Dr. Lewis Dolphin Stallworth Sr. Charter

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/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 that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Robin Moorezaid, Principal

📍 Principal, Dr. Lewis Dolphin Stallworth Sr. Charter

About Our School

January 26, 2016

Robin MooreZaid
Stallworth Charter School
1610 East Main Street

The goal of Stallworth Charter School's New "Pyramid of Learning" program now serving students from TK-8 grade is to provide an instructional program that reflects the personal concerns and high expectations of all students using a Response to Intervention (RTI) model align to the Common Core State Standards. This data-driven program allows staff to track performance, collaborate, and set quarterly goals using a comprehensive planning system that is student centered focusing on their individual academic and social needs. Our curriculum is designed to be interactive with a supplemental blended learning component that diagnosis and track progress. A partnership between home, school and the community ensures an environment that is a positive experience for all. Teachers work in teams to promote high expectations and academic achievement.
Robin MooreZaid
Principal
Stallworth Charter School

A NOTE ABOUT THE SCHOOL: Stallworth Charter services a new TK-8 program starting in the 2013/14 fiscal year that combines elementary and middle school together ending its former K-12 program. For this reason, the past API scores do not reflect the current student body.

The Mission
To produce students who will be academically sound and socially responsible while embracing the rapid environmental changes and diversities of the 21st Century.

The new Pyramid of Learning program that serves TK-8 grades implements a set of problem solving strategies and processes used to build upon the school's existing strengths. Embedded within the curriculum is a school-wide Positive Behavioral Intervention Support (PBIS) system, which has characteristics that overlap with other initiatives designed to enhance the PLC (Professional Learning Community) concept. For example, a shared vision and values that lead to a collective commitment of school staff, which is expressed in day-to-day practices that encourage actively sought solutions; openness to new ideas; working teams cooperate to achieve common goals; encouragement of experimentation as an opportunity to learn; continuous improvement based on evaluation of outcomes; and reflection in order to study the operation and impacts of actions taken while aggressive, unsafe behaviors are discouraged. We emphasize respect, responsibility, reflection, cooperation, and other highly valued character traits, which are taught, encouraged, and practiced..

Tier I
It is estimated that the first tier reach 80% of the student population with a curriculum designed to meet the challenges of the Common Core State Standards (CCSS). Our curriculum materials are more digitally interactive with an adequate amount of online resources adaptable to the revisions of the Common Core Standards. Formative and summative assessments are embedded within the materials alongside the school-wide benchmarks (what the students should know at grade level) so that teachers focus on student learning. This allows students the opportunity to use what they have learned in new situations or new texts so that they transfer and apply their understanding. The reading materials make it easy to differentiate, manage groups, and personalize instruction. The math material combines a comprehensive math curriculum, powerful best practices in teaching, and easy to use technology for personalized instruction that effectively addresses the students' specific need.

Tier II
Targeted Intervention is the second tier of the program designed for an estimated 15% of students who are struggling with either learning deficits or behavioral hindrances. At this level students are provided with support in small groups inside or outside the classrooms under the teacher or educational leader's directions. This allows for assistance with areas of need using instruments such as an electronic instruction program, tutors, counselors, or resource specialists. This tier also allows for more targeted yet positive focus for enhancing the culture, which includes a leadership component implemented for specific groups. The leadership component is designed to empower students to recognize their intrinsic abilities to lead in all areas of their life. Leadership development training helps students connect with the essence of their unique gifts and talents by recognizing and embracing strengths while breaking free from the barriers of self-imposed limits. The main purpose of this program is to prepare students for the next phase in their journey towards being college and careers ready.
Another initiative that enhances this level is the extra-curricular activities designed specifically for interest groups. Students who have various activities and interests are encouraged to vote and or design clubs of concentration.

Tier III
This level services students needing Intensive support. We have implemented a 3rd tier that promotes the success of students whose learning have been impacted by learning and behavioral deficits on several areas of development. They also require intense and frequent supports to optimize their learning achievements. At this level, we reach-out to an estimated 5% of the population.

What do intensive supports include?
• professional services from speech and language pathologists, psychologists, occupational therapists, social workers, etc.;
• extra help from student support teachers;
• medical or community-based services/referrals; and,
• assistive technologies such as computer software or hardware

Contact

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

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

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Stockton Unified
Phone Number	(209) 933-7000
Superintendent	Julie Penn
E-mail Address	jpenn@stocktonusd.net
Web Site	www.stocktonusd.net

| School Contact Information - Most Recent Year	
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	Robin Moorezaid, Principal
E-mail Address	rmoorezaid@stallworthcharter.org
Web Site	www.stallworthcharter.org
County-District-School (CDS) Code	39686760117853

Last updated: 2/1/2016

School Description and Mission Statement - Most Recent Year

Dr. Lewis D. Stallworth Sr., Charter School, Inc. (DLDSSCSI) 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.

The Vision for Stallworth Charter is one that fosters unity, honors interdependence, and encourages a sense of purpose through the educational process in a way that benefits the community and family.

The Mission Statement: To produce students who will be academically sound and socially responsible, while embracing the rapid environment changes and diversity in this 21st Century.

Last updated: 2/1/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	56
Grade 1	27
Grade 2	25
Grade 3	23
Grade 4	23
Grade 5	19
Grade 6	11
Grade 7	17
Grade 8	14
Total Enrollment	215
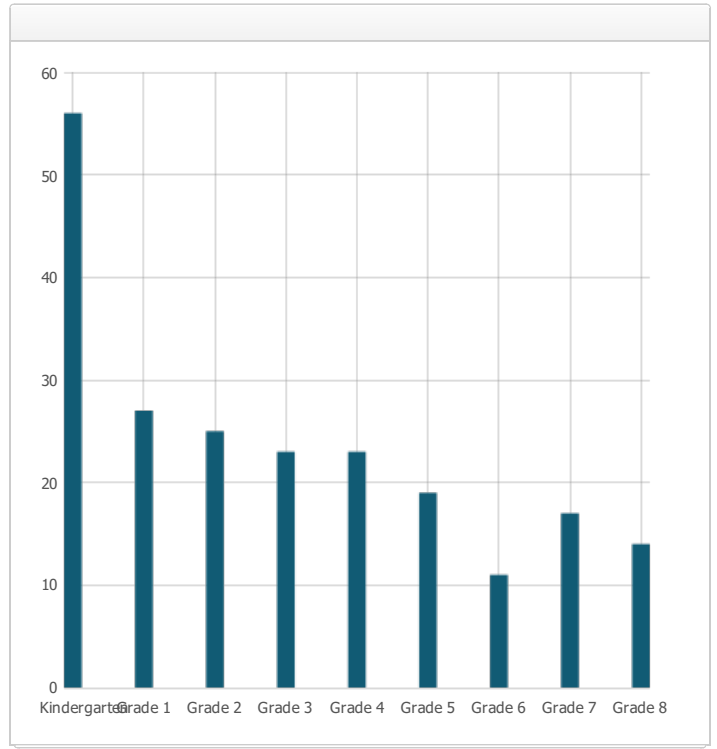
Last updated: 2/1/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	30.7 %
American Indian or Alaska Native	1.9 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	53.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	6.5 %
Two or More Races	7.4 %
Socioeconomically Disadvantaged	100.0 %
English Learners	22.3 %
Students with Disabilities	8.8 %
Foster Youth	5.6 %
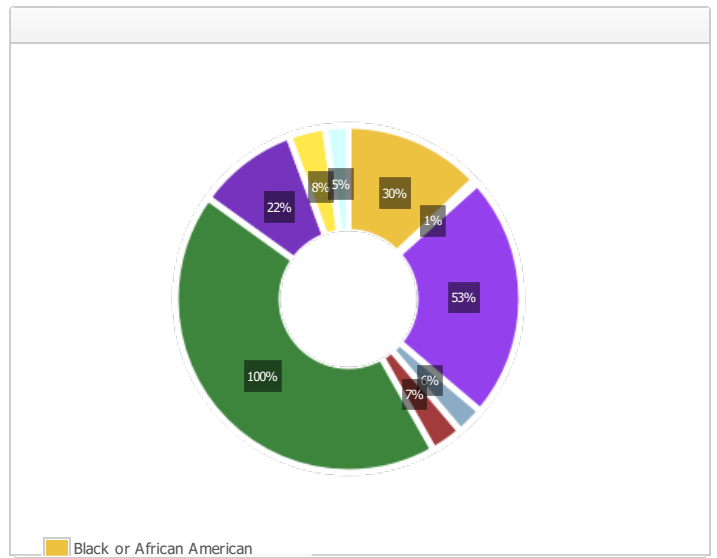
Last updated: 2/1/2016

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	7	4	5	
Without Full Credential	2	4	5	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	
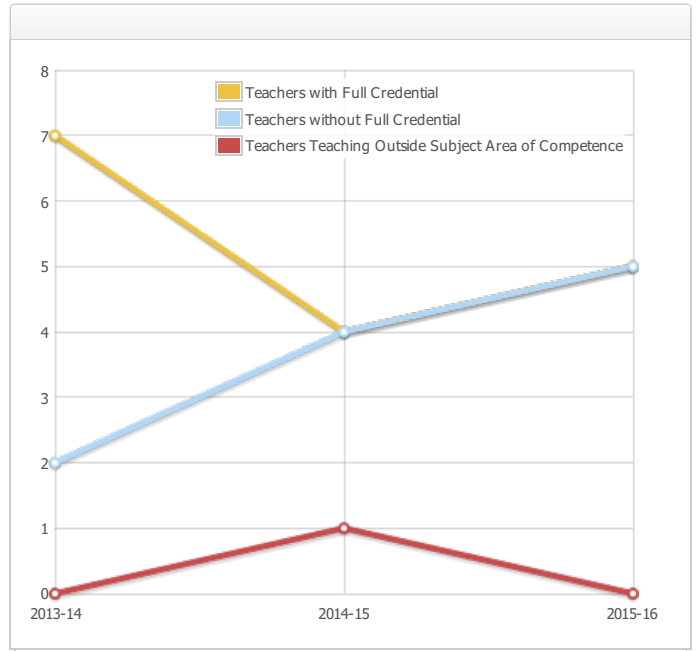
Last updated: 2/1/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	2	5
Total Teacher Misassignments*	1	2	5
Vacant Teacher Positions	1	1	2
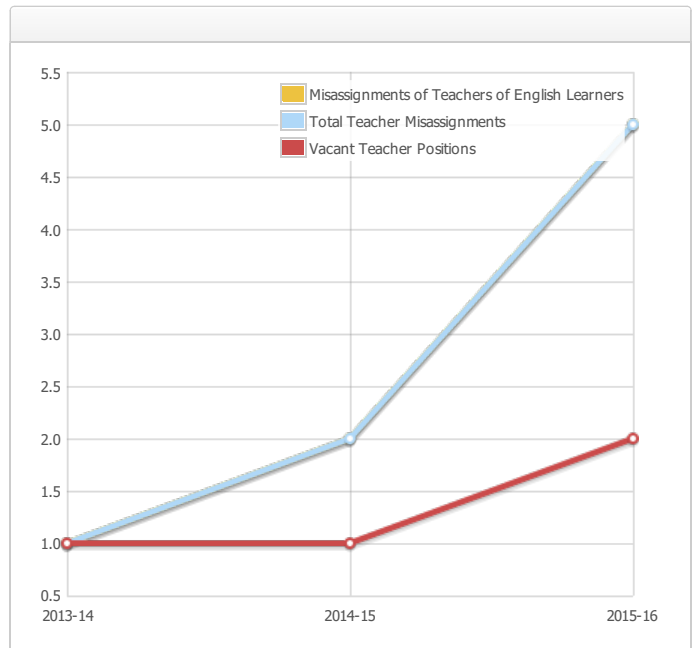
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 2/1/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	96.0%	4.0%
High-Poverty Schools in District	96.0%	4.0%
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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: July 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Street Text (Grade K-6) Reading & Writing Street Student Notebook (Grades K - 6) Literature Volume 1 and 2 (Grade 7-8) Teacher Additions Reading accompanied each Student Text	Yes	0.0 %
Mathematics	enVision Math (Grades K - 5) Digits (Grades 6 - 8) enVision Math Student Workbook enVision Math Student Comparison Workbook Teachers Editon ot accompany Student Text Ind' structional CD's fo each Grade	Yes	0.0 %
Science	Nav Energy Foundations Nav Energy in Physcial Systems Science Navigator Process Skills Science Nav Energy Foundations Teacher Kit Science Nav Energy in Living Systems Teacher Kit Science Nav in Physical Process Skills Teacher Kit		0.0 %
History-Social Science	Reflections: Making a New Nation (Grade 5) Reflections: Ancient Civizatins (Grade 6) Medieval and Early Modern Times (Grade 7) America: History of Our Nation (Grade 8)		0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 2/1/2016

School Facility Conditions and Planned Improvements - Most Recent Year

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 new sprinkler heads, motion lights in all bathroom and hallways for security, painted hallways, classrooms, gymnasim and outside stairways. We installed new paper towel and tissue holders in all restrooms, cleaned vents and hoods in kitchen, and installed extra outlets where needed to ensure safety to prevent possible outages. Extra mulch was added to the playground to ensure a greater levels of safety for student play, the gates were repaired to ensure safe passage, and additional handles were added to permit easy access for exiting. Gates are kept locked for additional security. Offices and classrooms were painted and remodeled. New tile and sneeze guard added in kitchen area. Built new Computer Lad for students. Added additonal offices for counseling and student support. Added additional classrooms due to increased enrollment. Classrooms air ducks were opened to improve ventalaiton and airconditionin in classrooms. Alarm and security updated in all buildings and replaced alarm bell by Bay Alarm Systems. Replaired and replaced hand ralls for student safety on stairways. Water fountains were purchased for indoors and outdoors use for students and faculty.

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

Last updated: 2/1/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: June 2015

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

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: June 2015

Overall Rating	Good

Last updated: 2/1/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Test Resuts are as follows

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	0.0%	23.0%	44.0%
Mathematics (grades 3-8 and 11)	0.0%	17.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	30	29	96.7%	3.0%	0.0%	0.0%	0.0%
Male	30	16	53.3%	0.0%	0.0%	0.0%	0.0%
Female	30	13	43.3%	8.0%	0.0%	0.0%	0.0%
Black or African American	30	12	40.0%	8.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	30	0	0.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	30	10	33.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	30	3	10.0%	--	--	--	--
Two or More Races	30	4	13.3%	--	--	--	--
Socioeconomically Disadvantaged	30	28	93.3%	4.0%	0.0%	0.0%	0.0%
English Learners	30	5	16.7%	--	--	--	--
Students with Disabilities	30	4	13.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/1/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	28	23	82.1%	0.0%	0.0%	0.0%	0.0%
Male	28	14	50.0%	0.0%	0.0%	0.0%	0.0%
Female	28	9	32.1%	--	--	--	--
Black or African American	28	9	32.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	28	12	42.9%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	28	1	3.6%	--	--	--	--
Socioeconomically Disadvantaged	28	22	78.6%	0.0%	0.0%	0.0%	0.0%
English Learners	28	6	21.4%	--	--	--	--
Students with Disabilities	28	8	28.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/1/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	20	20	100.0%	0.0%	0.0%	0.0%	0.0%
Male	20	9	45.0%	--	--	--	--
Female	20	11	55.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	20	6	30.0%	--	--	--	--
American Indian or Alaska Native	20	1	5.0%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	20	7	35.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	20	1	5.0%	--	--	--	--
Two or More Races	20	5	25.0%	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.0%	0.0%	0.0%	0.0%	0.0%
English Learners	20	6	30.0%	--	--	--	--
Students with Disabilities	20	3	15.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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Last updated: 2/1/2016

ELA - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	13	12	92.3%	8.0%	0.0%	0.0%	0.0%
Male	13	6	46.2%	--	--	--	--
Female	13	6	46.2%	--	--	--	--
Black or African American	13	4	30.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	13	6	46.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	13	1	7.7%	--	--	--	--
Two or More Races	13	1	7.7%	--	--	--	--
Socioeconomically Disadvantaged	13	11	84.6%	0.0%	0.0%	0.0%	0.0%
English Learners	13	3	23.1%	--	--	--	--
Students with Disabilities	13	1	7.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 3 = Standard met
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Last updated: 2/1/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	17	14	82.4%	0.0%	0.0%	0.0%	0.0%
Male	17	6	35.3%	--	--	--	--
Female	17	8	47.1%	--	--	--	--
Black or African American	17	4	23.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	17	7	41.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	17	1	5.9%	--	--	--	--
Two or More Races	17	1	5.9%	--	--	--	--
Socioeconomically Disadvantaged	17	14	82.4%	0.0%	0.0%	0.0%	0.0%
English Learners	17	4	23.5%	--	--	--	--
Students with Disabilities	17	4	23.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 3 = Standard met
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Last updated: 2/1/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	13	11	84.6%	0.0%	0.0%	0.0%	0.0%
Male	13	6	46.2%	--	--	--	--
Female	13	5	38.5%	--	--	--	--
Black or African American	13	5	38.5%	--	--	--	--
American Indian or Alaska Native	13	1	7.7%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	13	5	38.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	13	11	84.6%	0.0%	0.0%	0.0%	0.0%
English Learners	13	3	23.1%	--	--	--	--
Students with Disabilities	13	2	15.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 2/1/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
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	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/1/2016

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	30	27	90.0%	0.0%	0.0%	0.0%	0.0%
Male	30	15	50.0%	0.0%	0.0%	0.0%	0.0%
Female	30	12	40.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	30	10	33.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	30	0	0.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	30	10	33.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	30	3	10.0%	--	--	--	--
Two or More Races	30	4	13.3%	--	--	--	--
Socioeconomically Disadvantaged	30	26	86.7%	0.0%	0.0%	0.0%	0.0%
English Learners	30	5	16.7%	--	--	--	--
Students with Disabilities	30	4	13.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	28	23	82.1%	0.0%	0.0%	0.0%	0.0%
Male	28	14	50.0%	0.0%	0.0%	0.0%	0.0%
Female	28	9	32.1%	--	--	--	--
Black or African American	28	9	32.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	28	12	42.9%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	28	1	3.6%	--	--	--	--
Socioeconomically Disadvantaged	28	22	78.6%	0.0%	0.0%	0.0%	0.0%
English Learners	28	6	21.4%	--	--	--	--
Students with Disabilities	28	8	28.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	20	20	100.0%	0.0%	0.0%	0.0%	0.0%
Male	20	9	45.0%	--	--	--	--
Female	20	11	55.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	20	6	30.0%	--	--	--	--
American Indian or Alaska Native	20	1	5.0%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	20	7	35.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	20	1	5.0%	--	--	--	--
Two or More Races	20	5	25.0%	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.0%	0.0%	0.0%	0.0%	0.0%
English Learners	20	6	30.0%	--	--	--	--
Students with Disabilities	20	3	15.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	13	11	84.6%	0.0%	0.0%	0.0%	0.0%
Male	13	5	38.5%	--	--	--	--
Female	13	6	46.2%	--	--	--	--
Black or African American	13	3	23.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	13	6	46.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	13	1	7.7%	--	--	--	--
Two or More Races	13	1	7.7%	--	--	--	--
Socioeconomically Disadvantaged	13	11	84.6%	0.0%	0.0%	0.0%	0.0%
English Learners	13	3	23.1%	--	--	--	--
Students with Disabilities	13	1	7.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	17	14	82.4%	0.0%	0.0%	0.0%	0.0%
Male	17	6	35.3%	--	--	--	--
Female	17	8	47.1%	--	--	--	--
Black or African American	17	4	23.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	17	7	41.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	17	1	5.9%	--	--	--	--
Two or More Races	17	1	5.9%	--	--	--	--
Socioeconomically Disadvantaged	17	14	82.4%	0.0%	0.0%	0.0%	0.0%
English Learners	17	4	23.5%	--	--	--	--
Students with Disabilities	17	4	23.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	13	11	84.6%	0.0%	0.0%	0.0%	0.0%
Male	13	6	46.2%	--	--	--	--
Female	13	5	38.5%	--	--	--	--
Black or African American	13	5	38.5%	--	--	--	--
American Indian or Alaska Native	13	1	7.7%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	13	5	38.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	13	11	84.6%	0.0%	0.0%	0.0%	0.0%
English Learners	13	3	23.1%	--	--	--	--
Students with Disabilities	13	2	15.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
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	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/1/2016

California Standards Tests for All Students in Science – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	4.0%	25.0%	15.0%	32.0%	31.0%	29.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	29.0%
All Students at the School	15.0%
Male	--
Female	9.0%
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	15.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

Career Technical Education Programs (School Year 2014-15)

For career readiness, Character Education is built in our program called PBIS (Positive Behaviors Intervention System) designed especially for our at risk population of students. Incorporated in their studies they learn team management, conflict resolution, and goal settings for improving work place behaviors, attitudes, acceptance, and accountability.

In addition, the school incorporates a two week program that focuses on various careers using community volunteers to inform students about possible future career choices.

Last updated: 2/1/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/1/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

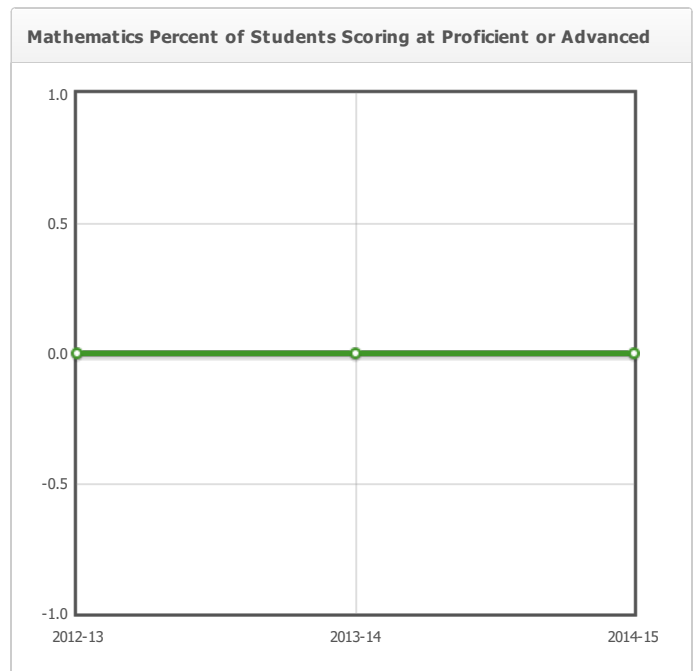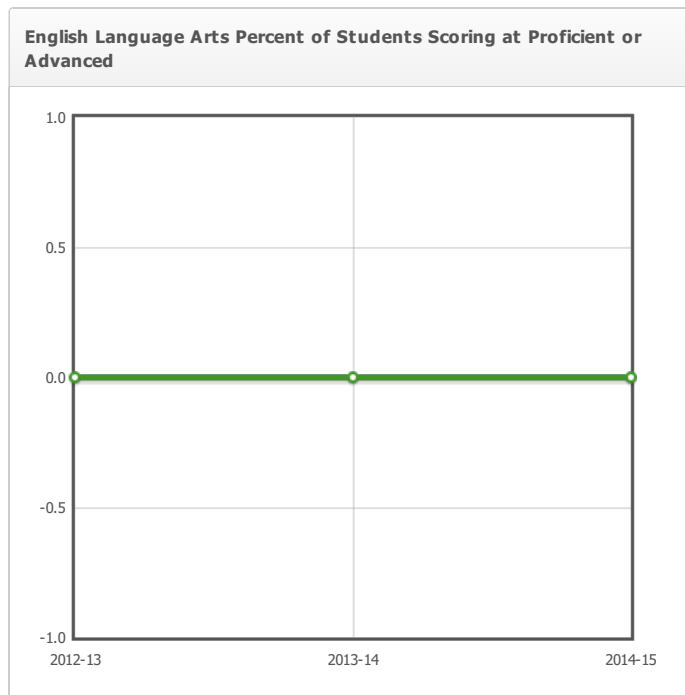# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

	Percent of Students Scoring at Proficient or Advanced								
	School			**District**			**State**		
SUBJECT	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
English Language Arts	0.0%	0.0%	0.0%	44.0%	35.0%	34.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	49.0%	42.0%	38.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

English Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 2/1/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	--	--	--	--	--	--
All Students at the School	--	--	--	--	--	--
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: 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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: 2/1/2016

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 - Most Recent Year

Parents are involved in various aspects at the school. Parents participated in the Safe Route to school program while collaborating with San Joaquin County employees to develop a safe walking and biking route to school. Parents participated in their child's academic progress by collaborating with teachers during on-going conferences and parent orientation. Parents participate in various school programs and extra-curricular activities. Parents volunteer for the harvest festival, field trips, assemblies, sports activities (flag football, basketball, soccer, and chess tournaments) and in the classrooms.

State Priority: Pupil Engagement

Last updated: 2/1/2016

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	50.0%	44.4%	0.0%	19.4%	9.9%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	25.00	55.60	0.00	71.10	83.10	76.40	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
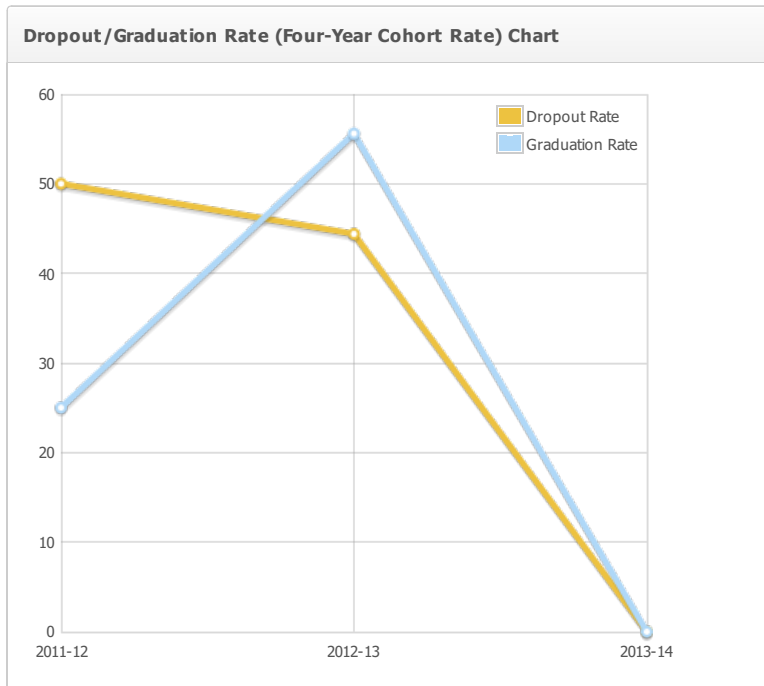
Last updated: 2/1/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	70	84
Black or African American	--	62	76
American Indian or Alaska Native	--	64	78
Asian	--	79	92
Filipino	--	90	96
Hispanic or Latino	--	72	81
Native Hawaiian or Pacific Islander	--	59	83
White	--	72	89
Two or More Races	--	74	82
Socioeconomically Disadvantaged	--	69	81
English Learners	--	38	50
Students with Disabilities	--	43	61
Foster Youth	--	--	--

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

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	14.6	20.0	17.8	11.0	10.1	9.4	5.1	4.4	3.8
Expulsions	0.4	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1
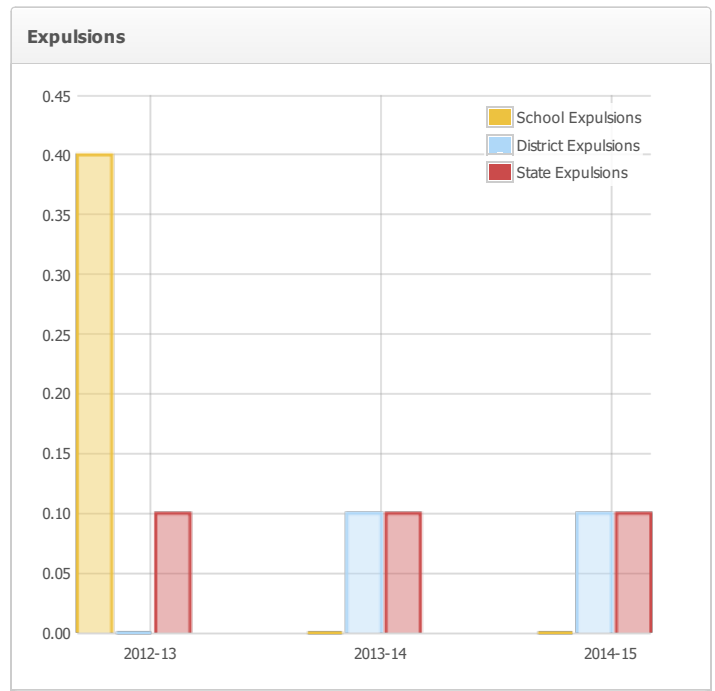
School Safety Plan - Most Recent Year

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.

The Safety Plan was updated July, 2014. Staff training occurred during the week of July 21, 2014 - July 25, 2014. 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: 2/1/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

The California Assessment of Student Performance and Progress (CAASPP) test is administered in two sections. While students completed the first section on May 4, through May 14, 2015 the test administrators mistakenly did not administer the other activity, leaving the second section incomplete. As a result, the entire test resulted a score of zero. As per the conversation with an ETS employee this was a reported error of other charter schools, and requires a remedy. For more accurate assessment of our learning outcomes, we recommend that readers consult the Stallworth Charter School's 2014-2015 Measures of Academic Progress (MAP) test results in Reading (K-4); Reading and Language (5-8); Math (K-4); and Math and Science (5-8). The MAP test results (website: www.stallworthcharter.org), demonstrate strong performance growth at all grade levels during the 2014-2015 school year. The previous chief test administrator is no longer employed by the School; and the new test administration team has undergone CAASPP test administration training.

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	
Met Participation Rate - English Language Arts	No	Yes	
Met Participation Rate - Mathematics	No	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate	Yes		
Met Graduation Rate	Yes	Yes	

Last updated: 2/1/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	51
Percent of Schools Currently in Program Improvement	N/A	87.9%

Note: Cells with NA values do not require data.

Last updated: 2/1/2016

Average Class Size and Class Size Distribution (Elementary)

	2012-13				2013-14				2014-15			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	22.0		1		21.0		1		28.0		1	
1	22.0		1		16.0	1			27.0		1	
2	22.0		1		28.0		1		24.0		1	
3									23.0		1	
4	25.0		1		36.0			1	24.0		1	
5					11.0	1			18.0	1		
6	12.0	1			24.0	1	1		11.0	1		
Other												

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	9.0	1			18.0	1	1		16.0	1		
Mathematics	9.0	1			14.0	1			16.0	1		
Science	8.0	1			14.0	1			16.0	1		
Social Science	11.0	1			14.0	1			16.0	1		

* 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: 2/1/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	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: 2/1/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$8137.6	$2167.8	$5969.8	$39030.0
District	N/A	N/A	$0.0	$61632.0
Percent Difference – School Site and District	N/A	N/A	8137.6%	61632.0%
State	N/A	N/A	$5348.0	$72971.0
Percent Difference – School Site and State	N/A	N/A	8867.0%	71396.0%

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

Last updated: 2/1/2016

Types of Services Funded (Fiscal Year 2014-15)

Program Overview

When developing the program, there were many factors to consider: students' needs, the community, the climate of the school, teacher turn-over rate, parent satisfaction, and student's perceived safety. The best possible disposition to improving outcomes is by creating a school-wide "Response to Intervention" (RTI) program based of the "Professional Learning Community" (PLC) concept. "The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications for schools (Dufour)." See information below.

The **Pyramid of Learning** implements a set of problem solving strategies and processes used to build upon the school's existing strengths. Embedded within the curriculum is a school-wide Positive Behavioral Intervention Support (PBIS) system, which has characteristics that overlap with other initiatives designed to enhance the PLC concept. For example, a shared vision and values that lead to a collective commitment of school staff, which is expressed in day-to-day practices that encourage actively sought solutions; openness to new ideas; working teams cooperate to achieve common goals; encouragement of experimentation as an opportunity to learn; continuous improvement based on evaluation of outcomes; and reflection in order to study the operation and impacts of actions taken while aggressive, unsafe behaviors are discouraged. We emphasize respect, responsibility, reflection, cooperation, and other highly valued character traits, which are taught, encouraged, and practiced. We believe that this combination of schools of thought maximizes the teaching and learning of reading, writing, and math needed to develop critical thinking skills.

There are many core characteristics of the PLC including collective team work in which the responsibility for student learning are extensively shared, a focus on reflective inquiry, emphasis on improving student learning, shared values and norms, and development of common practices. Dufour & Eaker (1998) and Levine & Shapiro (2004) in Education for All.

Tier I

It is estimated that the first tier reach 80% of the population with a curriculum designed to meet the challenges of the Common Core State Standards (CCSS). Our
curriculum materials are more digitally interactive with an adequate amount of online resources adaptable to the revisions of the Common Core Standards. Formative
and summative assessment are embedded within the materials alongside the school-wide benchmarks (what the students should know at grade level) so that teachers
focus on student learning, which allows students the opportunity to use what they have learned in new situations or new texts so that they transfer and apply their
understanding. The reading materials make it easy to differentiate, manage groups, and personalize instruction, while the math material combines a comprehensive math
curriculum, powerful best practices in teaching, and easy to use technology for personalized instruction that effectively addresses the students' specific needs

Reading, Writing, and Math

K-5 EnVision Math K-6 Reading Street:
A strong research base program that is authored by the nation's top math experts
and educators. EnVision Math is centered on interactive, visual learning and
differentiated instruction to address the specific needs of all students who are either
on-level, struggling or gifted and talented in math. English Language Learners
(ELL) are challenged to master math and other subject content at the same time
becoming proficient in English. Our programs are design to reach the various
ability levels of the student population.
This program features instructional resources that nurture a love of reading with
awarding-winning literature that balance fiction and non-fiction text. It is
designed to build literacy skills as well as meet the challenges of the CCSS to
guide students through complex texts. It is built with writing lessons to connect
to the reading and show what they know. Reading Street provides ELL
intervention. Students are motivated to learning with engaging, interactive
resources that lays the foundation for college and career readiness.

6th-8th Digits 6th-8th Prentice Hall Literature:
This program, like no other, is designed for middle grades for the purpose of
streamlining instruction through point-of-need resources that are intuitive for
teachers, designed to optimize effective time on task, and allow teachers to address
the individual needs of every student—in and out of class. Digits offers
standardized test practices appropriate to the state's assessment and is capable of
re-aligning to changes in the state. It has easy to use technology with a variety of
tools to accommodate all the learning styles in a classroom.

SS: Teaches History

Science: Teaches Scientific Thought

A comprehensive literacy program designed to bridge together the CCSS and researched base best practices to provide an array of instructional resources. This program has everything needed to provide differentiated instruction combined with progress monitoring. Today's students experience media messages in countless ways—from feature films to the Internet to handheld devices. But students often lack the tools they need to evaluate the information in those messages.

Prentice Hall literacy program helps students analyze and make sense of the media they see every day. Aligned to the program is a teacher-led writing workshop component designed to relate writing to text and build critical thinking.

PBIS: Positive Behavioral Intervention program teaches student social skills at the beginning of each day geared to create a culture of respect.
MAP: Measures Academic Progress (MAP) an internal assessment tool that diagnoses and measures learning, which provides detailed, actionable data that determines where
each child is on their unique learning path.
HW: Home-work (HW) program is a component of the After-School program designed to provide on-campus assistance with assigned home work for 80% of the population.
SuccessMaker: An Electronic Tutor for personalized instruction for all students scheduled throughout the academic day to enhance reading, math, and critical thinking skills.

Tier II
Targeted Intervention is the second tier of the program designed for an estimated 15% of students who are struggling with either learning deficits or behavioral hindrances. At this level students are provided with support in small groups inside or outside the classrooms under the teacher or educational leader's directions to allow for assistance with areas of need using instruments such as an electronic instruction program, tutors, counselors, or resource specialists.

This tier also allows for more targeted yet positive focus for enhancing the culture, which includes a leadership component implemented for specific groups. The leadership component is designed to empower students to recognize their intrinsic abilities to lead in all areas of their life. Leadership development training helps students connect with the essence of their unique gifts and talents by recognizing and embracing strengths while breaking free from the barriers of self-imposed limits. The main purpose of this program is to prepare students for the next phase in their journey towards being college and careers ready.

Another initiative that enhances this level is the extra-curricular activities designed specifically for interest groups. Students who have various activities interest are encouraged to vote and or design clubs of interest. We aim to implement student led activities of interest whether it be sports, clubs, or research.

SuccessMaker: A highly interactive instructional software program that provide students with adaptive personalized paths towards the mastery of reading and math. Its game-like format has many activities to challenge and motivate learners; yet it keeps track of what the student learns and sets goals for where the student needs to be performing.
Tutors: Targeted groups of students needing extra assistance with core subjects are assigned tutors.
Counselors: Targeted groups of students needing extra assistance with behavioral issues are assigned to counselors who work with the students and teacher to modify behavior.
Resource Specialist: The resource teacher's works with students who are referred by parents or teachers in student study groups to determine learning issues and needed modifications.
Leadership: 7th/8th grade are scheduled in leadership courses to enhance self-discipline, personal abilities, creativity and school spirit. The 5th/6th grade junior leadership courses are a pre-requisite to the leadership program.
Activities: Extra-curricular activities such as Flag Football, Soccer, Basketball, Indoor Tennis, Chess, and Cheer leading promote school spirit.

Tier III

At this level of students needing **Intensive** supports, we have implemented a 3rd tier that promotes the success of students whose learning have been impacted by learning/behavioural deficits on several areas of development and who require intense and frequent supports to optimize their learning achievement. At this level, we reach-out to an estimated 5% of the population.

What do intensive supports include?

• professional services from speech and language pathologists, psychologists, occupational therapists, social workers, etc.;
• extra help from student support teachers;
• medical or community-based services/referrals; and,
• assistive technologies such as computer software or hardware

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$39,802	$43,165
Mid-Range Teacher Salary	$61,632	$68,574
Highest Teacher Salary	$76,281	$89,146
Average Principal Salary (Elementary)	$104,770	$111,129
Average Principal Salary (Middle)	--	$116,569
Average Principal Salary (High)	$111,283	$127,448
Superintendent Salary	$225,000	$234,382
Percent of Budget for Teacher Salaries	27.0%	38.0%
Percent of Budget for Administrative Salaries	23.0%	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

Principal Salary Chart
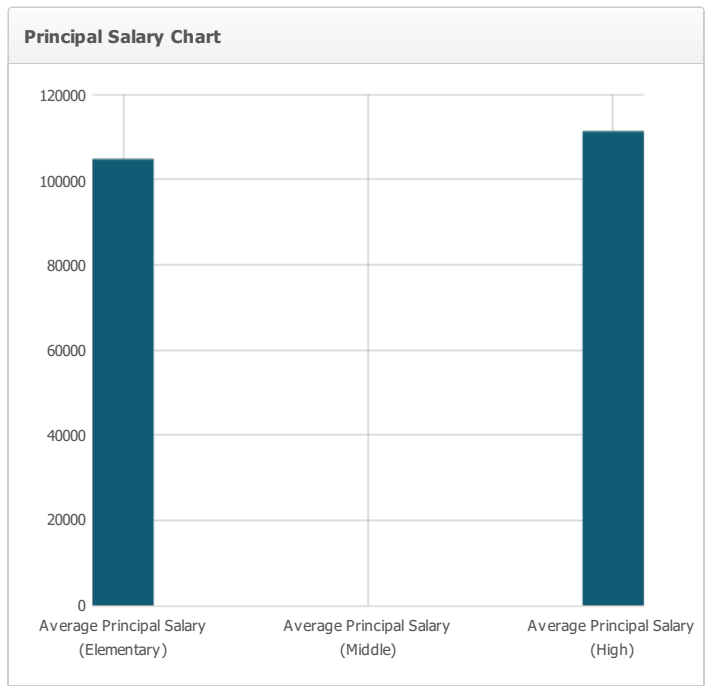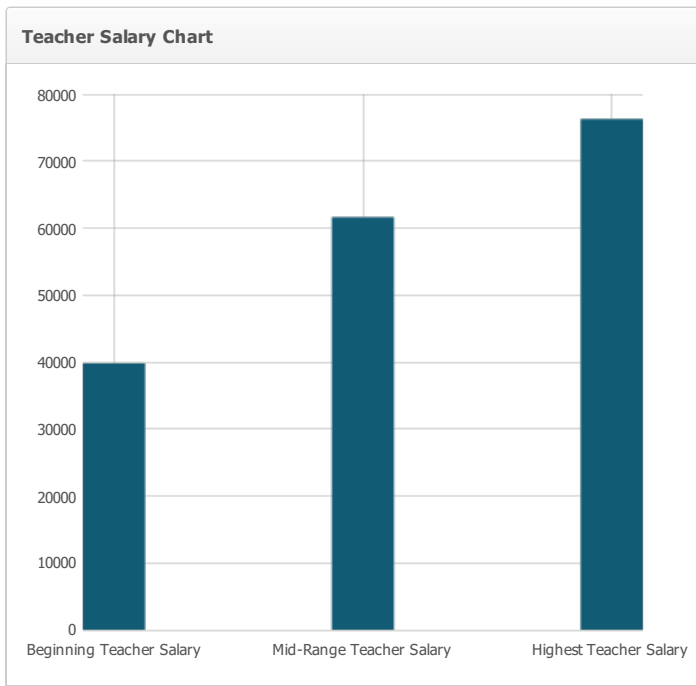
Advanced Placement Courses (School Year 2014-15)

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.

Note : AP means Advanced Placement.

Last updated: 2/1/2016

Professional Development – Most Recent Three Years

The primary focus areas for staff development is designed for the academic success of the students' achievement. Staff development specifically focuses on best practices to improve student reading and mathematical outcomes. Problem-solving strategies based on best practices are implemented based on data from student reading and mathematical performance. In addition to improving the culture of the school, with behavioral best practices and strategies for school safety. The systems for measurement is taken from the Measures of Academic Progress (MAP), SuccessMaker, and teacher assessments to drive staff content selection.

The content selection for staff development is used for teaching skills, knowledge, and competencies needed for staff to perform their specific duties. Staff members collaborate to share knowledge and develop strategies that will result in best practices for teaching and instructions. Through professional collaboration rubrics were also developed by staff to ensure that teachers utilize a common system for measurement and a framework that aligns to Common Core Standards. The collaborative component provides support and motivation to inaugurate each staff member in the Professional Learning Community (PLC) concept.

Staff learns to work together to set yearly goals, quarterly goals, monthly goals, and weekly goals as well as track performance in the areas of academic progress, program effectiveness, and instructional performance to ensure the elimination of educational barriers using a Specific Measureable Attainable Realistic and Time-bound (SMART) goals templates. The school encourages stakeholder participation in the decision-making to advance a shared vision and values that lead to a collective commitment of responsibility, which is expressed in the,: work-in-process, day-to-day practices that encourages actively sought solutions; openness to new ideas; working teams to cooperate to achieve common goals; support and encouragement to experiment as an opportunity to learn; data focus to evaluate outcomes; and reflection in order to understand the operations and methods for actions.

Number of days for the most recent three years:
2012-2013 ~ 23 days

2014-2015 ~ 20 days

2015-2016 - 19 days

Professional development occurs the first Monday of every month reviewing curriculum, lesson plans, common core, special education strategies, positive behavior intervention support plans, and school-wide civility traits for staff.
Teachers had a two-week training inclusive of the Professional Learning Community (PLC) concept, Pearson curriculum training that provided a wide range of strategies for assessments, English Learners, students with individualized educational plans, differentiated instructions, supplemental instructions, and technology training,

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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