
Filipino	0
Hispanic or Latino	76.2
Native Hawaiian or Pacific Islander	0
Two or More Races	3.5
White	.8
English Learners	52.7
Foster Youth	0.4
Homeless	5
Migrant	16.47
Socioeconomically Disadvantaged	98.5
Students with Disabilities	10.8

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.

Table 7: Teacher Preparation and Placement (School Year 2022–23)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7	77.77%	7	77.77%	12,075	3,606
Intern Credential Holders Properly Assigned	2	23.23%	2	23.23%	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	0	0%	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	0	0%	[DPC]	[DPC]
Unknown/Incomplete/NA	0	0%	0	0%	[DPC]	[DPC]
Total Teaching Positions	9	100%	9	100%	[DPC]	[DPC]

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 8: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: 2023, July

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2020	2017	0
Mathematics	2020	2017	0
Science	2021	2021	0
History-Social Science	2021	2021	0
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

Table 9: School Facility Conditions and Planned Improvements**[Narrative provided by the LEA]**

The school plan for student achievement for 2022-23 is all about helping students build their language skills. With a lot of English Learners in the program, they'll be taught in whole class, small groups, and individualized literacy skills to help them reach their reading fluency goals. The program will also include an academic intervention boot camp, social emotional learning, extracurricular activities, and classroom management strategies that utilizes our school theme Focusing on Learning.

According to the system, the ELA / Math language and fundamental skills are implemented at every grade-level to propel students to higher levels of achievement toward higher order thinking ability, reading comprehension, and love for learning. The system begins with a fresh curriculum and instructional strategies that build literacy skills each week from the San Joaquin Literacy Coaches who will work with teachers on step by step best practices, performance tracking, and methods to move students forward as a cohesive instructional team. In order to support the school's objective of building our instructional morale and our instructional strategies, our LEA is offering team celebrations to support evidence-based tracking of student's learning growth, consistently addressing delays, and creating the instructional/social-emotional needs that qualify efforts to improve student achievement to enhance student engagement.

This system framework included school-wide benchmarking, planned SEL programs, fun activities to create an engaging learning space, assessment literacy tools, and a way for students to take ownership of learning through student-led extracurricular activities. The program theme assesses quarterly to meet and evaluate the needs of the LEA.

Quarter Goals:

- (1) Introduce and Implement New ELA Curriculum
- (2) Applying the Standards and Instructional Strategies
- (3) Evaluating/Analyzing the Standards and Instructional Practices
- (4) Understand Assessment

This design attempts to address the root causes that prevent students from achieving their EL potential. It includes tier-up/down unification of lessons, a means for collaboration to monitor student growth, curriculum conception for effective teaching strategies, and plenty of time for engaging practices.

The ELA Framework Design Offers

- guidelines for the implementation of McGraw "Wonders" program and literacy instructions across the curriculum.
- guidelines for performance monitoring.
- a means for collaboration and shared responsibility
- guidelines for methods and evaluating student skills 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.

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**).

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Table 10: School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2023, July

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good			HVAC Air filters are changed semi-annually; Water heaters were serviced, soon to be replaced.
Interior: Interior Surfaces	Good			Interior surfaces are spot painted; floors buffed, waxed and steam cleaned, hard surfaces are sanitized daily.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good			All buildings receive monthly pest control; Building cleaning occurs twice daily; the school grounds manicured and maintained.
Electrical: Electrical	Good			Repairs are made as needed for lighting, outlets
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good			Restrooms and sinks work fine and are repaired if needed.. Restrooms are repaired as needed. Fountains are not in use per COVID-19 protocols. Currently bottled water is used. Future plans are filtered water stations.
Safety: Fire Safety, Hazardous Materials	Good			Fire safety hazardous materials are up-to-date with bi-annual inspections. Safety drills conducted monthly and twice a year with the local fire department.
Structural: Structural Damage, Roofs	Good			The building is structurally sound and repairs were made to the roofs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good			Playground is in good condition/school grounds are secured and safe; Windows and Doors are locked and secured. The gates are in good condition. The fences are secured and sturdy.

Overall Facility Rate

Year and month of the most recent FIT report: [DPL]

Table 11: Overall Rating

Exemplary	Good	Fair	Poor
	Good		

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessment [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 - California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- College and Career Ready:** 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.

Table 12: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing state-administered assessments

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts/Literacy (grades 3-8 and 11)	13.51	10.91	26.83	27.78	47.06	46.66
Mathematics (grades 3-8 and 11)	6.76	3.64	15.00	16.76	33.38	34.62

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Table 13: CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	166	165	99.40%	0.60%	10.91%
Female	86	85	98.8%	1.20%	9.42%
Male	80	80	100%	0.00%	12.50%
American Indian or Alaska Native	7	7	100%	0.00%	–
Asian	–	–	–	–	–
Black or African American	33	32	96.97%	3.03%	6.25%
Filipino	–	–	–	–	–
Hispanic or Latino	121	121	100%	0.00%	11.57%
Native Hawaiian or Pacific Islander	–	–	–	–	–
Two or More Races	5	5	100%	0.00%	–
White	–	–	–	–	–
English Learners	80	80	100%	0.00%	5.00%
Foster Youth	–	–	–	–	–
Homeless	9	9	100%	0.00%	–
Military	–	–	–	–	–
Socioeconomically Disadvantaged	163	162	99.39%	0.61%	9.26%
Students Receiving Migrant Education Services	–	–	–	–	–
Students with Disabilities	23	23	100%	0.00%	4.35%

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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Table 14: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	166	165	99.40%	0.60%	3.64%
Female	86	85	98.84%	1.16%	1.18%
Male	80	80	100%	0.00%	6.25%
American Indian or Alaska Native	7	7	100%	0.00%	–
Asian	–	–	–	–	–
Black or African American	33	32	96.97%	3.03%	0.00%
Filipino	–	–	–	–	–
Hispanic or Latino	121	121	100%	0.00%	4.14%
Native Hawaiian or Pacific Islander	–	–	–	–	–
Two or More Races	5	5	100%	0.00%	–
White	–	–	–	–	–
English Learners	80	80	100%	0.00%	3.75%
Foster Youth	–	–	–	–	–
Homeless	9	9	100%	0.00%	–
Military	–	–	–	–	–
Socioeconomically Disadvantaged	163	162	99.39%	0.61%	3.71%
Students Receiving Migrant Education Services	–	–	–	–	–
Students with Disabilities	23	23	100%	0.00%	0.00%

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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**Table 15: CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8 and high school)	7.50%	8.16%	14.46%	14.77%	29.45%	30.18%

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**Table 16: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	49	100%	0.0%	8.16%
Female	25	25	100%	0.0%	4.00%
Male	24	24	100%	0.0%	12.50%
American Indian or Alaska Native	4	4	100%	0.0%	–
Asian	–	–	–	–	–
Black or African American	10	10	100%	0.0%	–
Filipino	–	–	–	–	–
Hispanic or Latino	33	33	100%	0.0%	9.09%
Native Hawaiian or Pacific Islander	–	–	–	–	–
Two or More Races	–	–	–	–	–
White	–	–	–	–	–
English Learners	18	18	100%	0.0%	0.00
Foster Youth	–	–	–	–	–
Homeless	–	–	–	–	–
Military	–	–	–	–	–
Socioeconomically Disadvantaged	49	49	100%	0.0%	8.16%
Students Receiving Migrant Education Services	–	–	–	–	–
Students with Disabilities	4	4	100%	0.0%	–

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 23: California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
7	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
9	–	–	–	–	–

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 regarding the school district and at each school site.

Table 24: Opportunities for Parental Involvement (School Year 2023–24)

The LEA made a priority to increase parental involvement. It created multiple opportunities for parents to provide input and suggestions at any time during the school day and in different ways oral and/or written. It all starts with Back to School Night when new and returning parents/ guardians met their child's teacher. For teachers, it was the perfect opportunity to communicate to parents their academic and behavioral expectations for the school year. Parents are invited to come to school for different events during the school year. One example is the quarterly awards assemblies, this showcases the students' achievements and it is highly attended.

The principal has an open door policy which means that parents are always welcome to come to school to have a conference or just a conversation with her about academics or student behavior.

The school has a strong Parent Teacher Organization (PTO). The PTO President, a parent, schedules and runs the monthly meetings. During those meetings parents are asked to share any questions or concerns regarding their child's education. Parents are also provided with educational resources to support their students. At the end of the school year the school administers the School Climate Survey, thus allowing parents to anonymously provide feedback. Parents have indicated that they feel welcome and

included in campus activities, well-informed about their student's progress, and were encouraged to participate in their student's education.
The school provides English translation for all events, for all written notices sent home via hardcopy or digital.

State Priority: Pupil Engagement

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

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

Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020–2 1	School 2021–2 2	School 2022–2 3	District 2020–2 1	District 2021–2 2	District 2022–2 3	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate	–	–	–	14.1%	8.1%	9.3%	6.3%	5.6%	6.5%
Graduation Rate	–	–	–	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2022–23)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	–	–	–
Female	–	–	–
Male	–	–	–
Non-Binary	–	–	–
American Indian or Alaska Native	–	–	–
Asian	–	–	–
Black or African American	–	–	–
Filipino	–	–	–
Hispanic or Latino	–	–	–
Native Hawaiian or Pacific Islander	–	–	–
Two or More Races	–	–	–
White	–	–	–
English Learners	–	–	–
Foster Youth	–	–	–
Homeless	–	–	–
Socioeconomically Disadvantaged	–	–	–
Students Receiving Migrant Education Services	–	–	–
Students with Disabilities	–	–	–

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Table 27: Chronic Absenteeism by Student Group
(School Year 2022–23)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	270	260	122	45.2%
Female	144	144	69	47.9%
Male	126	126	53	42.1%
Non-Binary	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Black or African American	49	41	32	65.3%
Filipino	–	–	–	–
Hispanic or Latino	202	198	81	40.1%
Native Hawaiian or Pacific Islander	–	–	–	–
Two or More Races	–	–	–	–
White	–	–	–	–
English Learners	142	142	44	31.0%
Foster Youth	–	–	–	–
Homeless	13	13	3	23.1%
Socioeconomically Disadvantaged	267	256	119	44.6%
Students Receiving Migrant Education Services	–	–	–	–
Students with Disabilities	34	28	15	44.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Table 28: Suspensions and Expulsions

Rate	School 2020–2 1	School 2021–2 2	School 2022–2 3	District 2020–2 1	District 2021–2 2	District 2022–2 3	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	0.0%	5.0%	1.4%	0.0%	5.0%	6.2%	0.2%	3.4%	3.8%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Table 29: Suspensions and Expulsions by Student Group
(School Year 2022–23)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.4%	0.0%
Female	0.72%	0.0%
Male	0.72%	0.0%
Non-Binary	–	–
American Indian or Alaska Native	–	–
Asian	–	–
Black or African American	3.9%	0.0%
Filipino	–	–
Hispanic or Latino	1.0%	0.0%
Native Hawaiian or Pacific Islander	–	–
Two or More Races	–	–
White	–	–
English Learners	0.7%	0.0%
Foster Youth	–	–
Homeless	–	–
Socioeconomically Disadvantaged	1.5%	0.0%
Students Receiving Migrant Education Services	–	–
Students with Disabilities	2.9%	0.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 30: School Safety Plan (School Year 2023–24)

[Narrative provided by the LEA]
<i>[Use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with faculty and a student representative; as well as a brief description of the key elements of the plan.]</i>

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.

**Table 31: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–21)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25		1	
1	33		1	
2	18	2		1
3	21		1	
4	21		1	
5	29		1	
6	17	1		
Other**				

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

** “Other” category is for multi-grade level classes.

**Table 32: Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24		1	
1	33			1
2	35			1
3	41			1
4	22		1	
5	28		1	
6	17	1		
Other**				

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

** “Other” category is for multi-grade level classes.

Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24		1	
1	34			1
2	32		1	
3	39			1
4	32		1	
5	33		1	
6	22		1	
Other**				

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

** “Other” category is for multi-grade level classes.

Table 34: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14	2		
Mathematics	14	2		
Science	14	2		
Social Science	14	2		

*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.

Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20	2		
Mathematics	20	2		
Science	20	2		
Social Science	20	2		

*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.

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2022–23)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25		2	
Mathematics	25		2	
Science	25		2	
Social Science	25		2	

*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.

Table 37: Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	261:1

*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.

Table 38: Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	–
Library Media Services Staff (Paraprofessional)	–
Psychologist	–
Social Worker	–
Nurse	–
Speech/Language/Hearing Specialist	–
Resource Specialist (non-teaching)	1
Other	–

*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.

**Table 39: Expenditures Per Pupil and School Site Teacher Salaries
(Fiscal Year 2021–22)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,581	\$5,279	\$9,302	\$56,438
District	\$18,549	N/A	[DPL]	\$82,285
Percent Difference – School Site and District	24%	N/A	[DPL]	37%
State	\$15,271	N/A	[DPC]	\$81,241]
Percent Difference – School Site and State	15%	N/A	[DPL]	44%

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

Table 40: Types of Services Funded (Fiscal Year 2022–23)

[Narrative provided by the LEA]

[Provide specific information about the types of programs and services available at the school that support and assist students.]

Table 41: Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57,718	50,698
Mid-Range Teacher Salary	\$78,580	74,619
Highest Teacher Salary	\$99,119	98,539
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	NA	NA
Average Principal Salary (High)	NA	NA
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

*Where there are student course enrollments of at least one student.

Table 43: Professional Development

Measure	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	[DPL]	44	44