

# Stewart K-8 School

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, 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 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

## Internet Access



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*Last updated: 1/29/2019*

## **School Description and Mission Statement (School Year 2018—19)**

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*Last updated: 11/29/2018*

## Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	46
Grade 1	42
Grade 2	63
Grade 3	56
Grade 4	46
Grade 5	55
Grade 6	56
Grade 7	47
Grade 8	55
Total Enrollment	466

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*Last updated: 1/23/2019*

## Student Enrollment by Student Group (School Year 2017—18)

## **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

*Last updated: 1/18/2019*

*Last updated: 1/18/2019*

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>McGraw Hill Treasures, Tesoros and Triumphs, grades TK-5, c201 - adopted 2012 *new adoption planned for 2019-20</p> <p>McGraw Hill StudySync, grades 6-8, c2017 - adopted 2017 National Geographic Inside, ELD 1-4, c2014 - adopted 2014 Scholastic Read 180 intervention, c2015 - adopted 2018</p>	Yes	0.0%
Mathematics	<p>McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grades 6-8, c2015 - adopted 2017 Pearson Algebra 1, c2015 - adopted 2017</p>	Yes	0.0%
Science	<p>Scott Foresman Science, grades K-5, c2008 - adopted 2008 Pearson Science, grades 6-8, c2008 - adopted 2008</p>	Yes	0.0%
History-Social Science	<p>McGraw Hill California Vistas grades K-5, c2007 - adopted 2007 TCl History Alive, grades 6-8, c2005 - adopted 2005</p>	Yes	0.0%
Foreign Language	N/A		0.0%
Health	N/A		0.0%
Visual and Performing Arts	N/A		

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

Last updated: 6/1/2019

## 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.

*Last updated: 1/15/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

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## Overall Facility Rate

Year and month of the most recent FIT report: January 2019

*Last updated: 7/1/2019*

## 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, which 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); and
- 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.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	33.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	26.0%	20.0%	25.0%	24.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

*Last updated: 1/23/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	315	310	98.41%	33.33%
Male	150	148	98.67%	29.73%
Female	165	162	98.18%	36.65%
Black or African American	68	67	98.53%	22.39%
American Indian or Alaska Native				
Asian	44	43	97.73%	38.10%
Filipino	37	37	100.00%	51.35%
Hispanic or Latino	104	103	99.04%	31.07%
Native Hawaiian or Pacific Islander	--	--	--	
White	54	53	98.15%	33.96%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	169	167	98.82%	24.70%
English Learners	76	75	98.68%	35.14%
Students with Disabilities	26	25	96.15%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

Last updated: 1/23/2019





# 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

## California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	7.1%	5.4%	5.4%
7	4.3%	34.8%	19.6%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/23/2019*

## **C. Engagement**

### **State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement ) 2

# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates and
- High school graduation rates

# 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

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*Last updated: 1/23/2019*

## School Safety Plan (School Year 2018—19)

*Last updated: 1/24/2019*

## **D. Other SARC Information**

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

### Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	17.0	5	2	
Mathematics	19.0	5	2	
Science	26.0	1	3	
Social Science	26.0	3	1	2

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	18.0	5	2	
Mathematics	19.0	4	2	
Science	28.0	1	3	
Social Science	28.0	1	3	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom).


## Academic Counselors and Other Support Staff (School Year 2017—18)

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/18/2019*

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

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

*Last updated: 1/28/2019*



## **Types of Services Funded (Fiscal Year 2017—18)**

*Last updated: 1/10/2019*

## **Teacher and Administrative Salaries (Fiscal Year 2016—17)**

For detailed information on salca

*Last updated: 1/23/2019*

teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Principals provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

*Last updated: 11/29/2018*