

# Elizabeth Stewart School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Elizabeth Stewart School
<b>Street</b>	2040 Hoke Drive
<b>City, State, Zip</b>	Pinole, CA 94564-1899
<b>Phone Number</b>	(510) 231-1410
<b>Principal</b>	Michael Hamilton
<b>Email Address</b>	michael.hamilton@wccusd.net
<b>School Website</b>	www.wccusd.net/stewart
<b>County-District-School (CDS) Code</b>	07617966004980

## 2023-24 District Contact Information

<b>District Name</b>	West Contra Costa Unified School District
<b>Phone Number</b>	(510) 231-1100
<b>Superintendent</b>	Dr. Kenneth Chris Hurst
<b>Email Address</b>	chris.hurst@wccusd.net
<b>District Website</b>	www.wccusd.net

## 2023-24 School Description and Mission Statement

Elizabeth Stewart School provides a learning environment that is rigorous and joyful where everyone thrives. With the right structures and supports we thrive as learners and grow everyday. Through positive relationships based on mutual respect we thrive as a community, achieve academic and professional excellence, and foster an environment where everyone is empowered to lead, diversity is celebrated, and biliteracy is embraced.

### Theory of Action for Achieving Students

If we create a culture of care and support in which all stakeholders act on the belief that all students are capable of learning at high levels, attend to the language and demands of the Common Core State Standards, and facilitate learning experiences in which students do the majority of thinking, reading, writing, and speaking then we will increase student achievement at all levels.

### Theory of Action for Positive School Culture and Climate

If we dedicate ourselves to forging positive relationships with all members of the school community based on mutual respect and trust; identify, teach, and reinforce the positive behaviors we want to see in our community using the PBIS framework; and use restorative practices as a way to repair and strengthen our connections then we create a safe and inclusive environment in which students thrive academically, socially, and emotionally.

### Theory of Action for Thriving Employees

If we create a culture of innovation and continuous improvement, create effective collaboration spaces, and focus on implementing rigorous, culturally relevant, common core aligned curricula then we create an environment in which we build strong relationships and find joy in our work.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	46
Grade 1	34
Grade 2	35
Grade 3	41
Grade 4	39
Grade 5	45
Grade 6	34
Grade 7	57
Grade 8	45
<b>Total Enrollment</b>	<b>376</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8%
Male	49.2%
American Indian or Alaska Native	0.5%
Asian	12.8%
Black or African American	13.8%
Filipino	7.7%
Hispanic or Latino	47.6%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	6.9%
White	10.4%
English Learners	14.4%
Homeless	2.4%
Socioeconomically Disadvantaged	42.3%
Students with Disabilities	9.8%

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.30	87.04	1159.10	82.56	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.50	2.84	62.20	4.43	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.70	4.04	106.60	7.60	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	6.08	49.60	3.54	12115.80	4.41
<b>Unknown</b>	0.00	0.00	26.30	1.87	18854.30	6.86
<b>Total Teaching Positions</b>	17.50	100.00	1403.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.30	86.67	1150.10	75.53	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.99	59.40	3.90	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.10	5.79	171.60	11.27	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	50.30	3.30	11953.10	4.28
<b>Unknown</b>	0.50	2.50	91.20	5.99	15831.90	5.67
<b>Total Teaching Positions</b>	20.00	100.00	1522.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.50	0.00
Misassignments	0.20	1.10
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.70</b>	<b>1.10</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>1.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2	16.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.1	8.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, grades TK-5, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, grades TK-5, c2017 - adopted 2022	Yes	0%

	McGraw Hill StudySync, grades 6-8, c2017 - adopted 2017 National Geographic Inside, grades 6-8 ELD, c2014 - adopted 2014		
<b>Mathematics</b>	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grades 6-8, c2015 - adopted 2017	Yes	0%
<b>Science</b>	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grades 6-8, c2020 - adopted 2020	Yes	0%
<b>History-Social Science</b>	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas grades K-5, c2007 - adopted 2007 TCI History Alive, grades 6-8, c2017 - adopted 2020	Yes	0%
<b>Foreign Language</b>	Vista Higher Learning Descubre (Spanish), c2022 - adopted 2022	Yes	0%
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	N/A		

## School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**Year and month of the most recent FIT report**

June 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Main office - The ceiling panels need to be painted due to a leak in the room.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			MPR - The storage/IBF room has boxes and equipment that need to be removed.  Electrical room main hallway - Clear a space so electricians can get to the panels.
<b>Electrical</b>			X	MPR - Wheelchair lift needs the batteries replaced.  Main office - Extension cords are exposed along the back wall by the printer.  Principal's office - Four lights are out; may need a new ballast or just new bulbs.  Gym - There are two doors and three windows that are not connected to the alarm. They need to be connected with a sensor or hard wired.

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		Roof - Exterior perimeter of the school's gutters are rusting out along the main building. Possible roof leak above the main office as ceiling tiles are stained from water damage.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X	<p>Room 16 - Classroom door gets stuck on the floor and you have force the door shut.</p> <p>Room 18 - Classroom door gets stuck on the floor and you have force the door shut.</p> <p>Room 21 - Classroom door gets stuck on the floor and you have force the door shut.</p> <p>Playground - Clean up the nails that were left on the playground from the siding removal on the portables in back of the school yard.</p> <p>Gym - There are two doors and three windows that are not connected to the alarm. They need to be connected with a sensor or hard wired.</p>

## Overall Facility Rate

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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	38	41	32	32	47	46
<b>Mathematics</b> (grades 3-8 and 11)	20	24	21	22	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	257	256	99.61	0.39	41.02
<b>Female</b>	131	131	100.00	0.00	48.85
<b>Male</b>	126	125	99.21	0.79	32.80
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	34	34	100.00	0.00	47.06
<b>Black or African American</b>	41	41	100.00	0.00	31.71
<b>Filipino</b>	18	18	100.00	0.00	55.56
<b>Hispanic or Latino</b>	115	114	99.13	0.87	34.21
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	17	100.00	0.00	58.82
<b>White</b>	29	29	100.00	0.00	51.72
<b>English Learners</b>	24	24	100.00	0.00	12.50
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	108	108	100.00	0.00	33.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	33	32	96.97	3.03	6.25

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	257	256	99.61	0.39	24.22
<b>Female</b>	131	131	100.00	0.00	25.19
<b>Male</b>	126	125	99.21	0.79	23.20
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	34	34	100.00	0.00	35.29
<b>Black or African American</b>	41	41	100.00	0.00	12.20
<b>Filipino</b>	18	18	100.00	0.00	22.22
<b>Hispanic or Latino</b>	115	114	99.13	0.87	24.56
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	17	100.00	0.00	35.29
<b>White</b>	29	29	100.00	0.00	24.14
<b>English Learners</b>	24	24	100.00	0.00	20.83
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	108	108	100.00	0.00	15.74
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	33	32	96.97	3.03	9.38

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	18.42	24.44	18.49	20.56	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	90	90	100.00	0.00	24.44
<b>Female</b>	45	45	100.00	0.00	28.89
<b>Male</b>	45	45	100.00	0.00	20.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	14	14	100.00	0.00	28.57
<b>Black or African American</b>	15	15	100.00	0.00	6.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	39	39	100.00	0.00	25.64
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	12	100.00	0.00	16.67
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	31	31	100.00	0.00	12.90
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	11	100.00	0.00	0.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.8	97.8	0	97.8	97.8
Grade 7	100	100	0	100	100

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Parents have a number of opportunities to get involved at Stewart School. Parents serve in formal roles on the School Site Council (SSC), in the PTA, on the school's English Language Advisory Committee (ELAC), and as part of the site's African-American Parent Advisory Committee (AAPAC).

The SSC is tasked with developing the Site Plan for Student Achievement (SPSA), develops goals, and oversees expenditures.

The Stewart PTA is very active in the community coordinating a number of annual fundraisers, planning and supporting fun and engaging events like Trunk or Treat, Heritage Month Celebrations, musical concerts, and end of the year celebrations.

Joining our ELAC is an opportunity for families to learn more about English Language Development, ELPAC testing, and the reclassification process. ELAC members also advise school leadership on the development of the SPSA and budget expenditures. As a dual language immersion school, Stewart is also represented on the district MDAC.

Similarly, AAPAC members advise school leadership on the development of the SPSA and budget expenditures and plan events to celebrate the success of African American students at Stewart K-8 School. AAPAC builds positive relationships between African-American families and school. AAPAC sends an elected representative to the district-level African-American School Advisory Team (AASAT) meetings and connects the Stewart K8 community to those broader initiatives.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	397	388	118	30.4
Female	204	199	67	33.7
Male	193	189	51	27.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	53	49	8	16.3
Black or African American	54	54	12	22.2
Filipino	31	29	7	24.1
Hispanic or Latino	186	183	61	33.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	27	27	13	48.1
White	43	43	16	37.2
English Learners	62	60	18	30.0
Foster Youth	0	0	0	0.0
Homeless	9	9	3	33.3
Socioeconomically Disadvantaged	170	168	64	38.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	44	44	8	18.2

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.56	2.27	0.01	3.97	4.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.04	0.02	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.27	0
Female	0.98	0
Male	3.63	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.89	0
Black or African American	0	0
Filipino	3.23	0
Hispanic or Latino	2.69	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.7	0
White	2.33	0
English Learners	3.23	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.94	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.36	0

## 2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

## D. Other SARC Information Information Required in the SARC

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

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4		
1	21	2	2	
2	19	2	2	
3	23		4	
4	18	3	2	
5	24	1		
6	26	1	7	
Other	24	2	2	

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	4		
1	17	4		
2	22		4	
3	18	2	2	
4	23		4	
5	18	2		
6	20	2	2	
Other	28		1	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4	2	0
1	17	4	0	0
2	18	4	0	0
3	21	2	2	0
4	20	2	2	0
5	23	2	2	0
6	20	6	1	3
Other	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	940

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	
Other	0.8

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	7259.19	1814.99	5444.19	73899.38
<b>District</b>	N/A	N/A	5516.63	\$77,994
<b>Percent Difference - School Site and District</b>	N/A	N/A	-1.3	-5.4
<b>State</b>	N/A	N/A	\$7,607	\$87,885
<b>Percent Difference - School Site and State</b>	N/A	N/A	-16.2	-17.3

## Fiscal Year 2022-23 Types of Services Funded

The following are programs/services available at the school that support and assist students:

AMAZON  
 FIRST STUDENT INC  
 FOLLETT CONTENT SOLUTIONS LLC  
 IXL LEARNING  
 KBA DOCUMENT SOLUTIONS, LLC  
 MICHAELS TRANSPORTATION  
 SOUTHWEST SCHOOL & OFFICE SUPPLY  
 TERESA BARRERA  
 TIARA DAVIS

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$50,922	\$55,550
<b>Mid-Range Teacher Salary</b>	\$79,887	\$80,703
<b>Highest Teacher Salary</b>	\$103,799	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$124,259	\$137,703
<b>Average Principal Salary (Middle)</b>	\$129,831	\$143,760
<b>Average Principal Salary (High)</b>	\$145,277	\$159,021
<b>Superintendent Salary</b>	\$270,000	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	28.46%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	5.12%	4.87%

## Professional Development

Staff collaboration time allows teachers to deepen their practices in core subject areas, plan rigorous lessons, and analyze student achievement and behavioral data to design effective supports and interventions.

Teachers begin every academic year with two full days of professional learning and collaboration centered around fostering and supporting a positive school climate conducive to learning, academic growth, and social-emotional learning and implementing rigorous curricula that are aligned to the level of rigor of the Common Core State Standards.

In addition to classroom instruction and professional development, teachers select adjunct duties to serve on the site Instructional Leadership Team (ILT), the Climate Committee, the CARE Team or as elected members of SSC or UTR.

Select staff take on other leadership roles, including Teachers' College Reading/Writing Workshop Lead, English Learner Lead, Technology Lead Teacher, Assessment Lead.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	23	11	2