

2025–2026 Local Control and Accountability Plan

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
Dr. Lewis Dolphin Charter School District	Gayle Stallworth, Executive Director	gstallworth@stallworthcharter.org (209) 948-4511

Plan Summary 2025-26

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., in June 2008, who was an educator, psychologist, bishop, father, and mentor to many who knew the importance of a quality 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 is 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 estimated student population culturally consists of 80.0% Hispanic, 12.5% African American, 5.8% Native American, 0.8% Caucasian, 1.7% Pacific Islander, and 5.4% who identified as two or more races, which changes slightly from year to year. 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, and interdependence and encourage a sense of purpose while striving toward academic excellence, as illustrated by our school slogans/mottos: Adding to the motto “We Work Hard to Play Hard!” as a motivational incentive to focus on learning. 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 extracurricular activities.

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's annual performance based on the dashboard indicates that the LEA increased performance in three major areas: ELD, ELA, and math. We smile at these results, rendering the LEA into the middle level under California’s Accountability System. When reviewing the three years of data from 2020-21, the school’s rate of chronic absenteeism had declined. However, in 2021-22, the school moved into the yellow performance band for chronic absenteeism. In 2021-22, the school remains at the red performance level for most unduplicated subgroups in reading and math. The LEAs will continue to address low performance and low assessment scores as a collaborative school using SWOT analysis with immediate stakeholders’ input and the support of the community neighbors to focus on 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 literacy with the LEAs literacy team and mentors from the state and county, which impacted the students’ performance and overall culture. With the support of San Joaquin, Stanislaus, and El Dorado County, we have enthusiastic employees, implementation of a new supplemental reading, math and ELA curriculum, having user-friendly materials based on direct instruction. We aim to improve the journey of achieving an authentic PLC, themed as "A Focus on Learning," which has already 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.

Although Stallworth Charter School has been identified for Comprehensive Support and Improvement (CSI), it is no longer on the radar based on last year’s performance improvements

Support for Identified Schools

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

In 2023/24/25, the San Joaquin Literacy Instructional Coaches have continued to support the teachers with their Language & Literacy Department by providing high-quality professional learning opportunities to help teach language and literacy that include support for paraprofessionals. Sacramento County helped with planning for ongoing sustainability with the LEA’s literacy initiative.

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

To foster ongoing growth in performance and enhance assessment scores, a collaborative reassessment utilizing SWOT analysis of the program will be used as an essential reflecting tool, alongside the establishment of a literacy team dedicated to the implementation and sustainability of schoolwide literacy initiatives in partnership with community stakeholders, as well as the backing of the state grants, San Joaquin County Office of Education teachers’ college, Stanislaus County Office of Education teachers’ college, and El Dorado SELPA teacher education programs.

Our new strategy for establishing a genuine PLC for 2024–2026, titled "A Focus on Learning," hopes to place a stronger emphasis on student engagement and performance assessment. The rollout of a new English language and reading curriculum, along with the introduction of additional support such as diagnostic information from SIPPs and iReady—particularly for the primary grades and ELL students—will provide resources that enhance reading across the school and motivate students to excel. Internal assessments scheduled throughout the year, NWEA, and the Smarter Balanced Interim Assessments coupled with the support of dedicated staff will enable this initiative to achieve an increase in performance, serving as a foundation for further advancements on the state dashboard. The LEA’s PBIS will continue to enhance the SEL curriculum by incorporating career focus, organizing college field trips, and establishing student council organizations, measures that are informed by a culture analysis.

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	The LEA maintains the goal developed by the PTO committee to focus on specific state and local priorities. This committee included members from the various school departments (administration, instructional staff, Parent-Teacher Organization, English Language Coordinator, 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 includes 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 a member of CSDC, administration undertakes professional development in leadership and finance.
Stanislaus County Office of Education	The LEA maintains the need for teacher induction programs that are assessable to meet the school's needs.
El Dorado County SPED Department.	The LEA has partnered with the LEA's SPED department to train and support our resource specialists and specialist candidates.

Insert or delete rows, as necessary.

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

The LEA encourages collaborative groups initiated by the counselors to evaluate students' interests and needs. The PTO team reviewed parents' and students' suggestions prior to focusing collaborative efforts on re-evaluating the school's processes and procedures. The school developed a system for benefiting student engagement that supports inclusion and collaborative teams. To meet students' needs, the LEA focused on schoolwide intervention systems to support academic performance, including a means for structured engagement.

1. The LEA continues to work with the students to support student interest.
 - a. Based on student interest, the CTE will be changed into the 7th and 8th student council.

- b. Based on students' interest, more sports opportunities have been incorporated to include a volleyball team.
 - c. Based on parents' and teachers' input, year-round adult English will continue to address the language barriers between parent/staff/student.
2. PBIS (The Positive Behavioral Intervention System) is the LEA's continued modification of its framework for creating the LEA's safe, orderly, and positive culture that promotes academic growth.
 3. Social and emotional support continues with planned professional events for small and large groups with the EARTHMS counselor.
 4. The Positive Behavioral Intervention System (PBIS) continues the restorative justice practices that partner with parents.
 5. Extracurricular activities continue to have clubs such as the Power Girls and Boys of Honor clubs. Music, art, and volleyball are added.

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Goals and Actions

Goal

Goal #	Description	Type of Goal
Goals 1-3	<p>The LEA will continue to promote the literacy program, despite evidence of growth, as the necessity to enhance overall student performance through best instructional practices and the science of reading remains.</p> <ol style="list-style-type: none"> 1. <i>We will increase the consistency with which reading skills/strategies are taught in all K-8 classrooms by fully using McGraw Hill "Wonders" across grades K-6, Study Sync with 7th/8th, and "Reveal" math for K-8 an explicit basal curriculum that promotes direct instruction schoolwide. By the end of May 2026, peer observation, Wonder's Observational tools, and student data will have been used to continuously assess and monitor progress.</i> 2. <i>By May 2026, we will increase the accuracy of reading skills such as multisyllabic word performance for reading by 100% of the 5-8 literacy learning project, employing Sipp's Challenge as an additional word study program as measured by peer/coach observation and student data</i> <ol style="list-style-type: none"> b. <i>A plan to execute a chunking system for schoolwide ongoing training and collaboration (PLC) for staff that encourages deep dives into word learning strategies to improve reading based on the science of reading</i> c. <i>We will improve the inconsistent instruction of literacy skills/strategies by 100% of TK-8 Writing to read, reading to write across curriculums. In addition, train teachers administering foundational writing skills to administer a writing workshop.</i> 3. <i>We will improve the gaps in basic stakeholder oral communication by 100% of FACE. Parents/students/teachers will have the opportunity to talk to each other with a technique for basic communication.</i> 	<p>1a. 85% of the population will make gains in ELA/Math on the NWEA MAP Assessment/iReady & Sipp's program</p> <ul style="list-style-type: none"> ● <i>BOY 2025 Baseline Data analyzed</i> ● <i>MOY 2025 Expected Growth</i> <ul style="list-style-type: none"> ○ <i>20% proficiency growth, monitoring for improvement in grade-level.</i> ● <i>EOY 2025 Expected Growth</i> <ul style="list-style-type: none"> ○ <i>60% proficiency growth, monitoring for improvement in grade-level.</i> <p>2. 90% of Staff collaboration and training will increase instructional efforts designed to increase skill, analyze and collaborate on data to drive instruction.</p> <p>3. 100% of staff will make efforts to communicate with parents using schoolwide communication strategies for multiple language interaction.</p>

State priorities addressed by this goal.

The analysis of the California Dashboard indicated gains from its literacy and math intervention in the three major areas: math, ELA, and ELD, at the California Accountability System results report. The LEA will continue to work in the area of literacy intervention and math intervention as a replicable instructional program delivered to students, including clearly delineated literacy learning goals, working towards a schoolwide literacy curriculum designed

to directly affect student English language reading or writing and math achievement. Furthermore, the intervention will be delivered in classrooms or academic settings (including the after-school program or summer school).

Studies in the Science of Reading says that 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) and 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 teachers and students' literacy performance needs as well as the students' math needs, which continues the schoolwide plan to address the root causes of the LEA's 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 the McGraw “Wonders & Reveal” program instructions across the curriculum.
- guidelines and support for performance monitoring.
- time for collaboration for shared responsibility
- methods for evaluating student skills to promote ownership and interest.
- events for parent participation and student extracurricular activities based on students' interests.
- English classes for parents and relatives in the afterschool program
- a schoolwide assessment planning to promote individualized (universal) learning with quarterly monitoring and intervention.

Academic Intervention Focus

Quarter One (Q1) 1. Reading/Math: iReady/SIPPs Diagnostic and goal-setting strategies (2) Applying Reading/Math (I know how to use the strategies for reading and calculating numbers); (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). (4) Training administration and teachers in literacy skills and schoolwide literacy goal implementation using LCRSET.

Quarter Two (Q2) 1. Reading/Math: iReady growth performance (2) Applying Reading/Math (I know how to use the strategies for reading and calculating numbers); (3) Evaluation and Reflection (I read to learn how I think and learn). (3) Vocabulary Usage through SIPPs (how to analyze words in various ways to comprehend text) 4) Continued training in literacy skills and schoolwide literacy goal implementation using LCRSET.

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 tests); 3. Science projects (I can hypothesize a concept, do the research, and perform an experiment of my own interest). 4) Training administration and teachers in literacy skills and schoolwide literacy goal implementation using LCRSET.

Quarter Four (Q4) 1. Training administration and teachers in literacy skills and schoolwide literacy goal implementation using LCRSET.

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 who will make gains in reading and math	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 25% of EL 70% Math 55% Reading 10% of SPED	All K-8th 40% of EL 60% Math 65% Reading 10% of SPED
IReady	EOY Assessment	All of 5 th -8 th (ELA/Math) 30% of 5 th 72% of 6 th 62% of 5 th	All of 5 th -8 th (ELA/Math) 35% of 5 th 75% of 6 th 65% of 5 th	All of 5 th -8 th (ELA/Math) 40% of 5 th 80% of 6 th 70% of 5 th	All of 5 th -8 th (ELA/Math) 16% of 5 th 19% of 5 th 24% of 5 th	All of 5 th -8 th (ELA/Math) Data skewed.
CASSPP	Schoolwide gains in reading/math California Assessment of Student performance	All of 3rd-8th ?% of EL ?% of All ?% of SPED	All of 3rd-8th ?% of EL ?% of All ?% of SPED	All of 3rd-8th ?% of EL ?% of All ?% of SPED	All of 3rd-8th 25% of EL 60% of All 10% of SPED	All of 3rd-8th 25% of EL ? of All 10% of SPED

Insert or delete rows, as necessary.

Goal Analysis for [LCAP 2024]

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,” and will continue in the 2025/26 fiscal year. Last fiscal year, a survey was done based on the new grant funding for literacy and expanded learning. With experienced advice from 2022/23 San Joaquin Literacy Coaches and recent research and training with the LCRSET professional development on what most schools are using in the area and why they chose a particular program. The LEA decided to introduce SIPP’s supplementary program with teacher certification, and reading specialist training for the Literacy team. For the middle school 7th-8th grade, the LEA will incorporate McGraw’s “Study Sync,” which is thought to represent the LEA’s population of students adequately.

For middle school students’ engagement, we incorporated an incentive program that targeted vocabulary, comprehension, and writing across the curriculum. Students chant every morning, “We work hard to play hard!” This program is intended to motivate teachers and teachers’ aides and students to do their best, along 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 as well. This initiative began in January 2024 due to the LCRSET grant as well as the adult English courses.

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 2nd grade students who were 4% at grade level and 4% above grade level. Teacher curriculum satisfaction, San Joaquin Literacy coaches, and teacher and teacher’s aides support in intervention 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 updates the ELA curriculum with workbooks, new math curriculum, McGraw “Reveal,” and updates to SaVVas science curriculum for workbooks, materials for the SIPP’s supplemental program, program for SPED called IEP & Me, and teacher training and professional development throughout the year. 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) that has not yet been implemented.

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 24/25 fiscal year allowed for increased input from parent and student stakeholders to include adult English classes, and additional sport opportunities. Since students were allowed to participate in the decision-making, an increase in student buy-in and an increase in student performance is believed to be 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 LEA's reflection of this year for improved academic performance will continue the theme "Focus on Learning." However, schoolwide intervention on foundational gaps will continue all year, adding SIPP's for all grades K-8th also while continuing to use iReady. The Literacy Team will plan and implement and monitor for a collaborative common language to assist with the new literacy initiative, the ELA curriculum, McGraw's Wonders/Study Sync focusing on performance data to drive instruction based on the Science of Reading.

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	The LEA adopted the McGraw Hill “Wonders” ELA curriculum in 2025-26. The curriculum, with its technological purpose, has inspired the students to read and write. The curriculum also has given the teachers a variety of modalities to teach the students, with its interactive and adaptive resources. Students' reading scores have increased, and the LEA is expecting greater achievement for 2024-25.	\$19,256.29	[Yes]
2	Math Curriculum— McGraw Hill	The LEA adopted the McGraw Hill “Reveal” math curriculum in 2025-26. The curriculum, with its technological purpose, has inspired the teachers with its direct instructional approach, believed to improve both instruction and performance. The curriculum also has given the teachers a variety of modalities to teach the students, with its interactive and adaptive resources.	\$33,162.59	[No]
3	SIPPs	The LEA decided to purchase a supplemental program that supports both universal screening and specific and varied cultures who have additional assessments to determine early interventions.	\$10,000	[No]
4	Multitudes	Reading Screener: The University of San Francisco offers California public schools a culturally and linguistically affirming tool developed by scientists, educators, legislators, and professionals to ensure early detection of reading difficulties such as dyslexia.	\$ FREE	
5	Equipment	The LEA uses funds to update furniture/technical devices for students that make grouping students by abilities functional, having ease of movement.	\$15,453	[No]
6	Materials	The LEA uses LCRSET funds to enhance reading instruction and create a common language between instructional staff.	\$15,000	[No]
7	Professional Development	The LEA uses LCRSET funds to enhance teacher delivery of reading instruction and professional expertise based of the Science of Reading, supporting the upgrade to credentials to specialist credentials	\$30,025	

Insert or delete rows, as necessary.

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 961,224	\$110,392

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
36.78%	0%	\$0	36.78%

The budgeted expenditures for the 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 (1-7)	Students will make progress towards proficiency in English Language Arts and Mathematics by implementing a literacy system to address ongoing literacy concerns that affect both math and reading.	The LEA will assess students three times a year in mathematics and English language arts using NWEA and annually for Interim for middle school students. The LEA will address improving the foundational/literacy skills of the students to support mastery of grade-level content.	Reading and Math Performance: BOY phonological awareness and word meaning using the SIPP program. Year-round academic foundational skills intervention for grades TK-8th using iReady.
Goal 2 and Action (1-7)	Instructional expertise is needed to enhance the instructional team's understanding and delivery of effective reading skills to improve performance that addresses the "Move the Needle" initiative.	Create a team with the principal administrator to train as reading Specialist, interventionist, and instruction coach to set goals, study, and implement a schoolwide literacy curriculum plan.	Planning measures for implementation, students measured performance and training needs with the LCRSET initiative.
Goal 3 and Action (1-7)	Design #1, 3a: Design a specific, engaging intervention plan and implement it to address the current needs of the student population in ELA/math.	The intervention plan will spill into the afterschool program to ensure on-going and individualized activities to address needs and engagement supported by tutoring in math/ELA.	A culminating student presentation event will demonstrate learning during the initiative. Data from tutoring sessions provide information on students' performance.

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 #1-7	Literacy/Reading/Math Goal for English Learners	EL students are provided with both integrated and designated support. Integrated support occurs within the classroom from the classroom teacher and the teacher's aide. Teachers utilize the resources of McGraw Hill Wonders and iReady to integrate interventions through lessons.	Wonders Dashboard—The dashboards allow the teacher to know their students' instructional path and to track the students' progress in every skill and strategy every 8 to 10 weeks. Math progress will be tracked using United Insights to see the students' weekly progress.
Goal 2 Action #1-7	Literacy/Reading Math—Goal for Free/Reduced Students	The LEA will ensure that all free/reduced students receive a nutritional breakfast and lunch to support cognitive thinking and ample energy to participate with their assigned reading and math lessons.	The LEA lunch staff allow students time to eat before, during and after school. Staff monitor students' weekly needs.

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.

The LEA partnered with the San Joaquin County Office of Education (SJCOE) Literacy Department to ensure that teachers have the skills to address students' needs. The SJCOE provided coaches for multiple years to observe, debrief, set goals, model instructions, and monitor assessment. The **LCRS Funds help to include training and plans to:**

- Develop school literacy programs
- Employ and train literacy coaches and reading and literacy specialists
- Develop and implement interventions for students in need of targeted literacy support

The director of instruction teams with interested teachers along with the assessment team to analyze data and monitor progress of student performance proficiency using incentive initiatives, college and career exposure, extracurricular activities, and achievement celebrations to engage and motivate students' efforts. The LEA used multiple measures, including NWEA Measures of Academic Performance for reading/math assessments, BOY/EOY curriculum assessments, SIPPs diagnostics, iReady supplemental data, Multitudes for reading

difficulties, and the CAASPP interim data so teachers continue to learn about students' performance and make informed decisions. We developed the motto, "We work hard to play hard!" The instructional team will ensure that if the students worked hard, the LEA would ensure they played hard.

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.

Title III funding is provided for English learners. The LEA provides designated instructions through push-in or pull-out services to support the student at his/her required level of support. Students are supported in small groups or one-on-one, in addition to TA training and consultation to support staff.

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	(Tk/K Combo)TK 9:1 1/2-K 19:11/2 as required by State	TK 9:1 1/2-K 19:11/2 as required by State
Staff-to-student ratio of certificated staff providing direct services to students	1 certified teacher with a teacher assistant designed for every grade.	1 certified teacher with a teacher assistant designed for every grade.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dr. Lewis Dolphin Stallworth Sr. Charter

CDS Code: 39 68676 0117853

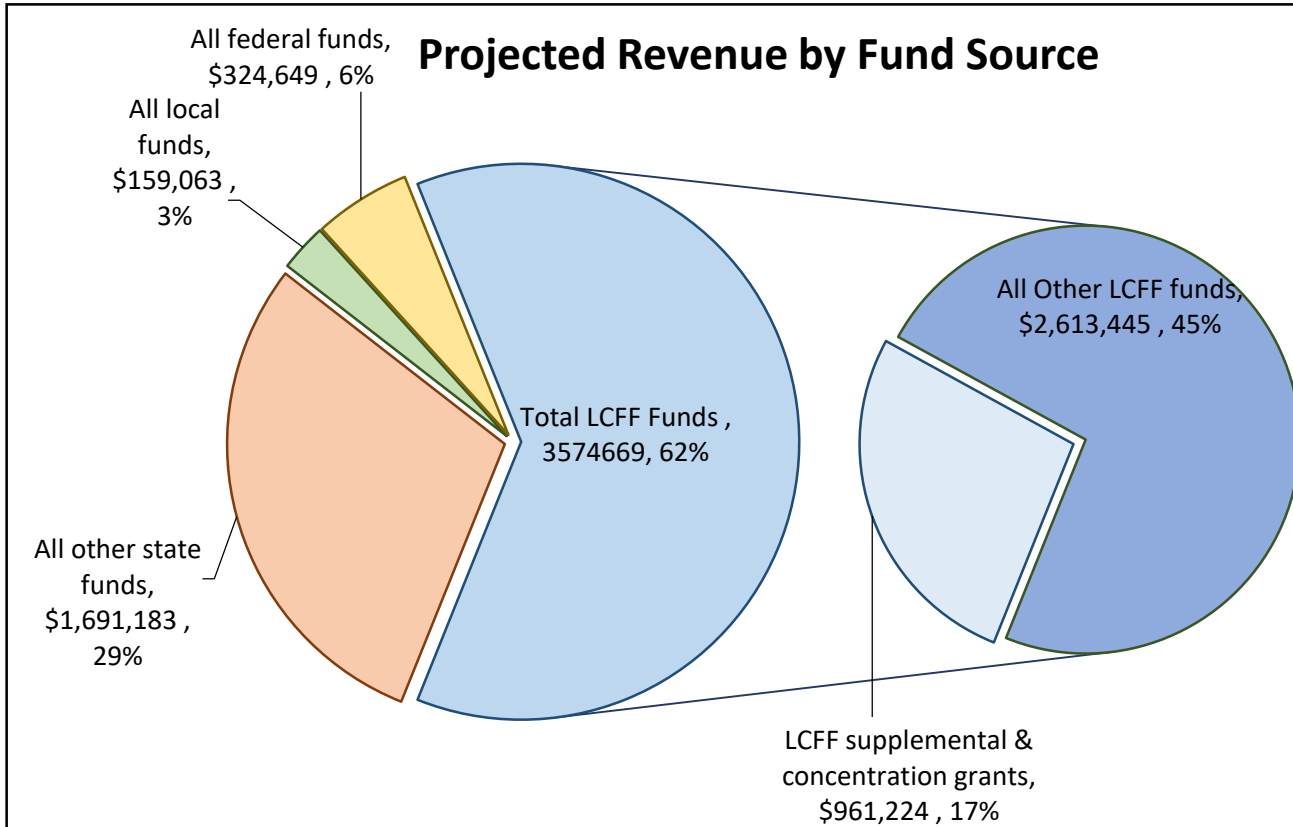
School Year: 2025-26

LEA contact information: Gayle Stallworth, Executive Director, gstallworth@stallworthcharter.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

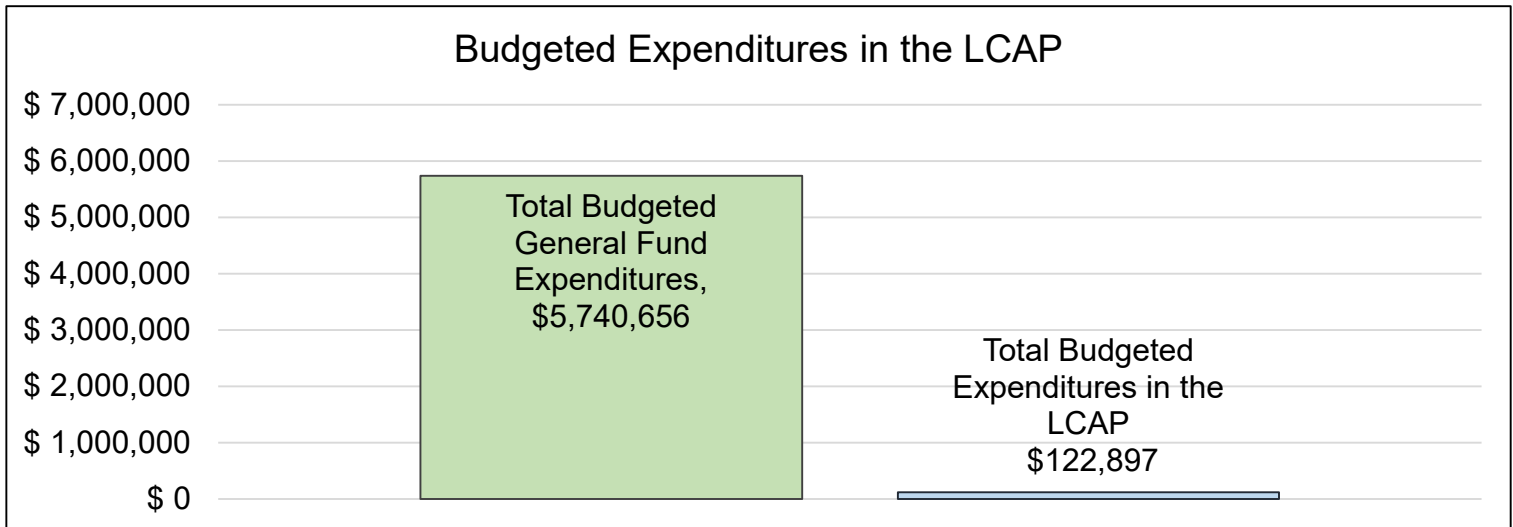


This chart shows the total general purpose revenue Dr. Lewis Dolphin Stallworth Sr. Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dr. Lewis Dolphin Stallworth Sr. Charter is \$5,749,564.64, of which \$3,574,669.00 is Local Control Funding Formula (LCFF), \$1,691,183.47 is other state funds, \$159,063.17 is local funds, and \$324,649.00 is federal funds. Of the \$3,574,669.00 in LCFF Funds, \$961,224.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Dr. Lewis Dolphin Stallworth Sr. Charter plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

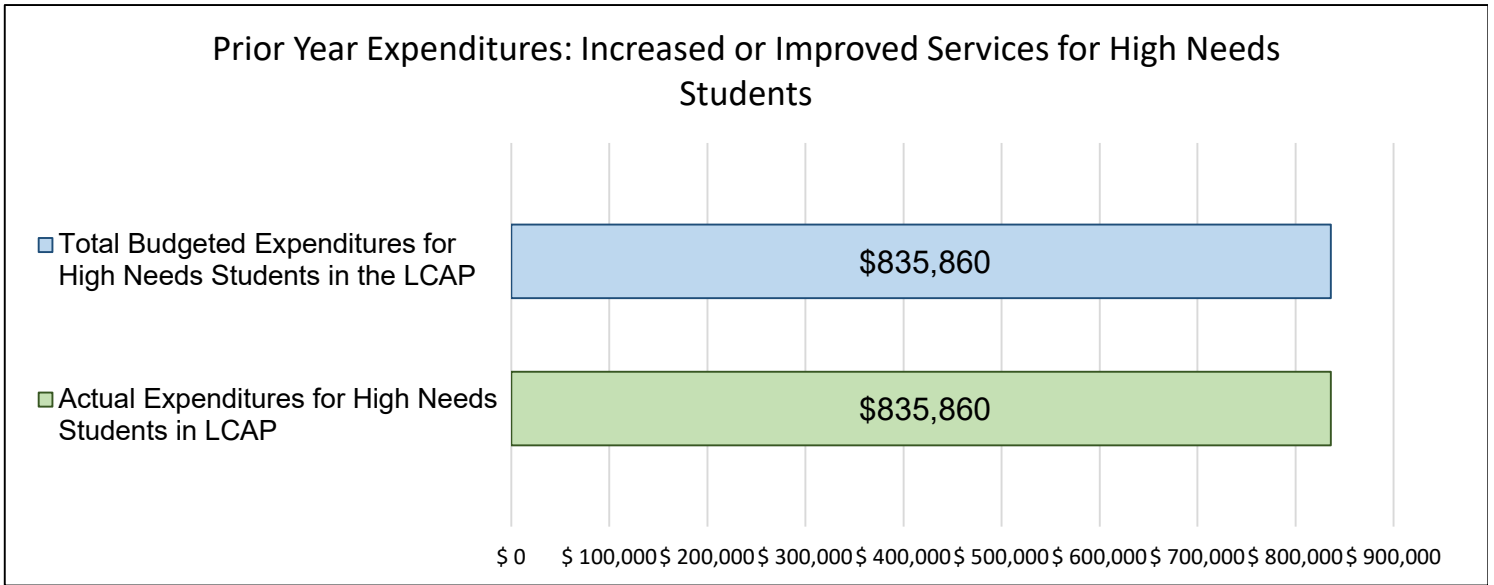
The text description of the above chart is as follows: Dr. Lewis Dolphin Stallworth Sr. Charter plans to spend \$5,740,656.13 for the 2025-26 school year. Of that amount, \$122,896.88 is tied to actions/services in the LCAP and \$5,617,759.25 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Dr. Lewis Dolphin Stallworth Sr. Charter is projecting it will receive \$961,224.00 based on the enrollment of foster youth, English learner, and low-income students. Dr. Lewis Dolphin Stallworth Sr. Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Dr. Lewis Dolphin Stallworth Sr. Charter plans to spend \$122,896.88 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Dr. Lewis Dolphin Stallworth Sr. Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Dr. Lewis Dolphin Stallworth Sr. Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Dr. Lewis Dolphin Stallworth Sr. Charter's LCAP budgeted \$835,860.00 for planned actions to increase or improve services for high needs students. Dr. Lewis Dolphin Stallworth Sr. Charter actually spent \$835,860.00 for actions to increase or improve services for high needs students in 2024-25.