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School Accountability Report Card Reported Using Data from the 2019–2020 School Year

California Department of Education

Dr. Lewis Dolphin Stallworth Charter Schools, Inc.

Address: 1610 E. Main Street Stockton, CA 95205

Phone: 209-948-4511

Principal: Mrs. Alice Stallworth

Grade Span: K-8

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

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

About This School

“Every Student, Every Day”

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

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

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

Dr. Lewis Dolphin Stallworth Sr. Charter Schools, Inc. (Stallworth Charter) is focused on providing quality education to its surrounding community. The school serves Transitional Kindergarten through 8th grade. The school strives to meet the needs of the community in the midst of socio-economic challenges by providing a nurturing and supportive environment to the children of San Joaquin County.

District Contact Information (School Year 2020–2021)

Entity	Contact Information
District Name	Stockton Unified School District
Phone Number	(209) 933-7000
Superintendent	Brian Biedermann, Interim Superintendent
Email Address	bbiedermann@stocktonusd.net
Website	https://www.stocktonusd.net

School Contact Information (School Year 2019–2020)

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

School Description and Mission Statement (School Year 2020–2021)

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

Stallworth Charter's vision and mission are based on the ever-changing needs of its population; therefore, our expected vision, mission, beliefs, and core values are communicated daily during our morning zoom wellness check ins called Eagle Mania. Eagle Mania is led by teachers to encourage their students with a cheer for the day. This cheer is used to start each school day and is related to the school's vision and mission. Mighty Eagles are honored at Eagle Mania on Mondays for academic excellence, program completion, or meeting goals to reinforce the mission and vision.

Stallworth Charter's schoolwide learner outcomes are:

- 1) Students express thoughts using a comprehensive academic vocabulary;*
- 2) Students perform at grade level; and*
- 3) Students will be independent learners.*

Stallworth Charter's learner outcomes were developed during professional development workshops and the development of the Educational Continuity Plan analyzing what has worked and what has not, in order to increase students' overall performance annually, ensuring that students meet or exceed the state standards. Stallworth Charter's schoolwide learner outcomes are based on the needs of its population, therefore, our expected schoolwide learning goals of raising student assessment scores each year correlates with the school's mission of every student succeeding every day.

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	36
Grade 1	39
Grade 2	45
Grade 3	27
Grade 4	28
Grade 5	25
Grade 6	22
Grade 7	19
Grade 8	19
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	260

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	26.2
American Indian or Alaska Native	5.0%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	60.0%
Native Hawaiian or Pacific Islander	0.4%
White	2.7%
Two or More Races	5.0%
Socioeconomically Disadvantaged	97.3%
English Learners	43.5%
Students with Disabilities	9.6%
Foster Youth	2.7%
Homeless	5.0%

A. Conditions of Learning**State Priority: Basic**

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

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

Teacher Credentials

Teachers	School 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	2	3	2	126
Without Full Credential	2	4	9	1,938.62
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–2020
Misassignments of Teachers of English Learners	14	14	2
Total Teacher Misassignments*	14	14	2
Vacant Teacher Positions	0	0	1

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts Pearson Literature (2016) Achieve 3000 Smarty Ants (TK-2 reading program) Flocabulary	Pearson Literature (2016) OWL (TK) MyView Literacy (K-5th) MyPerspectives (Pearson, 6th-8th) Achieve 3000 (an adaptive reading program 2nd- 8th). Smarty Ants (TK – 2nd adaptive reading program and for EL Students) (2017) myPearson Realize e-text Flocabulary (supplemental 2016)	YES	0.0%
Mathematics	Pearson (2016) OWL (TK) Envision Math 2.0 (K-8th) Wowzers (2017) (an adaptive math program K – 8th) Khan Academy Flocabulary (supplemental 2016)	YES	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Pearson (2016) OWL (TK) Elevate Science (K-8) myPearson Realize Flocabulary (2016) Mystery Science	YES	0.0%
History-Social Science	Pearson (2016) OWL (TK) MyWorld Interactive (K-8) Pearson Realize Flocabulary (supplemental 2016)	YES	0.0%
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Conditions and Planned Improvements

The LEA takes great efforts to ensure that the school site is clean, safe, and functional. To assist in this process the LEA used the services of JaniTek –Janitorial & Commercial Cleaning to ensure a sanitized school. To improve the aesthetics of the school, new hardwood flooring in the gymnasium, new flooring in the downstairs hallways and classrooms. The LEA maintains a state-of-the-art gymnasium that was recently rebranded an “Eagle” to reflect the Stallworth mascot.

Prior to the start of the 2019-2020 school year, improvements were made to the school's elementary classrooms, the school's hallway and the parking lots were redesigned to ensure student safety. The LEA installed safety fences for the campus Cameras were installed to monitor visitation and hallway safety. During the 2017-18 school year, a counseling center was added to improve student counseling services. The school is currently in the process of adding classrooms and school yard add-on improvements.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: August 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good			N/A
Interior: Interior Surfaces	Good			Paint touch-ups
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good			Bi-weekly pest/vermin extermination
Electrical: Electrical	Good			Electrical Panel Replaced brought to fire code
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good			Toilets repaired, replaced nonworking toilets, new outdoor fountain installed, new kitchen faucet installed
Safety: Fire Safety, Hazardous Materials	Good			Sprinklers replace brought to fire code standards.
Structural: Structural Damage, Roofs	Good			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good			Gates repaired, broken window replaced from vandalism, Bark added to playground

Overall Facility Rate

Year and month of the most recent FIT report: August 2019

Overall Rating

Exemplary	Good	Fair	Poor
	GOOD		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts/Literacy (grades 3-8 and 11)	12.9%	N/A	30.43%	N/A	51.10%	N/A
Mathematics (grades 3-8 and 11)	7.69%	N/A	20.85%	N/A	39.73%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
Science (grades 5, 8 and high school)	6.52	N/A	12.19	N/A	29.93	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school

Career Technical Education (CTE) Programs (School Year 2019–2020)

Dr. Lewis D. Stallworth Charter School desires to provide a comprehensive career technical education (CTE) program for the middle school in the next coming school year, 2021-2022.

Career Technical Education (CTE) Participation (School Year 2019–2020)

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

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	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 area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020–2021)

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

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

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

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

Parents participate in a Parent Parties program for the Parent/Teacher Organization to learn more about the school and their child's academic needs.

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

Parents volunteer in classrooms helping teachers with various tasks.

Parents donate class supplies and contribute to class projects.

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

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

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	N/A	N/A	N/A	179	N/A	N/A	47,376	N/A	N/A
Graduation Rate	N/A	N/A	N/A	2,101	N/A	N/A	429,560	N/A	N/A

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

(data collected between July through June, each full school year respectively)

Rate	School 2017– 2018	School 2018– 2019	District 2017– 2018	District 2018– 2019	State 2017– 2018	State 2018– 2019
Suspensions	4.3	7.1	6.9	6.0	3.5	30.0
Expulsions	0.00	0.00	0.12	0.05	0.08	0.08

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
Suspensions	N/A	N/A	N/A
Expulsions	N/A	N/A	N/A

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

Students began the 20-21 school year in as Remote Learning in a Virtual School Environment in accordance with current San Joaquin County Public Health Guidelines and the orders of the Governor. Once we are able to return to in-person learning on campus, conditions will look much different than previous years due to COVID-19 new safety measures.

The safety measures within this plan are based on current guidance from the CDC and the public health officials and state agencies which will be updated as the situation evolves. Stallworth Charter has developed protocols that will be required for every student and staff to follow.

The protocols for the LEA is the responsibility of providing training for employees and students. Under the school site protocols, the LEA will be responsible for site control measures such as screening; cleaning and disinfecting protocols; physical distancing guidelines; wearing mask, banning sharing of personal items, food, and drinks Checking the temperature of all students, all staff and any persons entering the campus. As the details under this protocol are approved and signed off by the site principal, this protocol will be prominently displayed for the public to review.

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–2018)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	26	0	2	0
1	24	0	1	0
2	21	0	2	0
3	24	0	1	0
4	26	0	1	0
5	21	0	1	0
6	27	0	1	0
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	37	0	0	1
1	47	0	0	2
2	36	0	0	1
3	31	0	1	0
4	23	0	1	0
5	27	0	1	0
6	26	0	1	0
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.0	2	0	0
1	24.0	0	2	0
2	18.0	2	0	0
3	31.0	0	1	0
4	23.0	0	1	0
5	27.0	0	1	0
6	26.0	0	1	0
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	29.33	2	0	0
Mathematics	40.00	2	0	0
Science	67.00	0	2	0
Social Science	29.33	2	0	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	40.00	2	0	0
Mathematics	40.00	2	0	0
Science	40.00	2	0	0
Social Science	40.00	2	0	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	20.00	2	0	0
Mathematics	19.00	2	0	0
Science	19.00	2	0	0
Social Science	19.00	2	0	0

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

Ratio of Academic Counselors to Pupils (School Year 2019–2020)

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019–2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	1
Other	0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,980.59	\$2,489.78	\$8,490.81	\$45,085.18
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	\$83,059
Percent Difference – School Site and State	N/A	N/A	N/A	59.30%

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

Types of Services Funded (Fiscal Year 2019–2020)

All students have a fair, equal, and significant opportunity to obtain a high-quality education and read at a minimum proficiency level on the state academic content standards adopted by the State Board of Education.

Intervention and supplemental materials are provided to socio-economically or educationally disadvantaged students so they can become proficient in the state standards for their grade level. Below are the resources provided at Stallworth Charter to help students achieve academic proficiency. Support services, such as the after-school program also work with students in the classroom.

The support staff works collaboratively with teachers and administration. Supplemental services provided at Stallworth Charter through Title I, Title III, LCFF and After School Education Safety (ASES) funding include:

1. A-3000 Reading Intervention Program (emphasis on 3rd- and 8th grades). The program is taught and modeled by classroom teacher to provide intensive reading intervention for students who are two or more years below grade level.
2. English Language Development Instruction for grades 1st-8th, taught by a credentialed classroom teacher. Additionally, all students receive integrated EL support throughout the day. A bilingual assistant and certificated teacher administer the English Language

Proficiency Assessments for California (ELPAC) and monitor the academic progress of English Learners and reclassified English Proficient students.

3. Students below in math are provided WOWZERS a supplement to the core math curriculum. This math program provides a learning path to fill in the gaps of each student aligned to their Measures of Academic Performance (MAP) assessment.
4. After school program funded by ASES provides additional support to student in reading, math and English.
5. Students are provided two meals (breakfast & lunch) and a snack through the school's nutrition program to ensure proper nourishment to give the students the ability to think reasonably. During the school closure food was distributed to students by pick-up or delivery to homeless students and students without transportation.

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,965	\$50,574
Mid-Range Teacher Salary	\$67,638	\$76,649
Highest Teacher Salary	\$88,785	\$98,993
Average Principal Salary (Elementary)	\$112,524	\$125,150
Average Principal Salary (Middle)	\$117,471	\$129,394
Average Principal Salary (High)	N/A	\$122,053
Superintendent Salary	\$128,853	\$193,925
Percent of Budget for Teacher Salaries	29.70%	34.11%
Percent of Budget for Administrative Salaries	6.33%	5.76%

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

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses: _____ N/A _____

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Science	N/A	N/A
Social Science	N/A	N/A
All Courses	0	0.0%

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

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	22 days	22 days	22 days