

Dr. Lewis Dolphin Stallworth Sr. Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Principal Robin Moorezaid, Principal

Principal, Dr. Lewis Dolphin Stallworth Sr. Charter

About Our School

January 26, 2015

Robin MooreZaid
Stallworth Charter School
1610 East Main Street

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

Robin MooreZaid
Principal
Stallworth Charter School

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

The Mission

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

The new Pyramid of Learning program that serves TK-8 grades implements a set of problem solving strategies and processes used to build upon the school's existing strengths. Embedded within the curriculum is a school-wide Positive Behavioral Intervention Support (PBIS) system, which has characteristics that overlap with other initiatives designed to enhance the PLC (Professional Learning Community) concept. For example, a shared vision and values that lead to a collective commitment of school staff, which is expressed in day-to-day practices that encourage actively sought solutions; openness to new ideas; working teams cooperate to achieve common goals; encouragement of experimentation as an

opportunity to learn; continuous improvement based on evaluation of outcomes; and reflection in order to study the operation and impacts of actions taken while aggressive, unsafe behaviors are discouraged. We emphasize respect, responsibility, reflection, cooperation, and other highly valued character traits, which are taught, encouraged, and practiced..

Tier I

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

Tier II

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

Another initiative that enhances this level is the extra-curricular activities designed specifically for interest groups. Students who have various activities and interests are encouraged to vote and or design clubs of concentration.

Tier III

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

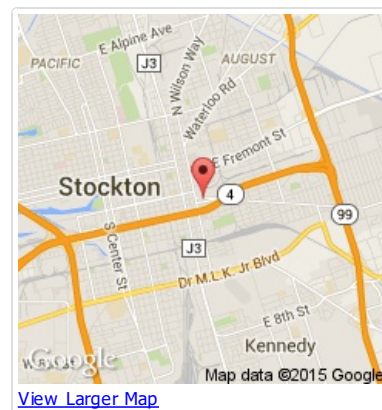
What do intensive supports include?

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

Contact

1610 East Main St.
Stockton, CA
95205-5521

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



About This School

Contact Information - Most Recent Year

School	
School Name	Dr. Lewis Dolphin Stallworth Sr. Charter
Street	1610 East Main St.
City, State, Zip	Stockton, Ca, 95205-5521
Phone Number	209-948-4511
Principal	Principal Robin Moorezaid, Principal
E-mail Address	moorezaid@stallworthcharter.org
Web Site	www.stallworthcharter.org
County-District-School (CDS) Code	39686760117853

District	
District Name	Stockton Unified
Phone Number	(209) 933-7000
Web Site	www.stockton.k12.ca.us
Superintendent First Name	Julie
Superintendent Last Name	Penn
E-mail Address	jpenn@stockton.k12.ca.us

Last updated: 1/30/2015

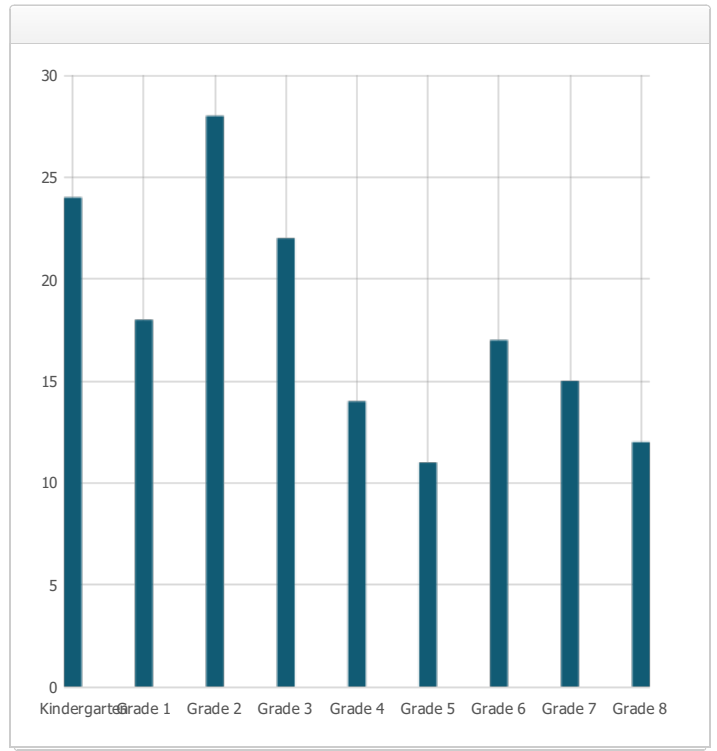
School Description and Mission Statement (Most Recent Year)

<p>Dr. Lewis D. Stallworth Sr., Charter School, Inc. (DLSSCSI) is an Independent Charter. Dr. Lewis Dolphin Stallworth, Sr., founded this Charter School to provide a safe environment where students can develop into competent, responsible, adaptive citizens who are physically fit, healthy lifelong learners and capable problem solvers.</p> <p>The Vision for Stallworth Charter is one that fosters unity, honors interdependence, and encourages a sense of purpose through the educational process in a way that benefits the community and family.</p> <p>The Mission Statement: To produce students who will be academically sound and socially responsible, while embracing the rapid environment changes and diversity in this 21st Century.</p>

Last updated: 1/30/2015

Student Enrollment by Grade Level (School Year 2013-14)

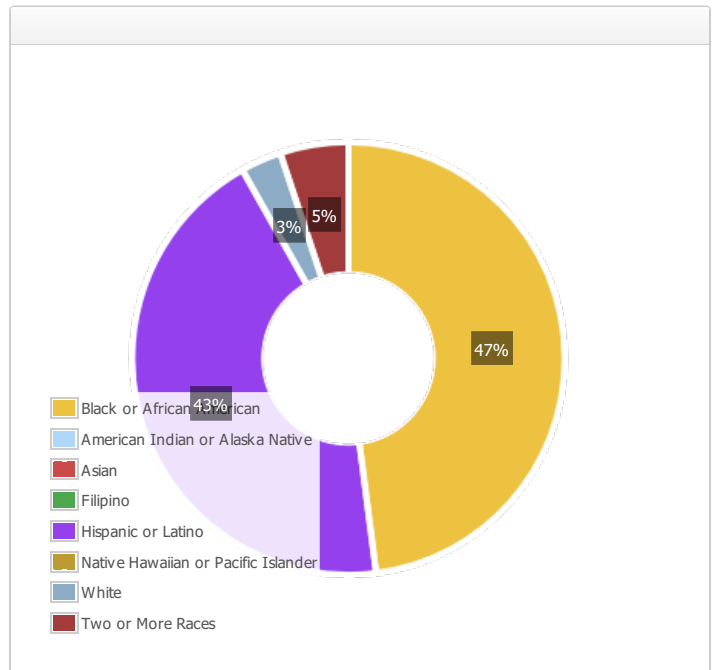
Grade Level	Number of Students
Kindergarten	24
Grade 1	18
Grade 2	28
Grade 3	22
Grade 4	14
Grade 5	11
Grade 6	17
Grade 7	15
Grade 8	12
Total Enrollment	161



Last updated: 1/30/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	47.2
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	43.5
Native Hawaiian or Pacific Islander	0.0
White	3.7
Two or More Races	5.6
Socioeconomically Disadvantaged	99.4
English Learners	26.7
Students with Disabilities	8.1



Last updated: 1/30/2015

A. Conditions of Learning

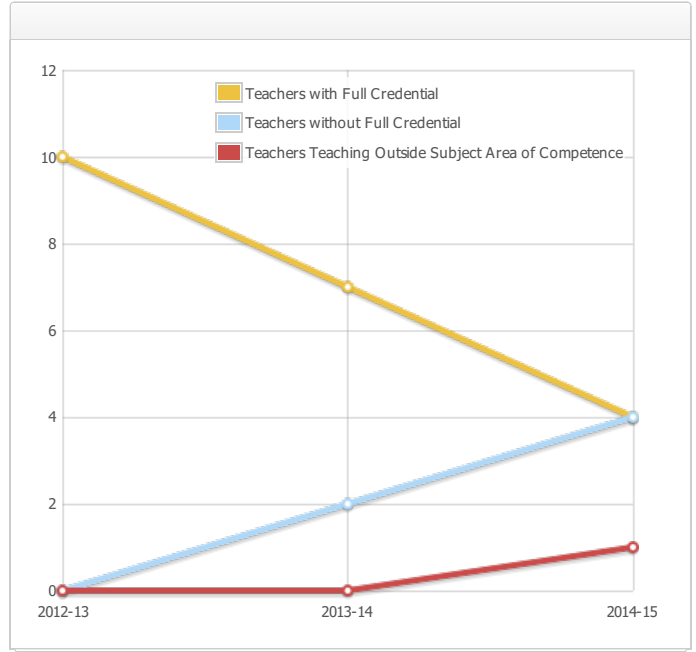
State Priority: Basic

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

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

Teacher Credentials

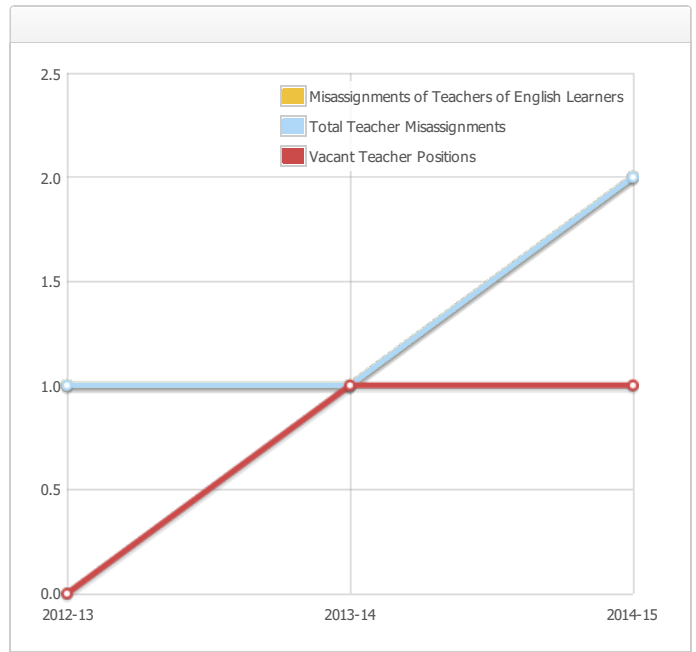
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	10	7	4	
Without Full Credential	0	2	4	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	



Last updated: 1/30/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	1	1	2
Total Teacher Misassignments*	1	1	2
Vacant Teacher Positions	0	1	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.

Last updated: 1/30/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	85	15
All Schools in District	96	4
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/30/2015

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

Year and month in which data were collected: July 2013

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Street Text (Grades K - 7) Reading & Writing Street Student Notebook (Grades K - 7) Literature Volume 1 and 2 (Grade 8) Teacher Additons Readings accompanied each Student Text September 2014: Paperback Collection Seriers: - The Hunger Games - Captain Underpants - Diary of a Wimpy Kid	Yes	0.0
Mathematics	enVision Math (Grades K - 5) Digits (Grade 6 - 8) enVision Math Student Workbook Teachers Edition to accompany Student Text Instructional CD's for each Grade	Yes	0.0
Science	Nav Energy Foundations Nav Evergy in Physical Systems Science Navigator Process Skills Science Nav Energy Foundations Teacher Kit Science Nav Energy in Living Systems Teacher Kit Science Nav in Physical Process Skills Teacher Kit Science Lab: -Safety Goggles -Balance Living Digital Pocket Scales -6 Piece Pyrex Glass Test Tube Set with Caps and Rack -MaxiMatic EDB-302BF Elite Cuisine Electric Double	Yes	0.0

Buffet Burner	
History-Social Science	0.0
Foreign Language	0.0
Health	0.0
Visual and Performing Arts	0.0
Science Laboratory Equipment (grades 9-12)	0.0

Last updated: 1/30/2015

School Facility Conditions and Planned Improvements - Most Recent Year

The safety and cleanliness of the school is adequate. The school is secured and safe for all students. The school is cleaned and maintained daily. All interior repairs are made as needed.

Our recent facility improvements included new sprinkler heads, motion lights in all bathroom and hallways for security, painted hallways, classroom, and outside stairways. We installed new paper towel and tissue holders in all restrooms, cleaned vents and hoods in kitchen, and installed extra outlets where needed to ensure safety to prevent possible outages. Extra mulch was added to the playground to ensure a greater levels of safety for student play, the gates were repaired to ensure safe passage, and additional handles were added to permit easy access for exiting.

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

Last updated: 1/30/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Air Condition Units repaired as needed.
Interior: Interior Surfaces	Good	All Interior walls, floors are repaired as needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Extra electrical outlets were added to prevent possible shortages.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms are cleaned and maintained daily, repairs as needed. We are planning to put water fountains in the playground area.
Safety: Fire Safety, Hazardous Materials	Good	All hazardous materials are in a locked cabinet with and additional padlock. Sprinkler system were updated to meet safety standards.
Structural: Structural Damage, Roofs	Good	No repairs were needed for the structure or roof, the school is structually sound.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Extra mulch was added to the playground to ensure greater levels of safety for students while playing, the gates were repaired to ensure safe passage, additional handles were added to permit easy access for exiting.

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/30/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	11	3	25	35	34	34	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/30/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	34
All Students at the School	25
Male	33
Female	19
Black or African American	25
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	29
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	25
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/30/2015

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
English-Language Arts	9%	15%	14%	36%	38%	37%	54%	56%	55%
Mathematics	6%	15%	9%	34%	34%	34%	49%	50%	50%
History-Social Science	5%	13%	10%	26%	27%	27%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/30/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	1	1	1
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/30/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	8	77	-20
Black or African American	17		
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	3		
English Learners			
Students with Disabilities			

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.

Last updated: 1/30/2015

Career Technical Education Programs (School Year 2013-14)

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

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

Last updated: 1/30/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/30/2015

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	3.4
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

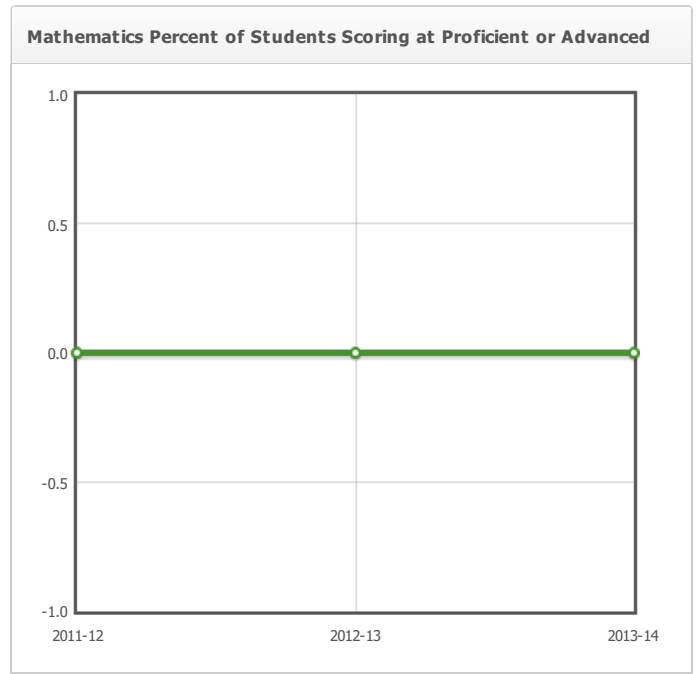
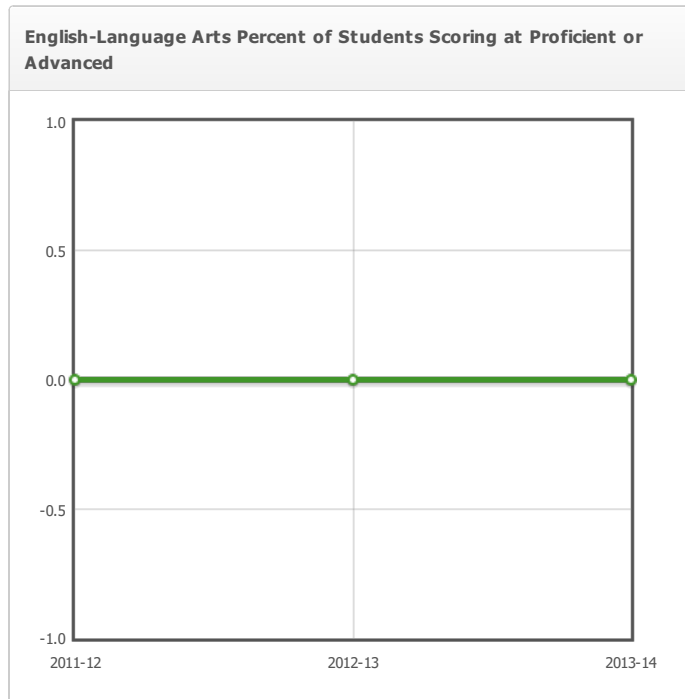
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

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

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	0%	0%	N/A	42%	44%	35%	56%	57%	56%
Mathematics	0%	0%	N/A	46%	49%	42%	58%	60%	62%

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



Last updated: 1/30/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	N/A	N/A	N/A	N/A	N/A	N/A
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	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	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	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	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	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	N/A

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

Last updated: 1/30/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7%	16.7%	16.7%
7	18.8%	50.0%	12.5%

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

Last updated: 1/30/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

Parents should be held responsible for their child's academic, personal growth through contract. In the contract it should be volunteer work with their child's teacher in order to better equip parents on positive growth. Including Parent Teacher Organization (PTO) participation for fundraising, field trips, school events, and participate by helping to provide school supplies.

State Priority: Pupil Engagement

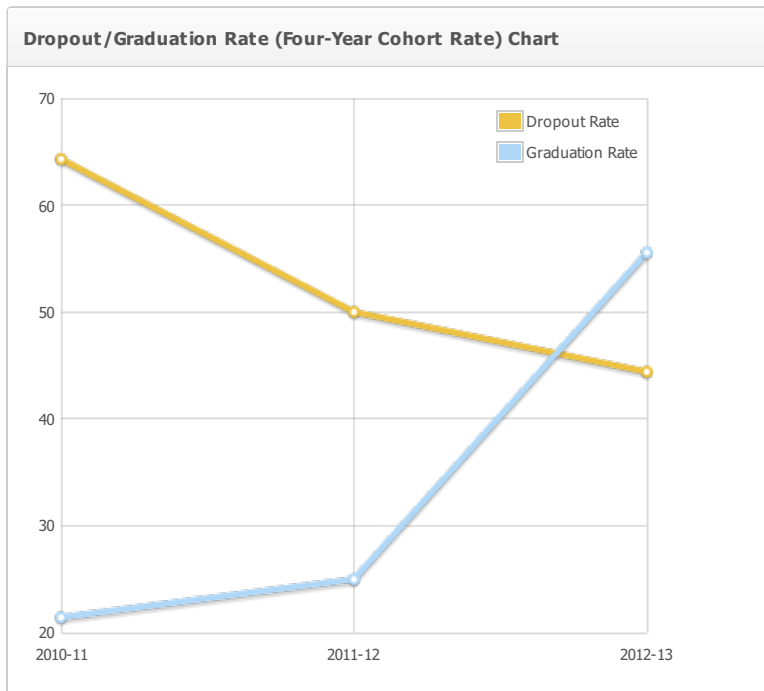
Last updated: 1/30/2015

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	64.3	50.0	44.4	24.2	19.4	9.9	14.7	13.1	11.4
Graduation Rate	21.43	25	55.56	70.99	71.09	83.09	77.14	78.87	80.44



Last updated: 1/30/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	80	85	84
Black or African American	85	83	75
American Indian or Alaska Native		83	77
Asian		91	92
Filipino		96	92
Hispanic or Latino	100	84	80
Native Hawaiian or Pacific Islander		100	84
White		77	90
Two or More Races	50	62	89
Socioeconomically Disadvantaged	66	82	82
English Learners	100	73	53
Students with Disabilities	100	66	60

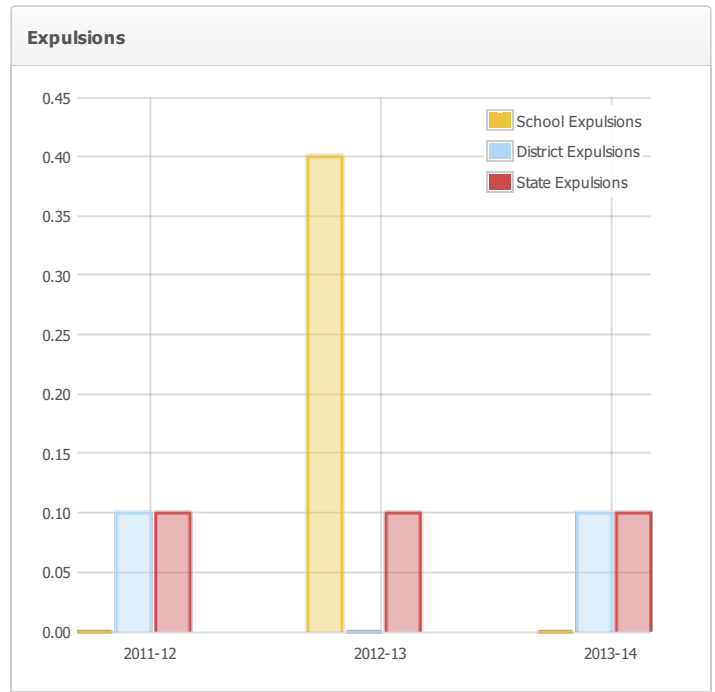
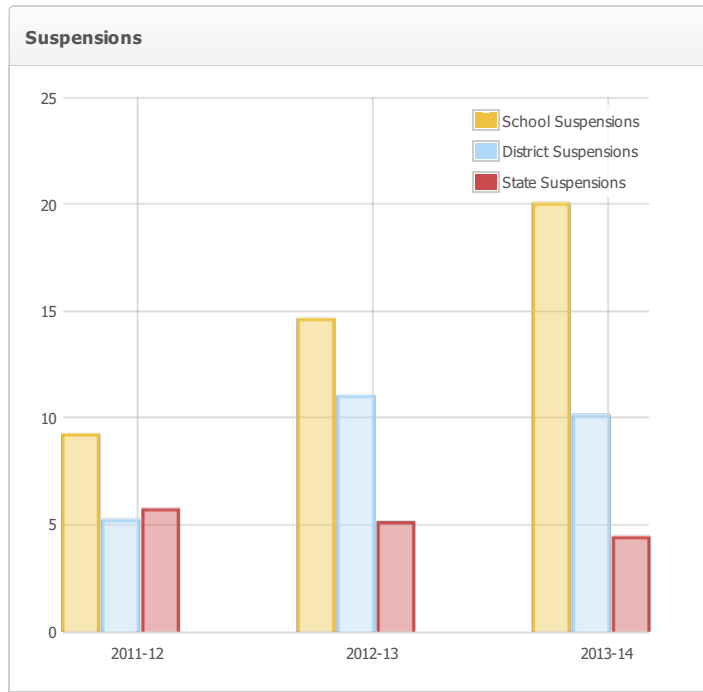
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	9.20	14.60	20.00	5.20	11.00	10.10	5.70	5.10	4.40
Expulsions	0.00	0.40	0.00	0.10	0.00	0.10	0.10	0.10	0.10



Last updated: 1/30/2015

School Safety Plan - Most Recent Year

We have prepared the school safety plan to provide a framework in which the school can plan and perform its respective emergency functions during school crisis situations. It was further designed to assist the staff in following safety procedures with the greatest possible speed and safety. Regardless of the prescribed procedures, training, and instruction, we acknowledge that the sound judgment of the Administration and staff is an integral part of safety management.

The Safety Plan was updated July, 2014. Staff training occurred during the week of July 21, 2014 - July 25, 2014. Each teacher implements the plans in their individual classrooms. New emergency exit plans were re-designed and posted throughout the entire school.

Key elements in the safety plan are as follows:

- Safety Prepared Charts in All Classrooms
- Introduction and Statement of Commitment
- Response to Any Emergency
- Emergency Alert System
- Guidelines for Pupil Release in Classroom
- General Staff Responsibility for All Emergencies
- Warning and Notification
 - o Fire
 - o Severe Weather/Earthquakes
 - o Bomb Treat/Weapon
 - o Accident/Physical Injury

- o Evacuate Building
- o Internal Disaster
- o Intruder/Hostage

Last updated: 1/30/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	N/A	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Graduation Rate	N/A	N/A

Last updated: 1/30/2015

Federal Intervention Program (School Year 2014-15)

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

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/30/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	13.0	2	0	0	22.0		1		21.0		5	
1	11.0	1	0	0	14.0	1	1		16.0	5		
2	4.0	1	0	0	16.0	1			28.0		5	
3	1.0	1	0	0	16.0	1			22.0		6	
4					9.0	1			14.0	6		
5	5.0	1	0	0	19.0	1			11.0	6		
6					9.0	1			17.0	6		
Other	3.0	1	0	0								

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

Last updated: 1/30/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11.3	3	0	0	9.0	7			18.0	2	1	
Mathematics	6.3	3	0	0	9.0	5			14.0	2		
Science	10.7	3	0	0	8.0	6			14.0	2		
Social Science	0.0	0	0	0	11.0	5			14.0	2		

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

Last updated: 1/30/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	0.0
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

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

Last updated: 1/30/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,398	\$1,970	\$6,428	\$38,000
District	N/A	N/A	\$9,501	\$61,189
Percent Difference – School Site and District	N/A	N/A	0.94%	1.61%
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	0.56%	1.87%

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

Last updated: 1/30/2015

Types of Services Funded (Fiscal Year 2013-14)

Program Overview

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

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

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

Tier I

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

Reading, Writing, and Math

K-5 EnVision Math K-6 Reading Street:

A strong research base program that is authored by the nation's top math experts and educators. EnVision Math is centered on interactive, visual learning and differentiated instruction to address the specific needs of all students who are either on-level, struggling or gifted and talented in math. English Language Learners (ELL) are challenged to master math and other subject content at the same time becoming proficient in English. Our programs are design to reach the various ability levels of the student population.

This program features instructional resources that nurture a love of reading with awarding-winning literature that balance fiction and non-fiction text. It is designed to build literacy skills as well as meet the challenges of the CCSS to guide students through complex texts. It is built with writing lessons to connect to the reading and show what they know. Reading Street provides ELL intervention. Students are motivated to learning with engaging, interactive resources that lays the foundation for college and career readiness.

6th-8th Digits 6th-8th Prentice Hall Literature:

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

SS: Teaches History

Science: Teaches Scientific Thought

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

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

PBIS: Positive Behavioral Intervention program teaches student social skills at the beginning of each day geared to create a culture of respect.

MAP: Measures Academic Progress (MAP) an internal assessment tool that diagnoses and measures learning, which provides detailed, actionable data that determines where

each child is on their unique learning path.

HW: Home-work (HW) program is a component of the After-School program designed to provide on-campus assistance with assigned home work for 80% of the population.

SuccessMaker: An Electronic Tutor for personalized instruction for all students scheduled throughout the academic day to enhance reading, math, and critical thinking skills.

Tier II

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

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

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

SuccessMaker: A highly interactive instructional software program that provide students with adaptive personalized paths towards the mastery of reading and math. Its game-like format has many activities to challenge and motivate learners; yet it keeps track of what the student learns and sets goals for where the student needs to be performing.

Tutors: Targeted groups of students needing extra assistance with core subjects are assigned tutors.

Counselors: Targeted groups of students needing extra assistance with behavioral issues are assigned to counselors who work with the students and teacher to modify behavior.

Resource Specialist: The resource teacher's works with students who are referred by parents or teachers in student study groups to determine learning issues and needed modifications.

Leadership: 7th/8th grade are scheduled in leadership courses to enhance self-discipline, personal abilities, creativity and school spirit. The 5th/6th grade junior leadership courses are a pre-requisite to the leadership program.

Activities: Extra-curricular activities such as Flag Football, Soccer, Basketball, Indoor Tennis, Chess, and Cheer leading promote school spirit.

Tier III

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

What do intensive supports include?

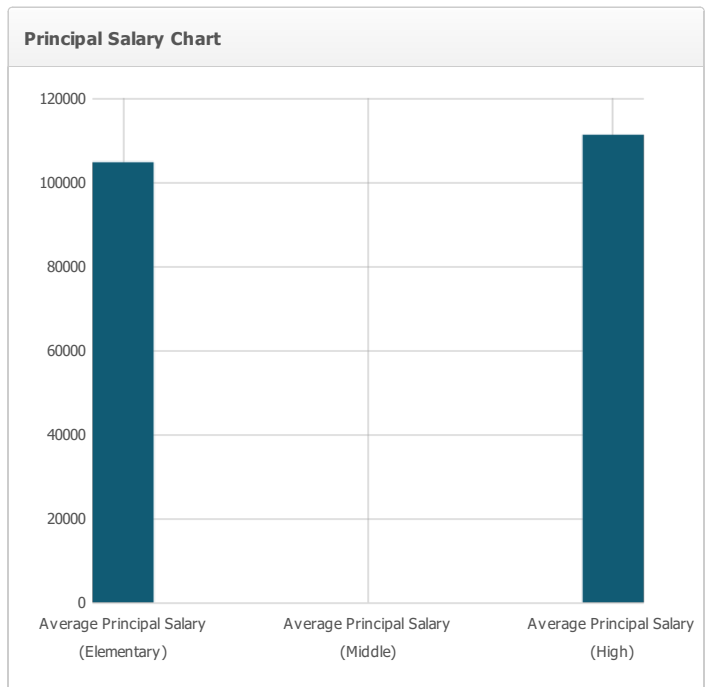
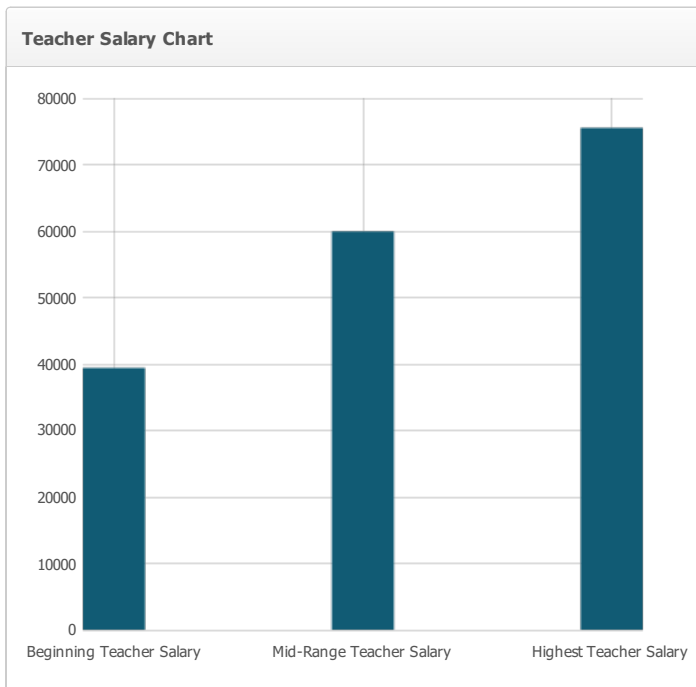
- professional services from speech and language pathologists, psychologists, occupational therapists, social workers, etc.;
- extra help from student support teachers;
- medical or community-based services/referrals; and,
- assistive technologies such as computer software or hardware

Last updated: 1/30/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,408	\$41,761
Mid-Range Teacher Salary	\$59,951	\$66,895
Highest Teacher Salary	\$75,526	\$86,565
Average Principal Salary (Elementary)	\$104,770	\$108,011
Average Principal Salary (Middle)	\$0	\$113,058
Average Principal Salary (High)	\$111,283	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of Budget for Teacher Salaries	36.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/30/2015

Advanced Placement Courses (School Year 2013-14)

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

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

*Where there are student course enrollments.

Last updated: 1/30/2015

Professional Development – Most Recent Three Years

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

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

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

Number of days for the most recent three years:

2011-2012 ~ 16 days

2012-2013 ~ 23 days

2014-2015 ~ 20 days

Professional development is delivered in after school workshops and after school teacher meetings. Weekly teacher teams meet to work on SMART goals to create specific goals to meet the individual needs of our students.

Teachers have a two-week training on the concept of SMART goals for lesson planning and tracking performance before school session begins. Professional training is delivered to provide teachers with a wide range of strategies for assessment, differentiated instructions, supplemental instructions, technical support, and curriculum resources.

New teachers must choose a mentor teacher, one with experience and expertise in best teaching practices, assessing students, collecting data, and classroom management. New teachers meet with their mentor monthly for professional reflection, professional support, and collaboration. Teacher-principal meetings occur weekly to ensure that teachers implement differentiated instructions, assess student performance, and provide supplemental instructions to enhance core curriculum. Teacher-principal meeting entails collaboration of student data allowing for review of current data regarding student current academic level.

