Dr. Lewis D. Stallworth Sr.
Charter Schools, Inc.

"Every Student, Every Day"

Dr. Lewis Dolphin Stallworth Charter Schools, Inc.

Address: 1610 E. Main Street Stockton, CA 95205   **Phone: 209-948-4511**
Principal: Mrs. Alice Stallworth   **Grade Span: K-8**

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, 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 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).

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.

Throughout this document the letters DPL refers to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

About This School

"Every Student, Every Day"

The late Dr. Lewis D. Stallworth, Sr. was an educator, psychologist, Bishop, father, and mentor to many who knew the importance of a good education. Dr. Stallworth's siblings were also educated citizens and many of them chose teaching as a profession in a K-12 setting and as university professors in Texas and Oklahoma City. This passion for academics inspired Dr. Stallworth to teach in Stockton Unified School District and found a school that was in operation for more than 30 years, serving both tuition- and sponsored students.

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

Extending W.E.B Dubois' vision beyond the "talented tenth", Dr. Stallworth saw a greater need in the community and was inspired to help even more students. After much research and consultation, he came to understand that he could help more students by creating a public charter school. Between November 2007 and April 2008, Dr. Stallworth worked to continue his dream of helping all students - boys and girls, advantaged or otherwise. Dr. Stallworth never saw his dream come to pass, but he had faith in the administrative staff he chose to lead his project. Dr. Stallworth passed on April 10, 2008 and the school's charter was approved by unanimous vote in June of 2008.

Dr. Lewis Dolphin Stallworth Sr. Charter Schools, Inc. (Stallworth Charter) is focused on providing quality education to its surrounding 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.

District Contact Information (School Year 2019–20)

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

School Contact Information (School Year 2019–20)

Entity	Contact Information

Dr. Lewis D. Stallworth Sr. Charter School	
Street	1610 E Main Street
City, State, Zip	Stockton, CA 95205
Phone Number	(209) 948-4511
Principal	Mrs. Alice Stallworth
Email Address	alice@stallworthcharter.org
Website	https://www.stallworthcharter.org
County-District-School (CDS) Code	39-68676-0117853

School Description and Mission Statement (School Year 2019–20)

Stallworth Charter's purpose is to foster unity, honor independence, and encourage a sense of purpose and belonging 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 students, 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 are based on the ever-changing needs of its population; therefore, our expected vision, mission, beliefs, and core values are communicated daily during our morning assembly called Eagle Mania. Eagle Mania is led by a new class each month and the class teaches a cheer to the rest of the school. This cheer is used to start each school day and is related to the school's vision and mission. Mighty Eagles are honored at Eagle Mania on Mondays for academic excellence, program completion, or meeting goals to reinforce the mission and vision.

Stallworth Charter's schoolwide learner outcomes are:
1) all students can express thoughts using and comprehending academic vocabulary;
2) all students will perform at grade level; and
3) all students will be independent learners.

Stallworth Charter's learner outcomes 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 schoolwide learner outcomes 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.

Student Enrollment by Grade Level (School Year 2018–19)

Grade Level	Number of Students
Kindergarten	37
Grade 1	41
Grade 2	44
Grade 3	26
Grade 4	31
Grade 5	24
Grade 6	25
Grade 7	22
Grade 8	21
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	271

Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	26.6%
American Indian or Alaska Native	4.9%
Asian	0.4%
Filipino	0.4%
Hispanic or Latino	55.8%
Native Hawaiian or Pacific Islander	1.5%
White	1.9%
Two or More Races	0%
Socioeconomically Disadvantaged	100%
English Learners	35.6%
Students with Disabilities	4.5%
Foster Youth	2.2%
Homeless	3.4%

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 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	2	3	3	
Without Full Credential	7	14	10	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	14	14	8
Total Teacher Misassignments*	14	14	8
Vacant Teacher Positions	0	0	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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected:_____ December 2019_____

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts MyView Literacy (K-5) MyPerspective (6-8) Achieve 3000 (a differentiated reading program). Smarty Antz (a beginners reading program for EL Students) Flocabulary myPearson Realize	Pearson Literature (2016) Achieve 3000 (2017) Smarty Antz (2017) Flocabulary (2016)	YES	0.0%
Mathematics Envision Math 2.0 (K-8)Wowzers (an adaptive math program)	Envision Math 2.0 (2016) Wowzers (2017)	YES	0.0%
Science Elevate Science Pearson (K-8) myPearson Realize Flocabulary	Pearson (2016) Pearson Realize Flocabulary (2016)	YES	0.0%
History-Social Science MyWorld Interactive (K-8) myPearson Realize Flocabulary	Pearson (2016) Pearson Realize Flocabulary (2016)	YES	0.0%
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.

School Facility Conditions and Planned Improvements

The LEA takes great efforts to ensure that the school site is clean, safe, and functional. To assist in this effort the LEA provides maintenance and repair for the school site. The LEA uses the services of JaniTek –Janitorial & Commercial Cleaning to ensure a clean and safe school. The school acquired and maintains a state-of-the-art gymnasium that was recently rebranded to reflect the Stallworth mascot the "Eagle." The school maintains permanent physical education equipment and installed safety fences for the campus. Prior to the start of the 2018-19 school year, improvements were made to the school's elementary classrooms, the school's hallway and the parking lots were redesigned to ensure student safety. Cameras were installed to monitor visitation and hallway safety. During the 2017-18 school year, a counseling center was added to improve student counseling services. The school is currently in the process of additional classroom and school yard add-on improvements.

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:*_____*August 2018*_____

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good			N/A
Interior: Interior Surfaces	Good			N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good			N/A
Electrical: Electrical	Good			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good			N/A
Safety: Fire Safety, Hazardous Materials	Good			N/A
Structural: Structural Damage, Roofs	Good			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good			N/A

Overall Facility Rate

*Year and month of the most recent FIT report:*_____*August 2018*_____

Overall Rating

Exemplary	Good	Fair	Poor
	GOOD		

A. 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. Only eligible students may participate in the administration of the CAAs. CAAs 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); 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts/Literacy (grades 3-8 and 11)	14.0%	12.95%	28.0%	30.28%	48.0%	50.87%
Mathematics (grades 3-8 and 11)	7.0%	7.69%	21.0%	20.85%	37.0%	39.73%

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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	132	131	99.24%	0.01%	13.74%
Male	78	78	100.0%	0	14.10%
Female	54	53	98.15%	0.01%	13.21%
Black or African American	34	34	100.0%	0	8.82%
American Indian or Alaska Native	N/A				
Asian	N/A				
Filipino	N/A				
Hispanic or Latino	69	68	98.55%	0.01%	11.76%
Native Hawaiian or Pacific Islander	N/A				
White	N/A				
Two or More Races	12	12	100.0%	0	41.67%
Socioeconomically Disadvantaged	130	129	99.23%	0.01%	13.95%
English Learners	56	56	100.00%	0	
Students with Disabilities	17	17	100.00%	0	11.76%
Students Receiving Migrant Education Services	N/A				
Foster Youth	N/A				
Homeless	N/A				

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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	132	130	98.48%	0.02%	6.98%
Male	78	77	98.72%	0.01%	7.89%
Female	54	53	98.15%	0.01%	5.66%
Black or African American	34	33	97.06%	0.01%	
American Indian or Alaska Native	N/A				
Asian	N/A				
Filipino	N/A				
Hispanic or Latino	69	68	98.55%	0.01%	7.35%
Native Hawaiian or Pacific Islander	N/A				
White	N/A				
Two or More Races	12	12	100.00%	0	16.67%
Socioeconomically Disadvantaged	130	128	98.46%	0.02%	7.09%
English Learners	56	56	100.00%	0	8.93%
Students with Disabilities	17	17	100.00%	0	5.88%
Students Receiving Migrant Education Services	N/A				
Foster Youth	N/A				
Homeless	N/A				

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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Career Technical Education (CTE) Programs (School Year 2018–19)

Dr. Lewis D. Stallworth Charter School desires to provide a comprehensive career technical education (CTE) program for the middle school in the next coming school year, 2019-2020.

Career Technical Education (CTE) Participation (School Year 2018–19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

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 2018–19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	38.1	23.8%	14.3%
7	41.2%	11.8%	23.5%
9	N/A	N/A	N/A

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

B. 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 school site

Opportunities for Parental Involvement (School Year 2019–20)

Parents have been included in all phases of WASC accreditation and Charter Renewal. This includes participation in surveys, committees for improvement efforts, and focus and home groups during the WASC Self-Study. It also includes the review of documents, meeting with WASC Visiting Committee, and presentation of the Charter Renewal document to the SUSD Board.

All students on home study and independent study are evaluated. Parents and their student(s) are required to attend this monthly check-in meeting with their teacher of record. During this meeting, all work is reviewed, student progress is assessed, and a month-long learning plan is developed collaboratively with input from teacher, parent, and student. In addition to student work, parents are encouraged and welcome to participate in student programs when parent volunteers are needed. The following gives a small glimpse into what parent involvement is at Stallworth Charter School:

Parents help organize and promote school-wide involvement in community events.

Parents attend workshops/course offerings to learn with their children.

Parents, as member of the Advisory School Council, have taken leadership roles in planning many school events: 8th grade promotion, book fair, and numerous fundraising opportunities.

Parents volunteer in classrooms helping teachers with various tasks.

Parents donate class supplies and contribute to class projects.

Parents volunteer time working at school events such as: Fall Festival.

Parents attend field trips and provide additional support for teachers and students.

State Priority: Pupil Engagement

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 2015–16	District 2015–16	State 2015–16
Dropout Rate	N/A	12.4%	9.7%
Graduation Rate	N/A	83.6%	83.8%

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

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	N/A	N/A	10.4%	N/A	9.1%	N/A
Graduation Rate	N/A	N/A	40.1%	N/A	82.7%	N/A

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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 2016–17	School 2017–18	School 2018–19	District 2016–17	District 2017–18	District 2018–19	State 2016–17	State 2017–18	State 2018–19
Suspensions	36.1%	42.9%	8.7%	38.4%	34.7%	35.5%	30.7%	30.6%	30.0%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.12%	0.05%	0.09%	0.08%	0.08%

School Safety Plan (School Year 2019–20)

In compliance with SB 187, the plan is reviewed and revised annually for the school site. Site safety plans are aligned with the National Incident Management System (NIMS) and California Standardized Emergency Management Systems (SEMS) utilizing Incident Command System (ICS). Each document is prepared for the use of employees on the school site in the event of an emergency, disaster, or crisis.

At the beginning of each school year, the school site staff update their site-specific Emergency Plan. The site-specific Emergency plan includes the site safety plan, Stockton Unified School District Office of Education's Disaster Plan, updated site maps/evacuation routes, and Emergency Medical Services Authority (EMSA) emergency first aid guidelines of California Schools. Classrooms are issued first aid kits and "grab and go" emergency packs in the event of an evacuation.

A copy of the Emergency Plan binder is housed at the school site inside the School Director's office and is available for parent/guardian review. Stallworth Charter School also collaborates with community agencies that focus on violence prevention and who provide direct services to students/families; i.e. mental health clinicians, Child Abuse Prevention. All staff completes annual training on Mandating Reporting, and Suicide Prevention. ALICE (Alert, Lockdown, Inform, Counter, and Evacuate) update professional development was provided for all Administrative, Support and Teaching staff at the beginning of the 2018-2019 school year. Annual

professional development is offered in managing assaultive behavior, mental health first aid, and classroom management skill building throughout the year.

The counseling staff creates a crisis file and provides on-line resources for every teacher in the program. The information is reviewed and updated as needed throughout the year. The following information is included in the crisis file: Directions to follow in case of an emergency, crisis or injury. Emergency Hotline phone number. A bomb threat checklist listing of emergency phone numbers Tips for de-escalating a conflict Suicide intervention information, suicide hotline and San Joaquin County Mental Health contact information Resource numbers (Runaway hotline, shelter and "safe house" contact numbers, Public Health immunization and HIV/AIDS information) Child abuse prevention information CPS reporting form State laws pertaining to unlawful conduct and sexual intercourse with a minor Smoking cessation resource list Community Resources In order to promote safety and mitigate negative interactions, students participate in bullying prevention, life skills and positive relationship building activities throughout the school year. During the 2018-2019 school year staff, students and parents are receiving suicide prevention resources in accordance with AB2246.

C. 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.0	0	1	1
1	26.0	0	1	0
2	25.0	0	1	0
3	26.0	0	1	0
4	26.0	0	1	0
5	22.0	0	1	0
6	21.0	0	1	0
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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	36.0	0	1	0
1	24.0	0	1	0
2	22.0	0	1	0
3	24.0	0	1	0
4	23.0	0	1	0
5	27.0	0	1	0
6	28.0	0	1	0
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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–19)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	37.0	0	1	0
1	47.0	0	1	0
2	36.0	0	1	0
3	31.0	0	1	0
4	23.0	0	1	0
5	27.0	0	1	0
6	26.0	0	1	0
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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	78.0	1	0	0
Mathematics	78.0	1	0	0
Science	78.0	1	0	0
Social Science	78.0	1	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	88.0	1	0	0
Mathematics	88.0	1	0	0
Science	88.0	1	0	0
Social Science	88.0	1	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–19)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	93.0	1	0	0
Mathematics	93.0	1	0	0
Science	93.0	1	0	0
Social Science	93.0	1	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.

Ratio of Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9543.0	$2245.0	$7298.0	$35983.0
District	N/A	N/A	DPL	DPC
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	$7125.0	$80764.0
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2018–19)

The LEA provides programs and supplemental educational services based on student's needs.

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,728	$47,993
Mid-Range Teacher Salary	$72,597	$74,481
Highest Teacher Salary	$91,456	$98,269
Average Principal Salary (Elementary)	$126,294	$123,495
Average Principal Salary (Middle)	$	$129,482
Average Principal Salary (High)	$135,899	$142,414
Superintendent Salary	$275,808	$271,429
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Advanced Placement (AP) Courses (School Year 2018–19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	12 days	12 days	14 days