

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Plan Summary 2024-25

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

This LEA opened its doors in honor of the late Dr. Lewis D. Stallworth, Sr., June 2008, who was an educator, psychologist, Bishop, father, and mentor to many who knew the importance of a good education. His passion for education and youth inspired Dr. Stallworth to teach in Stockton Unified School District and found a private Christian school that stayed in operation for more than 30 years, serving both tuition and sponsored students.

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

Dr. Stallworth passed on April 10, 2008, and the school's charter was approved by unanimous vote in June of 2008. Dr. Lewis Dolphin Stallworth Sr. Charter Schools, Inc. (Stallworth Charter) serves an economically disadvantaged community on the southeast side of Stockton, CA. The community is situated in the middle of California's Great Central Valley and, as such, its economy is heavily based on agriculture. Stockton is an urban outpost suffering from extreme rates of illiteracy and homelessness.

Stallworth Charter's population consists of a majority of at-risk students from different cultural and ethnic backgrounds, difficult economic conditions, and unstable academic circumstances. To honor the late Dr. Stallworth, the school's mission is to expose these students to opportunities they may not be familiar with due to their current circumstances and inspire students to strive for greatness. Many Stallworth students come from single parent families or foster care. More than 5% of the student population are homeless or transient. Some of our students reside in shelters or temporary housing. As a result, approximately 24.8% of our student population suffers from chronic absenteeism.

The student population culturally consists of 80.0% Hispanic, 12.5% African American, 5.8% Native American, 0.8% Caucasian, 1.7% Pacific Islander, 5.4% identified as two or more races. Approximately 54.6% are English Language Learners, and 12.5% of the students have Individualized Education Plans.

The vision of the school is to foster unity, honor, interdependence, and encourage a sense of purpose while striving toward academic excellence as illustrated by our school slogan/mottos: “Academic Excellence Is Our Ultimate goal (AEIOU)” and “Preparing All Students for Success (PASS), Every student, every day.” This vision extends to our After-School Program (ASP), which is the highest attended in the county. Most of our students attend the ASP every afternoon. They receive assistance with their homework, have access to library resources, and participate in instructor-ran clubs.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A reflection of the LEA annual performance based on Dashboard indicates that the LEA maintains the decline of chronic absenteeism. When reviewing the 3 years of data from 2018-19, the school’s rate of chronic absenteeism had declined. However, in 2018-19, the school moved into the yellow performance band for chronic absenteeism. In 2017-18, the school remains at the red performance level for most unduplicated subgroups in reading and math. To address low performance and low assessment scores required a collaborative revisit using SWOT analysis with immediate stakeholders and the support of the San Joaquin County Office of Education to focus the LEAs literacy and intervention support.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The LEA collaborated with staff to address the issues of employee turnover and academic performance with the support of the county’s literacy department, which impacted the LEA business objectives as usual. With the support of San Joaquin, enthusiastic employees, implementation of new English Language/Reading curriculum and user-friendly assessments started a new journey of achieving an authentic PLC, of what is themed as A Focus on Learning, which produced a heightened focus on student engagement.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Stallworth Charter School has been identified for Comprehensive Support and Improvement based on the Dashboard for several years and is the only LEA under this school organization.

## ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

San Joaquin Literacy Instructional coaches continue to support the Language & Literacy Department by providing high quality professional learning opportunities to help teachers, paraprofessionals, coaches/specialists, and administrators develop implementation of curriculum, aide instruction, and assessment using the ELA/ELD Framework to guide the implementation of the Common Core State Standards (CCSS) in English Language Arts (ELA)/Literacy and the California English Language Development

(ELD) Standards. We provide leadership and support in the following areas: • Classroom application of the ELA/ELD standards and framework.

• English learner program design and implementation including integrated and designated ELD • Title III • EL authorizations • Spanish language development

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The LEA gathered collaborative groups to evaluate instruction of the past results based on teacher and student performance needs. The groups reviewed scores from NWEA internal assessments, state assessments, schoolwide observations, and parent and student engagement prior to focusing collaborative efforts to re-evaluate the curriculum process and procedures. The school developed a system for benefiting both teacher and student performance that supports inclusion and collaborative teams while managing a system to give teachers the freedom to really engage with students and have consistent professional development and training. For student intervention, the LEA focused on schoolwide instructional support systems, additional intervention systems, and upgraded the PBIS system for structured engagement.

1. The LEA welcomed the support of literacy coaches who worked and continue to work with the teachers K- 7<sup>th</sup> grade using the Wonders Literacy curriculum that supports reading and ELA instructional.
  - a. The Coaches ensures a finalized schedule with times and dates for feedback
  - b. The Coaches aide in the Analyzation of MAP and ELPAC Scores
  - c. The Coaches support the sorting of demographic data
2. Maintain collaborative efforts using a LEAs year's theme: "A Focus on Learning.". Have SJCOE coaches support the embed theme beginning with the LEAs professional development; emphasize a growth mindset where no matter our previous experience and expertise, everyone should be learning and always growing.
  - a. Coaches support formative assessment activities within the PD so that teachers are learning and monitoring growth.
  - b. Teachers focus on student learning outcomes, compliance, and student participation.
2. SJCOE coaches support teachers developing backwards mapping outline with assessment benchmark

3. SJCOE coaches support teachers in building unit plans around particular text types so that students are able to learn to write responses to text and tie the readings together while developing the skills needed for comprehension.
4. SJCOE will also continue to emphasize last year's focus on the 5Ws and Cornell Note Taking, while adding additional appropriate instructional strategies, so that teachers and students build on what they started last year.
5. The LEA created a Google form for coaches to give feedback to both teachers and administration on instructional needs and growth. This will be a summary of key findings for the LEA's instructional needs while they build relationships as a support. SJCOE will not be seen as evaluators but a system of support that encourages performance growth.

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# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents, and Teacher Partnership	One of the LEAs goals was developed by the PTO committee, focused on specific state and local priorities. This committee included members from the various school departments (administration, instructional staff, Parent-Teacher Organization, English Language Coordinator, and After School Program, etc. The goals and action steps were updated using data collected from surveys given to parents/guardians, staff, and students.
San Joaquin County Office of Education	The LEA plans include two Professional Learning sessions for teachers prior to the start of school to support teachers’ implementation of the ELA curriculum, and sessions through the school year to monitor performance and support teachers’ instructional literacy growth.
Charter School Development Center	As being a member of CSDC, administration undertakes professional development in leadership and finance.

Insert or delete rows, as necessary.

## A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The LEA gathered collaborative groups to evaluate students’ interest and needs, which consisted mainly of students and parents’ input. The groups reviewed parent and student suggestions prior to focusing collaborative efforts to re-evaluate the school’s processes and procedures. The school developed a system for benefitting student engagement that supports inclusion and collaborative teams. For students’ academic intervention, the LEA focused on schoolwide intervention systems to help to upgrade the PBIS system for structured engagement.

1. The LEA welcomes the support of sports coaches and volunteers who will continue to work with the students to support student interest.
  - a. Based on student interest, a CTE course is added to ensure that 7<sup>th</sup> and 8<sup>th</sup> graders learn goal setting and have opportunities for job shadowing, and community service to prepare them for college and careers
  - b. Based on student interest, the STEM course is designed for 3<sup>rd</sup> through 6<sup>th</sup> graders to prepare them for the future world of technology.
  - c. Based on parents and teachers, a year-round intervention course was added to address the reading and math need of the LEAs diverse foundational needs of each student in grades 5<sup>th</sup>-8<sup>th</sup> grade
2. PBIS (The Positive Behavioral Intervention System) is the LEAs modified framework for creating the LEA’s safe, orderly, and positive culture that promotes academic growth.

- a. Counselors participate by supporting teachers and students for maintaining a positive and orderly environment.
  - b. Teachers implement themed lessons for social and emotional learning every morning that partners with counselors and schoolwide PBIS efforts.
  - c. Counselors and teachers implement a schoolwide award system that focuses on students' interest and achievements.
3. Social and Emotional support continue with planned professional events for small and large groups.
4. The Positive Behavioral Intervention System (PBIS) incorporates the Restorative Justice and school wide reward system that works alongside social and emotional support for students.
5. Extra-curricular activities continue to expand with activities already in place, such as soccer, and chess, and with the Power Girls and Boys of Honor clubs . Volleyball is added.
6. PTO is expanded with additional parental engagement activities, and Adult English Language courses

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
Goals 1-2	<div><p>This goal was developed in response to the needs identified through 22-23/23-24 data analysis, stakeholder’s feedback, and input from the LEA student community.</p><p>Goal 1: All students will make progress towards proficiency in (a)English-Language Arts and (b) Mathematics.</p><p>Goal 2: Staff (teachers/teacher-aides) will work together to create a positive and inclusive school culture by collaborating on policies and procedures, working with counselors, and communicating in a timely manner.</p><p><i>All the outcomes, metrics, actions, and expenditures are tied to these two goals.</i></p></div>	<p>1 a-80% of the population will make increases in ELA on the NWEA MAP Assessment</p> <p>1b-70% of the population will make gains in Math on the NWEA MAP Assessment</p> <p>2-Staff collaboration will increase with efforts designed from a shared responsibility that was developed through collaborative efforts to form <b>school wide</b> policies and procedures</p>

### State Priorities addressed by this goal.

The analysis of the California Dashboard indicated a clear need for Literacy intervention and Math intervention at the current LEA which matches the school’s internal assessments. The state defined literacy intervention as a replicable instructional program (one that can be reproduced in another setting) that is delivered to students, includes clearly delineated literacy learning goals for students, and is designed to directly affect student English language reading or writing achievement. Furthermore, the intervention must be delivered in classrooms or academic settings (such as an afterschool program or summer school) with a primary focus on improving English literacy skills (such as English language arts classes).

Studies of reading interventions administered to students in grades K–3 are reviewed under the WWC Beginning Literacy topic area. When a study finding is based on a sample of students that spans both the Beginning Literacy and Adolescent Literacy topic areas and cannot be disaggregated by grade level, the Adolescent Literacy topic area will review the finding if any students receive the intervention in grade 5 or above (for example, a combined sample of students who received the intervention in grades 2–5). Any finding based on a sample that spans both topic areas, in which the oldest students who receive the intervention are in grade 4 (or lower), will be reviewed by the Beginning Literacy topic area (for example, a combined sample of students who received the intervention in grades 2–4).

### An explanation of why the LEA has developed this goal.

The LEA developed a goal to meet the needs of both teacher and students’ literacy performance needs and math needs, which continues the schoolwide plan to address the root causes of the LEAs dominant (English Language Learners) ELL population. This includes tier-up/tier-down unification of interventions, a

means for collaborating, monitoring, and aiding student growth, curriculum comprehension for effective literacy strategies, and plenty of time for engaging practices.

The ELA Framework Design Offers

- support for the implementation of McGraw “Wonders” program and literacy instructions across the curriculum.
- guidelines and support for performance monitoring.
- time for collaboration and shared responsibility
- methods for evaluating student skills to promote ownership and interest.
- events for parent participation and student extra-curricular activities based on students’ interests.
- a schoolwide assessment planning to promote individualized (Universal) learning with quarterly monitoring and intervention.

Academic Intervention Focus

**Quarter One (Q1)** 1. Reading/Math: iReady Diagnostic, Cornell note taking, and goal setting strategies (2) Applying Reading (I know how to use the strategies for reading); (3) Evaluation and Reflection (I read to learn how I think and learn). Math: (1) Making Sense of Numbers (I know what symbols mean and how they operate); (2) Performing Calculations (I know how to use numbers to get results); (3) Evaluation and Reflection (I know how to check my work to see where I went wrong).

**Quarter Two (Q2)** 1. Cornell Note Taking, (I know how to take notes and how reading is structured to convey meaning) (2) Text analysis (I know the different ways text makes meaning); (3) Vocabulary Usage (I how to analyze words in various ways to comprehend text)

**Quarter Three (Q3)** 1. Test taking skills (I know how to test my own thinking process; (2) Applying reading skills during assessments (I can use reading strategies in timed test; (3) Science projects (I can hypothesize a concept, do the research, and perform an experiment of my own interest).

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# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
NWEA	Percentage of student in grades K-8 <sup>th</sup> who will make gains in reading and math	All K-8th 54% of EL 49% Math 35% Reading 10% of SPED	All K-8th 56% of EL 56% Math 40% Reading 12% of SPED	All K-8th 60% of EL 60% Math 45% Reading 14% of SPED	All K-8th 65% of EL 70% Math 55% Reading 16% of SPED	All K-8th 11% of EL 11% Math 15% Reading 6% of SPED
IReady	EOY Assessment	All of 5 <sup>th</sup> -8 <sup>th</sup> (ELA/Math) 24% of 5 <sup>th</sup> 69% of 6 <sup>th</sup> 59% of 7 <sup>th</sup>	All of 5 <sup>th</sup> -8 <sup>th</sup> (ELA/Math) 30% of 5 <sup>th</sup> 72% of 6 <sup>th</sup> 62% of 5 <sup>th</sup>	All of 5 <sup>th</sup> -8 <sup>th</sup> (ELA/Math) 35% of 5 <sup>th</sup> 75% of 6 <sup>th</sup> 65% of 5 <sup>th</sup>	All of 5 <sup>th</sup> -8 <sup>th</sup> (ELA/Math) 40% of 5 <sup>th</sup> 80% of 6 <sup>th</sup> 70% of 5 <sup>th</sup>	All of 5 <sup>th</sup> -8 <sup>th</sup> (ELA/Math) 16% of 5 <sup>th</sup> 19% of 5 <sup>th</sup> 24% of 5 <sup>th</sup>
CASSPP	Schoolwide gains in reading /math California Assessment of Student performance	All of 3 <sup>rd</sup> -8th 54% of EL 75% of All 10% of SPED	All of 3 <sup>rd</sup> -8th ?% of EL ?% of All ?% of SPED	All of 3 <sup>rd</sup> -8th ?% of EL ?% of All ?% of SPED	All of 3 <sup>rd</sup> -8th ?% of EL ?% of All ?% of SPED	[Insert <b>current</b> difference from baseline here]

Insert or delete rows, as necessary.

## Goal Analysis for [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The program “FOCUS ON LEARNING: theme began in the fiscal year of 23-24 based on a performance decline of the prior year’s theme, “Strategic Synergy. Last fiscal year, a survey was done on the ELA curriculum, which concluded that many teachers were not happy with the organization of the content. With experienced advice from San Jaoquin Administration Coaches and research on what most schools used in the area and why they chose a particular program, the LEA decided to introduce McGraw’s “Wonders”with a unanimous vote from the teachers. By April 2024, teachers expressed satisfaction with the new curriculum, especially those who taught gradesTK-2. For the middle

school 6<sup>th</sup>-8<sup>th</sup> grade, we continued with SaVVas “myPerspective,” although the teachers found that it did not represent their population of students adequately but found “Wonders” an excellent curriculum for the 5<sup>th</sup> grade.

For middle school students' engagement we incorporated an incentive program that targeted vocabulary, comprehension, and writing across the curriculum. Students chanted every morning, “We work hard to play hard!” This program involved both teachers, teacher’s aides, and students, with small group and individual intervention activities at each grade level. The teachers and aides targeted areas for foundations to correct any gaps, while content teachers focused on grade level content. This initiative began in January 2024, due to an increase in employee turnover.

The NWEA MAP reported increases in both reading and math in all grade levels, with, for example, Kindergarten having 18% of the student population who were above grade level in reading and 2<sup>nd</sup> grade students were 4% at grade level and 4% above grade level. Teacher curriculum satisfaction, San Joaquin Literacy coaches, and Intervention support proved helpful schoolwide.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material difference provides K-5 with a new ELA Curriculum and aide for the Intervention and Incentive program. The LEA has recently received approval for school expansion of classrooms with remodification and playground remodification in addition to an area for the Special Education (SPED), resources for Speech, pull-out, psychologist, and Educationally Related Mental Health Services (ERMHS).

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The effectiveness of the specific actions to date during the 23/24 fiscal year allowed for increased buy-in from all stakeholders including parental involvement. Since students were allowed to participate in the decision-making, an increase in student buy-in and also an increase in student performance were the results.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The LEAs reflection of this year for improved performance will continue the theme “Focus on Learning.” However, Intervention on foundational gaps will continue all year adding a course for grades 5<sup>th</sup>-8<sup>th</sup> using iReady. San Joaquin Literacy Coaches will continue with us another year to assist with the new ELA curriculum but will focus on driving data for instruction with teachers in grades K-5<sup>th</sup>. STEM (Science, Technology, Engineering and Math) for 3<sup>rd</sup> -6<sup>th</sup> grade and CTE (Career Technical Education) for 7<sup>th</sup> and 8<sup>th</sup> grade curriculums are added to the program to improve student engagement, in addition to the LEAs PBIS (Positive Behavioral Intervention System), all year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELA Curriculum – McGraw Hill	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Yes]
2	Teacher Retention	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Yes]
3	Smart Boards	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Yes]

Insert or delete rows, as necessary.

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
[\$[Insert dollar amount here]]	[\$[Insert dollar amount here]]

#### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
[Insert percentage here]%	[Insert percentage here]%	[\$[Insert dollar amount here]]	[Insert percentage here]%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 and Action #(1)]	Students Make progress in proficiency in English Language Arts and Mathematics	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	Reading and Math performance: Year-round academic foundational skills course for grade 5th-8th using iReady.
[Goal 2 and Action #(2)]	Implement STEM program to ensure students' readiness for technology and math usage.	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]
[Goal 3 and Action #(3)]	Implement Career Technology Education CTE) to prepare students for specific career readiness.	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]

Insert or delete rows, as necessary.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action #1	Literacy/Reading/Math Goal for English Learners	EL students are provided both Integrated and Designated support. Integrated support occurs within the classroom from the classroom teacher and the teacher's aid. Teachers utilize the resources of McGraw Hill Wonders to integrate interventions through each lesson. The designated supports are provided through push-in and pull-outs by a B-CLAD instructor and additional classified aids. The designated support are parallel instructions in two languages scaffolded from their classroom lesson.	[A description of the metric(s) being used to monitor effectiveness]
Goal 1 Action #1	Literacy/ReadingMath - Goal for Free/Reduced Students	The LEA will ensure that all free/reduced students receive nutritional breakfast and lunch to support cognitive thinking and sufficient energy to participate in reading and math lessons.	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

[Provide description here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	[Provide ratio here]
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	[Provide ratio here]

