

Elizabeth Stewart School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/>.

2025-26 School Contact Information

School Name	Elizabeth Stewart School
Street	2040 Hoke Drive
City, State, Zip	Pinole, CA 94564-1899
Phone Number	(510) 231-1410
Principal	Jimmy Lopez
Email Address	jimmy.lopez@wccusd.net
School Website	http://stewart.wccusd.net/
Grade Span	K-8
County-District-School (CDS) Code	07617966004980

2025-26 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Cheryl Cotton
Email Address	ccotton@wccusd.net
District Website	www.wccusd.net

2025-26 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

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

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	36
Grade 2	34
Grade 3	39
Grade 4	43
Grade 5	41
Grade 6	40
Grade 7	49
Grade 8	38
Total Enrollment	379

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
Asian	9.8
Black or African American	10
Filipino	8.4
Hispanic or Latino	56.7
Two or More Races	6.6
White	8.2
English Learners	15.6
Foster Youth	0.3
Homeless	1.3
Socioeconomically Disadvantaged	50.1
Students with Disabilities	12.9

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.3	86.67	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	1	4.99	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	5.79	171.6	11.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	50.3	3.3	11953.1	4.28
Unknown/Incomplete/NA	0.5	2.5	91.2	5.99	15831.9	5.67
Total Teaching Positions	20	100	1522.8	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.1	84.32	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.5	13.07	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	2.61	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	0	0	94.3	6.58	14303.8	5.15
Total Teaching Positions	19.1	100	1433.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.9	78.72	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	0	0	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.1	15.47	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	5.71	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	0	0	67.7	4.84	13705.8	4.91
Total Teaching Positions	20.3	100	1399.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	2	2
Misassignments	1.10	0.5	1.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.10	2.5	3.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.5	1
Local Assignment Options	0.00	0	0.1
Total Out-of-Field Teachers	0.00	0.5	1.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.3	1.8	5.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.3	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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 McGraw Hill StudySync, grades 6-8, c2017 - adopted 2017 National Geographic Inside, grades 6-8 ELD, c2014 - adopted 2014	0%
Mathematics	Great Minds, Eureka Math Squared, grades TK-5 c2025 - adopted 2025 Amplify, Desmos Math, grades 6-8, c2025 - adopted 2025	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grades 6-8, c2020 - adopted 2020	0%
History-Social Science	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	0%
Foreign Language	N/A	0%
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	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

7/26/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces			X	1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING/MISSING ON CUBBY HOLES. 10. FIRE EXTINGUISHER CASE IS BROKEN. 10: 4. CEILING TILE IS MISSING (HALLWAY). FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 7. TWO LIGHT PANELS ARE OUT. 11: 4. 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. 13: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. ONE LIGHT DIFFUSER IS BROKEN. 15: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. WALLPAPER IS TORN. FLOOR TILES ARE BROKEN. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 11. PAINT IS PEELING ON INTERIOR WALL. 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. WALL PAPER IS TORN. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 18: 4. CEILING TILE IS STAINED. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. WALLPAPER IS TORN. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 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 BROKEN. 15. DOOR CLOSER COVER IS MISSING. 2: 4. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER CASE IS BROKEN.

School Facility Conditions and Planned Improvements

			20: 4. SKY LIGHT TRIM IS MISSING (HALLWAY). CEILING TILES ARE MISSING (HALLWAY). FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. TWO LIGHT PANELS ARE OUT. 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 LIFTING. CEILING TILE IS LOOSE. 7. MULTIPLE LIGHT BULBS ARE OUT. 3: 4. CEILING TILES HAVE WATER STAINS. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 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. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 9: 4. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. AUDIO/ VISUAL: 4. RUBBER MOULDING IS MISSING. 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. COUNSELING: 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 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) LIBRARY: 4. RUBBER MOULDING IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. STAFF LOUNGE: 4. CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY).
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		13: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. ONE LIGHT DIFFUSER IS BROKEN. 15: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. WALLPAPER IS TORN. FLOOR TILES ARE BROKEN. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 11. PAINT IS PEELING ON INTERIOR WALL. 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.

School Facility Conditions and Planned Improvements

				17: 4. WALL PAPER IS TORN. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 18: 4. CEILING TILE IS STAINED. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. WALLPAPER IS TORN. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 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 BROKEN. 15. DOOR CLOSER COVER IS MISSING. 20: 4. SKY LIGHT TRIM IS MISSING (HALLWAY). CEILING TILES ARE MISSING (HALLWAY). FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. TWO LIGHT PANELS ARE OUT. 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: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE OF TWO LIGHT BULBS IS OUT IN RR. 3: 4. CEILING TILES HAVE WATER STAINS. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 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. STORAGE 3: 5. ROOM IS UNKEPT. BROKEN LIGHT BULB ON FLOOR. 7. ONE OF TWO LIGHT BULBS IS OUT. UTILITIES: 5. ROOM IS UNKEPT.
Electrical			X	11: 4. 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. 13: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. ONE LIGHT DIFFUSER IS BROKEN. 17: 4. WALL PAPER IS TORN. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 18: 4. CEILING TILE IS STAINED. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. WALLPAPER IS TORN. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.

School Facility Conditions and Planned Improvements

			19: 4. SKY LIGHT TRIM IS MISSING (HALLWAY). 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. LIGHT SWITCH PLATE IS BROKEN. 15. DOOR CLOSER COVER IS MISSING. 20: 4. SKY LIGHT TRIM IS MISSING (HALLWAY). CEILING TILES ARE MISSING (HALLWAY). FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. TWO LIGHT PANELS ARE OUT. 23: 4. FLOOR TILES ARE LIFTING. CEILING TILE IS LOOSE. 7. MULTIPLE LIGHT BULBS ARE OUT. 24: 7. ONE OF TWO LIGHT BULBS IS OUT IN RR. MULTIPLE LIGHT BULBS ARE OUT. TWO LIGHT PANELS ARE OUT. 25: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE OF TWO LIGHT BULBS IS OUT IN RR. 9: 4. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 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 POWER. 8. ONE URINAL LEAKS AT WALL CREATING A PUDDLE/SLIP HAZARD. COMPUTER LAB: COUNSELING: 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 15. DOOR CLOSER COVER IS MISSING (ALSO IN HALLWAY) GENDER NEUTRAL REST ROOM: 7. ONE OF TWO LIGHT BULBS IS OUT. (MENSTRUAL NOTICE NOT POSTED) KITCHEN: 11. PAINT IS PEELING ON INTERIOR WALL. RECORDS: 7. LIGHT DIFFUSER IS MISSING. ONE OF TWO LIGHT BULBS IS OUT. STAGE: 7. SIX LIGHT FIXTURES ARE OUT. STORAGE 1: 7. NO LIGHTING LIGHT BULBS ARE MISSING. 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. TEXT BOOK: 7. ONE LIGHT PANEL IS OUT (HALLWAY).
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	11: 4. 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. 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. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.

School Facility Conditions and Planned Improvements

				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: 9. ONE FAUCET HAS NO FLOW. 14. TRIP HAZARD ON WALKWAY AT HALLWAY ENTRY. 15. DOOR CLOSER COVER IS MISSING (ALSO IN HALLWAY). GENDER NEUTRAL REST ROOM: (MENSTRUAL NOTICE NOT ADEQUATE) GENDER NEUTRAL REST ROOM: 4. CEILING HATCH DOOR UNABLE TO CLOSE. (MENSTRUAL NOTICE NOT ADEQUATE)
Safety: Fire Safety, Hazardous Materials	X			1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING/MISSING ON CUBBY HOLES. 10. FIRE EXTINGUISHER CASE IS BROKEN. 15: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. WALLPAPER IS TORN. FLOOR TILES ARE BROKEN. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 11. PAINT IS PEELING ON INTERIOR WALL. 17: 4. WALL PAPER IS TORN. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 18: 4. CEILING TILE IS STAINED. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. WALLPAPER IS TORN. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15. DOOR CLOSER COVER IS MISSING. 2: 4. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER CASE IS BROKEN. COMPUTER LAB: COUNSELING: 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 15. DOOR CLOSER COVER IS MISSING (ALSO IN HALLWAY) KITCHEN: 11. PAINT IS PEELING ON INTERIOR WALL. LIBRARY: 4. RUBBER MOULDING IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. STORAGE 1: 7. NO LIGHTING LIGHT BULBS ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL AND CEILING.
Structural: Structural Damage, Roofs	X			GIRLS REST ROOM 1: 12. CRACK IN COVERED WALKWAY. (MENSTRUAL NOTICE NOT ADEQUATE) MPR: 12. CRACKS AT BASE OF EXTERIOR WALL NEAR ENTRANCE.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			11: 4. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. FLOOR TILES ARE BROKEN. CABINET HANDLE IS MISSING. 7. SENSOR COVER IS

School Facility Conditions and Planned Improvements

				MISSING IN CEILING (HALLWAY). 9. DRINKING FOUNTAIN MOUTHGUARD IS MISSING. 15. DOOR CLOSER COVER IS MISSING. 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. 18: 4. CEILING TILE IS STAINED. FORMICA TRIM IS CHIPPING ON CUBBY HOLES. WALLPAPER IS TORN. 5. EXCESSIVE DEBRIS IN LIGHT DIFFUSERS. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 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 BROKEN. 15. DOOR CLOSER COVER IS MISSING. BOYS REST ROOM 3: 9. ONE FAUCET HAS NO FLOW. 14. TRIP HAZARD ON WALKWAY AT HALLWAY ENTRY. 15. DOOR CLOSER COVER IS MISSING (ALSO IN HALLWAY). COUNSELING: 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 15. DOOR CLOSER COVER IS MISSING (ALSO IN HALLWAY)
--	--	--	--	---

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	45	48	33	34	47	48
Mathematics (grades 3-8 and 11)	29	36	23	26	35	37

2024-25 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	242	232	95.87	4.13	48.48
Female	126	120	95.24	4.76	55.00
Male	116	112	96.55	3.45	41.44
American Indian or Alaska Native	0	0	0	0	0
Asian	28	27	96.43	3.57	55.56
Black or African American	33	32	96.97	3.03	31.25
Filipino	22	22	100.00	0.00	63.64
Hispanic or Latino	128	120	93.75	6.25	47.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	50.00
White	17	17	100.00	0.00	52.94
English Learners	23	22	95.65	4.35	13.64
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	145	137	94.48	5.52	39.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	27	90.00	10.00	22.22

2024-25 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
All Students	242	232	95.87	4.13	36.21
Female	126	120	95.24	4.76	33.33
Male	116	112	96.55	3.45	39.29
American Indian or Alaska Native	0	0	0	0	0
Asian	28	28	100.00	0.00	46.43
Black or African American	33	31	93.94	6.06	35.48
Filipino	22	22	100.00	0.00	59.09
Hispanic or Latino	128	121	94.53	5.47	30.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	28.57
White	17	16	94.12	5.88	37.50
English Learners	23	22	95.65	4.35	4.55
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	145	140	96.55	3.45	30.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	27	90.00	10.00	7.41

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	19.35	30.77	20.89	21.23	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	78	100.00	0.00	30.77
Female	39	39	100.00	0.00	35.90
Male	39	39	100.00	0.00	25.64
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	30.77
Filipino	--	--	--	--	--
Hispanic or Latino	40	40	100.00	0.00	22.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	46	100.00	0.00	26.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	18.18

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.

2024-25 California Physical Fitness Test Participation Rates					
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	0	0	0	0	0
Grade 7	0	0	0	0	0

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.

2025-26 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), developing goals, and overseeing 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 schools. 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.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	389	382	80	20.9
Female	188	185	36	19.5
Male	201	197	44	22.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	37	37	5	13.5
Black or African American	38	38	3	7.9
Filipino	33	32	4	12.5
Hispanic or Latino	223	217	52	24.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	26	26	7	26.9
White	31	31	8	25.8
English Learners	65	64	16	25.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	240	235	59	25.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	53	53	15	28.3

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.27	0.78	1.8	4.81	4.82	4.31	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.01	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.80	0.00
Female	0.00	0.00
Male	3.48	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.70	0.00
Black or African American	2.63	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.79	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.85	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	2.08	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.89	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.

2025-26 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 2025. 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.

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

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	0	0
1	13	2	0	0
2	20	1	1	0
3	19	1	1	0
4	20	1	1	0
5	19	1	1	0
6	18	8	5	1
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	1	1	
1	21		1	
2	22		1	
3	22		1	
4	16	1		
5	21	1	1	
6	21	6	1	4
Other	19	2	2	

2024-25 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

2024-25 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
Resource Specialist (non-teaching)	
Other	0.8

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	9322.48	711.98	8610.50	89074.98
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	5.8	5.4
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-22.3	-6.0

Fiscal Year 2024-25 Types of Services Funded

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

AAA WORKSPACE
 AAA WORKSPACE - EPROCUREMENT
 AMAZON
 AMAZON (E-PROCUREMENT)
 AMPLIFY EDUCATION INC
 BRISK LABS CORP
 CALIFORNIA ACADEMY OF SCIENCES
 CALIFORNIA KINDERGARTEN ASSOCIATION
 CURRICULUM ASSOCIATES INC
 D HARRIS TOURS INC
 FOLLETT CONTENT SOLUTIONS LLC
 GREAT MINDS PBC

Fiscal Year 2024-25 Types of Services Funded

GUITAR CENTER MGMT
KBA DOCUMENT SOLUTIONS, LLC
LAKESHORE LEARNING MATERIALS
US BANK

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
Beginning Teacher Salary	\$58,573	\$60,863
Mid-Range Teacher Salary	\$91,890	\$93,575
Highest Teacher Salary	\$119,395	\$125,548
Average Principal Salary (Elementary)	\$131,244	\$157,645
Average Principal Salary (Middle)	\$138,034	\$165,341
Average Principal Salary (High)	\$156,078	\$182,580
Superintendent Salary	\$280,908	\$357,064
Percent of Budget for Teacher Salaries	25.8%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	22	20