Elizabeth Stewart K-8 School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/.

- View this SARC online at the school and/or LEA Web sites.

- 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 and community members should contact the school principal or the district office.

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
Phone Number	(510) 231-1410
Principal	Dr. Peter Aloo
E-mail Address	paloo@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=1223
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 five hundred and fifty students. It is a school that serves a richly diverse community and has as it's 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 2013-14)

Grade Level	Number of Students
Kindergarten	42
Grade 1	40
Grade 2	46
Grade 3	47
Grade 4	61
Grade 5	54
Grade 6	62
Grade 7	64
Grade 8	49
Total Enrollment	465

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	22.2
American Indian or Alaska Native	0.6
Asian	13.3
Filipino	9.5
Hispanic or Latino	35.9
Native Hawaiian or Pacific Islander	0.4
White	17.8
Two or More Races	0.2
Socioeconomically Disadvantaged	47.1
English Learners	16.8
Students with Disabilities	8.2

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	22	21	23	23
Without Full Credential	0	2	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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 2014-15)

Year and month in which data were collected:

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 Prentice Hall 2012 Common Core 6th – 8th Grade Teacher Edition REWARDS/REWARDS PLUS	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2014				
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]	[ ]	[ ]	Repair cabinet handles (work order submitted)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	Check emergency lights and extension cords (work orders submitted)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	No pressure on drinking fountains, repair privacy partition at urinals and repair stall door hinges (work orders submitted)
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Repair rubber mats, dirt erosion at walkways, blinds needed, repair kick-to-open device, repair door closer (work orders submitted)

Overall Facility Rating (Most Recent Year)

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	[ ]	[ ]	[X]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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**		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Science (grades 5, 8, and 10)	46	42	48	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	48
Male	42
Female	54
Black or African American	38
American Indian or Alaska Native	
Asian	
Filipino	64
Hispanic or Latino	31
Native Hawaiian or Pacific Islander	
White	67
Two or More Races	
Socioeconomically Disadvantaged	33
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	52	58	52	41	43	42	54	56	55
Mathematics	53	54	55	37	38	38	49	50	50
History-Social Science	49	48	61	28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	4	5	5
Similar Schools	2	2	4

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	**2011-12**	**2012-13**
All Students at the School		19	-12
Black or African American	29	40	-38
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	8	5	-5
Native Hawaiian/Pacific Islander			
White	1	33	-9
Two or More Races			
Socioeconomically Disadvantaged	8	17	-9
English Learners	20	-17	6
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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 English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	34.5	19.0	13.8
7	16.1	22.6	30.6

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, 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, it's 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.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	8.9	8.5	5.4	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.2	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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 born 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 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12 Avg. Class Size	Number of Classes 1-20	21-32	33+	2012-13 Avg. Class Size	Number of Classes 1-20	21-32	33+	2013-14 Avg. Class Size	Number of Classes 1-20	21-32	33+
K	23.5	0	2	0	28		1		21		2	
1	20	2	0	0	26		2		20	2		
2	21	2	0	0	23		2		23		2	
3	28.5	0	2	0	28		2		24		2	
4	28	0	2	0	29		2		31		2	
5	26.5	0	2	0	31		2		27		2	
6					21	7	9		23	6	7	3
Other												

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	2011-12 Avg. Class Size	Number of Classrooms 1-22	23-32	33+	2012-13 Avg. Class Size	Number of Classrooms 1-22	23-32	33+	2013-14 Avg. Class Size	Number of Classrooms 1-22	23-32	33+
English	23.5	3	3	0	20	5	1	1	19	4	3	
Mathematics	22.4	3	4	0	21	4	2	1	20	4	3	
Science	31	0	3	1	29		3	1	28		3	1
Social Science	27	1	2	1	28		4		26		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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.40	---
Psychologist	.10	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.50	---
Resource Specialist	2.00	---
Other	0.40	---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7,413.04	$1,864.74	$5,548.29	$61,621.24
District	---	---	$5,547.14	$57,253
Percent Difference: School Site and District	---	---	0.0	11.8
State	---	---	$4,690	$70,720
Percent Difference: School Site and State	---	---	0.2	-11.6

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Stewart School include:
- 21st Century Cohort4: afterschool 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 afterschool 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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$36,777	$41,761
Mid-Range Teacher Salary	$56,678	$66,895
Highest Teacher Salary	$75,980	$86,565
Average Principal Salary (Elementary)	$87,412	$108,011
Average Principal Salary (Middle)	$92,657	$113,058
Average Principal Salary (High)	$103,480	$123,217
Superintendent Salary	$227,250	$227,183
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

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 PreAlgebra, and Literacy Across the Curriculum.

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.