

# Stege Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	Stege Elementary School
<b>Street</b>	4949 Cypress Avenue
<b>City, State, Zip</b>	Richmond, CA 94804-4499
<b>Phone Number</b>	(510) 231-1425
<b>Principal</b>	Nicole Ruiz
<b>Email Address</b>	nruiz@wccusd.net
<b>School Website</b>	www.wccusd.net/stege
<b>County-District-School (CDS) Code</b>	07617966004972

## 2023-24 District Contact Information

<b>District Name</b>	West Contra Costa Unified School District
<b>Phone Number</b>	(510) 231-1100
<b>Superintendent</b>	Dr. Kenneth Chris Hurst
<b>Email Address</b>	chris.hurst@wccusd.net
<b>District Website</b>	www.wccusd.net

## 2023-24 School Description and Mission Statement

At Stege Elementary, we value a community-based approach to build pride and purpose in our scholars, faculty, and community. As stakeholders, we hold high expectations and all work together to support students' critical thinking skills, community leadership, and a joy of learning.

We strive to cultivate these skills by including student and community voices by making democratic decisions, collecting feedback, and sharing leadership positions. We focus on bringing people together for supporting inclusive, collective action while honoring diverse backgrounds, experiences, and identities. In our Stege community, we find strength as a collective together in the pursuit of lifelong learning.

We honor academic and community successes and areas of growth. We work to provide direct social-emotional learning (SEL) instruction daily as well as opportunities to engage in project-based learning and study opportunities in and out of school. Stege students are capable learners, therefore, our academics are rigorous, standards-based, and individualized to meet students' strengths and needs.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	35
Grade 2	32
Grade 3	39
Grade 4	24
Grade 5	29
Grade 6	30
Total Enrollment	253

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.3%
Male	55.3%
American Indian or Alaska Native	2%
Asian	9.5%
Black or African American	38.7%
Filipino	1.2%
Hispanic or Latino	34%
Native Hawaiian or Pacific Islander	2%
Two or More Races	5.5%
White	7.1%
English Learners	32.4%
Foster Youth	1.2%
Homeless	2.4%
Socioeconomically Disadvantaged	84.2%
Students with Disabilities	11.5%

#### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.10	78.86	1159.10	82.56	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	2.00	14.09	62.20	4.43	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	106.60	7.60	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	7.05	49.60	3.54	12115.80	4.41
<b>Unknown</b>	0.00	0.00	26.30	1.87	18854.30	6.86
<b>Total Teaching Positions</b>	14.10	100.00	1403.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9.10	82.13	1150.10	75.53	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.50	4.47	59.40	3.90	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	8.94	171.60	11.27	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	50.30	3.30	11953.10	4.28
<b>Unknown</b>	0.50	4.47	91.20	5.99	15831.90	5.67
<b>Total Teaching Positions</b>	11.10	100.00	1522.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	18.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	12	8.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	Yes	0%

<b>Mathematics</b>	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0%
<b>Science</b>	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	Yes	0%
<b>History-Social Science</b>	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-6, c2007 - adopted 2007	Yes	0%
<b>Foreign Language</b>	N/A		
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	N/A		

## 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**

June 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Room 18 - Room has a few broken floor tiles.  Staff lounge - There is a large area of floor damage in front of the refrigerator.  Room 13 - Four floor tiles need to be replaced.  Portable 27 - There are two missing ceiling tiles.  Portable 35 - There are a few missing ceiling tiles.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Boys restroom by room 14 - replace broken soap dispenser.
<b>Electrical</b>		X		Storage room in front of room 14 - There are two broken light fixtures.  Portable 23 - One light fixture is hanging from the ceiling.  Portable 29 - One light fixture is off.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Boys restroom by room 14 - replace broken soap dispenser.

## School Facility Conditions and Planned Improvements

			Outside girls restroom by staff lounge - The drinking fountains need the water pressure adjusted.
			Girls restroom by room 9 - Stall is missing the door latch.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		Portable 24 - The ramp landing is rotten.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

## 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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	11	9	32	32	47	46
<b>Mathematics</b> (grades 3-8 and 11)	9	10	21	22	33	34

## 2022-23 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 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	123	116	94.31	5.69	8.62
<b>Female</b>	58	53	91.38	8.62	5.66
<b>Male</b>	65	63	96.92	3.08	11.11
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	49	44	89.80	10.20	6.82
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	43	42	97.67	2.33	4.76
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	35	35	100.00	0.00	2.86
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	118	112	94.92	5.08	8.93
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	12	92.31	7.69	0.00

## 2022-23 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 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	124	118	95.16	4.84	10.17
<b>Female</b>	59	56	94.92	5.08	7.14
<b>Male</b>	65	62	95.38	4.62	12.90
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	49	46	93.88	6.12	10.87
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	44	42	95.45	4.55	4.76
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	36	35	97.22	2.78	2.86
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	119	113	94.96	5.04	10.62
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	12	92.31	7.69	8.33

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	7.14	7.69	18.49	20.56	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	29	26	89.66	10.34	7.69
<b>Female</b>	--	--	--	--	--
<b>Male</b>	21	20	95.24	4.76	10.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	14	12	85.71	14.29	8.33
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	27	25	92.59	7.41	8.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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	92.9	89.3	82.1	89.3	89.3

## 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.

#### 2023-24 Opportunities for Parental Involvement

Stege School values its partnerships with our parents and the community. We encourage parents to participate in our monthly Family Huddle meetings and promote active involvement in the School Site Council and our English Learner Advisory Committee as well as our African American Student Achievement Team. The groups meet 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 parents are able to get community resources and parent education from our School Community Outreach Worker. Our Community Outreach Worker organizes volunteer projects and supports families to navigate the school structure in order strengthen the bond between home and school. Stege encourages parent partnership in learning by offering Parent education meetings several times per year. The Parent Education meetings promote strategies for promoting literacy, mathematics, science, and the arts at home. We encourage parent volunteers to support our school and its programs.

Through our partnership with Seneca Center, we have the support of our Unconditional Education Coach who is able to work with our School Community Outreach Worker to help support parents with resources.

Contact Information for Parental Involvement: Stege Front Office 510-231-1425

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	295	276	150	54.3
Female	135	124	66	53.2
Male	159	151	83	55.0
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	6	5	1	20.0
Asian	29	25	6	24.0
Black or African American	108	104	65	62.5
Filipino	3	3	1	33.3
Hispanic or Latino	106	98	55	56.1
Native Hawaiian or Pacific Islander	6	5	4	80.0
Two or More Races	18	17	10	58.8
White	18	18	8	44.4
English Learners	105	100	48	48.0
Foster Youth	3	3	1	33.3
Homeless	10	10	7	70.0
Socioeconomically Disadvantaged	280	268	147	54.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	34	33	23	69.7

### 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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	7.17	8.81	0.01	3.97	4.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.04	0.02	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.81	0
Female	3.7	0
Male	13.21	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	15.74	0
Filipino	0	0
Hispanic or Latino	4.72	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	11.11	0
White	0	0
English Learners	3.81	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	9.29	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	17.65	0

## 2023-24 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 2023. 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.

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	11	6		
1	20	2	2	
2	22		2	
3	25		2	
4	27		2	
6	28		2	
Other	27		4	

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4		
1	22		2	
2	22		2	
3	14	4		
4	33			
5	30		2	
6	30		2	
Other	38			2

## 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	21	2	4	0
1	25	0	2	0
2	23	0	2	0
3	20	4	0	0
4	24	0	2	0
5	29	0	2	0
6	30	0	2	0
Other	19	2	0	0

## 2022-23 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

## 2022-23 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.

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	0.5
Resource Specialist (non-teaching)	
Other	0.5

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	10186.30	2832.79	7353.51	85253.07
<b>District</b>	N/A	N/A	5516.63	\$77,994
<b>Percent Difference - School Site and District</b>	N/A	N/A	28.5	8.9
<b>State</b>	N/A	N/A	\$7,607	\$87,885
<b>Percent Difference - School Site and State</b>	N/A	N/A	19.9	-3.0

## Fiscal Year 2022-23 Types of Services Funded

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

ALICE BENNETT  
 AMAZON  
 BAY AREA COMMUNITY RESOURCES  
 BELLWETHER MEDIA, INC  
 CAITLIN GALLAGHER NOFFLETT  
 CITY MECHANICAL INC  
 DIDAX EDUCATIONAL RESOURCES INC  
 EL SOL  
 JOSH MILLER  
 LITERACY RESOURCES, LLC  
 MICHAELS TRANSPORTATION  
 NICOLE RUIZ  
 PANERA BREAD COMPANY  
 RASHELLE REW  
 SENECA CENTER  
 SONIA PEREZ  
 SOUND AND SIGNAL INC  
 SOUTHWEST SCHOOL & OFFICE SUPPLY  
 SPRINGBOARD COLLABORATIVE  
 THE CHILD'S WORLD INC  
 THE K-12 OER COLLABORATIVE  
 US BANK  
 WEST CONTRA COSTA PUBLIC EDUCATION

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$50,922	\$55,550
<b>Mid-Range Teacher Salary</b>	\$79,887	\$80,703
<b>Highest Teacher Salary</b>	\$103,799	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$124,259	\$137,703
<b>Average Principal Salary (Middle)</b>	\$129,831	\$143,760
<b>Average Principal Salary (High)</b>	\$145,277	\$159,021
<b>Superintendent Salary</b>	\$270,000	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	28.46%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	5.12%	4.87%

## Professional Development

At Stege School we recognize that continued student success requires consistent growth among staff members. Our staff development focus is on effective planning and quality instruction in all curricular areas. Teachers meet at a minimum weekly in grade level teams as well as whole group to collaborate on student data, instructional practices, and effective planning in the areas of RLA, ELD, Math and Technology. We are a part of an Early Literacy grant and our teachers in grades 1-3 participate in biweekly training offered through the state of California. In addition, we offered 2 optional full staff Professional development led by the Principal and Literacy Coach. District and Community partners help to focus more in depth on school wide needs in literacy, trauma informed practices, math, science and technology. In addition, our Literacy Lead teacher attends professional developments to dive deeper into the application and best practices of utilizing our current reading and writing curriculum. We are focusing on specific practices related to both ELA and math aligned with the California Standards for Teaching Practices. We are currently in year 3 and 4 with our ELA and Math curriculum. Through our partnership with Chamberlain Foundation, we held professional development and are assigned both a Math Coach, an EIA coach and an admin coach. We have also have additional training in Second Step, Restorative Justice Trauma Informed Training, Classroom Management Strategies, and STEM. 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. Both our Instructional Coach and our Instructional Specialist offer weekly office hours in addition to specific teachers they are mentor/coaching.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	50	26	20