



**DR. LEWIS D. STALLWORTH CHARTER
SCHOOL, INC.**

**ACS WASC/CDE
PROBATIONARY VISIT PROGRESS REPORT**

**1610 E. Main Street
Stockton, CA 95205**

May 12, 2023

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: STUDENT/COMMUNITY PROFILE DATA

MISSION:

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

VISION:

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

SCHOOLWIDE LEARNING OUTCOMES

A student who graduates from Stallworth Charter School will be:

1. Prepared academically to become successful in a career field.
2. A responsible citizen who welcomes and helps others.
3. Using 21st Century Skills to learn, work, be informed, stay connected, and communicate globally.

DEMOGRAPHICS

Dr. Lewis Dolphin Stallworth Sr. Charter Schools, Inc. (Stallworth Charter) is focused on providing quality education to its community. The school serves Transitional Kindergarten through 8th grade. The school strives to meet the needs of the community in the midst of socio-economic challenges by providing a nurturing and supportive environment to the children of San Joaquin County. Stallworth Charter's Schoolwide Learner Outcomes (SLOs) were developed during professional development workshops that analyzed what has worked and what has not, in order to increase students' overall performance annually, ensuring that each student meets or exceeds the state standards. Stallworth Charter's SLOs are based on the needs of its population, therefore, our expected schoolwide learning goals of raising student assessment scores each year correlates with the school's mission of every student succeeding every day.

According to the 2022 California Dashboard Performance Overview, Stallworth Charter is made up of 90.8% socioeconomically disadvantaged students. 53.1% of students at Stallworth are English Learners, and 0% are in foster care. In comparison to the 2020 dashboard, the English Learner population increased by 9.6% and the population of foster youth decreased by 2.7%. This is significantly higher than the surrounding district (Stockton Unified School District) which is made up of 83.9% socioeconomically disadvantaged students and 24.6% English Learners.

**DEMOGRAPHIC OVERVIEW of STALLWORTH CHARTER SCHOOL: 2022-2023
SCHOOL YEAR**

Total student population: 260 students

STUDENTS BY GRADE LEVEL

| Grade Level | Number of Students |
|-------------------|--------------------|
| TK & Kindergarten | 23 |
| 1st | 34 |
| 2nd | 32 |
| 3rd | 39 |
| 4th | 32 |
| 5th | 33 |
| 6th | 22 |
| 7th | 28 |
| 8th | 17 |

ENGLISH LANGUAGE ACQUISITION STATUS

- English Only Students: 95 students
- English Learners: 137 students
- English Proficient: 26 students

GENDER

- Female: 140 students
- Male: 120 students

ETHNICITY

- Hispanic: 198 students, 76.2% of population
- Not Hispanic: 62 students, 23.8% of population

THE CALIFORNIA SCHOOL DASHBOARD PERFORMANCE OVERVIEW in 2022 (compared to the latest available data in 2019)

CHRONIC ABSENTEEISM

- Stallworth Charter's chronic absenteeism increased by 38.8%, placing the school in the Very High designation.
- Chronic absenteeism amongst African American students was at 30.3% in 2019 and increased to 73.8% in 2022.
- Chronic absenteeism amongst English Learners was at 12.3% in 2019 and increased to 56.9% in 2022.
- Chronic absenteeism among Hispanic students was at 22.8% in 2019 and increased to 62.5% in 2022.
- Chronic absenteeism among socioeconomically disadvantaged students was at 25% in 2019 and increased to 64.6% in 2022.

ENGLISH/LANGUAGE ART

- 147 students took the CAASPP in English/Language Arts in 2022
- Stallworth Charter received the Very Low designation; 89.3 points below the standard.
- Socioeconomically Disadvantaged students received a Very Low designation; 88.8 points below standard.
- English Learners received a Very Low designation; 102.8 points below standard.
- Hispanic students received a Very Low designation; 89.6 points below standard.

MATHEMATICS

- 147 students took the CAASPP in Mathematics in 2022
- Stallworth Charter received the Very Low designation; 122.5 points below the standard.
- Socioeconomically Disadvantaged students received a Very Low designation; 121.2 points below standard.
- English Learners received a Very Low designation; 135.3 points below standard.
- Hispanic students received a Very Low designation; 128 points below standard.

SUSPENSION RATES

- Stallworth Charter received the High designation in suspension. 5% of students were suspended at least once. This is a reduction of 2.1% since 2019.
- Hispanic, English Learners, and Socioeconomically disadvantaged students were identified in the High-performance level. African American students and students with disabilities were identified as Very High.

SPECIAL EDUCATION STUDENTS

The students with special education services at Dr. Lewis D. Stallworth Charter School have made significant gains in their academic performance in ELA and Math. Per the 2022 California Dashboard, students with disabilities increased their scores in ELA and in Math.

- In 2022, these students are 90.3 points below standard in the area of ELA, compared to 2019 when the students with disabilities were 124.4 points below standard for an increase in points of 34.1 points. In the whole state of California, the students with disabilities are 97.3 points below the standard, making Stallworth Charter School's students with disabilities above the state average by 7 points.
- In 2022, these students are 112.6 points below standard in the area of Math, compared to 2019 when the students with disabilities were 150.5 points below standard for an increase of 37.8 points. In the whole state of California, the students with disabilities are 130.8 points below standard, making Stallworth Charter School's students with disabilities above the state average by 18.2 points.

ENGLISH LEARNER PROGRESS

English Learners continue to make gains in their acquisition of the English language.

- During the 2022 reporting cycle 59% of English Learners (EL) students were making progress towards English language proficiency compared to 29% in 2019.

[22-23 ELD DEPARTMENT Report](#)

STAFF DEMOGRAPHICS

The staff demographics for 2022-23 consist of 58 employees. There are 14 certificated staff, 41 classified staff, and 3 counseling/pupil support service staff. The ethnicity of the school's employees are: 58% African American, 20% Hispanic, 19% Caucasian, 3% Asian. The employees gender demographics are: 71% female and 29% male.

LCFF Priority 1: Basic Services (Conditions of Learning)

Of the 13 teachers employed; 62% were credentialed, 85% were properly assigned, 23% were enrolled in intern programs, and 62% of teachers held advanced degrees. Instructors improperly assigned are in a program or taking classes to be qualified for the position.

LCFF Priority 2: Implementation of State Standards (Conditions of Learning)

Stallworth Charter had developed a collaborative team to examine, evaluate, and analyze student data. To analyze the data, Stallworth instructors completed a Needs Analysis and determined the strengths, weaknesses, opportunities, and threats (SWOT). The SWOT analysis was used to develop an intervention plan and differentiation strategies. Grade band cohorts continued to meet to analyze current data and implement interventions through the use of analytical tools.

Performance Matters was used to create standards-based tests aligned to the curriculum to monitor student performance in these cohort meetings.

LCFF Priority 3: Parent Involvement (Engagement)

Stallworth Charter has highly attended Parent Teacher Organization and English Learner Advisory Committee (ELAC) Meetings. Bi-annual climate surveys, and zoom, as well as on-campus opportunities, are provided for parents to meet and discuss concerns with staff. Stallworth Charter is also implementing student-led conferences to increase parental involvement and ensure their participation in the development of student goals. The PTO President is an active part of the Parent Advisory Board for the California Charter School Association.

LCFF Priority 4: Student Achievement (Pupil Outcomes)

Stallworth Charter saw an increase in English Language Arts academic performance level from 2019 to 2022. This was an increase of 3.3 points for all students. In ELA, socioeconomically disadvantaged students increased 3.8 points. The African American students increased ELA scores by 24.6 points. Students with disabilities increased by 34.1 points. The English Only students saw an increase of 20.4 points. In the area of Math, African American students had an increase of 30.5 points. In the whole state of California, the African American students are 106.9 points below standard, making Stallworth Charter School's African American student performance above the state average by 1.6 points. Students with disabilities increased in math by 37.8 points. The English Only students saw an increase of 1.0 points in math. Stallworth Charter uses the data from NWEA MAP to assess reading, language, science, and math. The data is used to diagnose student deficits. Teachers create lesson plans to differentiate instruction tailored to student's assessment scores. Students are placed into small groups based on skills and ability levels.

[Dr. Lewis Dolphin Stallworth Sr. Charter Academic Performance | California School Dashboard \(CA Dept of Education\) \(caschooldashboard.org\)](#)

[Dr. Lewis Dolphin Stallworth Sr. Charter Academic Performance | California School Dashboard \(CA Dept of Education\) \(caschooldashboard.org\)](#)

[State of California Academic Performance | California School Dashboard \(CA Dept of Education\) \(caschooldashboard.org\)](#)

[State of California Academic Performance | California School Dashboard \(CA Dept of Education\) \(caschooldashboard.org\)](#)

LCFF Priority 5: Student Engagement (Engagement)

According to the California School Dashboard Performance Overview in 2022, Stallworth Charter's chronic absenteeism rates increased significantly. This may be due to the State of California's Covid-19 pandemic. Previous to the Covid-19 pandemic, chronic absenteeism rates were improving.

Per the CDPH guidelines:

“Individuals who test positive for SARS-CoV-2, the virus that causes COVID-19, and who have had symptoms, may return to work or school when:

At least 10 days have passed since symptoms first appeared, AND

At least 24 hours have passed with no fever (without use of fever-reducing medications), AND

Other symptoms have improved.”

[Guidance on Returning to Work or School Following COVID-19 Diagnosis \(ca.gov\)](https://www.ca.gov/guidance/returning-to-work-or-school-following-covid-19-diagnosis)

LCFF Priority 6: School Climate (Engagement)

According to the Dashboard data, the suspension rate for all students in 2022 has dropped 2.1% from 2019. There was a decrease in the suspensions of African American students of 2.8%, Hispanic students of .2%, and the Socioeconomically Disadvantaged students of 2.3%. The LEA has expanded its Positive Behavioral Interventions and Supports to include Tier 2 and 3 behavioral supports through the use of the ClassCraft program. StallworthCharter has added in a Tier 1 Social Emotional Learning curriculum component to start each day. The expanded counseling services focus on restorative justice and reducing suspensions through social-emotional learning (SEL). Our school has an expulsion rate of 0%.

LCFF Priority 7: Course Access (Conditions of Learning)

Stallworth Charter utilizes a newcomer curriculum for EL students that are enrolled in the school for less than three (3) years in the United States. EL students with ELPAC levels of one and two receive designated ELD instructions for 45 minutes daily and integrated instructions within their grade level classrooms. The ELD Coordinator provides the teachers with evidence-based strategies, and accommodations for differentiated instruction.

Special Education has increased staffing to support students with push-in and pull-out resource support programs. The Special Education Coordinator provides the teachers with the strategies to meet the goals of each student with disabilities inclusive of individualized modifications and accommodations.

All students were supported with the adopted curriculum Random Acts of Kindness, for Social Emotional Learning (SEL).

LCFF Priority 8: Student Outcomes (Pupil Outcomes)

Stallworth Charter utilizes SAVVAS Realize myView as the core ELA curriculum for grades Kindergarten through 5, and myPerspectives for grades 6 through 8. SmartyAnts is used as a supplemental foundational reading skills program for grades Kindergarten through 2nd grade, and Reading Plus is used as a supplemental reading skills program for grades 3 through 8.

Stallworth Charter utilizes SAVVAS Realize Envision as the core Math curriculum for grades Kindergarten through grade 8. Wowzers is a supplemental math program for grades K through 3, and Khan Academy for grades 4 through 8. Flocabulary, Discovery Education and Nearpod are available for all grades in all subjects.

II: SIGNIFICANT CHANGES AND DEVELOPMENTS

The schoolwide 2022-23 plan focuses on building language skills through whole class instruction, small group instruction, and individualized instruction for differentiation. The program is enhanced by an academic intervention Boot Camp, Social Emotional Learning, extra-curricular activities, and strategies for classroom management with an overall theme of Strategic Synergy.

The system proposes that the ELA/Math language and foundational skills at each grade-level catapult students to a higher level of achievement, moving towards higher order thinking skills. The system begins teachers/curriculum instructional strategies using weekly meetings to collaborate on step-by-step best practice, monitoring performance, and methods for moving students forward systematically as an instructional team. The school's goal is to build our team's instructional morale by incorporating team celebrations for evidence-based monitoring of students' learning growth, attending consistently to delays, and developing the instructional and social-emotional services that qualify efforts for improving student achievement to improve student engagement.

This system framework implemented schoolwide benchmarks evaluations, scheduled SEL courses, fun events, and extracurricular activities to induce an engaging learning environment, assessment of literacy strategies, and held student-led conferences and Parent Teacher conferences as a means for encouraging student ownership of learning. The program theme is broken down by quarter to meet the LEA unique needs.

Quarter Themes:

1. Managing Foundations
2. Applying the Standards
3. Evaluating/Analyzing the Standards
4. Understanding Assessment

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

THE FRAMEWORKS DESIGN OFFERS

- a guideline for the implementation of the ELA and CA CCSS standards
- a structure for an integrated discipline that allows for performance monitoring
- a means for collaboration and shared responsibility using themes and the 3 stages of Bloom Taxonomy: Foundational, Application and Evaluation. (Elementary thinking skills)

- a means for engagement using project-based learning methods and evaluation, student leadership encouragement to promote ownership and interest
- a means for parent participation with extracurricular activities based on students' interests and activities to engage the parents with their children by having Fun-Friday events.
- an assessment strategy that promotes individualized (Universal) learning with quarterly monitoring and intervention.

ACADEMIC FOCUS

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

CURRICULUM

Students at Stallworth Charter are engaged in a Common Core aligned program, supplemented by data-based interventions. Students study English, Math, Science, Social Studies, Physical Education, and Social Emotional Learning (SEL) in all grades. The focus for our middle school is college and career-readiness, this is an especially relevant focus for our students with the lack of higher education in the parent population. This career-readiness content is supplemented by campus visits and guest speakers. This progress was interrupted by the COVID-19 pandemic; however, the LEA will continue this curriculum through the use of technology resources.

CORE CURRICULUM

- **SAVVAS**
 - **SAVVAS** Realize Learning Management System (LMS) offers users fewer clicks, more integrations, and greater collaboration to move learning forward.

SOCIAL EMOTIONAL LEARNING

The school had significant changes this 2022-23 school year for Social Emotional Learning (SEL). Forming several SEL clubs to promote self-esteem, self-awareness, community service, career and college introduction. The school clubs formed are named “Boys of Honor” and “Power Girls” clubs which meet monthly.

POWER GIRLS “Positive Outlook When Engaging Rightfully-Giving Illuminating Reliable Supportive Life” (third-eighth grade) had the opportunity to participate in a club that is designed to give adolescent females a place that enhances their self-worth through helping others in the community, exploring universities, girl talks, and girl get togethers throughout the second through fourth quarter.

The requirements were to first sign-up, and memorize the power girl chant, “I am beautiful in my own unique way. No one can take that from me. It is my superpower! Every day is a new day to reach a higher level of confidence and I will reach beyond the stars. Girl power soars. The girls wrote essays to attend universities and reflect on guest speakers.

BOYS OF HONOR LEADERSHIP program (fifth-eight) had the opportunity to participate in a boy’s club designed to enhance their gentleman-ship to respect, honor, and build their self-esteem, through FIELD trips and mentorship.

College Introduction:

- College tours were planned for the students. The students visited the University of the Pacific and Berkeley University.

Community Service:

- The students designed Valentine Cards and volunteered on Valentine Day to give Valentine cards to the Seniors in various nursing facilities.
- The PTO partnered with MIMS Corner, a non-profit organization, that provided new shoes, new and used clothes, and food for the students and parents.

Community Guest Speaker

- Frank Hallum, a mentor and director of Steve and Marjorie Harvey’s Foundation, provided a weekend conference “Manhood 101- “A Single Mother’s Guide to Raising A Son”. The school hosted a community event on Saturday, February 25th and 26th. The conference provided various tools for young boys, girls and their parents. Participants of the event were offered information for self-care, self-esteem, finance and tax advice, information for first time home buyers, mental health supports, the importance of maintaining a clean social media profile, entrepreneurship, college readiness and other imperative materials to be successful and productive citizens of their society. The students that attended Manhood 101 were taken to a black history play the next evening.

[Frank Hallum's Manhood 101 Mentoring Program For Young Men](#)

[Frank Hallum's SMILE SUMMIT Dr. Lewis D. Stallworth Sr. Charter School 2023](#)

Self-Esteem and Self-Awareness

- Anti-bullying training was conducted within targeted classes that struggled with bullying.
- A community advocate provided information on “The Harms of Vaping” to discourage

youth practices of vaping for middle school students.

- A Marriage and Family Associate Therapist did a presentation on How to deal with trauma providing the student proactive tools to help them through traumatic experiences.
- Students completed self-affirmations by speaking and reciting positive statements and writing positive statements affirming their self-worth.

STUDENT ACTIVITIES:

Educational Field Trips

- The fourth-grade class took a tour of the Haggin Museum of Stockton. This field trip was scheduled for the students to compare Stockton's History with California's History, and to learn about the contributions Stockton made to California's history. The fourth-grade class also took a virtual field trip to a California Missions. The virtual field trip allowed the students to view a California mission and presidio in San Francisco sponsored by the California Missions Studies Association.

[2023 CONFERENCE SCHEDULE - 1 page.pdf](#)

[CMF Conference Program 2023.pdf](#)

- The eighth-grade class went to the National Wildlife Reserves for bird watching. The students were observing the adaptations of birds and how fowls use their wings in comparison to upland birds. The observation of birds is aligned to the Life Science standard regarding genetics and natural selection and evolutionary ecosystems. [National Wildlife Pictures](#)
- The lower elementary students, grades K - 2 visited Del Oso Farms. The visit was aligned with science, writing and Math standards. The students were to write a prediction prior to their visit of what they knew about pumpkins. During their visit the students learned how pumpkins grow, what the ribs on the side of a pumpkin represent, what the seeds mean and their use, and the various types of pumpkins. Students were allowed to buy pumpkins and were encouraged to utilize their math skills to purchase pumpkins. After the visit the students wrote paragraphs or sentences regarding what they learned about pumpkins. [STUDENT WRITING Sample Field Trip.pdf](#)
- Visits to universities– University of the Pacific and the University of California Berkeley. https://drive.google.com/file/d/1aHdYPvbc6zd-4SJXCg_GUkK-DDUg_5Jr/view?usp=sharing

Recreation activities

- Chess club, students compete against other schools in San Joaquin County
- Soccer students compete against other teams through the City of Stockton Parks and Recreation

- Fun Fridays to reward student achievement and attendance
- The After School Program provides homework assistance, and various activities.

III: ENGAGEMENT OF STAKEHOLDERS IN ONGOING SCHOOL IMPROVEMENT

The schoolwide action plan and its goals were developed in committees, focused on specific state and local priorities. Committees included members from the various school departments (administration, instructional staff, Parent-Teacher Organization, English Language Development, Nutrition, After School Program, etc.). The goals and action steps were reviewed with stakeholders through the Parent-Teacher Organization (PTO), and the English Learner Advisory Committee (ELAC). The goals and action steps were updated using data collected through climate surveys given to parents/guardians, staff, and students during the school year.

The schoolwide goals focus on building language skills through whole class instruction, small group instruction, and individualized instruction for differentiation. The program is enhanced by an academic intervention Boot Camp, Social Emotional Learning, extra-curricular activities, and strategies for classroom management with an overall theme called Strategic Synergy. One of the ways that the stakeholder input was incorporated into the development of the plan and its goals was the increased breadth of the professional development opportunities for teachers and school personnel. Both groups indicated that there was a need for more training in ELD and ELA strategies, and assessment analysis. Instructional and administrative staff were given Weekly PLCs, ELD Language and Literacy TLPO and PEAT, Science of Reading, Magna Math training, specifically focused on supporting the ELL population (both integrated and designated).

PTO/English Language Advisory (ELAC) Community Participation

The PTO and ELAC partners with the Stockton Parent Advocacy group. This group met with parents to provide information regarding school board members and responsibilities, educational laws and regulations. The group met via zoom and in-person. Information and correspondence was provided in English and other languages. [Stockton Parent Advocacy 2022-2023](#)

The PTO meets monthly and the ELAC meets four times a year. Both committees participate in planning school events and student activities. [PTO and ELAC agenda and Notices.pdf](#)

[ELD Power Point.pptx](#)

IV: PROGRESS ON THE IMPLEMENTATION OF THE SCHOOLWIDE ACTION

PLAN/SPSA

Overall strengths and weaknesses, threats, and opportunities during the implementation of instructional processes, benchmarks, supplemental and extracurricular activities, and the internal NWEA MAP assessment practices. The weakness of the implementation: One-hundred percent buy-in, first year implementation of a school wide benchmark system for a tier-up instructional groups that focus on school wide efforts to drive instructional decisions. The threats equal to that of the weakness, which led to gaps in the overall achievement of growth. However there existed many opportunities that proved enlightening. The school was able to use internal and external resources, partnerships, activities that enhanced the social emotional learning school wide, exposure to new words, and physical and intellectual challenges through competitive practices. The overall effectiveness of instruction again proved enlightening. The ELA curriculum programs did not cohesively align with the ELD, TK, and 6th - 8th English Learning processes for aligning the reading and writing strategies that would allow a Tier-up program to collaborate with a common language. To help solve this issue, the LEA partnered with the San Joaquin Office of Education for best practices. The school decided to implement McGraw Hill “Wonders” for TK to fifth grade for an aligned curriculum that includes pull-in/out ELD instruction. The NWEA MAP assessment and benchmark allowed TK-2nd grades to demonstrate consistent academic gains throughout the year both in ELA/Math. Fifth grade students also demonstrated academic growth.

Overall effectiveness of PLC: Instructional plans were done electronically using a common language, which allowed for easier feedback and ease of use for all stakeholders. Although collaborative meetings took place, the professional learning community of teachers and teacher’s assistance were conducted at separate times, which hindered clear and open communication in some areas of decision making. Plans to close the communication gap between staff are ongoing. Lastly, schoolwide benchmarks opened communication on what students know and where the school must go to get students at their needed level of performance. However, evidence of students’ performance was often delayed, which hindered instructional movement, PLC discussions and immediate interventions. Moving forward, the school plans to incorporate an entry level test that tests students before school begins so teachers can plan differentiated instruction and individualized academic movement beginning with their current performance level before students arrive. This allows teachers to get additional, immediate support, better communication at PLCs, and easier buy-in.

V: SCHOOLWIDE ACTION PLAN/SPSA REFINEMENTS

Goal #1.

To provide a literacy curriculum that aligns the ELD, TK, and ELA departments with the K-5th grade levels reading and writing strategies for overall engagement to improve ELA scores schoolwide.

- It is a need for the LEA to have a curriculum that aligns TK - K and the ELD curriculum with the K -5 curriculum by purchasing a curriculum that unifies, engages, and simplifies the process for reading and writing targeting. This will help our high needs student population.

Goal #2.

To enhance student and teacher Language and Math engagement with intensive instructional support and extracurricular activities.

- Students' requests were a non-curriculum outlet for learning language and the world by a girls and boys mentoring program, tutoring, arts and crafts scheduled courses, soccer & chess club, cultural activities, and home instructional support.
 - a. Teachers need intensive ELA support: Teachers need individualized instructional support throughout the year to increase students' reading and writing performance, as well as support their professional development.
 - b. The school needs to support students' Social/Emotional Learning (SEL) with a schoolwide initiative with themed focused-groups and extracurricular activities to support their adolescent and emotional development.

Goal #3.

To intensively support teachers with both internal and external ELA/Math Instructional services. Instructional Coaches, a partnership with San Joaquin ELA Instruction Department, to support teachers for Instructional support with schedule interventions for planning instruction, implementation, and classroom management.

1. Coaches will use the weekly PLCs (professional learning community groups) to support student outcomes.
2. Instructional Coaches, a partnership with San Joaquin ELA Instructional Department, to support teachers for Instructional support with scheduled interventions for planning instruction, implementation, and classroom management.
3. Surveys were another way that stakeholder's input was taken into consideration when developing a plan for increasing parental involvement on campus, particularly to increase engagement with the parents of English Learners that indicated that they felt

disconnected from the campus community due to cultural differences.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|--|
| NWEA | 30% of students met their project growth/27% of students met their projected growth | 50% of students to meet their projected growth |
| Benchmark | 50% performing at 70% or better/ 50% performing at 50% or below | 70% performing at 80% or better |
| ELPAC | 20% students move one level | reclassification |

VI. APPENDIX LINKS AND LISTINGS

Dr. Lewis Dolphin Stallworth Sr. Charter Academic Performance | California School Dashboard (CA Dept Education) (caschooldashboard.org)

Dr. Lewis Dolphin Stallworth Sr. Charter Academic Performance | California School Dashboard (CA Dept Education) (caschooldashboard.org)

State of California Academic Performance | California School Dashboard (CA Dept of Education) (caschooldashboard.org)

State of California Academic Performance | California School Dashboard (CA Dept of Education) (caschooldashboard.org)

Guidance on Reporting to Work or School Following COVID-19 Diagnosis ([ca-gov](https://ca.gov))

Frank Hallum's Manhood 101 Mentoring Program For Young Men

Frank Hallum's SMILE SUMMIT Dr. Lewis D. Stallworth Sr. Charter School 2023
2023 Conference Schedule – 1 page pdf

CMF Conference Program 2023 pdf

National Wildlife Pictures

Student Writing Sample Field Trip

Video link; Student clubs, extracurricular activities, and fun Fridays.

<https://drive.google.com/file/d1aHdYPvbc6zd-4SJXCgGukK-Ddug5JR/view?usp=sharing>

Stockton Parent Advocacy 2022-23

PTO and ELAC agenda and Notices pdf

ELD Power points