Elizabeth Stewart K-8 School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

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	http://www.wccusd.net/site/Default.aspx?PageID=1223
Grades Served	K-8
CDS Code	07-61796-6004980

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

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 2014-15)

Grade Level	Number of Students
Kindergarten	49
Grade 1	46
Grade 2	45
Grade 3	47
Grade 4	58
Grade 5	60
Grade 6	57
Grade 7	55
Grade 8	57
Total Enrollment	474

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	23.2
American Indian or Alaska Native	0.6
Asian	14.1
Filipino	8.6
Hispanic or Latino	32.9
Native Hawaiian or Pacific Islander	0.4
White	19
Two or More Races	1.1
Socioeconomically Disadvantaged	45.1
English Learners	17.3
Students with Disabilities	10.8

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	21	23	25	25
Without Full Credential	2	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

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 2015-16)

Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-5) Prentice Hall Copper 6th Grade Prentice Hall Bronze 7th Grade Prentice Hall Silver 8th Grade ELD: National Geographic Inside Intervention: Scholastic Read 180 REWARDS/REWARDS PLUS	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6) Wright Group/Macmillan-McGraw Hill Prentice Hall PreAlgebra, CA Edition (Grade 7) Prentice Hall Algebra 1, CA Edition and McDougall Littel Algebra 1, (Grade 8)	Yes	0%
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade) Pearson/Prentice Hall, Focus on Life Science (7th grade) Pearson/Prentice Hall, Focus on Physical Science (8th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas grades K-5 TCI History Alive Ancient History- grade 6 TCI History Alive US History- grade 7 TCI History Alive Medieval History- grade 8	Yes	0%
Visual and Performing Arts	Band-music/stands/instruments Advanced Band/music/stands/instruments Jazz Band Elementary instrumental music- music/stands/instruments Art	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)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Entire school needs to be pressure washed on the exterior (work order submitted).
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Latches get stuck in primary girls restroom (work completed).
Safety: Fire Safety, Hazardous Materials		X		Remove 20 boxes waiting to go to shredding (work order submitted). Remove box of records going to storage (work order submitted).
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Tighten cement screws on playground (work completed).

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2014				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	37	32	44
Mathematics	28	22	33

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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	47	46	97.9	17	35	30	15
	4	54	53	98.1	38	25	25	11
	5	60	60	100.0	27	28	37	7
	6	57	57	100.0	21	46	30	4
	7	53	52	98.1	42	31	19	8
	8	57	57	100.0	25	37	35	4
Male	3		22	46.8	23	36	23	14
	4		29	53.7	48	31	10	7
	5		36	60.0	25	31	44	0
	6		31	54.4	29	48	19	3
	7		25	47.2	48	24	28	0
	8		27	47.4	30	33	33	4
Female	3		24	51.1	13	33	38	17
	4		24	44.4	25	17	42	17
	5		24	40.0	29	25	25	17
	6		26	45.6	12	42	42	4
	7		27	50.9	37	37	11	15
	8		30	52.6	20	40	37	3
Black or African American	3		10	21.3	--	--	--	--
	4		7	13.0	--	--	--	--
	5		14	23.3	36	29	36	0
	6		18	31.6	33	44	22	0
	7		15	28.3	67	20	7	7
	8		10	17.5	--	--	--	--
American Indian or Alaska Native	5		3	5.0	--	--	--	--
Asian	3		7	14.9	--	--	--	--
	4		9	16.7	--	--	--	--
	5		8	13.3	--	--	--	--
	6		3	5.3	--	--	--	--
	7		6	11.3	--	--	--	--
	8		8	14.0	--	--	--	--
Filipino	3		7	14.9	--	--	--	--
	4		2	3.7	--	--	--	--
	5		6	10.0	--	--	--	--
	6		9	15.8	--	--	--	--
	7		2	3.8	--	--	--	--
	8		2	3.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		14	29.8	21	36	29	14
	4		20	37.0	50	25	25	0
	5		18	30.0	44	22	33	0
	6		17	29.8	12	71	12	6
	7		19	35.8	42	32	21	5
	8		23	40.4	35	43	22	0
Native Hawaiian or Pacific Islander	3		1	2.1	--	--	--	--
White	3		7	14.9	--	--	--	--
	4		14	25.9	21	29	29	21
	5		10	16.7	--	--	--	--
	6		10	17.5	--	--	--	--
	7		9	17.0	--	--	--	--
	8		13	22.8	15	23	62	0
Two or More Races	4		1	1.9	--	--	--	--
	5		1	1.7	--	--	--	--
	7		1	1.9	--	--	--	--
	8		1	1.8	--	--	--	--
Socioeconomically Disadvantaged	3		21	44.7	19	33	33	10
	4		23	42.6	43	26	22	4
	5		33	55.0	33	27	30	6
	6		22	38.6	32	45	23	0
	7		19	35.8	53	26	5	16
	8		29	50.9	31	31	31	7
English Learners	3		12	25.5	25	50	25	0
	4		9	16.7	--	--	--	--
	5		10	16.7	--	--	--	--
	6		6	10.5	--	--	--	--
	7		5	9.4	--	--	--	--
	8		3	5.3	--	--	--	--
Students with Disabilities	3		7	14.9	--	--	--	--
	4		5	9.3	--	--	--	--
	5		4	6.7	--	--	--	--
	6		7	12.3	--	--	--	--
	7		9	17.0	--	--	--	--
	8		6	10.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	47	46	97.9	24	35	24	17
	4	54	53	98.1	26	49	25	0
	5	60	60	100.0	22	50	17	12
	6	57	55	96.5	29	47	20	4
	7	53	52	98.1	42	31	15	12
	8	57	57	100.0	49	26	19	5
Male	3		22	46.8	32	23	27	18
	4		28	51.9	36	46	18	0
	5		36	60.0	17	53	17	14
	6		30	52.6	23	57	17	3
	7		25	47.2	44	32	16	8
	8		27	47.4	52	26	15	7
Female	3		24	51.1	17	46	21	17
	4		25	46.3	16	52	32	0
	5		24	40.0	29	46	17	8
	6		25	43.9	36	36	24	4
	7		27	50.9	41	30	15	15
	8		30	52.6	47	27	23	3
Black or African American	3		9	19.1	--	--	--	--
	4		7	13.0	--	--	--	--
	5		14	23.3	29	50	14	7
	6		18	31.6	44	28	28	0
	7		15	28.3	53	40	7	0
	8		10	17.5	--	--	--	--
American Indian or Alaska Native	5		3	5.0	--	--	--	--
Asian	3		8	17.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		10	18.5	--	--	--	--
	5		8	13.3	--	--	--	--
	6		2	3.5	--	--	--	--
	7		6	11.3	--	--	--	--
	8		8	14.0	--	--	--	--
Filipino	3		7	14.9	--	--	--	--
	4		2	3.7	--	--	--	--
	5		6	10.0	--	--	--	--
	6		9	15.8	--	--	--	--
	7		2	3.8	--	--	--	--
	8		2	3.5	--	--	--	--
Hispanic or Latino	3		14	29.8	29	29	29	14
	4		19	35.2	32	58	11	0
	5		18	30.0	33	44	17	6
	6		16	28.1	31	56	13	0
	7		19	35.8	42	37	16	5
	8		23	40.4	65	22	13	0
Native Hawaiian or Pacific Islander	3		1	2.1	--	--	--	--
White	3		7	14.9	--	--	--	--
	4		14	25.9	7	43	50	0
	5		10	16.7	--	--	--	--
	6		10	17.5	--	--	--	--
	7		9	17.0	--	--	--	--
	8		13	22.8	38	15	38	8
Two or More Races	4		1	1.9	--	--	--	--
	5		1	1.7	--	--	--	--
	7		1	1.9	--	--	--	--
	8		1	1.8	--	--	--	--
Socioeconomically Disadvantaged	3		21	44.7	19	38	33	10
	4		23	42.6	35	43	22	0
	5		33	55.0	24	48	15	12
	6		22	38.6	41	45	14	0
	7		19	35.8	58	26	0	16
	8		29	50.9	48	24	21	7
English Learners	3		13	27.7	23	54	23	0
	4		9	16.7	--	--	--	--
	5		10	16.7	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		6	10.5	--	--	--	--
	7		5	9.4	--	--	--	--
	8		3	5.3	--	--	--	--
Students with Disabilities	3		6	12.8	--	--	--	--
	4		5	9.3	--	--	--	--
	5		4	6.7	--	--	--	--
	6		7	12.3	--	--	--	--
	7		9	17.0	--	--	--	--
	8		6	10.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	41	47	46	46	48	46	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	46
Male	53
Female	38
Black or African American	35
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	37
White	69
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	45
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.30	13.60	23.70
7	17.30	23.10	32.70

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 (Most Recent Year)

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 afterschool 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	8.50	5.42	0.40	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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 aide 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	28		1		21		2		16	3		
1	26		2		20	2			23		2	
2	23		2		23		2		23		2	
3	28		2		24		2		24		2	
4	29		2		31		2		29		2	
5	31		2		27		2		30		2	
6	23	5	9		24	6	6	3	20	8	8	

Note: 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	2012-13				2013-14				2014-15			
	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	20	5	1	1	19	4	3		18	4	3	
Mathematics	21	4	2	1	20	4	3		22	2	3	
Science	29		3	1	28		3	1	27		4	
Social Science	28		4		26		4		28		4	

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 2014-15)

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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$8030.26	$6272.58	$1757.68	$61829.15
District	N/A	N/A	$9628.10	$56383.71
Percent Difference: School Site and District	N/A	N/A	-81.7	9.7
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-67.1	-15.3

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Stewart School include:

21st Century Cohort 4: after school enrichment and tutorial
- Special Ed: RSP and Learning Center
- Learning Center: for students who are at risk and need additional burst of intense intervention
- Economic Impact Aid: English Language Learner additional support with Moving Into English and after school tutorial
- READ 180: Intervention for students below proficient level in seventh grade
- REWARDS PLUS INTERVENTION: Reading Intervention for students struggling with concepts in sixth grade

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,572	$43,165
Mid-Range Teacher Salary	$57,903	$68,574
Highest Teacher Salary	$77,623	$89,146
Average Principal Salary (Elementary)	$88,724	$111,129
Average Principal Salary (Middle)	$94,047	$116,569
Average Principal Salary (High)	$105,032	$127,448
Superintendent Salary	$227,250	$234,382
Percent of Budget for Teacher Salaries	31%	38%
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, Everyday Math, Illuminate, and Equity. We have also had training in Literacy across the Curriculum and Literacy Connections. 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.