

## Executive Summary School Accountability Report Card, 2012–13

### *Dr. Lewis Dolphin Stallworth, Sr. Charter School Inc.*

**Address: 1610 East Main Street**

**Phone: 209-948-4511**

**Principal: Alice Stallworth**

**Grade Span: K-12**

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2012–13 school year. School finances and school completion data are reported for the 2011–12 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2013–14 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

#### **About This School**

---

*Stallworth Charter school serves approximately 200 students from Kindergarten through 12<sup>th</sup> grade. The school has a dedicated and highly qualified faculty, staff, and administration who strive to provide students with tools necessary to succeed.*

*Stallworth Charter embraces the Professional Learning Community (PLC) concept with a focus on a commitment to the learning of each student. Educators within Stallworth Charter embrace high levels of learning for all students. The existence of the organization is the assurance of commitment from all stakeholders who work within it.*

*PLC is composed of a collaborative team whose members work interdependently to achieve common goals linked to the purpose of learning for all pupils. Stallworth Charter collaborating team is the engine that drives the PLC effort and the fundamental building block of the academic process.*

*Teams in a PLC engage in collective inquiry producing both best practices in teaching and learning. Stallworth Charter's team also inquires about its current reality—including its present practices and the levels of achievement of its students. The staff attempts to arrive at a consensus of vital questions by building shared knowledge rather than pooling opinions.*

*The school's use of collective inquiry enables team members to develop new skills and abilities that in turn lead to new experiences and awareness. This heightened awareness is gradual paradigm shift of attitudes, beliefs, and habits, which over time transform the culture of the school.*

*Stallworth Charter is pleased to offer a variety of services for our students such as:*

- *Free After School Program*
- *Enrichment programs—tennis, dance, chess club, etc.*
- *Small class sizes*
- *Special Education Services*
- *Transportation*
- *Spring Prom*
- *Fun Field Trips*

## Student Enrollment

Group	Enrollment
Number of students	193
Black or African American	62%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	25%
Native Hawaiian or Pacific Islander	0%
White	4%
Two or More Races	5%
Socioeconomically Disadvantaged	71%
English Learners	16%
Students with Disabilities	6%

## Teachers

Indicator	Teachers
Teachers with full credential	7
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	1

## Student Performance

Subject	Students Proficient and Above on STAR <sup>1</sup> Program Results
English-Language Arts	12.8%
Mathematics	7.8%
Science	3.2%
History-Social Science	9.5%

## Academic Progress<sup>2</sup>

Indicator	Result
2013 Growth API Score (from 2013 Growth API Report)	541
Statewide Rank (from 2012 Base API Report)	1
Met All 2013 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	2 of 5
2013–14 Program Improvement Status (PI Year)	3

## School Facilities

### Summary of Most Recent Site Inspection

---

*Safety Equipment Inc. along with the Fire Marshal cleared fire sprinklers and fire extinguisher. The County cleared kitchen cleared for food preparation.*

### Repairs Needed

---

*Bathrooms removal of graffiti  
Classroom walls paint & repair  
Shelves  
Replace light bulb/light fixture  
Carpet-replacement*

### Corrective Actions Taken or Planned

---

*Stallworth Charter roof was repaired by an independent roofing company. The heating/air units were repaired by a HVAC company. Bathroom fixtures—toilets, urinals and latrines were repaired by an independent maintenance contractor. Restrooms, classrooms, hallways were all given fresh coats of paint. Lights and emergency lighting were replaced for safety.*

---

<sup>1</sup> Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

<sup>2</sup> The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	5%
Foreign Language	0%
Health	0%
Visual and Performing Arts	5%
Science Laboratory Equipment (grades 9-12)	20%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,497
District	\$9,018
State	\$8,382

### School Completion

Indicator	Result
Graduation Rate (if applicable)	25%

### Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

California Department of Education  
**School Accountability Report Card**  
**Reported Using Data from the 2012–13 School Year**  
*Published During 2013–14*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the *2012–13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### District Contact Information (School Year 2013–14)

District Name	Stockton Unified School District
Phone Number	209-933-7000
Web Site	<a href="http://www.stockton.k12.ca.us">www.stockton.k12.ca.us</a>
Superintendent	Steven Lowder
E-mail Address	<a href="mailto:slowder@stockton.k12.ca.us">slowder@stockton.k12.ca.us</a>

### School Contact Information (School Year 2013–14)

School Name	Dr. Lewis Dolphin Stallworth, Sr. Charter Schools, Inc.
Street	1610 East Main Street
City, State, Zip	Stockton, CA 95205
Phone Number	209-948-4511
Principal	Robin Moorezaid
E-mail Address	<a href="mailto:rmoorezaid@stallworthcharter.org">rmoorezaid@stallworthcharter.org</a>
County-District-School (CDS) Code	39686760117853

### School Description and Mission Statement (School Year 2012–13)

*Stallworth Charter is a K-12 grade school located in the heart of Stockton, CA. Our vision is to promote a professional learning community that will encourage our students to become lifelong learners and socially responsible adults that benefit their families and their community through education and recreation. Our mission is to produce students who will be academically sound and socially responsible, while embracing the rapid environmental changes and diversity of the 21st Century.*

## Opportunities for Parental Involvement (School Year 2012–13)

### *Narrative provided by the LEA*

**Stallworth Charter School Parents are given multiple opportunities to engage in school activities through:**

- **Parent Liaison – Visits to the homes and by phone: checking on the concerns of parents and students.**
  - **Ms Elaine Moonie**
  - **1610 East Main Street Stockton, CA 95205**
  - **209-948-4511**
- **Parent-Teacher Conference**
- **Parent-Teacher Association**
  - **President (Parent)**
  - **Secretary (Parent)**
  - **Treasurer (Parent)**
- **Open House (beginning of year) Introduction of staff, classrooms, vision and expectations for the year**
- **Parent Orientation**
- **Attending Field Trips**
- **Parent participation in Classrooms and Afterschool Programs**
- **Through various Media:**
  - **Newsletters**
  - **Memos**
  - **Handouts**
  - **School Calendar**
  - **School Cast**
  - **Website**
- **Family Luncheon in December**
- **Harvest Celebration in October (Family Fun Day)**
- **Assemblies Presentation**
- **Student, Staff & Family Picnic**
- **End of the Year School Celebration (All students perform for parents and receive awards, certificates, etc.)**

## III. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in



grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
<b>English-Language Arts</b>	9%	15%	12.8%	36%	38%	18%	54%	56%	18.6%
<b>Mathematics</b>	6%	15%	9.5%	34%	34%	20%	50%	51%	11.6%
<b>Science</b>	3%	11%	7.8%	30%	35%	20%	57%	60%	18%
<b>History-Social Science</b>	5%	13%	3.2%	26%	27%	13%	48%	49%	22%

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.

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
<b>All Students in the LEA</b>	18.6%	11.6%	3%	10%
<b>All Students at the School</b>	18.6%	11.6	3%	10%
<b>Male</b>	11%	4%	8%	N/D
<b>Female</b>	16%	13%	N/D	4%
<b>Black or African American</b>	13.7%	4.2%	5%	N/D
<b>American Indian or Alaska Native</b>	N/D	N/D	N/D	N/D
<b>Asian</b>	N/D	N/D	N/D	N/D
<b>Filipino</b>	N/D	N/D	N/D	N/D
<b>Hispanic or Latino</b>	28.6%	35.3%	N/D	N/D
<b>Native Hawaiian or Pacific Islander</b>	N/D	N/D	N/D	N/D
<b>White</b>	N/D	N/D	N/D	N/D

<b>Two or More Races</b>	18%	N/D	N/D	N/D
<b>Socioeconomically Disadvantaged</b>	14%	9%	6%	N/D
<b>English Learners</b>	23%	42%	N/D	N/D
<b>Students with Disabilities</b>	18%	9%	N/D	N/D
<b>Students Receiving Migrant Education Services</b>	N/D	N/D	N/D	N/D

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.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
<b>English-Language Arts</b>	0%	0%	0%	45%	42%	44%	59%	56%	57%
<b>Mathematics</b>	0%	0%	0%	43%	46%	49%	56%	58%	60%

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.

### California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>All Students in the LEA</b>	N/D	0%	0%	N/D	0%	0%
<b>All Students at the School</b>	N/D	0%	0%	N/D	0%	0%
<b>Male</b>	N/D	N/D	N/D	N/D	N/D	N/D
<b>Female</b>	N/D	N/D	N/D	N/D	N/D	N/D
<b>Black or African American</b>	N/D	N/D	N/D	N/D	N/D	N/D
<b>American Indian or Alaska Native</b>	N/D	N/D	N/D	N/D	N/D	N/D
<b>Asian</b>	N/D	N/D	N/D	N/D	N/D	N/D
<b>Filipino</b>	N/D	N/D	N/D	N/D	N/D	N/D
<b>Hispanic or Latino</b>	N/D	N/D	N/D	N/D	N/D	N/D
<b>Native Hawaiian or Pacific Islander</b>	N/D	N/D	N/D	N/D	N/D	N/D

<b>White</b>	N/D	N/D	N/D	N/D	N/D	N/D
<b>Two or More Races</b>	N/D	N/D	N/D	N/D	N/D	N/D
<b>Socioeconomically Disadvantaged</b>	N/D	N/D	N/D	N/D	N/D	N/D
<b>English Learners</b>	N/D	N/D	N/D	N/D	N/D	N/D
<b>Students with Disabilities</b>	N/D	N/D	N/D	N/D	N/D	N/D
<b>Students Receiving Migrant Education Services</b>	N/D	N/D	N/D	N/D	N/D	N/D

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.

### California Physical Fitness Test Results (School Year 2012–13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

<b>Grade Level</b>	<b>Percent of Students Meeting Four of Six Fitness Standards</b>	<b>Percent of Students Meeting Five of Six Fitness Standards</b>	<b>Percent of Students Meeting Six of Six Fitness Standards</b>
<b>5</b>	7.7%	15.4%	53.8%
<b>7</b>	33.3%	20%	20%
<b>9</b>	N/D	N/D	N/D

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.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

<b>API Rank</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Statewide</b>	475	480	561
<b>Similar Schools</b>	N/D	N/D	N/D

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010–11	Actual API Change 2011–12	Actual API Change 2012–13
All Students at the School	484	561	541
Black or African American	509	568	509
American Indian or Alaska Native	0%	N/D	N/D
Asian	N/D	N/D	N/D
Filipino	N/D	N/D	N/D
Hispanic or Latino	N/D	N/D	633
Native Hawaiian or Pacific Islander	N/D	N/D	N/D
White	N/D	N/D	N/D
Two or More Races	407	580	N/D
Socioeconomically Disadvantaged	475	555	569
English Learners	N/D	N/D	N/D
Students with Disabilities	N/D	N/D	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	97	541	97	541	4,655,989	790
Black or African American	57	509	57	509	296,463	708
American Indian or Alaska Native	1		1		30,394	743
Asian	0	0	0	0	406,527	906
Filipino	0	0	0	0	121,054	867
Hispanic or Latino	21	633	21	633	2,438,951	744
Native Hawaiian or Pacific Islander	0	0	0	0	25,351	774
White	2	0	2	0	1,200,127	853
Two or More Races	3	0	3	0	0	0
Socioeconomically Disadvantaged	67	569	67	569	2,774,640	743
English Learners	9	0	9	0	1,482,316	721
Students with Disabilities	10	0	10	0	527,476	615

## Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012–13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate – Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient – Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate	N/D	No

### Federal Intervention Program (School Year 2013–14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Yes	Yes
First Year of Program Improvement	No	No
Year in Program Improvement	3	3
Number of Schools Currently in Program Improvement	N/A	12
Percent of Schools Currently in Program Improvement	N/A	24%

Note: Cells shaded in black or with N/A values do not require data.

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012–13)

Grade Level	Number of Students
Kindergarten	13
Grade 1	24
Grade 2	23
Grade 3	23
Grade 4	10
Grade 5	11

Grade 6	12
Grade 7	15
Grade 8	7
Ungraded Elementary	10
Grade 9	12
Grade 10	13
Grade 11	7
Grade 12	10
Ungraded Secondary	3
<b>Total Enrollment</b>	<b>193</b>

### Student Enrollment by Student Group (School Year 2012–13)

Group	Percent of Total Enrollment
Black or African American	121
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	49
Native Hawaiian or Pacific Islander	0
White	7
Two or More Races	10
Socioeconomically Disadvantaged	79
English Learners	30
Students with Disabilities	12

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	1	0	0	13	2	0	0	23	0	1	0
1	20	1	0	0	11	1	0	0	23	0	1	0
2	9	1	0	0	4	1	0	0	23	0	1	0
3	15	1	0	0	1	1	0	0	23	0	1	0
4	10	1	0	0	0	0	0	0	29	0	1	0
5	15	1	0	0	5	1	0	0	29	0	1	0
6	15	1	0	0	0	0	0	0	29	0	1	0
Other	15	1	0	0	3	1	0	0	0	0	0	0

\* 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	Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20	1	1	0	11.3	3	1	0	11.5	6	0	0
Mathematics	0	0	0	0	6.3	3	0	0	10.4	5	0	0
Science	10	1	0	0	10.7	3	0	0	9.6	5	0	0
Social Science	18	2	0	0	0	0	0	0	10.4	7	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.

## School Safety Plan (School Year 2012–13)

*Stallworth Charter School recognizes the existence of the possibility of a hostile attack, sabotage, or other violent action, as well as disaster/crisis resulting from fire, natural causes, or acts of school violence. Because of the reality of such an event and the state of the world today, Stallworth Charter School Faculty, Staff, Students, Parents, and Community Leaders are committed to providing the safest environment possible.*

*We have prepared the school safety plan to provide a framework in which the school can plan for and perform its respective emergency functions during school crisis situations. It is further designed to assist the staff in following the procedure 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.*

## Suspensions and Expulsions

Rate	School 2010–11	School 2011–12	School 2012–13	District 2010–11	District 2011–12	District 2012–13
Suspensions	21.0	19.0	14.6	21.00	19.0	11.0
Expulsions	1.0	0.0	0.4	0.8	1.0	0.0

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013–14)

*Using the most recent Facility Inspection Tool (FIT) data Stallworth Charter School's safety, cleanliness and adequacy of the school facility overall rating is to be determined. The school has corrected all previous deficiencies and repainted all wash rooms, hallways, and gymnasium. All classroom and hallway lighting was replaced. Plumbing for boys and girls washrooms repaired. All hand rails and banisters have been repaired.*

*Stallworth Charter has added two Computer Labs for students and all carpet is being replaced throughout the school. There are no other needed maintenance needs or repairs at this time.*

*Stallworth Charter has increased the monitoring of students who use the facility to help maintain a positive and safe learning environment and to eliminate safety hazards on the property.*

### School Facility Good Repair Status (School Year 2013–14)

Using the most recent 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 Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			The HVAC is repaired by a HVAC contractor and there are no gas leaks. The Mechanical system is in great operating condition.
<b>Interior:</b> Interior Surfaces		X		The interior surfaces are touched-up or repainted by volunteers. New carpet is being installed throughout the school.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X		The school uses Clark Pest Control services monthly.
<b>Electrical:</b> Electrical	X			The electrical does not need any repairs at this time. All lighting was repaired or replaced where needed.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		The restrooms, sinks and fountains are repaired by hired construction worker and plumbers.
<b>Safety:</b> Fire Safety, Hazardous Materials		X		All hazardous materials are locked in closets, and the Fire Department inspects fire extinguishers, exit signs, and sprinkler systems.
<b>Structural:</b> Structural Damage, Roofs	X			The roof and structure do not have any damages.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		The playground and the grounds are cleaned by the janitor. The doors, windows, gates and fences are all in great condition.

### Overall Facility Rate (School Year 2013–14)

Overall Rating	Exemplary	Good	Fair	Poor
			X	

## VII. Teachers

### Teacher Credentials

Teachers	School 2010–11	School 2011–12	School 2012–13	District 2012–13
<b>With Full Credential</b>	6	9	10	N/D
<b>Without Full Credential</b>	2	4	0	N/D
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	1	0	N/D

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011–12	2012–13	2013–14
<b>Misassignments of Teachers of English Learners</b>	4	2	0
<b>Total Teacher Misassignments*</b>	4	2	0
<b>Vacant Teacher Positions</b>	4	2	0

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

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



## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012–13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

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
<b>This School</b>	100%	0
<b>All Schools in District</b>	90.2%	90.2%
<b>High-Poverty Schools in District</b>	96%	17%
<b>Low-Poverty Schools in District</b>	97%	52%

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.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012–13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	0	0
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (librarian)</b>	0	N/A
<b>Library Media Services Staff (paraprofessional)</b>	0	N/A
<b>Psychologist</b>	0	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0	N/A
<b>Speech/Language/Hearing Specialist</b>	0	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other</b>	0	N/A

Note: Cells shaded in black or 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013–14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

*Year and month in which data were collected:*

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2013	2013	0%
Mathematics	2013	2013	0%
Science	2013	2013	0%
History-Social Science	2013	2013	0%
Foreign Language	N/D	N/D	N/D
Health	N/D	N/D	N/D
Visual and Performing Arts	N/D	N/D	N/D
Science Laboratory Equipment (grades 9-12)	N/D	N/D	N/D

**Note: Schools are not required to present SARC information in a tabular format. This template is only a guide. Schools can provide a narrative or other format, as long as it includes all the information requested below:**

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

\*If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and **note the year and month in which the data were collected.**

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011–12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,004	\$2,507	\$6,497	\$32,133
District	N/A	N/A	\$9,018	\$61,007
Percent Difference – School Site and District	N/A	N/A	72%	90%
State	N/A	N/A	\$8,832	\$68,531
Percent Difference – School Site and State	N/A	N/A	74%	113%

Note: Cells shaded in black or with N/A values do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012–13)

*Stallworth Charter School provides tutors for Mathematics and Language Arts as a push-in within the classrooms. Students scoring basic and below basic are given extra tutoring time with the tutors. To provide additional support Stallworth Charter has an Afterschool Program. Resources are provided to students with an IEP or 504 Plan. School to house, house to school transportation is provided for grades K-12, and for field trips. Homework time is scheduled during the After School Program in addition to other activities. During this time staff members are available to answer homework questions and provide help as needed. The homework area will be kept silent to help the student's concentration. Students are also separated by grade to help with individual assistance that all students may need. Parents and their children are responsible for reviewing homework at home.*

### Teacher and Administrative Salaries (Fiscal Year 2011–12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,193	\$38,390
Mid-Range Teacher Salary	\$61,007	\$55,793
Highest Teacher Salary	\$75,113	\$72,306
Average Principal Salary (Elementary)	\$104,003	\$88,846
Average Principal Salary (Middle)	\$106,714	\$92,801
Average Principal Salary (High)	\$106,714	\$95,916
Superintendent Salary	\$232,300	\$116,026
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	6%	6.64%

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

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
<b>Dropout Rate</b>	75%	69%	50%	27.9%	26.5%	19.4%	16.6%	14.4%	13.1%
<b>Graduation Rate</b>	25%	30.8%	25%	72.2%	73.5%	71.1%	83.4%	85.6%	78.9%

### Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

## Graduating Class of 2012

Group	School	District	State
All Students	20	1,699	395,098
Black or African American	13	315	39,104
American Indian or Alaska Native	0	116	4,008
Asian	0	302	44,774
Filipino	0	132	13,736
Hispanic or Latino	0	1,310	243,384
Native Hawaiian or Pacific Islander	0	17	3,192
White	0	194	142,897
Two or More Races	0	0	7,723
Socioeconomically Disadvantaged	17	2,062	324,372
English Learners	0	456	99,753
Students with Disabilities	0	250	56,865

## Career Technical Education Programs (School Year 2012–13)

**Programs and classes are offered that specifically focus on career preparation and preparation for work:** For focus on possible future careers, Stallworth Charter School has implemented the 7/8<sup>th</sup> grade Crown Eagles Leadership class and the 5/6<sup>th</sup> grade Mighty Eagles Leadership class to teach goal setting, leadership, and team building skills along with a school-wide **Positive Behavior Intervention Support (PBIS)** class to enhance career preparation. In addition, students are introduced to various professions through two calendar career week initiatives geared to expose students to possible career focus.

**How these programs and classes are integrated with academic courses and how they support academic achievement:** Leadership classes scheduled as extra curricula for middle school students to enhance their focus on career and college readiness. **SuccessMaker** is an individualized tutoring computer program designed to increase students' performance in reading and math. It tracks their performance and sets target goals to supplement their ELA/ Math course to increase skill levels needed for choice careers, which is scheduled around the students' course-work throughout the day. The PBIS program is scheduled for the first class of the day to students school-wide.

**How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students:** Stallworth Charter School has implemented an **Response to Intervention (RTI)** program to meet the holistic needs of the students, which is a 3 tier program that has a universal tier designed for positive cultural influence that emphasizes future careers and academic success through programs that inform students of the steps needed to meet their career choices.

**The measurable outcomes of these programs and classes, and how they are evaluated:** The outcome are measured through data gathering systems such as **School Wide Information System (SWIS)** for PBIS, **Measure of Academic Progress (MAP)** for content course, **SuccessMaker** for reading and math, **Specific Measurable Attainable Realistic Timely (SMART)** goals assessments for instruction and personal careers choices.

**State the primary representative of the district's Career Technology Education (CTE) advisory committee and the industries represented on the committee:** Since we are a small school consisting of a student population less than 200 students, our committee members' overlap consisting of the executive director, school administration, board members, teachers, resource specialist, neighboring universities, and parents.

### Career Technical Education Participation (School Year 2012–13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2012–13 Students Enrolled in Courses Required for UC/CSU Admission	0
2011–12 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## Advanced Placement Courses (School Year 2012–13)

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

Note: Cells shaded in black or with N/A values do not require data.

\* Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

*Student's academic achievement data, although had increased over 60% since 2011, is the main purpose that determined the professional development needs of our staff. Stallworth Charter School services a population of 89% economically disadvantage students who are averaging in both reading and math in the below status range on the Academic Performance Index (API) report. Therefore and intensive focus on increasing the skill level of teachers in the areas of both instructional best practices and behavior modification has become paramount. Teachers are trained in the curriculum, technology, SMART goals, classroom management, and PBIS.*

***What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?***

*Professional Development is scheduled before students first day of class and continues monthly throughout the academic calendar. Professional development includes training, planning periods for collaboration with peers and instructional leader to enhance their skills and teaching abilities. Teachers are encouraged to have mentors and to use other resources which increases their own development as well as their individual evaluation..*

***How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?***

*Teachers are supported in their professional development in one-on-one meetings with their instructional leader, study groups, professional training, and through one-to one mentoring. Teachers are also given consistent support from the Principal and Dean with regular classroom visits.*