

Steffan Manor Elementary

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

School Name	Steffan Manor Elementary
Street	815 Cedar St.
City, State, Zip	Vallejo, CA 94591-6531
Phone Number	(707) 556-8640
Principal	Brenda Zander
Email Address	bzander@vcusd.org
School Website	https://www.vcusd.org/steffan
County-District-School (CDS) Code	48705816051544

2023-24 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	William Spalding
Email Address	wspalding@vcusd.org
District Website	https://www.vcusd.org

2023-24 School Description and Mission Statement

Our Mission

Steffan Manor, in partnership with the families and the community, is to promote academic excellence, where all children feel safe, in an engaging learning environment that prepares students for the challenges of the twenty-first century, while also focusing on career readiness, lifelong learning, and promoting global awareness.

Vision

Our Vision is for our diverse learners to be empowered and equipped with the academic and life skills needed to reach their full potential.

Goals & Programs

All Steffan Manor students have a laptop for daily use in their classrooms to utilize key instructional support programs including Imagine Math, Imagine Language & Literacy, and Accelerated Reader. To support our population of English learners, we have implemented a 30-minute block for designated English language development daily to support students in developing their oral language, academic vocabulary, reading, and writing skills. Tutoring is available for struggling students through various tutoring programs on-site and through the content intervention programs run by teachers from Steffan Manor. There is an after-school program available to support students and families; it is part of the VCUSD Expanded Learning Program. Steffan Manor is implementing school-wide instructional strategies to improve student talk, reading comprehension, and math. Our instructional strategies include Say Something, Board Math, and annotating text. We are implementing the PAX Good Behavior game as a support to students developing self-regulation skills and supporting our work in social-emotional learning. Since implementing PAX, we have seen a significant drop in incidents of student discipline referrals and suspensions due to our focus on school climate and culture and the social and emotional health of students.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	64
Grade 2	70
Grade 3	78
Grade 4	62
Grade 5	64
Grade 6	4
Total Enrollment	415

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7%
Male	51.3%
American Indian or Alaska Native	0.5%
Asian	2.4%
Black or African American	14.9%
Filipino	5.3%
Hispanic or Latino	63.1%
Native Hawaiian or Pacific Islander	2.2%
Two or More Races	3.6%
White	6.5%
English Learners	33.3%
Foster Youth	0.5%
Homeless	0.5%
Socioeconomically Disadvantaged	87.2%
Students with Disabilities	10.8%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.00	78.65	341.50	65.59	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.62	19.20	3.69	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	61.10	11.74	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	16.70	3.21	12115.80	4.41
Unknown	2.70	15.67	82.00	15.75	18854.30	6.86
Total Teaching Positions	17.80	100.00	520.70	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	84.46	378.20	71.26	234405.20	84.00
Intern Credential Holders Properly Assigned	1.40	8.36	22.40	4.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.89	64.60	12.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	1.35	29.90	5.64	11953.10	4.28
Unknown	0.00	0.00	35.40	6.69	15831.90	5.67
Total Teaching Positions	17.80	100.00	530.70	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	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	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	0.00	0.00
Local Assignment Options	0.00	0.20
Total Out-of-Field Teachers	0.00	0.20

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.2	8.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	19	8.1

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

All textbooks are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. Supplemental materials are utilized to support student interventions and are outlined in the School Plan for Student Achievement. All textbooks are selected from the most recent list of standards-based materials by the State Board of Education (SBE). 100% of students have their own assigned textbook and instructional materials.

Year and month in which the data were collected October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt California Journeys/2017	Yes	0
Mathematics	Pearson enVision Math Common Core /2022	Yes	0
Science	K-5th: Twig Science/2020	Yes	0
History-Social Science	Pearson myWorld /2019	Yes	0

School Facility Conditions and Planned Improvements

Our rotunda-style foyer welcomes you with the Four Freedoms inscribed above the passageways. The facility underwent a complete reconstruction in 2003 after a catastrophic fire in 2001. It has four classroom wings and six portable classrooms, including the on-site Child Development Program. Our main structure houses the Multipurpose Room with a stage, a small kitchen, student services offices, and administrative offices. A team of custodians provide daily cleaning. The district's maintenance and grounds staff provide routine care and upkeep. There are colorful and informative bulletin boards throughout every inch of the hallways and common areas.

Our roofs are regularly inspected and maintained. Also, our interior air filters are replaced annually. Door handles and desktops are sanitized nightly. And any graffiti noted is immediately removed. Our head custodian inspects the playground daily for potentially dangerous objects and removes them before students enter those areas.

All buildings are in good repair. The campus is maintained to ensure that it is clean, safe, and functional. All restrooms are cleaned daily and checked for proper functioning. Our campus is inviting and well-maintained and fully supports a positive teaching and learning environment. A work order process is in place to attend to maintenance and technology issues in a timely manner, with urgent and emergency repairs given priority. We have adequate classroom space, several acres of play areas, a STEAM Lab, and a newly updated staff lounge.

Year and month of the most recent FIT report

October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Work Order submitted - Repairs completed
Interior: Interior Surfaces	X			Work Order submitted - Repairs completed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Work Order submitted - Repairs completed
Electrical	X			Work Order submitted - Repairs completed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Work Order submitted - Repairs completed
Safety: Fire Safety, Hazardous Materials	X			Work Order submitted - Repairs completed
Structural: Structural Damage, Roofs	X			Work Order submitted - Repairs completed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Work Order submitted - Repairs completed

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
English Language Arts/Literacy (grades 3-8 and 11)	22	18	28	27	47	46
Mathematics (grades 3-8 and 11)	11	16	18	17	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
All Students	207	206	99.52	0.48	18.45
Female	98	98	100.00	0.00	19.39
Male	109	108	99.08	0.92	17.59
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	33	33	100.00	0.00	21.21
Filipino	15	14	93.33	6.67	42.86
Hispanic or Latino	132	132	100.00	0.00	12.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	30.77
English Learners	67	67	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	189	188	99.47	0.53	15.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	22.73

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
All Students	206	205	99.51	0.49	15.61
Female	97	97	100.00	0.00	11.34
Male	109	108	99.08	0.92	19.44
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	33	33	100.00	0.00	6.06
Filipino	15	14	93.33	6.67	42.86
Hispanic or Latino	131	131	100.00	0.00	13.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	15.38
English Learners	67	67	100.00	0.00	7.46
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	188	187	99.47	0.53	13.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	18.18

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
Science (grades 5, 8 and high school)	9.09	10.77	14.49	13.35	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
All Students	65	65	100.00	0.00	10.77
Female	32	32	100.00	0.00	6.25
Male	33	33	100.00	0.00	15.15
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	42	100.00	0.00	11.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	20	20	100.00	0.00	5.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	62	100.00	0.00	8.06
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.

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	100	98.4	100	98.4	100
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

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

Our parents are valued partners and advocates for the success of our students and school programs. Steffan Manor uses ParentSquare to inform parents about activities that are occurring on campus and upcoming events. Teachers and parents are able to stay connected readily through the use of ParentSquare. Parents have several opportunities to become involved at school. Steffan Manor seeks to engage as many of its parents as possible by informing them of their rights to be involved in school decisions, by joining the School Site Council and English Language Advisory Council. The English Language Advisory Committee is highly influential in the decision-making process and meets monthly. The feedback from these committees helps with the focused outcomes on student achievement, as well as the climate and culture of the school. All parents are also encouraged to sign up to be school volunteers to help with recess monitoring classroom support and other events that we have at Steffan Manor.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	455	437	232	53.1
Female	219	213	117	54.9
Male	236	224	115	51.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	10	10	2	20.0
Black or African American	70	63	24	38.1
Filipino	24	24	8	33.3
Hispanic or Latino	288	278	167	60.1
Native Hawaiian or Pacific Islander	10	10	2	20.0
Two or More Races	16	16	9	56.3
White	29	28	15	53.6
English Learners	160	154	82	53.2
Foster Youth	2	2	2	100.0
Homeless	4	4	3	75.0
Socioeconomically Disadvantaged	397	383	212	55.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	58	52	21	40.4

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	0.97	1.76	0.09	5.89	7.67	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.76	0
Female	0.46	0
Male	2.97	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	5.71	0
Filipino	0	0
Hispanic or Latino	1.04	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	3.45	0
English Learners	0.63	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.02	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.72	0

2023-24 School Safety Plan

Steffan Manor is a well-supervised, safe school. Our discipline rates reflect our goal to provide a safe and effective learning environment. We are a PAX School to improve health, happiness, productivity, and peace. This has been increasing the overall positive climate of the school. Steffan Manor is working with the Vallejo City Unified School District to fill our 2nd grade and Resource Specialist vacancies. The Steffan Manor Academic Support Provider, Mental Health Support Provider, and the school psychologist, are on staff to support student needs.

All visitors are required to sign into the office. Volunteers are welcome but must go through the application process, be fingerprinted, and be given a clear TB test.

We regularly practice our safety procedures including drills for emergencies. We have a comprehensive school safety plan which is updated annually by staff, the community, and the District Leadership Team. The plan was most recently updated in October 2023. The plan is reviewed to ensure compliance, including assessment of current school crime statistics, child abuse reporting procedures, disaster procedures, and routine and emergency policies. This comprehensive plan also includes the following information: data related to suspensions and expulsions; required notification to teachers; sexual harassment policy; school-wide dress code; safe ingress and egress of pupils, parents, and staff to and from school; and general rules and procedures for meetings and events.

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	26		3	
1	27		3	
2	18	1	2	
3	26		2	
4	32		2	
5	31		3	
Other	19	2	3	

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	12	4	3	
1	10	4	2	
2	9	5	2	
3	8	6	2	
4	9	4	2	
5	11	4	2	
6	1	6		
Other	25		3	

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	12	4	2	0
1	16	2	2	0
2	12	4	2	0
3	20	2	2	0
4	12	3	2	0
5	21	1	2	0
6	1	6	0	0
Other	0	0	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	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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
School Site	4612	1930	2681	70356
District	N/A	N/A	10669	\$77,192
Percent Difference - School Site and District	N/A	N/A	-119.7	-4.43
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-84.4	-22.7

Fiscal Year 2022-23 Types of Services Funded

The most dominant variable in student learning is an effective teacher. To that end, we equip and train our teachers regularly and provide feedback to ensure their success as professional educators of young minds. We also provide personalized professional development through coaching cycles, reflective conversations, and peer observations. Professional development is differentiated and relevant. During student instruction and practice, lessons are differentiated to support student success without compromising the rigor of our Common Core State Standards.

Additionally, every ELD student participates in a 30-minute Support Block where skill gaps and enrichment needs are addressed. Small group instruction occurs throughout classrooms to support all learners where there are gaps in skills. Small groups of students receive tutoring before and after school from credentialed teachers, usually their own classroom teachers.

The Kindergarten and Transitional Kindergarten teachers also tutor students during their adjunct duty. GLAD, Imagine Learning, Accelerated Reader, field trips, PBIS/ PAX and PAX cafeteria, adult-lead recess games, and music lessons are all additional supports provided through State and Federal funding. We also utilize our designated sub to provide support in reading and math instruction. These programs encourage positive attendance -- the second most important variable in student achievement. As part of GLAD, students are taught self-management, personal standards, and appropriate discourse styles which are all reinforced through PAX/PBIS and Restorative Justice. Teachers often hold weekly community-building and problem-solving circles, and several teach mindfulness strategies. We also convene Student Success Teams in conjunction with parents/guardians in order to determine, plan, and implement additional interventions for students based on individual needs. (Any caring adult in a child's life may refer a student to the Student Success Team.)

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
Beginning Teacher Salary	\$51,665	\$54,190
Mid-Range Teacher Salary	\$73,323	\$85,111
Highest Teacher Salary	\$93,101	\$104,999
Average Principal Salary (Elementary)	\$109,303	\$132,492
Average Principal Salary (Middle)	\$113,675	\$140,987
Average Principal Salary (High)	\$122,908	\$153,884
Superintendent Salary	\$248,000	\$255,503
Percent of Budget for Teacher Salaries	25.54%	32.09%
Percent of Budget for Administrative Salaries	4.89%	5.25%

Professional Development

Professional development is occurring regularly at Steffan Manor. Professional Development is planned and coordinated by the principal and the Teacher Leader. Decisions regarding professional development arise from analyzing data from various sources -- performance results, attendance behavior data, observations, and surveys. We also use the district instructional strategies, math, reading by third grade, This gives us a full picture of site needs and an opportunity to examine blind spots. A variety of methods are used in delivering professional development, including after-school workshops, release time, and non-student days. Staff members attend a variety of opportunities at the site and district. Staff also receive one-to-one coaching from administrators. Teachers are observed daily and feedback is given after the observation has taken place. Observers of the teachers include the Principal and the Teacher Leader. During district-scheduled walkthroughs, observers might include multiple principals, directors, as well as coordinators working at the district level. Professional development is directly related to the work happening at the school and is meant to offer teacher feedback to sharpen their instructional skills. Professional development is aligned with site instructional strategies and district instructional priorities.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	29	30	30