

Stege Elementary School- Temporary Campus

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	Stege Elementary School- Temporary Campus
Street	101 35th St
City, State, Zip	Richmond, CA 94805
Phone Number	(510) 231-1425
Principal	Claudia Velez
Email Address	cvelez@wccusd.net
School Website	http://stege.wccusd.net/
Grade Span	K-6
County-District-School (CDS) Code	07617966004972

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

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 to support inclusive, collective action while honoring diverse backgrounds, experiences, and identities. In our Stege community, we find strength as a collective in the pursuit of lifelong learning.

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	46
Grade 1	38
Grade 2	40
Grade 3	28
Grade 4	23
Grade 5	31
Grade 6	19
Total Enrollment	225

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.9
Male	55.1
American Indian or Alaska Native	0.9
Asian	8.9
Black or African American	32.4
Filipino	0.9
Hispanic or Latino	41.8
Two or More Races	5.8
White	9.3
English Learners	36.9
Foster Youth	0.9
Homeless	3.6
Socioeconomically Disadvantaged	84.4
Students with Disabilities	10.7

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)	9.1	82.13	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	0.5	4.47	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	8.94	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	4.47	91.2	5.99	15831.9	5.67
Total Teaching Positions	11.1	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)	9.6	86.6	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)	1.5	13.4	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	0	0	94.3	6.58	14303.8	5.15
Total Teaching Positions	11.1	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)	8.5	80.99	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)	2	19.01	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	0	0	67.7	4.84	13705.8	4.91
Total Teaching Positions	10.5	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	0.5	0
Misassignments	1.00	1	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1.5	2

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	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

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)	18.1	9	42.8
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	23.5

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, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	0%
Mathematics	Great Minds, Eureka Math Squared, grades TK-5, c2025 - adopted 2025 Amplify, Desmos Math, grade 6, c2025 - adopted 2025	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, 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, grade 6, c2017 - adopted 2020	0%
Foreign Language	N/A	
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

School Facility Conditions and Planned Improvements

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

7/27/2025

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		BOYS REST ROOM/ E121: 4. WATER DAMAGE TO WALL. 5. DIRTY VENTS. ROOM HAS A STRONG ODOR. 15. DOOR CLOSER COVER IS MISSING. D101: 4. CEILING TILES ARE MISSING. 7. GROUND PRONG BROKEN OFF IN OUTLET (HALLWAY). D102: 4. CEILING TILES HAVE WATER STAINS. D104: 4. RUBBER MOULDING IS MISSING. 10. EVACUATION MAP IS NOT POSTED. D202: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL. D203: 4. FORMICA IS CHIPPING ON COUNTERTOP. D204: 4. CEILING TILE HAS A WATER STAIN. DRAWER IS MISSING. DRAWER IS BROKEN. 15. DOOR CLOSER COVER IS MISSING.PANELING IS PEELING ON DOOR. E101B/ TEACHER LOUNGE: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 10. HOMEMADE ROOM ID. E103/ CAFETERIA: 7. ELECTRICAL COVER IS MISSING. ETHERNET COVERS ARE MISSING. ETHERNET BOX IS BROKEN/LOOSE. 10. HOMEMADE ROOM ID. 12. CRACKS IN INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING. E108: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILES ARE BROKEN. WATER DAMAGE TO WALL (NEAR EXTERIOR ENTRY). 9. ONE FAUCET HAS NO FLOW. 10. HOMEMADE ROOM ID. E115/ OFFICE: 4. CEILING TILES HAVE WATER STAINS.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			D105/ ELECTRICAL: 5. ROOM IS UNKEPT. D107/ WORKROOM: 5. STAIRWELL RAILING IS STICKY. 11. PAINT IS PEELING ON STAIRWELL RAILING. D211/ WOMENS REST ROOM: 5. STAIRWELL RAILING IS STICKY. FLOORING IS DIRTY. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE) E104/ ELECTRICAL: 5. LADDER IS UNSECURED. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. E105/ OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH (HALLWAY). 10. NO ROOM ID. MENS REST ROOM/ D110: 5. FLOORING IS DIRTY/UNKEPT. 8. ALL SINGEL USER REST ROOMS MUST BE LABELED ALL GENDER (PER AB-1732). MENSTRUAL PRODUCTS ARE NOT

School Facility Conditions and Planned Improvements

				READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE)
Electrical	X			D101: 4. CEILING TILES ARE MISSING. 7. GROUND PRONG BROKEN OFF IN OUTLET (HALLWAY). D106: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON DOOR FRAME. E103/ CAFETERIA: 7. ELECTRICAL COVER IS MISSING. ETHERNET COVERS ARE MISSING. ETHERNET BOX IS BROKEN/LOOSE. 10. HOMEMADE ROOM ID. 12. CRACKS IN INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING. E104/ ELECTRICAL: 5. LADDER IS UNSECURED. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	D211/ WOMENS REST ROOM: 5. STAIRWELL RAILING IS STICKY. FLOORING IS DIRTY. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE) E102: 9. THREE FAUCETS HAVE NO FLOW. 10. HOMEMADE ROOM ID. E106: 9. THREE FAUCETS HAVE NO FLOW. 10. HOMEMADE ROOM ID. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). E108: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILES ARE BROKEN. WATER DAMAGE TO WALL (NEAR EXTERIOR ENTRY). 9. ONE FAUCET HAS NO FLOW. 10. HOMEMADE ROOM ID. E110/ TOILET: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON EXTERIOR WALL. (MENSTRUAL NOTICE NOT ADEQUATE) GIRLS REST ROOM/ D108: 8. TOILET IS LOOSE AT BASE. (MENSTRUAL NOTICE IS NOT POSTED) MENS REST ROOM/ D110: 5. FLOORING IS DIRTY/UNKEPT. 8. ALL SINGEL USER REST ROOMS MUST BE LABELED ALL GENDER (PER AB-1732). MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE)
Safety: Fire Safety, Hazardous Materials			X	D104: 4. RUBBER MOULDING IS MISSING. 10. EVACUATION MAP IS NOT POSTED. D106: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON DOOR FRAME. D107/ WORKROOM: 5. STAIRWELL RAILING IS STICKY. 11. PAINT IS PEELING ON STAIRWELL RAILING. D202: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL. D206: 11. PAINT IS PEELING ON INTERIOR WALL. E101B/ TEACHER LOUNGE: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 10. HOMEMADE ROOM ID. E102: 9. THREE FAUCETS HAVE NO FLOW. 10. HOMEMADE ROOM ID. E103/ CAFETERIA: 7. ELECTRICAL COVER IS MISSING. ETHERNET COVERS ARE MISSING.

School Facility Conditions and Planned Improvements

				ETHERNET BOX IS BROKEN/LOOSE. 10. HOMEMADE ROOM ID. 12. CRACKS IN INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING. E105/ OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH (HALLWAY). 10. NO ROOM ID. E106: 9. THREE FAUCETS HAVE NO FLOW. 10. HOMEMADE ROOM ID. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). E108: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILES ARE BROKEN. WATER DAMAGE TO WALL (NEAR EXTERIOR ENTRY). 9. ONE FAUCET HAS NO FLOW. 10. HOMEMADE ROOM ID. E118/ STORAGE: 10. ROOM ID IS OBSCURED.
Structural: Structural Damage, Roofs	X			E103/ CAFETERIA: 7. ELECTRICAL COVER IS MISSING. ETHERNET COVERS ARE MISSING. ETHERNET BOX IS BROKEN/LOOSE. 10. HOMEMADE ROOM ID. 12. CRACKS IN INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			BOYS REST ROOM/ E121: 4. WATER DAMAGE TO WALL. 5. DIRTY VENTS. ROOM HAS A STRONG ODOR. 15. DOOR CLOSER COVER IS MISSING. D103: 15. WINDOW BLINDS ARE DAMAGED/MISSING (LOCKDOWN HAZARD). D201: 15. PANELING IS PEELING ON DOOR. D204: 4. CEILING TILE HAS A WATER STAIN. DRAWER IS MISSING. DRAWER IS BROKEN. 15. DOOR CLOSER COVER IS MISSING.PANELING IS PEELING ON DOOR. E103/ CAFETERIA: 7. ELECTRICAL COVER IS MISSING. ETHERNET COVERS ARE MISSING. ETHERNET BOX IS BROKEN/LOOSE. 10. HOMEMADE ROOM ID. 12. CRACKS IN INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING. PLAYGROUND: 14. TWO PLAY PANEL/BARRIER BRACKETS ARE BROKEN.

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)	3	9	33	34	47	48
Mathematics (grades 3-8 and 11)	18	3	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	100	90	90.00	10.00	8.89
Female	45	39	86.67	13.33	10.26
Male	55	51	92.73	7.27	7.84
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	36	32	88.89	11.11	3.13
Filipino	--	--	--	--	--
Hispanic or Latino	35	29	82.86	17.14	6.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	36	31	86.11	13.89	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	86	79	91.86	8.14	6.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	11	84.62	15.38	0.00

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	100	95	95.00	5.00	3.16
Female	45	43	95.56	4.44	0.00
Male	55	52	94.55	5.45	5.77
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	36	32	88.89	11.11	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	35	34	97.14	2.86	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	36	35	97.22	2.78	2.86
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	86	81	94.19	5.81	2.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	10	76.92	23.08	--

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)	0	3.45	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	30	30	100.00	0.00	3.45
Female	15	15	100.00	0.00	0.00
Male	15	15	100.00	0.00	6.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	24	100.00	0.00	4.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	96.7	96.7	96.7	96.7	96.7

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

Stege School values its partnerships with our parents and the community. We encourage parents to participate in our monthly Coffee and Evening Chats 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 community resources on site where parents are able to have needs met, 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 to strengthen the bond between home and school. Additionally, our Community Schools Director collaborates with students, staff, and families to ensure all groups have a voice in decision-making around school goals.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	270	253	146	57.7
Female	124	113	65	57.5
Male	146	140	81	57.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	26	26	9	34.6
Black or African American	84	78	52	66.7
Filipino	--	--	--	--
Hispanic or Latino	114	105	59	56.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	16	15	93.8
White	25	24	10	41.7
English Learners	101	95	44	46.3
Foster Youth	--	--	--	--
Homeless	13	12	6	50.0
Socioeconomically Disadvantaged	235	220	126	57.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	30	28	17	60.7

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
8.81	7.17	5.93	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	5.93	0.00
Female	4.84	0.00
Male	6.85	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	13.10	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.63	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.25	0.00
White	0.00	0.00
English Learners	1.98	0.00
Foster Youth	0.00	0.00
Homeless	7.69	0.00
Socioeconomically Disadvantaged	6.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.33	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	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

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	21	1	1	0
1	21	1	1	0
2	14	1	0	0
3	22	0	1	0
4	18	1	1	0
5	24	0	1	0
6	30	0	1	0
Other	21	0	1	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	15	2		
1	19	1	1	
2	20	2		
3	14	2		
4	23		1	
5	31		1	
6	19	1		

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	
Resource Specialist (non-teaching)	
Other	

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	8134.93	3140.79	4994.15	58009.46
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	-24.7	-37.0
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-73.3	-48.0

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)
 AMERICAN STAGE TOURS
 BEARCOM COMMUNICATIONS INC.
 COLOMA GOLD TOURS
 CROWN WORLDWIDE MOVING AND STORAGE
 EAST BAY CENTER FOR PERFORMING ARTS
 EAST BAY REGIONAL PARK DISTRICT
 EDVENTURE MORE
 EISEN ENVIRONMENTAL AND CONSTRUCTION

Fiscal Year 2024-25 Types of Services Funded

FIRST STUDENT INC
 FOLLETT CONTENT SOLUTIONS LLC
 GOPHER SPORT
 KINGS VIP TRANSPORTATION
 LAKESHORE LEARNING MATERIALS
 LITERACY RESOURCES, LLC
 LUCKY
 MICHAELS TRANSPORTATION
 OAKLAND ZOO
 SAN FRANCISCO OPERA GUILD
 SENECA CENTER
 SERVPRO OF BENICIA/MARTINEZ/SE VALL
 US BANK
 VISTA ENVIRONMENTAL INC
 WEST CONTRA COSTA PUBLIC EDUCATION

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

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 multiple times a month in 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. We have an Instructional Specialist who leads and supports teachers with foundational skills and the ELA curriculum. We engage in professional development led by the Principal, Vice Principal, and Instructional Specialist. District and Community partners help to focus more in-depth on school-wide needs in literacy, trauma-informed practices. 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 4 with our ELA curriculum. We have adopted the new district-wide math curriculum this year. Through our partnership with the Chamberlain Foundation, we held professional development for new teachers. We have ongoing professional development throughout the school year. Additional training in Second Step, Restorative Justice Trauma-Informed Training, Classroom Management Strategies, and STEM are also part of

Professional Development

our scope and sequence for the year. 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.

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	20	10	20