

# 2024-25 School Accountability Report Card

February 1, 2025



**Dr. Lewis Dolphin Stallworth Sr. Charter School**  
**1610 East Main Street Stockton, CA 95205**  
**Website: [www.stallworthcharter.org](http://www.stallworthcharter.org)**

# School Accountability Report Card Reported Using Data from the 2024–25 School Year

California Department of Education

*For: Dr. Lewis Dolphin Stallworth Sr. Charter School*

**Address:** 1610 East Main Street

**Principal:** Dr. Robin Moorezaid

**Phone:** (209) 948-4511

**Grade Span:** K—eighth

California law requires every school to publish a School Accountability Report Card (SARC) by February 1 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 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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 provided on a first-come, first-served basis. Restrictions may cover operating hours, workstation usage limits, software availability, and printing access.



From the Principal/Director of Instruction

## Welcome Stallworth Eagles

We have so much to celebrate!

This year, our students have shown *amazing progress* in every academic area! We've seen strong growth in reading, math, and writing scores, and we couldn't be prouder of their hard work and determination.

Our school has also been busy with *exciting opportunities* beyond the classroom. Several of our students participated in field trips to Ivy League colleges, where they walked historic campuses, asked great questions, and imagined their bright futures ahead.

Our *after-school and summer programs* have been packed with learning and fun — from hands-on science projects to art, music, and leadership activities, our students stayed curious, creative, and engaged.

And let's not forget our *amazing sports and club teams*! Congratulations to our **soccer**, **volleyball**, and **chess** teams — each one brought home *wins* and represented our school with skill, teamwork, and great sportsmanship.

We are so proud of everything our students have accomplished and can't wait to see what they'll do next. Thank you for your continued support in helping every child grow, learn, and shine!

### MISSION:

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

### VISION:

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

#### SCHOOLWIDE LEARNING OUTCOMES

A graduate of Stallworth Charter School will be:

- Academically prepared to excel in high school.
- Mindful of career and college responsibilities, fostering a welcoming and supportive environment for others.
- Equipped with 21st-century skills to learn, work, stay informed, remain connected, and communicate on a global scale.

#### DEMOGRAPHICS

Dr. Lewis Dolphin Stallworth Sr. Charter Schools, Inc. (Stallworth Charter) provides education from Transitional Kindergarten to 8th grade in San Joaquin County. The school addresses community needs by offering a nurturing environment and focusing on student success despite socio-economic challenges. Its Schoolwide Learner Outcomes, created through professional development, aim to raise assessment scores annually so all students meet or exceed state standards, aligning with the school's mission of supporting every student's daily success.

## About This School

**Table 1: District Contact Information (School Year 2023–24)**

Entity	Contact Information
<b>District Name</b>	Stockton Unified School District
<b>Phone Number</b>	(209) 933-7000
<b>Superintendent</b>	Dr. Michelle Rodriguez
<b>Email Address</b>	mrodriguez@stocktonusd.net
<b>Website</b>	<a href="https://www.stocktonusd.net">https://www.stocktonusd.net</a>

**Table 2: School Contact Information (School Year 2023–24)**

Entity	Contact Information
<b>School Name</b>	Dr. Lewis Dolphin Stallworth Sr. Charter Sch
<b>Street</b>	1610 East Main Street
<b>City, State, Zip</b>	Stockton, CA 95205
<b>Phone Number</b>	(209) 948-4511
<b>Principal</b>	Dr. Robin Moorezaid
<b>Email Address</b>	robinmoorezaid@stallworthcharter.org
<b>Website</b>	<a href="http://www.stallworthcharter.org">www.stallworthcharter.org</a>
<b>County-District-School (CDS) Code</b>	39-68676-0117853

**Table 3: School Description and Mission Statement (School Year 2024–25)**

**[Narrative provided by the LEA]**

Dr. Lewis Dolphin Stallworth Sr. Charter Schools, Inc. (Stallworth Charter) is in southeast Stockton, CA, an economically disadvantaged urban area reliant on agriculture. The school serves a diverse group of at-risk students with some facing economic challenges and unstable academic situations. Its mission is to provide opportunities that motivate students through PBIS initiatives that include Eagle Mania every morning before the start of the day, where achievements are recognized and the new motto "We WORK HARD to PLAY HARD" is emphasized.

Student demographics include: 78% Hispanic, 14.9% African American, 0.8% Native American, 0.4% Caucasian, and 5.8% multiracial; 50.6% male, 49.4% female; 54% are English Language Learners and 9.6% are on IEPs. A significant proportion of students originate from single-parent or temporary housing situations, with a chronic absenteeism rate of 24.8%. The school's vision focuses on unity, honor, independence, and academic excellence—summed up by the slogan "Academic Excellence Is Our Ultimate Goal (AEIOU)." Our After-School Program is the most attended supplemental program in the county, offering homework help, library access, music, art and clubs.

**Table 4: Student Enrollment by Grade Level (School Year 2024–25)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	24
<b>Grade 1</b>	34
<b>Grade 2</b>	32
<b>Grade 3</b>	39
<b>Grade 4</b>	32
<b>Grade 5</b>	33
<b>Grade 6</b>	22
<b>Grade 7</b>	28
<b>Grade 8</b>	17
<b>Grade 9</b>	0
<b>Grade 10</b>	0
<b>Grade 11</b>	0
<b>Grade 12</b>	0
<b>Total Enrollment</b>	261

**Table 5: Student Enrollment by Student Group (School Year 2024–25)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Female</b>	49.2
<b>Male</b>	50.8
<b>Non-Binary</b>	0
<b>American Indian or Alaska Native</b>	3.1
<b>Asian</b>	.4
<b>Black or African American</b>	15.8
<b>Filipino</b>	0
<b>Hispanic or Latino</b>	76.2
<b>Native Hawaiian or Pacific Islander</b>	0
<b>Two or More Races</b>	3.5
<b>White</b>	.8
<b>English Learners</b>	52.7
<b>Foster Youth</b>	0.4
<b>Homeless</b>	5
<b>Migrant</b>	16.47
<b>Socioeconomically Disadvantaged</b>	98.5
<b>Students with Disabilities</b>	10.8

## **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
- The School facilities are well maintained.

**Table 7: Teacher Preparation and Placement (School Year 2024–25)**

<b>Authorization/ Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7	77.77%	7	77.77%	12,075	3,606
<b>Intern Credential Holders Properly Assigned</b>	2	23.23%	2	23.23%	[DPC]	[DPC]
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0%	0	0%	[DPC]	[DPC]
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0%	0	0%	[DPC]	[DPC]
<b>Unknown/Incomplete/NA</b>	0	0%	0	0%	[DPC]	[DPC]
<b>Total Teaching Positions</b>	9	100%	9	100%	[DPC]	[DPC]

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work fifty percent full-time. An assignment is a role given to an educator according to setting, subject, and grade level. An authorization specifies which services an educator may provide to students.

**Table 8: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)**

*Year and month in which the data were collected:* 2025, July.

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	2020	2017	0
<b>Mathematics</b>	2020	2017	0
<b>Science</b>	2021	2021	0
<b>History-Social Science</b>	2021	2021	0
<b>Foreign Language</b>	N/A	N/A	N/A
<b>Health</b>	N/A	N/A	N/A
<b>Visual and Performing Arts</b>	N/A	N/A	N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

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



**Table 9: School Facility Conditions and Planned Improvements****[Narrative provided by the LEA]**

The school plan for student achievement for 2024-25 aims to support students in developing language and literacy skills. Given the number of English Learners in the program, instruction will be provided through whole class teaching, small groups, and individualized literacy activities to promote reading fluency. The plan also includes an academic intervention boot camp, social emotional learning opportunities, extracurricular activities, and classroom management strategies that align with the school's theme, Focusing on Learning. .

The system integrates ELA and Math skills at every grade to boost student achievement, critical thinking, and engagement. Weekly, San Joaquin Literacy Coaches support teachers with curriculum updates, best practices, and performance tracking to promote cohesive instruction. To enhance instructional morale and strategies, our LEA organizes team celebrations, tracks student progress, addresses delays promptly, and supports academic and social-emotional growth for improved student outcomes.

This framework featured school-wide benchmarking, structured SEL programs, engaging activities, assessment literacy tools, and opportunities for student-led extracurriculars. The program theme is reviewed every quarter to meet LEA needs.

#### **Quarter Goals:**

- Review the implementation of the 2024/25 ELA curriculum.
- Implement iReady across the school.
- Evaluate and analyze instructional practice needs.
- Enhance understanding of assessments through ongoing PLCs.

These goals aim to address factors that may impede students from reaching their potential. It features unified tiered lessons, structures for collaboration to monitor student progress, curriculum planning for effective instructional strategies, and allocated time for practice activities.

#### **The ELA Framework Provides:**

- Guidelines for monitoring the McGraw “Wonders” program and literacy instruction.
- Performance monitoring strategies as a PLC component.
- Opportunities for collaboration and shared responsibility.
- Methods for evaluating student skills to encourage ownership and engagement.
- Options for parent involvement through extracurriculars and events like Fun-Friday.
- An assessment plan supporting individualized learning with quarterly reviews and interventions.

#### **General Academic Focus**

##### **Reading:**

- Foundations of Reading (Demonstrates proficiency in reading skills)
- Application of Reading Strategies (Effectively employs various strategies to enhance comprehension)

- Evaluation and Reflection (Engages in reflective reading to deepen understanding and self-awareness)

**Mathematics:**

- Numerical Sense (Understands numerical symbols and their operations)
- Performing Calculations (Applies mathematical operations to solve problems)
- Evaluation and Reflection (Reviews problem-solving processes to identify and correct errors)

**Writing/Language:**

- Structure of Language (Understands purposes of writing and organizational conventions)
- Communicating Effectively (Selects appropriate forms of writing to convey intended messages)
- Independent Writing Projects (Chooses and applies best-suited writing styles for effective communication)

**Science/SS:**

- Understanding Science (Recognizes the nature of science and applies the scientific method)
- Scientific Application (Utilizes scientific thinking and processes to conduct experiments)
- Research and Experimentation (Develops hypotheses, conducts research, and carries out experiments based on personal interest)

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**Table 10: School Facility Good Repair Status**

Using the latest FIT data (July 2024), provide:

- Repair status for each listed system.
- Details of any required maintenance
- Date of data collection
- System inspection rates
- Overall rating

<b>System Inspected</b>	<b>Rate Good</b>	<b>Rate Fair</b>	<b>Rate Poor</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good			HVAC Air filters are changed semi-annually; Water heaters were serviced, soon to be replaced.
<b>Interior: Interior Surfaces</b>	Good			Interior surfaces are spot painted; floors buffed, waxed and steam cleaned, hard surfaces are sanitized daily.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good			All buildings receive monthly pest control; Building cleaning occurs twice daily; the school grounds manicured and maintained.
<b>Electrical: Electrical</b>	Good			Repairs are made as needed for lighting and outlets.
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good			Restrooms and sinks work fine and are repaired if needed. Restrooms are repaired as needed. Fountains are not in use per COVID-19 protocols. Currently bottled water is used. Future plans are filtered water stations.
<b>Safety: Fire Safety, Hazardous Materials</b>	Good			Fire safety hazardous materials are up to date with bi-annual inspections. Safety drills conducted monthly and twice a year with the local fire department.
<b>Structural: Structural Damage, Roofs</b>	Good			The building is structurally sound, and repairs were made to the roofs.
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good			Playground is in good condition/school grounds are secured and safe; Windows and Doors are locked and secured. The gates are in good condition. The fences are secured and sturdy.

## Overall Facility Rate

*Year and month of the most recent FIT report:* [DPL]

**Table 11: 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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessment [CAA] 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 CAA. CAA 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  - Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  - California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- College and Career Ready:** 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.

**Table 12: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing state-administered assessments.**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts/Literacy (grades 3-8 and 11)	13.51	10.91	26.83	27.78	47.06	46.66
Mathematics (grades 3-8 and 11)	6.76	3.64	15.00	16.76	33.38	34.62

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

**Table 13: CAASPP Test Results in ELA by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	134	134	99.40%	0.60%	10.91%
<b>Female</b>	74	74	98.8%	1.20%	9.42%
<b>Male</b>	76	76	100%	0.00%	12.50%
<b>American Indian or Alaska Native</b>	2	2	100%	0.00%	—
<b>Asian</b>	—	—	—	—	—
<b>Black or African American</b>	25	25	96.97%	3.03%	6.25%
<b>Filipino</b>	—	—	—	—	—
<b>Hispanic or Latino</b>	114	114	100%	0.00%	11.57%
<b>Native Hawaiian or Pacific Islander</b>	—	—	—	—	—
<b>Two or More Races</b>	3	3	100%	0.00%	—
<b>White</b>	—	—	—	—	—
<b>English Learners</b>	78	78	100%	0.00%	5.00%
<b>Foster Youth</b>	—	—	—	—	—
<b>Homeless</b>	18	18	100%	0.00%	—
<b>Military</b>	—	—	—	—	—
<b>Socioeconomically Disadvantaged</b>	133	133	99.39%	0.61%	9.26%
<b>Students Receiving Migrant Education Services</b>	—	—	—	—	—
<b>Students with Disabilities</b>	17	17	100%	0.00%	3.35%

Note: ELA 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**Table 14: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	150	150	99.40%	0.60%	3.64%
<b>Female</b>	74	74	98.84%	1.16%	1.18%
<b>Male</b>	76	76	100%	0.00%	6.25%
<b>American Indian or Alaska Native</b>	2	2	100%	0.00%	—
<b>Asian</b>	—	—	—	—	—
<b>Black or African American</b>	25	25	96.97%	3.03%	0.00%
<b>Filipino</b>	—	—	—	—	—
<b>Hispanic or Latino</b>	114	114	100%	0.00%	4.14%
<b>Native Hawaiian or Pacific Islander</b>	—	—	—	—	—
<b>Two or More Races</b>	3	3	100%	0.00%	—
<b>White</b>	—	—	—	—	—
<b>English Learners</b>	78	78	100%	0.00%	3.75%
<b>Foster Youth</b>	—	—	—	—	—
<b>Homeless</b>	9	9	100%	0.00%	—
<b>Military</b>	—	—	—	—	—
<b>Socioeconomically Disadvantaged</b>	133	133	99.39%	0.61%	3.71%
<b>Students Receiving Migrant Education Services</b>	—	—	—	—	—
<b>Students with Disabilities</b>	17	17	100%	0.00%	0.00%

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**Table 15: CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2021–22</b>	<b>School 2022–23</b>	<b>District 2021–22</b>	<b>District 2022–23</b>	<b>State 2021–22</b>	<b>State 2022–23</b>
<b>Science (grades 5, 8 and high school)</b>	7.50%	8.16%	14.46%	14.77%	29.45%	30.18%

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



**Table 16: CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and High School (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	49	49	100%	0.0%	8.16%
<b>Female</b>	22	22	100%	0.0%	4.00%
<b>Male</b>	27	27	100%	0.0%	12.50%
<b>American Indian or Alaska Native</b>	1	1	100%	0.0%	—
<b>Asian</b>	—	—	—	—	—
<b>Black or African American</b>	10	10	100%	0.0%	—
<b>Filipino</b>	—	—	—	—	—
<b>Hispanic or Latino</b>	33	33	100%	0.0%	9.09%
<b>Native Hawaiian or Pacific Islander</b>	—	—	—	—	—
<b>Two or More Races</b>	—	—	—	—	—
<b>White</b>	—	—	—	—	—
<b>English Learners</b>	18	18	100%	0.0%	0.00
<b>Foster Youth</b>	—	—	—	—	—
<b>Homeless</b>	—	—	—	—	—
<b>Military</b>	—	—	—	—	—
<b>Socioeconomically Disadvantaged</b>	49	49	100%	0.0%	8.16%
<b>Students Receiving Migrant Education Services</b>	—	—	—	—	—
<b>Students with Disabilities</b>	4	4	100%	0.0%	—

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Table 23: California Physical Fitness Test Results (School Year 2024–25)**  
**Percentage of Students Participating in each of the five Fitness Components**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	92.3%	100%
7	95%	95%	95%	97.5%	95%
9	—	—	—	—	—

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 regarding the school district and at each school site.

**Table 24: Opportunities for Parental Involvement (School Year 2024–25)**

*The LEA made a priority to increase parental involvement. It created multiple opportunities for parents to provide input and suggestions at any time during the school day and in diverse ways oral and/or written. It all starts with Back to School Night when new and returning parents/ guardians meet their child's teacher. For teachers, it was the perfect opportunity to communicate to parents their academic and behavioral expectations for the school year. Parents attend school for various events throughout the academic year. One example is the quarterly awards assemblies, which recognize students' achievements and are regularly attended.*

*The principal has an open-door policy which means that parents are always welcome to come to school to have a conference or just a conversation with them about academics or student behavior.*

*The school has a strong Parent Teacher Organization (PTO). The PTO President, a parent, schedules and runs the monthly meetings. During those meetings parents are asked to share any questions or concerns regarding their child's education. Parents receive comprehensive educational resources designed to assist them in supporting their students' academic growth. At the end of the school year the school administers the School Climate Survey, thus allowing parents to anonymously provide feedback. Parents have indicated that they feel welcome and included in campus activities, are*

*well-informed about their students' progress and were encouraged to participate in their students' education.*

*The school provides English translation for all events, for all written notices sent home via hardcopy or digital.*

## State Priority: Pupil Engagement

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

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

**Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
<b>Dropout Rate</b>	–	–	–	12.8%	10.9%	14.6%	9.4%	7.8%	8.2%
<b>Graduation Rate</b>	–	–	–	79.4%	84.1%	80.8%	83.6%	[DPC 87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Table 27: Chronic Absenteeism by Student Group  
(School Year 2024–25)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	253	253	77	30.43.2%
<b>Female</b>	115	115	15	39.47%
<b>Male</b>	138	138	24	63.16%
<b>Non-Binary</b>	—	—	—	—
<b>American Indian or Alaska Native</b>	—	—	—	—
<b>Asian</b>	—	—	—	—
<b>Black or African American</b>	71.5	71.5	10	7.7%
<b>Filipino</b>	—	—	—	—
<b>Hispanic or Latino</b>	181.5	181.5	67	40.1%
<b>Native Hawaiian or Pacific Islander</b>	—	—	—	—
<b>Two or More Races</b>	—	—	—	—
<b>White</b>	—	—	—	—
<b>English Learners</b>	142	142	44	31.0%
<b>Foster Youth</b>	—	—	—	—
<b>Homeless</b>	13	13	3	23.1%
<b>Socioeconomically Disadvantaged</b>	253	253	77	30.42%
<b>Students Receiving Migrant Education Services</b>	—	—	—	—
<b>Students with Disabilities</b>	17	17	9	52.94%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## **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

**Table 28: Suspensions and Expulsions**

Rate	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
<b>Suspensions</b>	0.0%	5.0%	0%	0.02%	4.82%	6.02%	0.2%	3.17 %	3.6%
<b>Expulsions</b>	0.0%	0.0%	0.0%	0.0%	0.05%	0.05%	0.0%	0.07 %	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Table 29: Suspensions and Expulsions by Student Group  
(School Year 2023–24)**

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0%	0.0%
<b>Female</b>	0. %	0.0%
<b>Male</b>	0%	0.0%
<b>Non-Binary</b>	—	—
<b>American Indian or Alaska Native</b>	—	—
<b>Asian</b>	—	—
<b>Black or African American</b>	0%	0.0%
<b>Filipino</b>	—	—
<b>Hispanic or Latino</b>	0%	0.0%
<b>Native Hawaiian or Pacific Islander</b>	—	—
<b>Two or More Races</b>	—	—
<b>White</b>	—	—
<b>English Learners</b>	0%	0.0%
<b>Foster Youth</b>	—	—
<b>Homeless</b>	—	—
<b>Socioeconomically Disadvantaged</b>	0%	0.0%
<b>Students Receiving Migrant Education Services</b>	—	—
<b>Students with Disabilities</b>	0%	0.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Table 30: School Safety Plan (School Year 2024–2)**

**[Narrative provided by the LEA]**

The LEA is currently working to update its safety plan to help keep everyone at school safe and prepared. First, we will continue to make sure all students know what to do in case of emergencies like fire drills, lockdowns, or severe weather. Teachers will practice these drills with their classes, so everyone knows how to stay calm and follow directions. We will also create straightforward signs and maps to help students find the nearest exits. Safety rules—such as walking in the halls and keeping hands to oneself—are taught and followed in every classroom. This plan will help make sure our school is a safe and caring place for everyone.

## 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.

**Table 31: Average Class Size and Class Size Distribution (Elementary)**  
(School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25		1	
1	33		1	
2	18	2		1
3	21		1	
4	21		1	
5	29		1	
6	17	1		
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.

**Table 32: Average Class Size and Class Size Distribution (Elementary)**  
(School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24		1	
1	34			1
2	32			1
3	39			1
4	32		1	
5	33		1	
6	22	1		
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.

**Table 33: Average Class Size and Class Size Distribution (Elementary)**  
**(School Year 2023–24)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
<b>K</b>	22		1	
<b>1</b>	21			1
<b>2</b>	28		1	
<b>3</b>	25			1
<b>4</b>	25		1	
<b>5</b>	30		1	
<b>6</b>	30		1	
<b>Other**</b>				

\*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.

**Table 38: Student Support Services Staff (School Year 2022–23)**

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

\*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 full-time.

**Table 39: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,581	\$5,279	\$9,302	\$56,438
District	\$18,549	-	-	\$82,285
Percent Difference – School Site and District	79%	-	-	68%
State	\$15,271	-	\$7,607	\$82,101
Percent Difference – School Site and State	95%	-	82%	68%

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

**Table 40: Types of Services Funded (Fiscal Year 2022–23)****Summary of Services Funded (Fiscal Year 2023–24):**

During the 2023–24 fiscal year, the school funded a variety of programs and services aimed at supporting student achievement and well-being. These included academic intervention programs for struggling students, after-school tutoring, and enrichment activities. The school also provided counseling services, access to a school psychologist, and support staff to address students' social-emotional needs. Technology resources and classroom materials were funded to enhance instruction, and professional development opportunities were offered for teachers to strengthen their instructional practices.

**Teacher and Administrative Salaries (Fiscal Year 2021–22):**

In the 2021–22 school year, the district reported a beginning teacher salary of \$57,718, which was above the state average of \$50,698. The mid-range teacher salary was \$78,580, also higher than the state average of \$74,896. The highest teacher salary in the district was \$99,119, slightly below the state average of \$99,873. Information regarding principal and superintendent salaries, along with the proportion of the budget dedicated to teacher and administrative compensation, was not made available.

**Table 41: Teacher and Administrative Salaries (Fiscal Year 2021–22)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57,718	\$50,698
Mid-Range Teacher Salary	\$78,580	\$74,896
Highest Teacher Salary	\$99,119	\$99,873
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	NA	NA
Average Principal Salary (High)	NA	NA
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		



For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>. \*Where are student course enrollments of at least one student.

**Table 43: Professional Development**

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	[DPL]	44	37