Stege Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/.

- View this SARC online at the school and/or LEA Web sites.

- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

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

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

At Stege School our focus is on increasing the acheivement of all students. 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 intervention. Stege is a Title I school that focuses on community suppoch 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 our parents as partners in the education of our children. Stege offers after school program services to students which is aligned to the school day focus and provides academic support as well as arts enrichment. Stege also follows an extended learning model, providing us more instructional minutes than neighboring schools. At Stege School, students will become strategic learners and critical thinkers for academic success, present and future.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	65
Grade 1	55
Grade 2	50
Grade 3	40
Grade 4	45
Grade 5	48
Total Enrollment	347

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	57.3
American Indian or Alaska Native	0.0
Asian	9.5
Filipino	0.9
Hispanic or Latino	24.5
Native Hawaiian or Pacific Islander	2.3
White	5.2
Two or More Races	0.3
Socioeconomically Disadvantaged	98.0
English Learners	25.6
Students with Disabilities	9.8

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	14	14	15	15
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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 2014-15)

Year and month in which data were collected:

Core Curriculum Area	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 (K-6) Prentice Hall Copper 6th Grade	Yes	0%
Mathematics	Everyday Mathematics (Grades K-5) Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-5 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	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 in which data were collected: July 2014				
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 (work order submitted), wall need painted (work order submitted)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	Repair ballasts and check emergency lights (work complete)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Tighten toilet seats and repair faucets (work complete)
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Replace broken exterior door holders (work order submitted), replace panic hardware (work complete), paint exterior benches (work order submitted)

Overall Facility Rating (Most Recent Year)

Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	[ ]	[ ]	[X]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

- The Academic Performance Index; and

- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	7	17	9	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	9
Male	15
Female	4
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	9
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	25	26	22	41	43	42	54	56	55
Mathematics	23	28	24	37	38	38	49	50	50
History-Social Science				28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	1	1	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School		10	-6
Black or African American	-21	-27	-6
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-32	14	-10
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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 English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	40.9	13.6	2.3

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 (Most Recent Year)

Stege School values its partnerships with our parents and the community. We encourage parents to participate 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. Stege also offers Read Aloud Workshops six times per year for parents of young children. The Read Aloud Project provides these sessions for parents on the Stege Campus. 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.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	9.0	10.7	11.0	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Date of Last Review/Update: August 2014
Date Last Discussed With Staff: August 2014
Safety issues are reviewed and discussed at monthly staff meetings. Emergency drills reviewed include fire, disaster, as well as shelter in place and lockdown drills. REMS: Readiness and Emergency Management for Schools are posted in every room. All visitors MUST check-in before visiting classrooms. Additional staff provide 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	18.3	3	0	0	24	1	2		22	1	2	
1	18.7	3	0	0	28		2		28		2	
2	19.7	3	0	0	26		2		25		2	
3	19.3	3	0	0	26		2		20	1	1	
4	23	1	1	0	24	1		1	23	1	1	
5	24	0	2	0	25	1		1	24	1	1	
Other												

Note: 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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.20	---
Psychologist	.10	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.60	---
Resource Specialist	1.00	---
Other		---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,673.25	$1,954.69	$4,718.56	$52,578.04
District	---	---	$5,547.14	$57,253
Percent Difference: School Site and District	---	---	-14.9	-4.6
State	---	---	$4,690	$70,720
Percent Difference: School Site and State	---	---	-14.8	-24.6

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Stege School include:
- ESEA Title I
- Economic Impact Aid
- 21st Century Cohort 4
- Healthy Start-ASLSNPP
- Special Ed-E
- Gifted & Talented Ed-E
- SIP
- QEIA

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$36,777	$41,761
Mid-Range Teacher Salary	$56,678	$66,895
Highest Teacher Salary	$75,980	$86,565
Average Principal Salary (Elementary)	$87,412	$108,011
Average Principal Salary (Middle)	$92,657	$113,058
Average Principal Salary (High)	$103,480	$123,217
Superintendent Salary	$227,250	$227,183
Percent of Budget for Teacher Salaries	31	38
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

At Stege School we recognize that continues student success requires continued growth among staff members. Our staff development focus is efective planning and quality instruction in all curricular areas. Teachers meet every Wednesday for ninety 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 schoolwide needs in literacy and technology. All teachers received two full days of Common Core Training (RLA, ELD, Math) prior to the start of the school year, and two additional days in October on Classroom Management Strategies and Mathematics. We have an RLA Coach on site 3 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.