

# Elizabeth Stewart School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 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>	Charlotte Betson
<b>Email Address</b>	cbetson@wccusd.net
<b>School Website</b>	www.wccusd.net/stewart
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	07617966004980

## 2024-25 District Contact Information

<b>District Name</b>	West Contra Costa Unified School District
<b>Phone Number</b>	(510) 231-1100
<b>Superintendent</b>	Kim Moses
<b>Email Address</b>	KMoses@wccusd.net
<b>District Website</b>	www.wccusd.net

## 2024-25 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 every day. 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

## 2024-25 School Description and Mission Statement

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

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	26
Grade 2	39
Grade 3	38
Grade 4	40
Grade 5	37
Grade 6	46
Grade 7	37
Grade 8	55
<b>Total Enrollment</b>	<b>366</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	0.5
Asian	10.7
Black or African American	11.5
Filipino	7.9
Hispanic or Latino	51.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.9
White	9.3
English Learners	13.1
Homeless	1.6
Socioeconomically Disadvantaged	57.9
Students with Disabilities	8.2

### 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/Incomplete/NA</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/Incomplete/NA</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

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.

## 2022-23 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>	16.10	84.32	1081.70	75.48	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	45.20	3.16	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.50	13.07	155.30	10.84	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	2.61	56.40	3.94	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	94.30	6.58	14303.80	5.15
<b>Total Teaching Positions</b>	19.10	100.00	1433.20	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.50	0.00	2
<b>Misassignments</b>	0.20	1.10	0.5
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.70	1.10	2.5

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0.5
<b>Local Assignment Options</b>	1.00	0.00	0
<b>Total Out-of-Field Teachers</b>	1.00	0.00	0.5

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.00	16.3	1.8
<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)	3.10	8.3	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Teachers College Reading, Writing & Phonics, grades TK-5, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, grades TK-5, c2017 - adopted 2022 McGraw Hill StudySync, grades 6-8, c2017 - adopted 2017 National Geographic Inside, grades 6-8 ELD, c2014 - adopted 2014	Yes	0%
<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>	N/A	Yes	0%
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	N/A		

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

## 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

8/14/2024

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	1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING/MISSING ON CUBBY HOLES. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER CASE IS BROKEN. 10: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING (HALLWAY). FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 11: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. FLOOR TILES ARE BROKEN. CABINET HANDLE IS MISSING. 7. SENSOR COVER IS MISSING IN CEILING (HALLWAY). 9. DRINKING FOUNTAIN MOUTHGUARD IS MISSING. 15. DOOR CLOSER COVER IS MISSING. 12: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 9. FAUCET HAS A LOW FLOW. 13: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD. 15: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 16: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 15. DOOR CLOSER COVER IS MISSING. 17: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER. 18: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING. 19: 4. SKY LIGHT TRIM IS MISSING (HALLWAY). 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. LIGHT SWITCH PLATE IS LOOSE. 15. DOOR CLOSER COVER IS MISSING.

## School Facility Conditions and Planned Improvements

2: 4. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER CASE IS BROKEN. FIRE EXTINGUISHER IS HIDDEN/OBSCURED.

20: 4. SKY LIGHT TRIM IS MISSING (HALLWAY). FORMICA TRIM IS CHIPPING ON CUBBY HOLES. FORMICA IS CHIPPING ON COUNTERTOP. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS.

21: 4. CEILING TILES HAVE WATER STAINS. SKY LIGHT TRIM IS MISSING (HALLWAY). FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. BLACK GROWTH ON CEILING TILE.

23: 4. FLOOR TILES ARE BROKEN/LIFTING. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING IN CEILING.

24: 4. SINK CABINET DOORS ARE DAMAGED. 7. ONE OF TWO LIGHT BULBS IS OUT IN RR. MULTIPLE LIGHT BULBS ARE OUT. ONE LIGHT PANEL IS OUT. EXTENSION CORDS AND SURGE PROTECTOR ARE DAISY CHAINED. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED/HIDDEN.

25: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. ONE OF TWO LIGHT BULBS IS OUT IN RR. 11. PESTICIDES ARE PRESENT.

3: 4. CEILING TILES HAVE WATER STAINS. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. TWO LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.

4: 4. CEILING TILES HAVE WATER STAINS.

5: 4. CEILING TILES HAVE WATER STAINS. SINK CABINET HANDLES ARE MISSING. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.

6: 4. CEILING TILES HAVE WATER STAINS. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS.

7: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS PEELING ON CUBBY HOLES.

8: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES.

11. PESTICIDES ARE PRESENT.

9: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.

ADMIN: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON COUNTERTOP.

BOYS REST ROOM 2: 4. ONE STALL DOOR IS UNABLE TO BE SECURED. 7. LIGHT DIFFUSER IS BROKEN (HALLWAY). HAND DRYER HAS NO POWER. 8. ONE URINAL LEAKS AT WALL CREATING A PUDDLE/SLIP HAZARD.

BOYS REST ROOM 3: 4. TOILET PAPER DISPENSERS ARE BROKEN. 9. ONE FAUCET HAS NO FLOW. 14. TRIP HAZARD ON WALKWAY AT HALLWAY ENTRY. 15. DOOR CLOSER COVER IS MISSING (ALSO IN HALLWAY).

COUNSELING: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. MULTIPLE

## School Facility Conditions and Planned Improvements

			<p>LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING (ALSO IN HALLWAY)          GIRLS REST ROOM 2: 4. HANDICAP STALL IS UNABLE TO BE SECURED. (MENSTRUAL NOTICE NOT POSTED)          STAFF LOUNGE: 4. CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY).          WORK ROOM 1: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP.</p>
<p><b>Cleanliness:</b>          Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>13: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD.          15: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS.          16: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 15. DOOR CLOSER COVER IS MISSING.          17: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER.          18: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING.          19: 4. SKY LIGHT TRIM IS MISSING (HALLWAY). 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. LIGHT SWITCH PLATE IS LOOSE. 15. DOOR CLOSER COVER IS MISSING.          20: 4. SKY LIGHT TRIM IS MISSING (HALLWAY) FORMICA TRIM IS CHIPPING ON CUBBY HOLES. FORMICA IS CHIPPING ON COUNTERTOP. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS.          21: 4. CEILING TILES HAVE WATER STAINS. SKY LIGHT TRIM IS MISSING (HALLWAY). FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. BLACK GROWTH ON CEILING TILE.          25: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. ONE OF TWO LIGHT BULBS IS OUT IN RR. 11. PESTICIDES ARE PRESENT.          3: 4. CEILING TILES HAVE WATER STAINS. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. TWO LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.          5: 4. CEILING TILES HAVE WATER STAINS. SINK CABINET HANDLES ARE MISSING. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p>

## School Facility Conditions and Planned Improvements

			<p>6: 4. CEILING TILES HAVE WATER STAINS. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. STORAGE 3: 5. ROOM IS UNKEPT. BROKEN LIGHT BULB ON FLOOR. 7. ONE OF TWO LIGHT BULBS IS OUT.</p>
<p><b>Electrical</b></p>		<p>X</p>	<p>11: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. FLOOR TILES ARE BROKEN. CABINET HANDLE IS MISSING. 7. SENSOR COVER IS MISSING IN CEILING (HALLWAY). 9. DRINKING FOUNTAIN MOUTHGUARD IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>13: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD.</p> <p>17: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER.</p> <p>18: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING.</p> <p>19: 4. SKY LIGHT TRIM IS MISSING (HALLWAY). 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. LIGHT SWITCH PLATE IS LOOSE. 15. DOOR CLOSER COVER IS MISSING.</p> <p>23: 4. FLOOR TILES ARE BROKEN/LIFTING. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING IN CEILING.</p> <p>24: 4. SINK CABINET DOORS ARE DAMAGED. 7. ONE OF TWO LIGHT BULBS IS OUT IN RR. MULTIPLE LIGHT BULBS ARE OUT. ONE LIGHT PANEL IS OUT. EXTENSION CORDS AND SURGE PROTECTOR ARE DAISY CHAINED. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED/HIDDEN.</p> <p>25: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. ONE OF TWO LIGHT BULBS IS OUT IN RR. 11. PESTICIDES ARE PRESENT.</p> <p>3: 4. CEILING TILES HAVE WATER STAINS. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. TWO LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>9: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>BOYS REST ROOM 2: 4. ONE STALL DOOR IS UNABLE TO BE SECURED. 7. LIGHT DIFFUSER IS BROKEN (HALLWAY). HAND DRYER HAS NO</p>

## School Facility Conditions and Planned Improvements

			<p>POWER. 8. ONE URINAL LEAKS AT WALL CREATING A PUDDLE/SLIP HAZARD.          COMPUTER LAB: 7. ETHERNET BOXES ARE LOOSE FROM POSTS. 10. EVACUATION MAP IS NOT POSTED.          COUNSELING: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING (ALSO IN HALLWAY)          GENDER NEUTRAL REST ROOM: 7. LIGHTS ARE NOT TURNING ON. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)          GENDER NEUTRAL REST ROOM: 7. ONE OF TWO LIGHT BULBS IS OUT. (MENSTRUAL NOTICE NOT POSTED)          KITCHEN: 7. OUTLET COVER IS MISSING.          RECORDS: 7. LIGHT DIFFUSER IS MISSING.          STAGE: 7. TWO LIGHT FIXTURES ARE OUT.          STORAGE 1: 7. LIGHTING IS NOT WORKING. 11. PAINT IS PEELING ON INTERIOR WALL AND CEILING.          STORAGE 3: 5. ROOM IS UNKEPT. BROKEN LIGHT BULB ON FLOOR. 7. ONE OF TWO LIGHT BULBS IS OUT.          STORAGE: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.          TEXT BOOK: 7. ONE LIGHT PANEL IS OUT (HALLWAY).</p>
<p><b>Restrooms/Fountains:</b>          Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>11: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. FLOOR TILES ARE BROKEN. CABINET HANDLE IS MISSING. 7. SENSOR COVER IS MISSING IN CEILING (HALLWAY). 9. DRINKING FOUNTAIN MOUTHGUARD IS MISSING. 15. DOOR CLOSER COVER IS MISSING.          12: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 9. FAUCET HAS A LOW FLOW.          18: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING.          5: 4. CEILING TILES HAVE WATER STAINS. SINK CABINET HANDLES ARE MISSING. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.          9: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.          BOYS REST ROOM 2: 4. ONE STALL DOOR IS UNABLE TO BE SECURED. 7. LIGHT DIFFUSER IS BROKEN (HALLWAY). HAND DRYER HAS NO</p>

## School Facility Conditions and Planned Improvements

			<p>POWER. 8. ONE URINAL LEAKS AT WALL CREATING A PUDDLE/SLIP HAZARD.</p> <p>BOYS REST ROOM 3: 4. TOILET PAPER DISPENSERS ARE BROKEN. 9. ONE FAUCET HAS NO FLOW. 14. TRIP HAZARD ON WALKWAY AT HALLWAY ENTRY. 15. DOOR CLOSER COVER IS MISSING (ALSO IN HALLWAY).</p> <p>GENDER NEUTRAL REST ROOM: 7. LIGHTS ARE NOT TURNING ON. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>GENDER NEUTRAL REST ROOM: 8. TOILET IS LOOSE AT BASE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>GIRLS REST ROOM 1: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 12. CRACK IN COVERED WALKWAY. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>WOMENS REST ROOM 2: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING/MISSING ON CUBBY HOLES. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER CASE IS BROKEN.</p> <p>17: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER.</p> <p>2: 4. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER CASE IS BROKEN. FIRE EXTINGUISHER IS HIDDEN/OBSCURED.</p> <p>24: 4. SINK CABINET DOORS ARE DAMAGED. 7. ONE OF TWO LIGHT BULBS IS OUT IN RR. MULTIPLE LIGHT BULBS ARE OUT. ONE LIGHT PANEL IS OUT. EXTENSION CORDS AND SURGE PROTECTOR ARE DAISY CHAINED. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED/HIDDEN.</p> <p>25: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. ONE OF TWO LIGHT BULBS IS OUT IN RR. 11. PESTICIDES ARE PRESENT.</p> <p>3: 4. CEILING TILES HAVE WATER STAINS. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. TWO LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>8: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 11. PESTICIDES ARE PRESENT.</p> <p>COMPUTER LAB: 7. ETHERNET BOXES ARE LOOSE FROM POSTS. 10. EVACUATION MAP IS NOT POSTED.</p> <p>COUNSELING: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. MULTIPLE</p>

## School Facility Conditions and Planned Improvements

			<p>LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING (ALSO IN HALLWAY)</p> <p>PSYCH/ SPEECH: 10. EVACUATION MAP IS NOT POSTED.</p> <p>STORAGE 1: 7. LIGHTING IS NOT WORKING. 11. PAINT IS PEELING ON INTERIOR WALL AND CEILING.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		<p>GIRLS REST ROOM 1: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 12. CRACK IN COVERED WALKWAY. (MENSTRUAL NOTICE NOT POSTED)</p> <p>MPR: 12. CRACKS AT BASE OF EXTERIOR WALL.</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>11: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. FLOOR TILES ARE BROKEN. CABINET HANDLE IS MISSING. 7. SENSOR COVER IS MISSING IN CEILING (HALLWAY). 9. DRINKING FOUNTAIN MOUTHGUARD IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>16: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 15. DOOR CLOSER COVER IS MISSING.</p> <p>18: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING.</p> <p>19: 4. SKY LIGHT TRIM IS MISSING (HALLWAY). 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. LIGHT SWITCH PLATE IS LOOSE. 15. DOOR CLOSER COVER IS MISSING.</p> <p>BOYS REST ROOM 3: 4. TOILET PAPER DISPENSERS ARE BROKEN. 9. ONE FAUCET HAS NO FLOW. 14. TRIP HAZARD ON WALKWAY AT HALLWAY ENTRY. 15. DOOR CLOSER COVER IS MISSING (ALSO IN HALLWAY).</p> <p>COUNSELING: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING (ALSO IN HALLWAY)</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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	41	45	32	33	46	47
<b>Mathematics</b> (grades 3-8 and 11)	24	29	22	23	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	257	254	98.83	1.17	45.28
Female	131	130	99.24	0.76	48.46
Male	126	124	98.41	1.59	41.94
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	51.85
Black or African American	39	38	97.44	2.56	44.74
Filipino	21	21	100.00	0.00	71.43
Hispanic or Latino	127	125	98.43	1.57	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	45.00
White	20	20	100.00	0.00	45.00
English Learners	24	24	100.00	0.00	8.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	150	150	100.00	0.00	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	30	96.77	3.23	13.33

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 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	254	98.83	1.17	28.74
<b>Female</b>	131	130	99.24	0.76	25.38
<b>Male</b>	126	124	98.41	1.59	32.26
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	27	27	100.00	0.00	37.04
<b>Black or African American</b>	39	38	97.44	2.56	26.32
<b>Filipino</b>	21	21	100.00	0.00	33.33
<b>Hispanic or Latino</b>	127	125	98.43	1.57	27.20
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	20	20	100.00	0.00	30.00
<b>White</b>	20	20	100.00	0.00	30.00
<b>English Learners</b>	24	24	100.00	0.00	4.17
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	150	150	100.00	0.00	22.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	30	96.77	3.23	6.67

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	24.44	19.35	20.56	20.89	30.29	30.73

## 2023-24 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>	94	93	98.94	1.06	19.35
<b>Female</b>	51	50	98.04	1.96	20.00
<b>Male</b>	43	43	100.00	0.00	18.60
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	17	17	100.00	0.00	11.76
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	42	42	100.00	0.00	21.43
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	12	12	100.00	0.00	8.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	58	57	98.28	1.72	14.04
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	13	100.00	0.00	7.69

## 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.

#### 2023-24 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 requires only participation results 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	97.4	97.4	97.4	97.4	97.4
Grade 7	97.3	100	100	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.

#### 2024-25 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.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	387	380	87	22.9
Female	196	193	44	22.8
Male	191	187	43	23.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	41	40	6	15.0
Black or African American	48	46	4	8.7
Filipino	29	29	6	20.7
Hispanic or Latino	201	198	53	26.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	30	12	40.0
White	35	34	6	17.6
English Learners	58	58	19	32.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	226	225	64	28.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	44	44	12	27.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.56	2.27	0.78	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.04	0.02	0.01	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.78	0.00
Female	0.00	0.00
Male	1.57	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.33	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.27	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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.

## 2024-25 School Safety Plan

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 2024. 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.

## 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	
1	17	4		
2	18	4		
3	21	2	2	
4	20	2	2	
5	23	2	2	
6	20	6	1	3

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	14	2		
1	13	2		
2	20	1	1	
3	19	1	1	
4	20	1	1	
5	19	1	1	
6	18	8	5	1

## 2023-24 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	0

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
School Site	6692.32	647.01	6045.30	56783.77
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	5.8	-39.1
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-56.2	-50.0

## Fiscal Year 2023-24 Types of Services Funded

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

AMAZON  
D HARRIS TOURS INC  
FOLLETT CONTENT SOLUTIONS LLC  
GOPHER SPORT  
GUITAR CENTER MGMT  
KBA DOCUMENT SOLUTIONS, LLC  
MICHAEL HAMILTON  
MOVING FORWARD INSTITUTE  
PRESENTATION SOLUTIONS INC  
SOUTHWEST SCHOOL & OFFICE SUPPLY  
TEACHERS CURRICULUM INSTITUTE (TCI)

## Fiscal Year 2023-24 Types of Services Funded

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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>	\$54,486	\$56,573
<b>Mid-Range Teacher Salary</b>	\$85,479	\$87,186
<b>Highest Teacher Salary</b>	\$111,065	\$119,665
<b>Average Principal Salary (Elementary)</b>	\$131,244	\$148,486
<b>Average Principal Salary (Middle)</b>	\$138,034	\$154,835
<b>Average Principal Salary (High)</b>	\$156,078	\$170,008
<b>Superintendent Salary</b>	\$280,908	\$338,699
<b>Percent of Budget for Teacher Salaries</b>	27.28	31.41
<b>Percent of Budget for Administrative Salaries</b>	5.21	4.86

## 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.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	11	2	22