

LCFF Budget Overview for Parents

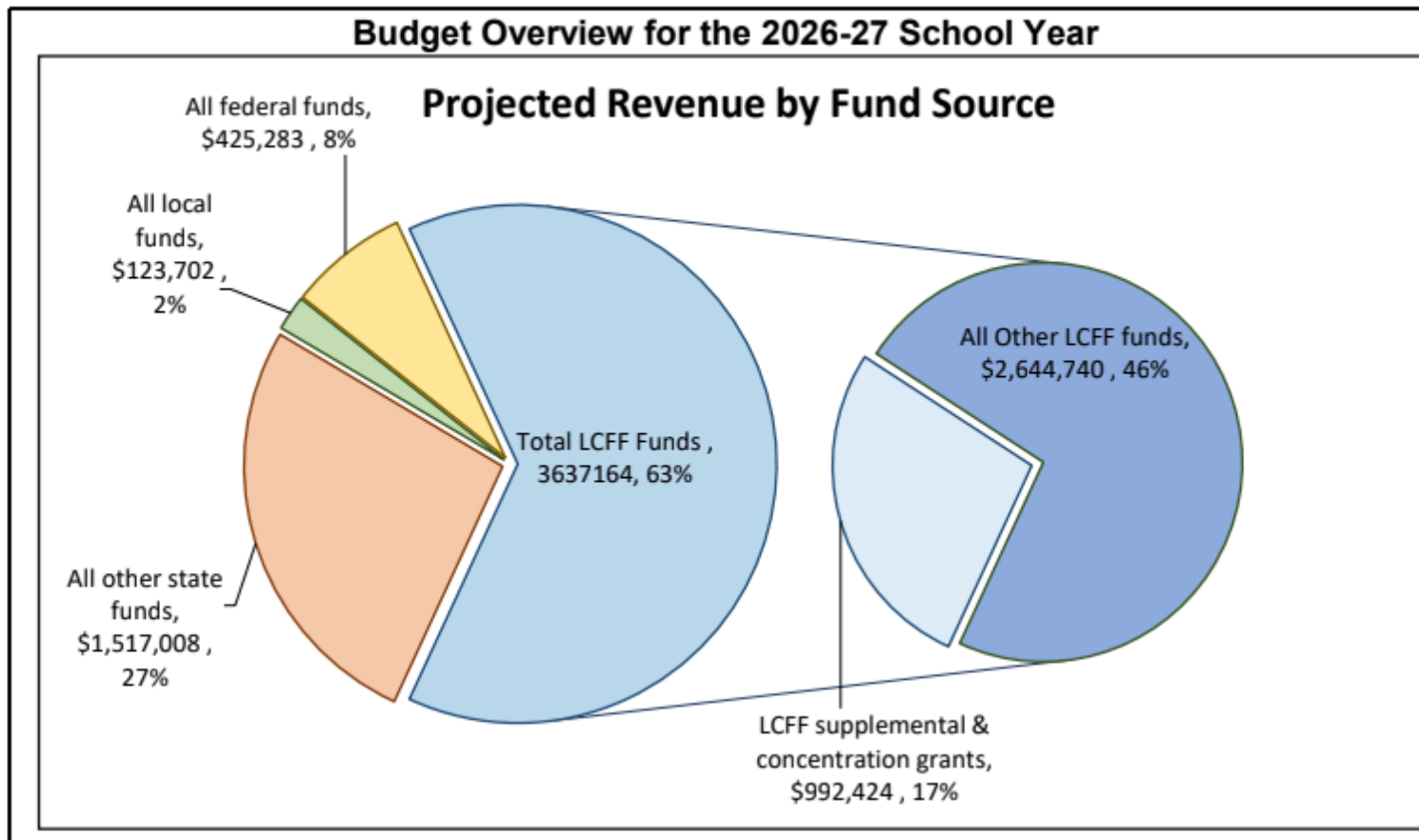
Local Educational Agency (LEA) Name: Dr. Lewis Dolphin Stallworth Sr. Charter

CDS Code: 39 68676 0117853

School Year: 2026-27

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).

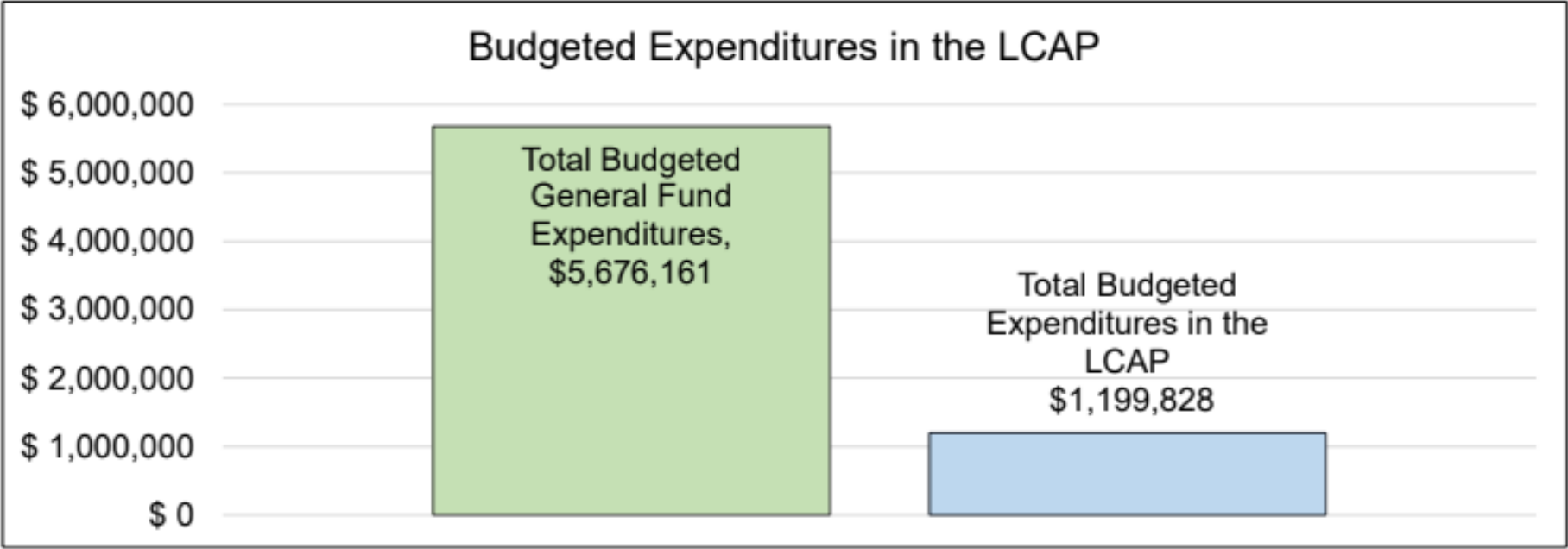


This chart shows the total general purpose revenue Dr. Lewis Dolphin Stallworth Sr. Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dr. Lewis Dolphin Stallworth Sr. Charter is \$5,703,157.00, of which \$3,637,164.00 is Local Control Funding Formula (LCFF), \$1,517,008.00 is other state funds, \$123,702.00 is local funds, and \$425,283.00 is federal funds. Of the \$3,637,164.00 in LCFF Funds, \$992,424.00 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 2026-27. 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 \$5,676,161.00 for the 2026-27 school year. Of that amount, \$1,199,827.55 is tied to actions/services in the LCAP and \$4,476,333.45 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

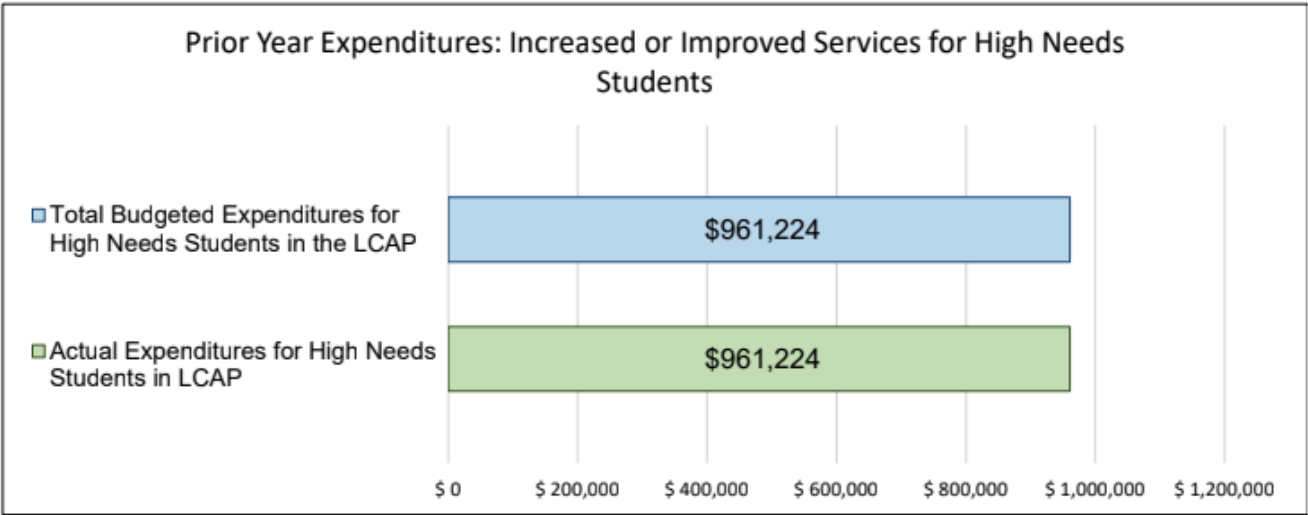
The General Fund paid for teacher, administrator, Special Education, and support staff salaries and benefits, facility lease payments, and other school services including but not limited to: consultants, legal services, facility maintenance/repair, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Dr. Lewis Dolphin Stallworth Sr. Charter is projecting it will receive \$992,424.00 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 \$992,424.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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 2025-26, Dr. Lewis Dolphin Stallworth Sr. Charter's LCAP budgeted \$961,224.00 for planned actions to increase or improve services for high needs students. Dr. Lewis Dolphin Stallworth Sr. Charter actually spent \$961,224.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan 2026-2027

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 2026-27

General Information

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

Dr. Lewis Dolphin Stallworth, Sr. Charter School opened in June 2008 to honor the legacy of the late Dr. Lewis D. Stallworth, Sr.—an educator, psychologist, bishop, father, and mentor who believed that education transforms lives. Throughout his career in Stockton, Dr. Stallworth was dedicated to serving students and families by creating opportunities for young people to succeed academically and personally. His commitment to mentoring youth and providing positive alternatives inspired the establishment of Stallworth Charter School, which continues to carry forward his vision of educational excellence and community service.

Located in southeast Stockton, California, Stallworth Charter serves a diverse population of students in an economically disadvantaged community. The school enrolls a high percentage of low-income students, English learners, and students facing significant academic and social-emotional challenges. Many students come from single-parent households, foster care, or experience housing instability, making the school's comprehensive academic and student support services essential to student success.

For the 2026–2027 school year, Stallworth Charter is committed to its **"Back to the Basics"** initiative, which emphasizes high-quality Tier I instruction, fidelity to the adopted curriculum, and a focus on essential academic standards. The school is strengthening instruction through implementation of **McGraw Hill Wonders/StudySync**, **Reveal Math**, **Amplify Science** for grades 5–8, and **Summit K12** to support newcomer students and Long-Term English Learners (LTELs). Students will also participate in daily Strategic Language Development and targeted interventions informed by i-Ready and other student achievement data.

Teachers receive ongoing professional development and instructional coaching in partnership with the **San Joaquin County Office of Education**, with a particular emphasis on curriculum implementation, evidence-based instructional practices, and writing across the curriculum. Weekly Professional Learning Communities (PLCs) allow teachers to collaborate, analyze student data, and adjust instruction to meet individual student needs.

The school remains committed to educating the whole child by providing a safe, supportive, and engaging learning environment. Positive Behavioral Interventions and Supports (PBIS), Social-Emotional Learning (SEL), a full-time school counselor, student leadership opportunities, extracurricular activities, and expanded learning programs help foster student success both inside and outside the classroom. Additionally, a new Technology/CTE course for grades 5–8 will provide students with opportunities to explore technology, electronics, and future career pathways.

Guided by Dr. Stallworth's legacy, the school's mission remains focused on preparing every student for success by providing rigorous instruction, meaningful relationships, and equitable opportunities that empower students to become lifelong learners, responsible citizens, and future leaders.

Reflections: Annual Performance

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

The CAASPP data reflects fluctuating achievement trends across grade levels and subject areas over the past three school years. Overall, the data shows stronger growth patterns in English Language Arts (ELA) than in Mathematics, with several grade levels demonstrating notable improvement in recent years.

English Language Arts (ELA) Trends

- **3rd Grade ELA** showed significant growth over time, increasing from **5.56% (2022–2023)** to **20.69% (2024–2025)**. This represents one of the strongest upward trends in the data.
- **4th Grade ELA** remained relatively stable, increasing slightly from **9.38%** to **12.00%**, before declining to **8.00%** in 2024–2025.
- **5th Grade ELA** showed a gradual decline, decreasing from **21.21%** to **15.39%** over the three years.
- **6th Grade ELA** demonstrated substantial improvement from **4.35%** in 2022–2023 to **30.00%** in 2023–2024, before decreasing to **17.64%** in 2024–2025. Despite the decline, performance remained above the baseline year.
- **7th Grade ELA** showed continuous improvement across all three years, rising from **12.00%** to **29.27%**, indicating strong upward momentum in middle school ELA performance.
- **8th Grade ELA** also improved steadily, increasing from **12.50%** to **21.05%** by 2024–2025.

Mathematics Trends

- Mathematics performance remained generally lower than ELA across most grade levels.
- **3rd Grade Math** fluctuated, beginning at **11.11%**, dropping to **0%**, and then rebounding to **10.35%** in 2024–2025.
- **4th Grade Math** remained consistently low, decreasing from **6.25%** to **0%** in 2024–2025.
- **5th Grade Math** improved from **0%** in 2022–2023 to **13.34%** in 2023–2024, then declined slightly to **7.69%**.
- **6th Grade Math** showed gradual growth from **0%** to **10.00%**, before a slight decline to **8.82%**.

- **7th Grade Math** demonstrated the most significant growth in mathematics, increasing steadily from **0%** to **21.95%** by 2024–2025, representing a major area of progress.
- **8th Grade Math** remained an area of concern, with performance staying very low across all three years and returning to **0%** in 2024–2025.

Overall Schoolwide Trends

- ELA performance trends were generally more positive than Mathematics across grade levels.
- Middle school ELA, particularly Grades 7 and 8, demonstrated consistent improvement over time.
- Mathematics performance showed isolated areas of growth, particularly in Grade 7, but overall remained inconsistent and significantly lower than ELA achievement.
- Several grade levels experienced year-to-year fluctuations, suggesting the need to examine curriculum implementation, intervention effectiveness, staffing consistency, and instructional alignment.
- The strongest growth trends appeared in:
 - **3rd Grade ELA**
 - **7th Grade ELA**
 - **7th Grade Math**
- Areas needing the greatest support include:
 - **4th Grade Math**
 - **8th Grade Math**
 - Sustaining gains in **6th Grade ELA**

Possible Implications

The data may indicate that targeted literacy interventions and instructional supports are positively impacting ELA achievement, particularly in upper grades. However, the continued low mathematics performance suggests a need for increased focus on math instruction, intervention systems, foundational skill development, and vertical alignment across grade levels.

Reflections: Technical Assistance

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

As part of the LEA's technical assistance process, the school is implementing its **"Back to the Basics"** initiative to strengthen core instructional practices and improve student achievement. This work focuses on implementing the adopted curriculum with fidelity, prioritizing essential standards, delivering high-quality instruction, and maintaining consistent expectations across classrooms. The LEA will continue expanding literacy and mathematics supports through i-Ready, Strategic Language Development, targeted interventions, and Professional Learning Communities (PLCs) that use student data to drive instruction. In 2026–2027, the school will implement **Amplify Science** and a new English Language Development (ELD) curriculum to better support all students, particularly newcomer students and Long-Term English Learners (LTELs). The LEA will also continue strengthening PBIS and Social-Emotional Learning (SEL) through the addition of a full-time school counselor who will provide proactive behavioral and social-emotional supports to improve student outcomes.

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.

The Stallworth Charter School is no longer identified for Comprehensive Support and Improvement (CSI) based on the dashboard for the recent year.

Support for Identified Schools

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

NA

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

The LEA will monitor and evaluate the effectiveness of this plan through an ongoing cycle of data collection, collaboration, and continuous improvement. Student progress will be measured using multiple data sources, including i-Ready diagnostic assessments, local benchmark assessments, English Learner progress data, attendance, behavior, and California Dashboard indicators. Implementation of the adopted curriculum, Amplify Science, and the new English Language Development (ELD) curriculum will be monitored through classroom walkthroughs, instructional observations, coaching cycles, and lesson plan reviews to ensure fidelity of implementation.

Teachers will meet regularly in Professional Learning Communities (PLCs) to analyze student data, identify areas of need, and adjust instruction and interventions accordingly. School leadership will review academic, behavioral, and attendance data throughout the year to monitor the effectiveness of strategic supports, PBIS, and Social-Emotional Learning (SEL) initiatives. Progress toward LCAP goals will be reviewed with staff and educational partners on a regular basis, and adjustments will be made as needed to ensure continuous improvement and increased student achievement.

Engaging Educational Partners

A summary of how educational partners will be involved in the LCAP development process is as follows: The school districts and county offices of education collaborate with us to provide teacher induction services and professional development. The LEA works with parents and the neighboring community to produce the LCAP and consults with teachers, principals, and administrators for a summary of how educational partners will be involved in the LCAP development process.

As the LEA receives Equity Multiplier funding, we will comply with educational partners at schools while developing the LCAP, particularly when determining the needed focus goal for the applicable school.

Educational Partner(s)	Process for Engagement
Parents, and Teacher Partnership	The PTO committee's objective of concentrating on particular state and local issues is upheld by the LEAs. Members of the administration, teaching staff, parent-teacher organization, English language coordinator, after-school program, and other school departments are on this committee. Interest data gathered from surveys administered to students, staff, and parents/guardians will be used to update the objectives and next steps annually.
San Joaquin County Office of Education Professional Development	The LEA is partnering with the San Joaquin County Office of Education to provide ongoing professional development focused on curriculum implementation, effective instructional practices, and writing instruction across all grade levels. This support includes teacher training, instructional coaching, and strategies to strengthen student achievement through high-quality, standards-based instruction.
San Joaquin County Office of Education/Stansislaus County Office of Education	The LEA includes teachers in the induction program, partnering with the county's teachers' college to support the implementation of instruction and professional development.
Charter School Development Center	As a member of CSDC, administration undertakes professional development in leadership and finance and leadership professional development.
The Fair Oaks Public Library	Located a few blocks away from the school, primary grades TK-4 grade will continue to experience and participate in Library events that promote the love of reading.

Insert or delete rows, as necessary.

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

Feedback from students, parents, teachers, classified staff, and the Governing Board directly influenced the priorities and actions included in the 2026–2027 LCAP. Parent survey results indicated high levels of satisfaction with school safety (100%), communication, and student learning, while staff and student feedback identified opportunities to strengthen instructional consistency, communication, student engagement, and access to academic and social-emotional supports.

Based on this feedback, the LEA adopted its **"Back to the Basics"** initiative to strengthen Tier I instruction through consistent implementation of the adopted curriculum, a focus on essential standards, and high-quality, standards-based teaching in every classroom. Educational partners also emphasized the need for additional academic support for English learners and struggling students. As a result, the LEA redesigned the master schedule to include daily Strategic Language Development, targeted intervention based on student data, expanded use of i-Ready, implementation of **Amplify Science**, and a new English Language Development (ELD) curriculum designed to better support newcomer students and Long-Term English Learners (LTELs).

Staff feedback also highlighted the importance of ongoing professional learning and collaboration. In response, the LEA expanded Professional Learning Community (PLC) collaboration and partnered with the San Joaquin County Office of Education to provide professional development in curriculum implementation, instructional strategies, English learner supports, and writing instruction.

Student and parent input continued to support opportunities for leadership, enrichment, and a positive school culture. The LEA will continue to provide extracurricular activities, student leadership opportunities, college and career awareness experiences, and family engagement opportunities, including adult English classes. To further support students' social-emotional and behavioral needs, the LEA will add a full-time school counselor to strengthen Positive Behavioral Interventions and Supports (PBIS), Social-Emotional Learning (SEL), classroom guidance lessons, and student intervention services. These actions reflect the priorities identified by educational partners and the LEA's commitment to continuous improvement and increased student achievement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
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Goals 1-2	Goal 1 <i>We will increase the consistency and effectiveness of Tier I instruction in all TK-8 classrooms through our "Back to the Basics" initiative by implementing the adopted curriculum with fidelity, prioritizing essential standards, and providing clear, structured, and purposeful instruction. Reading, writing, speaking, and listening skills will be strengthened through full implementation of McGraw Hill Wonders (TK-6), StudySync (7-8), the implementation of Amplify Science, and a new English Language Development (ELD) curriculum to support all English learners, particularly newcomer students and Long-Term English Learners (LTELs). In partnership with the San Joaquin County Office of Education, the LEA will place an increased emphasis on writing instruction across all grade levels through professional development, instructional coaching, and classroom support.</i> <i>100% of TK-8 teachers will receive ongoing professional development, coaching, and collaborative support to implement the adopted curriculum with fidelity and strengthen writing instruction.</i> <i>Teachers will participate in weekly Professional Learning Communities (PLCs) to analyze student data, reflect on instructional practices, and plan targeted interventions.</i> <i>Classroom walkthroughs, peer observations, instructional coaching, and lesson plan reviews will be used to monitor implementation and improve instructional consistency.</i> <i>All students will participate in daily Strategic Language Development instruction, with targeted intervention provided through i-Ready and other data-driven supports based on student needs.</i> Goal 2 <i>By May 2027, the LEA will improve student achievement in foundational literacy, reading comprehension, vocabulary development, and writing by increasing student performance from current levels as measured by i-Ready Diagnostic Assessments, NWEA, local benchmark assessments, English Learner progress monitoring, and classroom writing assessments. Students requiring additional support will receive targeted interventions, including SIPPS Plus/Challenge, Strategic Language Development, and other evidence-based instructional supports.</i> <i>100% of students in grades 5-8 will be assessed and monitored to identify students needing early literacy intervention and strategic academic support.</i> <i>Student progress will be monitored using phonemic awareness assessments, i-Ready diagnostic data, NWEA reading and mathematics assessments, classroom writing assessments, and English Learner progress data.</i>	<i>Progress Monitoring: Beginning, middle, and end of year data collection on grade-appropriate subtests in grades K-8</i> <i>BOY MOY EOY 2024-2026</i> <i>Word Study data analysis: Beginning, middle, and end of year data collection on grade-appropriate subtests in grades K-8</i> <i>BOY 2026 Baseline Data analyzed</i> <i>MOY 2025 Expected Growth 5th-8th: 20% proficiency growth in grade-level recognition of new words, meaning and word analysis.</i> <i>EOY 2026 Growth Data measured by NWEA, i-ready and CAASPP)</i>
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- *Teachers will use assessment results during PLC collaboration to adjust instruction, provide targeted interventions, and monitor student growth throughout the school year.*
- *Professional development provided in partnership with the San Joaquin County Office of Education will support teachers in implementing evidence-based literacy and writing practices to improve student achievement across all content areas.*

All the outcomes, metrics, actions, and expenditures are tied to these two goals.

State priorities addressed by this goal.

The 2025 California School Dashboard identified both areas of progress and opportunities for continued growth in English Language Arts, Mathematics, and English Learner outcomes. In response, the LEA will continue its **"Back to the Basics"** initiative by strengthening Tier I instruction through consistent implementation of the adopted curriculum, prioritizing essential standards, and using data to drive instructional decisions. Literacy and mathematics instruction will be enhanced through expanded use of i-Ready, daily Strategic Language Development, implementation of **Amplify Science**, and a new English Language Development (ELD) curriculum to better support English learners, including newcomer students and Long-Term English Learners (LTELs). In partnership with the San Joaquin County Office of Education, the LEA will also strengthen writing instruction across all grade levels through ongoing professional development, instructional coaching, and classroom support. Academic intervention and enrichment opportunities will continue during the instructional day, summer school, and expanded learning programs to accelerate student achievement and improve outcomes for all students.

An explanation of why the LEA has developed this goal.

The LEA developed this goal to strengthen academic achievement by addressing the instructional priorities identified through student performance data, the California School Dashboard, and feedback from educational partners. While the school has made progress, additional support is needed to improve outcomes in English Language Arts, Mathematics, writing, and English Learner achievement. The LEA's **"Back to the Basics"** initiative focuses on strengthening Tier I instruction by ensuring consistent implementation of the adopted curriculum, prioritizing essential standards, and delivering high-quality, engaging instruction in every classroom.

To achieve this goal, the LEA will provide:

- Ongoing support for teachers in implementing the adopted **McGraw Hill Wonders/StudySync, Reveal Math, Amplify Science**, and the new English Language Development (ELD) curriculum with fidelity.
- Daily Strategic Language Development instruction to strengthen academic language and better support English learners, including newcomer students and Long-Term English Learners (LTELs).
- Professional development and instructional coaching in partnership with the **San Joaquin County Office of Education**, with an emphasis on effective instructional practices, curriculum implementation, and writing instruction across all grade levels.
- Regular Professional Learning Community (PLC) collaboration focused on analyzing student data, monitoring progress, and planning targeted interventions.
- A comprehensive assessment system using i-Ready, local benchmark assessments, English Learner progress data, classroom writing assessments, and other formative measures to monitor student growth and guide instruction.
- Meaningful opportunities for family engagement and student enrichment that support academic achievement, student leadership, and a positive school climate.

These actions are designed to provide a consistent, data-driven instructional program that improves student achievement while ensuring that all students receive the academic and social-emotional supports needed for success.

Academic Intervention Focus

Quarter One (Q1)

1. Administer i-Ready and local benchmark assessments to establish baseline data and identify student needs in reading, mathematics, and writing.
2. Implement the **"Back to the Basics"** initiative by focusing on essential literacy and mathematics standards, consistent curriculum implementation, and daily Strategic Language Development instruction.
3. Begin implementation of Amplify Science and the new English Language Development (ELD) curriculum to strengthen academic language and content knowledge.
4. Provide professional development through the San Joaquin County Office of Education on curriculum implementation, evidence-based instructional practices, and writing instruction.

Quarter Two (Q2)

1. Analyze student progress using i-Ready, classroom assessments, and English Learner data to provide targeted intervention and enrichment.
2. Strengthen reading comprehension, vocabulary development, and writing across all content areas through explicit instruction and regular writing opportunities.
3. Continue instructional coaching and Professional Learning Community (PLC) collaboration focused on student achievement, curriculum fidelity, and effective instructional strategies.
4. Continue professional development with the San Joaquin County Office of Education, emphasizing writing instruction and supports for English learners.

Quarter Three (Q3)

1. Prepare students for state and local assessments through standards-based instruction, academic language development, and effective test-taking strategies.
2. Integrate writing, critical thinking, and inquiry-based learning across all subject areas, including implementation of Amplify Science.
3. Monitor intervention effectiveness using student data and adjust instructional supports as needed.
4. Continue classroom coaching, walkthroughs, and PLC collaboration to ensure consistent implementation of instructional initiatives.

Quarter Four (Q4)

1. Evaluate student growth using i-Ready, local benchmark assessments, classroom writing assessments, English Learner progress data, and other local measures.
2. Review the effectiveness of the **"Back to the Basics"** initiative, academic interventions, curriculum implementation, and professional development to identify successes and areas for continuous improvement.
3. Use end-of-year data to refine instructional priorities, intervention supports, and professional learning plans for the upcoming school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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NWEA	Percentage of student in grades K-8 th who will make gains in reading and math	All K-8th ELA		All K-8th ELA		All K-8th ELA		All K-8th ELA		All K-8th ELA	
		Kinder		Kinder		Kinder		Kinder		Kinder	
		30%		40%		50%		60%		30%	
		1st	35%	1st	45%	1st	55%	1st	65%	1st	30%
		2nd	36%	2nd	46%	2nd	56%	2nd	66%	2nd	30%
		3rd	33%	3rd	43%	3rd	53%	3rd	63%	3rd	30%
		4th	33%	4th	43%	4th	53%	4th	63%	4th	30%
		5th	31%	5th	41%	5th	51%	5th	61%	5th	30%
		6th	38%	6th	48%	6th	58%	6th	68%	6th	30%
		7th	44%	7th	54%	7th	64%	7th	74%	7th	30%
		8th	55%	8th	65%	8th	75%	8th	85%	8th	30%
		MATH		MATH		MATH		MATH		MATH	
		Kinder	32%	Kinder	42%	Kinder	52%	Kinder	62%	Kinder	30%
		1st	36%	1st	46%	1st	56%	1st	66%	1st	30%
		2nd	38%	2nd	48%	2nd	58%	2nd	68%	2nd	30%
		3rd	33%	3rd	43%	3rd	53%	3rd	63%	3rd	30%
		4th	44%	4th	54%	4th	64%	4th	74%	4th	30%
		5th	48%	5th	58%	5th	68%	5th	78%	5th	30%
		6th	43%	6th	53%	6th	63%	6th	73%	6th	30%
		7th	25%	7th	35%	7th	45%	7th	55%	7th	30%
		8th	38%	8th	48%	8th	58%	8th	68%	8th	30%

IReady	EOY Assessment Percentage of students who have met their growth goal in their grade level	All of 5 th -8 th (ELA/Math)		All of 5 th -8 th (ELA/Math)		All of 5 th -8 th (ELA/Math)		All of 5 th -8 th (ELA/Math)		Kinder	30%
		Kinder	9%	Kinder	19%	Kinder	29%	Kinder	39%	1st	30%
		1st	26%	1st	36%	1st	46%	1st	56%	2nd	30%
		2nd	23%	2nd	33%	2nd	43%	2nd	53%	3rd	30%
		3rd	76%	3rd	86%	3rd	96%	3rd	96%	4th	30%
		4th	35%	4th	45%	4th	55%	4th	65%	5th	30%
		5th	56%	5th	66%	5th	76%	5th	86%	6th	30%
		6th	36%	6th	46%	6th	56%	6th	66%	7th	30%
		7th	59%	7th	69%	7th	79%	7th	89%	8th	30%
		8th	61%	8th	71%	8th	81%	8th	91%		

CASSPP	Schoolwide gains in reading and math of Student performance	ELA		ELA		ELA		ELA		ELA	
		3rd	33%	3rd	43%	3rd	53%	3rd	63%	3rd	30%
		4th	33%	4th	43%	4th	53%	4th	63%	4th	30%
		5th	24%	5th	34%	5th	44%	5th	54%	5th	30%
		6th	25%	6th	35%	6th	45%	6th	55%	6th	30%
		7th	44%	7th	54%	7th	64%	7th	74%	7th	30%
		8th	55%	8th	65%	8th	75%	8th	85%	8th	30%
		MATH		MATH		MATH		MATH		MATH	
		3rd	33%	3rd	43%	3rd	53%	3rd	63%	3rd	30%
		4th	24%	4th	34%	4th	44%	4th	54%	4th	30%
		5th	48%	5th	58%	5th	68%	5th	78%	5th	30%
		6th	43%	6th	53%	6th	63%	6th	73%	6th	30%
		7th	25%	7th	35%	7th	45%	7th	55%	7th	30%
		8th	38%	8th	48%	8th	58%	8th	68%	8th	30%

Insert or delete rows, as necessary.

Goal Analysis for [LCAP 2026]

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.

As we prepare for the 2026–2027 school year, Dr. Lewis Dolphin Stallworth, Sr. Charter School remains committed to continuous improvement through a comprehensive plan focused on strengthening teaching, learning, and student outcomes. As part of our ongoing work under technical assistance, the school is implementing strategic actions designed to improve instructional effectiveness, increase student achievement, and build sustainable systems of support for all learners.

Our schoolwide focus, "**Back to the Basics**," reflects a renewed commitment to the instructional practices that have the greatest impact on student learning. This includes ensuring fidelity to our adopted curriculum, prioritizing essential standards, delivering clear and purposeful instruction, and maintaining consistent expectations across all classrooms. Through technical assistance, the school is strengthening instructional systems, refining data-driven decision-making, and building staff capacity through ongoing coaching and professional learning.

To better meet the diverse needs of our students, a redesigned master schedule will provide dedicated time for Strategic Language Development, targeted academic intervention, and personalized instruction through i-Ready. Every student will participate in 30 minutes of daily Strategic Language Development instruction to strengthen academic language and literacy across all grade levels.

The school is also investing in high-quality instructional materials to improve student learning. During the 2026–2027 school year, teachers will begin implementing **Amplify Science**, providing students with engaging, standards-aligned, inquiry-based science instruction that promotes critical thinking and hands-on learning. In addition, the school will implement a new English Language Development (ELD) curriculum specifically designed to strengthen language acquisition for English learners, with targeted supports for both newcomer students and Long-Term English Learners (LTELs). These resources will help ensure that English learners receive systematic language instruction while gaining access to rigorous grade-level content.

Professional learning will continue to be a priority throughout the year. Teachers will participate in ongoing professional development in partnership with the county office of education and technical assistance providers, with an emphasis on curriculum implementation, effective instructional strategies, English Learner supports, data analysis, and instructional coaching. Weekly Professional Learning Community (PLC) meetings will provide dedicated time for staff to analyze student achievement data, monitor progress, collaborate on instructional planning, and identify interventions based on student needs.

The school will also strengthen its Multi-Tiered System of Supports (MTSS) by expanding the use of data to identify students in need of additional academic assistance and providing strategic intervention during the instructional day. i-Ready will serve as a key instructional and progress-monitoring tool in every classroom, allowing teachers to personalize instruction and accelerate student growth.

Recognizing the connection between academic achievement and student well-being, the school will add a full-time school counselor to expand Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL). The counselor will provide classroom lessons, individual and small-group supports, and proactive behavioral interventions to foster a positive school climate and remove barriers to student success.

Through these focused improvement efforts, the support provided through technical assistance, and the implementation of new instructional resources, Stallworth Charter School is building stronger systems that will increase student achievement, strengthen instruction, support English learners, and ensure that every student is prepared for long-term academic success.

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

The efficacy of the particular measures implemented thus far in the 26/27 fiscal year has facilitated a reassessment for securing support from all stakeholders, including parental engagement. Students were given the opportunity to engage in the decision-making process, which further enhanced student buy-in, ownership, and performance, thereby contributing to the advancement of the 2024 "State Moving the Needle" initiative.

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.

Based on student achievement data and feedback from educational partners, the LEA refined its goals and actions to strengthen instructional consistency and improve student outcomes. For 2026–2027, the LEA will implement its **"Back to the Basics"** initiative by emphasizing fidelity to the adopted curriculum, essential standards, and high-quality instruction.

New actions include implementation of **Amplify Science**, a new English Language Development (ELD) curriculum, daily Strategic Language Development, and expanded writing instruction through professional development with the San Joaquin County Office of Education. The LEA will continue using i-Ready data to guide interventions, strengthen PLC collaboration, expand PBIS and SEL supports, and introduce a Technology/CTE course for grades 5–8 focused on technology skills, electronics, and career readiness.

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
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1	ELA Curriculum – McGraw Hill	The LEA adopted McGraw Hill “Wonders” ELA curriculum in 2023-24. 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.	\$44,995	[Yes]
2	Teacher Retention	Teachers that remained with the school were given a signing bonus to continue. The rate of retention was 95% of the teachers remaining. This is beneficial for the students providing stability.	\$1,057,579	[Yes]
3	Smart Boards	The LEA decided to purchase updated Smart Boards. The last Smart Boards were purchased in 2015 and they were slow, some broken and unusable. The new boards allow for multiple student usage and student-teacher collaboration.	\$65,428	□
4	Summit K12 Curriculum	The LEA will implement Summit K12 to provide targeted English Language Development (ELD) instruction for newcomer students and Long-Term English Learners (LTELs). Summit K12 offers standards-aligned lessons that strengthen listening, speaking, reading, and writing while supporting academic language development and preparing students for success on the English Language Proficiency Assessments for California (ELPAC). The program will be used alongside designated ELD instruction to accelerate English language acquisition and improve academic achievement.	\$5,727.45	
5	Amplify Science Curriculum	The LEA will implement Amplify Science for students in grades 5–8 to provide engaging, standards-aligned science instruction that emphasizes inquiry, problem-solving, and hands-on learning. The curriculum integrates reading, writing, discussion, and scientific investigation to build students' critical thinking skills while supporting the California Next Generation Science Standards (NGSS) and increasing student engagement in science.	\$26,098.10	

Insert or delete rows, as necessary.

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 992,242	\$116,265

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
37.51%	0%	\$0	37.51%

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 will improve achievement in English Language Arts, Mathematics, writing, and English Language Development.	The LEA will implement the Back to the Basics initiative by strengthening Tier I instruction through fidelity to the adopted curriculum, daily Strategic Language Development, targeted intervention using i-Ready data, implementation of Amplify Science and Summit K12 ELD, and expanded writing instruction supported by the San Joaquin County Office of Education. These actions are provided schoolwide to ensure all students have access to high-quality instruction.	i-Ready Diagnostic Assessments, NWEA/Benchmark Assessments, CAASPP, ELPAC, classroom writing assessments, curriculum implementation walkthroughs, and PLC data reviews.
Goal 2 and Action #2)	Strengthen instructional consistency and improve teacher capacity to increase student achievement.	Teachers will participate in ongoing professional development, instructional coaching, and weekly PLC collaboration focused on curriculum implementation, writing instruction, English learner supports, and data-driven instructional planning. These supports are provided schoolwide to improve instructional quality in every classroom.	Professional development participation, PLC agendas and minutes, classroom observations, instructional coaching cycles, lesson plan reviews, and student achievement data.
Goal 3 and Action #3)	Increase student engagement, college and career readiness, and positive school culture.	The LEA will expand student opportunities through Technology/CTE courses for grades 5–8, PBIS, Social-Emotional Learning (SEL), student leadership, extracurricular activities, and the support of a full-time school counselor. These schoolwide actions promote academic success, student engagement, and a positive learning environment.	Attendance, behavior referrals, PBIS data, student participation in extracurricular activities and leadership opportunities, student survey results, and California Dashboard indicators.

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	Improve academic achievement for English Learners, including newcomer students and Long-Term English Learners (LTELs).	English Learners will receive both Integrated and Designated English Language Development instruction. Through the Back to the Basics initiative, teachers will implement the adopted curriculum with fidelity while providing daily Strategic Language Development, targeted intervention through i-Ready, and instruction using the Summit K12 ELD curriculum. Professional development and instructional coaching from the San Joaquin County Office of Education will strengthen instructional practices and writing instruction to accelerate English language acquisition and academic achievement.	ELPAC results, English Learner progress monitoring, i-Ready Diagnostic Assessments, classroom writing assessments, curriculum implementation walkthroughs, and PLC data reviews.
Goal 2 Action #1	Ensure students experiencing socioeconomic disadvantage have equitable access to academic and basic supports that promote student success.	The LEA will continue providing free nutritious breakfast, lunch, and snacks to eligible students while ensuring access to high-quality instruction, targeted intervention, academic support, and expanded learning opportunities. Student progress will be supported through i-Ready intervention, daily Strategic Language Development, and a positive school climate supported by PBIS, SEL, and a full-time school counselor.	Student attendance, i-Ready growth data, academic achievement data, participation in intervention programs, behavior data, and California Dashboard indicators.

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 determined the contribution of these actions based on the identified needs of its unduplicated student population, including English learners, low-income students, and foster youth. These actions are principally directed toward improving academic achievement by strengthening instructional quality, increasing access to targeted academic supports, and improving English language development. The LEA partners with the **San Joaquin County Office of Education** to provide ongoing professional development, instructional coaching, and support in curriculum implementation, writing instruction, and effective instructional practices. Additional targeted supports include daily Strategic Language Development, implementation of the **Summit K12** English Language Development curriculum, expanded use of i-Ready to identify and address learning gaps, and targeted interventions based on student performance data.

The Principal, instructional leadership team, and teachers regularly analyze multiple measures of student achievement—including i-Ready diagnostics, local benchmark assessments, ELPAC results, CAASPP data, classroom writing assessments, attendance, and behavior data—during Professional Learning Communities (PLCs). These data are used to evaluate the effectiveness of instructional strategies, monitor the progress of unduplicated students, and make adjustments to ensure the planned actions contribute to improved outcomes and meet the LEA's proportional increase in services requirement.

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.

The LEA will use additional concentration grant add-on funding to increase direct services for students by strengthening instructional and student support staff at a school serving a high percentage of low-income students, English learners, and foster youth. Funding will support additional instructional assistance through teachers, instructional aides, and a full-time school counselor to provide targeted academic, behavioral, and social-emotional support.

English learners, including newcomer students and Long-Term English Learners (LTELs), will receive designated and integrated English Language Development instruction, daily Strategic Language Development, and targeted intervention using the **Summit K12** ELD curriculum and i-Ready. These additional staffing supports allow the LEA to provide small-group instruction, individualized intervention, and increased academic and social-emotional services to improve outcomes for its highest-need students.

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/KCombo)TK 9:/K 10:1 as required by State	TK 9:/K 10:1 as required by State
Staff-to-student ratio of certificated staff providing direct services to students	The LEA aims for one certified teacher with either one or more teacher assistants designed for every grade.	One certified teacher with either one or more teacher assistants designed for every grade