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Stege Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/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 http://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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Stege Elementary School
Street	4949 Cypress Avenue
City, State, Zip	Richmond, CA 94804-4499
Phone Number	(510) 231-1425
Principal	Kim Moses
E-mail Address	Kmoses@wccusd.net
Web Site	www.wccusd.net/Page/1214
CDS Code	07-61796-6004972

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

At Stege School, our program focuses upon increasing the academic achievement of all students and providing a balanced program that optimizes student engagement. Our program has been enhanced to include a well-rounded experience which incorporates effective classroom instruction, exposure to the arts, increased digital learning experiences, and leveled instruction to ensure consistent enrichment and academic growth. Stege is a Title I school that focuses on community support as well as academic excellence. The mission of Stege Elementary is to serve all students effectively to meet their current needs and ensure student growth for future college and career readiness. We encourage parent participation in our school and count on parents as our partners in the education of our children. Stege offers after school program services for students which are aligned to the school day focus and provides academic support as well as arts enrichment. At Stege School, students will become strategic learners and critical thinkers for academic success, present and future.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	70
Grade 1	47
Grade 2	37
Grade 3	38
Grade 4	40
Grade 5	36
Grade 6	30
Total Enrollment	298

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	56
American Indian or Alaska Native	0.3
Asian	9.1
Filipino	1
Hispanic or Latino	22.8
Native Hawaiian or Pacific Islander	1.7
White	4.7
Two or More Races	1
Socioeconomically Disadvantaged	89.6
English Learners	24.8
Students with Disabilities	9.7
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	15	16	13	13
Without Full Credential	0	2	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.3	6.7
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

Stege students have full access to all Board adopted core curriculum materials. Supplemental curriculum is available for use by the teaching staff, as needed.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (TK-6) / 2012	Yes	0%
Mathematics	McGraw-Hill, My Math (TK-5) / 2016 Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or McGraw Hill, Math Course 1 (gr 6) / 2016	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Scott Foresman, Science (K-6) / 2008	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facility supports teaching and learning in that we have the necessary number of classrooms, adequate playground, and staff rooms for our current enrollment. Stege was constructed in 1943 and 1944. The Stege staff works collaboratively to maintain a clean, safe, and friendly atmosphere.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Repair floor tiles in room 8, outside room 7, room 14, and office Paint wall by window in room 8, and walls in boys restroom by room 10
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Repair wall plate in room 8
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Repair sink buttons in boys restroom by room 10, and boys restroom by room 14 Tighten loose faucet in room 9
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Hole in wall by rooms 19 - 20
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Paint all outside benches Secure all exterior benches Wires coming out of mats and mats damaged at play structure

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	11	9	33	35	44	48
Mathematics	3	3	23	25	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	39	37	94.9	13.5
	4	42	40	95.2	2.6
	5	32	29	90.6	6.9
	6	30	30	100.0	14.3
Male	3	19	17	89.5	11.8
	4	17	16	94.1	
	5	17	15	88.2	
	6	--	--	--	--
Female	3	20	20	100.0	15.0
	4	25	24	96.0	4.2
	5	15	14	93.3	14.3
	6	20	20	100.0	16.7
Black or African American	3	23	22	95.7	4.5
	4	28	27	96.4	3.9
	5	13	11	84.6	
	6	18	18	100.0	5.9
Asian	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	11	10	90.9	10.0
	6	--	--	--	--
Native Hawaiian or Pacific Islander	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	37	36	97.3	13.9
	4	40	38	95.0	2.7
	5	30	28	93.3	7.1
	6	27	27	100.0	16.0
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	14	13	92.9	7.7
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	39	37	94.9	8.1
	4	42	39	92.9	
	5	32	29	90.6	3.5
	6	30	29	96.7	
Male	3	19	17	89.5	11.8
	4	17	15	88.2	
	5	17	15	88.2	6.7
	6	--	--	--	--
Female	3	20	20	100.0	5.0
	4	25	24	96.0	
	5	15	14	93.3	
	6	20	19	95.0	
Black or African American	3	23	22	95.7	
	4	28	26	92.9	
	5	13	11	84.6	
	6	18	18	100.0	
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	11	10	90.9	10.0
	6	--	--	--	--
Native Hawaiian or Pacific Islander	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	37	36	97.3	8.3
	4	40	37	92.5	
	5	30	28	93.3	3.6
	6	27	26	96.3	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	14	13	92.9	
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	8	5	10	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	32	29	90.6	10.3
Male	17	15	88.2	13.3
Female	15	14	93.3	7.1
Black or African American	13	11	84.6	
Hispanic or Latino	11	10	90.9	30.0
Socioeconomically Disadvantaged	30	28	93.3	10.7
English Learners	14	13	92.9	7.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25	17.9	

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Stege School values its partnerships with our parents and the community. We encourage parents to participate in our monthly parent coffee club meetings and also promote active involvement in the School Site Council. The School Site Council meets each month to discuss and manage the school plan and make budgetary decisions to support our programs. Stege also has a community room on site where our Community Coordinator can be found each day. The Community Coordinator organizes volunteer projects and supports families to strengthen the bond between home and school. Stege encourages parent partnership in learning by offering Parent Nights four times per year. The parent nights promote strategies for promoting literacy, mathematics, science, and the arts at home. We encourage parent volunteers to support our school and its programs. For volunteer information, please call the office at (510) 231-1425 and ask for our Community Coordinator, Anabel Baron.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	11.0	8.5	3.1	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and SafetyDate of Last Review/Update: August 2016. Date Last Discussed With Staff: August 2016.

Safety issues are reviewed and discussed at monthly staff meetings. Emergency drills reviewed include fire, disaster, as well as shelter in place and lock-down drills. REMS: Readiness and Emergency Management for Schools are posted in every room. All visitors MUST check-in before visiting classrooms. Additional staff provides supervision during morning recesses. We have several after-school programs with trained staff that monitor the students after school.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	1	2		24		3		22		3	
1	28		2		22		2		23		2	
2	25		2		25		2		17	2		
3	26		1		23		2		19	2		
4	30		2		20	2			20	1	1	
5	30		1		20	2			20	2	1	
6	31		1	1	25		2		20	2	1	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.67	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.60	N/A
Resource Specialist	1.00	N/A
Other	0	N/A

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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	7480.94	2443.99	5036.95	62119.53
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-21.4	-4.5
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-11.3	-18.1

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Stege School include:

CENTRAL SUPPLEMNTL/CONCENTRATION
IASA-TITLE I BASIC
21ST CENTURY CCLC
HEALTHY START-ASLSNPP
SPECIAL ED - E
MEDI-CAL ADMIN ACTIVITIES
SITE SUPPLEMNTL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,699	$45,092
Mid-Range Teacher Salary	$59,640	$71,627
Highest Teacher Salary	$79,951	$93,288
Average Principal Salary (Elementary)	$91,385	$115,631
Average Principal Salary (Middle)	$96,869	$120,915
Average Principal Salary (High)	$108,183	$132,029
Superintendent Salary	$231,795	$249,537
Percent of Budget for Teacher Salaries	31%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

At Stege School we recognize that continued student success requires continued growth among staff members. Our staff development focus is on effective planning and quality instruction in all curricular areas. Teachers meet three Wednesdays, per month, for a minimum of 50 minutes to collaborate on student data, instructional practices, and effective planning in the areas of RLA, ELD, and Math. In addition, one Wednesday each month, a full staff Professional development is led by the Principal and Lead teachers to focus on school wide needs in literacy and technology. Teachers received sixteen days of professional development and coaching from Apple Professional Learning Specialists in the area of integrating technology within the curriculum. We have also additional training in Restorative Justice Framework, Mindful Life Practices, Classroom Management Strategies, and STEM. We have an RLA Coach on site 2 days per week, a Mathematics Coach for teachers in grades five and six, and a shared technology coach on call. In addition to PD and Coaching on site, our district curriculum and instruction department frequently offers a variety of trainings, during and after school. The administration team informs and encourages all teaching staff members to participate in professional development opportunities.