

# Elizabeth Stewart K-8 School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

#### Contact Information (School Year 2016-17)

School Contact Information	
School Name	Elizabeth Stewart K-8 School
Street	2040 Hoke Drive
City, State, Zip	Pinole, CA 94564-1899
Phone Number	(510) 231-1410
Principal	Peter Aloo
E-mail Address	paloo@wccusd.net
Web Site	<a href="http://www.wccusd.net/Page/1223">www.wccusd.net/Page/1223</a>
CDS Code	07-61796-6004980

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

### School Description and Mission Statement (School Year 2016-17)

#### School Description:

Stewart is one of only two K-8 elementary school in the district. It is located on the hill directly behind Pinole Valley High School and has a student population of about four hundred and ninety students. It is a school that serves a richly diverse community and has as its mission to provide the highest quality education for all; helping students become successful, confident, competent, and contributing members of a global society.

#### Mission Statement:

Stewart students are motivated learners who take responsibility for creating an atmosphere conducive to learning, growing, and having fun! We come to school each day, Prepared and eager to learn. We are respectful, responsible, and honest. We take pride in keeping our school safe and clean. In the classroom we always try our best. We always keep our educational goals in mind. We work together to solve challenging problems, and ask questions when we don't understand. Students, parents, and teachers, Work together as a family. We care about each other, and help everyone to do their best!

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	55
Grade 1	56
Grade 2	47
Grade 3	44
Grade 4	52
Grade 5	51
Grade 6	63
Grade 7	58
Grade 8	49
<b>Total Enrollment</b>	<b>475</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	22.5
American Indian or Alaska Native	1.1
Asian	14.1
Filipino	8.8
Hispanic or Latino	32.4
Native Hawaiian or Pacific Islander	0.6
White	17.3
Two or More Races	2.3
Socioeconomically Disadvantaged	43.4
English Learners	15.6
Students with Disabilities	9.5
Foster Youth	0.8

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	23	25	2.80	23.80
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	93.7	6.3
<b>High-Poverty Schools in District</b>	93.5	6.5
<b>Low-Poverty Schools in District</b>	97.2	2.8

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Macmillan/McGraw-Hill, California Treasures (K-6) / 2012 Macmillan/McGraw-Hill, Tesoros de lectura / 2012 - DLI (K-5) Prentice Hall, Literature: Timeless Voices (gr 6-8) / 2001 National Geographic, Inside (ELD gr 6-8) / 2014 Houghton Mifflin Harcourt, (Intervention gr 6-8) Read 180 / 2011	Yes	0%
<b>Mathematics</b>	McGraw-Hill, My Math (TK-5) / 2016 Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or McGraw Hill, Math Course 1 (gr 6) / 2016 Prentice Hall, Pre-Algebra CA / 2001 Glencoe McGraw Hill, Math Course 3 (gr 8) / 2014 McDougal Littell, CA Middle School Algebra 1 / 2012	Yes	0%
<b>Science</b>	Scott Foresman, Science (K-6) / 2008 Scott Foresman, Ciencias / 2008 – DLI (K-2) Pearson/Prentice Hall, Focus on Earth Science (gr 6) / 2008 Pearson/Prentice Hall, Focus on Life Science (gr 7) / 2008 Pearson/Prentice Hall, Focus on Physical Science (gr 8) / 2008	Yes	0%
<b>History-Social Science</b>	Macmillan/McGraw Hill, California Vistas (gr K-5) / 2007 Macmillan/McGraw Hill, California Vistas Spanish editions / 2007 – DLI (K-5) TCI, History Alive (gr 6-8) / 2004	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Elizabeth Stewart was built in 1963. The school received a \$9 million modernization, including a full interior remodel and new mechanical, data and electrical systems, roofs, kitchen, bathrooms, play structure, field, and track. There are seven classrooms that replace the portables, along with new benches installed around school areas, a new courtyard area with trees, a covered patio, a new field, track setup and a new play structure for older students.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical			X	Many lights are out site-wide
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Paint exterior barrier poles where needed

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: July 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	38	37	33	35	44	48
Mathematics	28	26	23	25	34	36

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

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	44	43	97.7	32.6
	4	52	51	98.1	45.1
	5	54	54	100.0	42.6
	6	63	63	100.0	39.7
	7	57	56	98.3	30.4
	8	50	50	100.0	32.0
Male	3	21	20	95.2	25.0
	4	25	24	96.0	37.5
	5	25	25	100.0	24.0
	6	39	39	100.0	35.9
	7	34	33	97.1	24.2
	8	23	23	100.0	34.8
Female	3	23	23	100.0	39.1
	4	27	27	100.0	51.9
	5	29	29	100.0	58.6
	6	24	24	100.0	45.8
	7	23	23	100.0	39.1
	8	27	27	100.0	29.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	3	--	--	--	--
	4	11	11	100.0	18.2
	5	--	--	--	--
	6	15	15	100.0	33.3
	7	16	15	93.8	20.0
	8	12	12	100.0	25.0
American Indian or Alaska Native	6	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	3	12	12	100.0	25.0
	4	16	15	93.8	46.7
	5	19	19	100.0	31.6
	6	20	20	100.0	10.0
	7	19	19	100.0	10.5
	8	20	20	100.0	25.0
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	12	12	100.0	58.3
	6	11	11	100.0	54.5
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	24	23	95.8	17.4
	4	27	26	96.3	34.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	25	25	100.0	36.0
	6	33	33	100.0	30.3
	7	24	24	100.0	16.7
	8	19	19	100.0	15.8
<b>English Learners</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Students with Disabilities</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Foster Youth</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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



**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	44	43	97.7	44.2
	<b>4</b>	52	51	98.1	34.0
	<b>5</b>	53	53	100.0	25.0
	<b>6</b>	63	63	100.0	22.2
	<b>7</b>	57	56	98.3	17.9
	<b>8</b>	50	50	100.0	16.0
<b>Male</b>	<b>3</b>	21	20	95.2	45.0
	<b>4</b>	25	24	96.0	41.7
	<b>5</b>	24	24	100.0	20.8
	<b>6</b>	39	39	100.0	20.5
	<b>7</b>	34	33	97.1	18.2
	<b>8</b>	23	23	100.0	17.4
<b>Female</b>	<b>3</b>	23	23	100.0	43.5
	<b>4</b>	27	27	100.0	26.9
	<b>5</b>	29	29	100.0	28.6
	<b>6</b>	24	24	100.0	25.0
	<b>7</b>	23	23	100.0	17.4
	<b>8</b>	27	27	100.0	14.8
<b>Black or African American</b>	<b>3</b>	--	--	--	--
	<b>4</b>	11	11	100.0	9.1
	<b>5</b>	--	--	--	--
	<b>6</b>	15	15	100.0	6.7
	<b>7</b>	16	15	93.8	6.7
	<b>8</b>	12	12	100.0	8.3
<b>American Indian or Alaska Native</b>	<b>6</b>	--	--	--	--
<b>Asian</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
	<b>6</b>	--	--	--	--
	<b>7</b>	--	--	--	--
	<b>8</b>	--	--	--	--
<b>Filipino</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
	<b>6</b>	--	--	--	--
	<b>7</b>	--	--	--	--
	<b>8</b>	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	12	12	100.0	41.7
	4	16	15	93.8	35.7
	5	18	18	100.0	16.7
	6	20	20	100.0	10.0
	7	19	19	100.0	10.5
	8	20	20	100.0	15.0
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	12	12	100.0	58.3
	6	11	11	100.0	36.4
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	24	23	95.8	43.5
	4	27	26	96.3	28.0
	5	24	24	100.0	16.7
	6	33	33	100.0	21.2
	7	24	24	100.0	4.2
	8	19	19	100.0	10.5
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	47	46	36	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	103	102	99.0	36.3
<b>Male</b>	47	46	97.9	37.0
<b>Female</b>	56	56	100.0	35.7
<b>Black or African American</b>	22	22	100.0	18.2
<b>Asian</b>	17	17	100.0	41.2
<b>Hispanic or Latino</b>	38	38	100.0	29.0
<b>White</b>	21	21	100.0	71.4
<b>Socioeconomically Disadvantaged</b>	43	43	100.0	39.5
<b>English Learners</b>	11	11	100.0	
<b>Students with Disabilities</b>	13	13	100.0	

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.8	37.3	21.6
7	8.9	14.3	32.1

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

We welcome parents with a PTA-supported Welcome Back Celebration. We also have informational nights on state testing, reading strategies and more. Parents volunteer in the classroom, in the library, in after school programs and clubs, on field trips, and participate in the Site Council, PTA, MDAC, GATE and ELAC committees.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC): The ELAC generates a needs list for our EL students and determines the best expenditure of LEP and ELAP funds which is then forwarded and approved as suggested by the Site Council.

PARENT-TEACHER ASSOCIATION (PTA) and/or PARENT GROUP(s): The PTA hosts the following events: PTA membership drive, Christmas Gift-wrap, Cookie Dough, Recycle Drive, Welcome Back Celebration, Character Education award certificate, Elementary Student Citizenship, Achievement, and Most Improved Award Nights, Founders Day Talent Show, and the Multi-Cultural Potluck. They also support student programs that help them be successful, including but not restricted to the Accelerated Reader Program. The PTA supports the school, its students, and the communication within the community through its fundraisers and monthly meetings.

SCHOOL SITE COUNCIL (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Stewart School have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). This council reviews progress, the effectiveness of what we are doing in our Single Site Plan and then determines the best use of any budgetary funds that come under their domain.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	5.4	0.4	2.6	6.6	6.2	6.3	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

Safety issues are reviewed yearly by the school safety and emergency team within the first through third faculty meetings. Staff and students are trained at the beginning of the year, with monthly drills for practice. Parents are notified of emergency procedures and the PTA supports our disaster preparedness programs both by providing equipment and materials and by putting together basic packets with informational material to fill out by parents in case of a disaster. All staff participate in the yearly SEMS training and are trained in dealing with first aid and blood borne pathogens. We also participate in the county yearly 'Shelter in Place' practice drill so everyone is aware of their responsibilities. The staff monitors the yard 15 minutes before the start of school and at each recess period. Students enter through the gated entry where arrivals and departures are clearly visible and we ask they leave in the same manner so we can monitor their safe exit. We require visitors to check in at the office, again for the safety of the students. All parents volunteering to work with students all go through the district finger printing and background check program and can only participate with successful completion of same.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2004-2005
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	20
<b>Percent of Schools Currently in Program Improvement</b>	N/A	71.4

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21		2		16	3			19	2	1	
1	20	2			23		2		16	3		
2	23		2		23		2		24		2	
3	24		2		24		2		22		2	
4	31		2		29		2		26		3	
5	27		2		30		2		28		1	
6	24	6	6	3	20	8	8		23	1		1

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19	4	3		18	4	3		18	5	5	1
Mathematics	20	4	3		22	2	3		21	5	4	1
Science	28		3	1	27		4		26		6	
Social Science	26		4		28		4		27	3	2	3

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

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.40	N/A
Psychologist	.20	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.60	N/A
Resource Specialist	2.00	N/A
Other	0	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8394.41	620.02	7774.39	65333.30
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	21.2	0.4
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	36.9	-13.9

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

**Types of Services Funded (Fiscal Year 2015-16)**

Programs and services available at Stewart School include:

CENTRAL SUPPLEMNTL/CONCENTRATION  
 EDUCATION PROTECTION ACCOUNT  
 SPECIAL ED - E

MRAD  
 MISC DONATIONS  
 SITE SUPPLEMNTL/CONCENTRATION

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,699	\$45,092
Mid-Range Teacher Salary	\$59,640	\$71,627
Highest Teacher Salary	\$79,951	\$93,288
Average Principal Salary (Elementary)	\$91,385	\$115,631
Average Principal Salary (Middle)	\$96,869	\$120,915
Average Principal Salary (High)	\$108,183	\$132,029
Superintendent Salary	\$231,795	\$249,537
Percent of Budget for Teacher Salaries	31%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

**Professional Development (Most Recent Three Years)**

Teachers have had extensive training in the elementary level in the following: Body Coding, My Math, Illuminate, and Equity. We have also had training in Restorative Practices. Our middle school teachers have had additional, specialized training in MESA, Prentice Hall, REWARDS, REWARDS PLUS, Prentice Hall Pre-Algebra, and Literacy Across the Curriculum. Monthly technology professional development are led by Stewart technology committee which is responsible for organizing all technology activities at the site.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, WRITE, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.