

Stipe (Samuel) Elementary
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address: 5000 Lyng Dr.
San Jose, CA , 95111-
2720

Principal: Principal Lauren Tilston,
Principal

Phone: (408) 227-7332

Grade K-6
Span:

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 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.

About This School

Principal Lauren Tilston, Principal

📍 Principal, Stipe (Samuel) Elementary

About Our School



Contact

Stipe (Samuel) Elementary
5000 Lyng Dr.
San Jose, CA 95111-2720

Phone: [\(408\) 227-7332](tel:4082277332)
Email: ltilston@ogsd.net

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	Manzo, Jose
Email Address	jmanzo@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2023–24)

School Name	Stipe (Samuel) Elementary
Street	5000 Lyng Dr.
City, State, Zip	San Jose, CA , 95111-2720
Phone Number	(408) 227-7332
Principal	Principal Lauren Tilston, Principal
Email Address	ltilston@ogsd.net
Website	https://stipe.ogsd.net
County-District-School (CDS) Code	43696256048177

Last updated: 1/25/24

School Description and Mission Statement (School Year 2023–24)

STEAM @ Stipe is a K-6 school that provides the earliest access to Science, Technology, Engineering, Arts, and Mathematics (STEAM) within project-based learning and SEAL educational designs. We inspire and engage all students with a transformational approach where students learn by doing. Through our partnerships with Silicon Valley companies, our purpose is to develop our diverse population into engineers, innovators, and future entrepreneurs.

Rooted in Cultural Identity - We value the diverse cultural backgrounds of our students, teachers, families, and community.

Earliest Access - Starting in Kindergarten, students engage in opportunities that explore real-world problems, developing an early foundation for STEAM skills.

Varied Learning Spaces - Students have access to a Makerspace, outdoor learning areas, and flexible, modular seating in classrooms

Integrated Approach - Culturally responsive instruction in which students are guided to make connections across the content areas of science,

technology, engineering, art, and math while developing strong academic language and literacy skills.

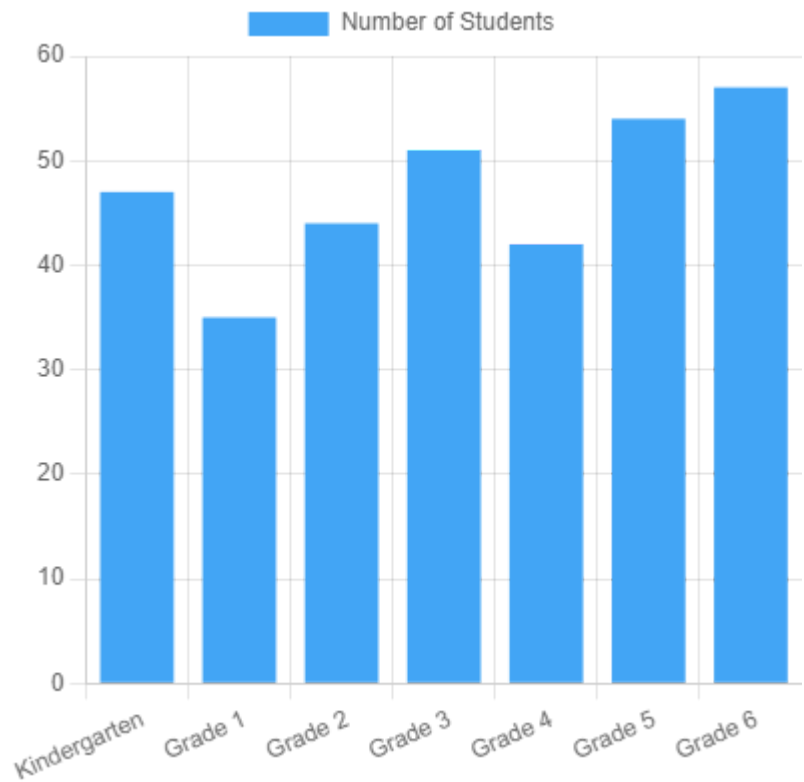
Development of Growth Mindsets - Through design challenges and project-based learning, students will cultivate a problem-solving mindset, seek out challenges and see them as opportunities to grow.

Strong Partnerships - In addition to community involvement, we leverage Silicon Valley high-tech firms and access to their resources to facilitate authentic experiences.

Last updated: 1/25/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	47
Grade 1	35
Grade 2	44
Grade 3	51
Grade 4	42
Grade 5	54
Grade 6	57
Total Enrollment	330



Last updated: 1/25/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	44.80%
Male	55.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	16.70%
Black or African American	3.30%
Filipino	2.70%
Hispanic or Latino	65.80%
Native Hawaiian or Pacific Islander	1.80%
Two or More Races	4.50%
White	3.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	41.80%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	57.60%
Students with Disabilities	14.50%

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

Teacher Preparation and Placement (School Year 2020–21)

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)	17.10	91.96%	385.40	91.56%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.00	5.36%	8.30	1.98%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1.60	0.39%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	2.68%	3.10	0.74%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	22.40	5.32%	18854.30	6.86%
Total Teaching Positions	18.60	100.00%	420.90	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.

Last updated: 1/30/24

Teacher Preparation and Placement (School Year 2021–22)

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)	17.00	94.44%	383.80	93.10%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	5.56%	3.70	0.91%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	4.00	0.97%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.00	0.73%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	17.60	4.28%	15831.90	5.67%
Total Teaching Positions	18.00	100.00%	412.30	100.00%	279044.80	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.

Last updated: 1/30/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.50	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.50%	0%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2: Core Knowledge Lang. Arts (CKLA) 3-6: Expeditionary Learning	Yes	0
Mathematics	6-8: College Prep Math (CPM) Adopted 2015 K-5: EngageNY (Eureka Math) Adopted 2015, not SBE adopted, local board approved Our district went through a math pilot process in 2016 but was not able to reach a consensus decision to bring a recommendation to our governing board. Fiscal impacts to declining enrollment also impacted the district's decision to reach a consensus decision. However, there is objective evidence that EngageNY curricula are aligned with CCSS. In 2015, EdReports reviewed 26 well-known K–8 mathematics textbooks for their alignment with CCSS and found Eureka Math (which is a commercial variant of the free and open version featured within EngageNY) to be well-aligned with CCSS for the grade levels and CCSS-related areas for which they were reviewed. Our district is undergoing a math curriculum	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
pilot in the 2023-2024 school year and anticipates in implementing a new adoption in the 2024-2025 school year.			
Science	TK-8: Twig Science	Yes	0
History-Social Science	K-5 Studies Weekly 6-8 Discovery	Yes	0
Foreign Language	NA		0
Health	NA		0
Visual and Performing Arts	NA		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/30/24

School Facility Conditions and Planned Improvements

Stipe Elementary resides on a hillside with multilevel buildings that support TK-6.

The overall campus was ranked as being Fair with Good ratings for Systems, Cleanliness, Safety, and Structural. We found fair conditions with the electrical, the restrooms, and the external areas.. The only Poor category came from a large number interior surfaces needing attention.

Last updated: 2/1/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2022

System Inspected	Repair Needed and Action Taken or Planned	
	Rating	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	All systems were found to be in good condition upon inspection.
Interior: Interior Surfaces	Poor	Water stains and missing ceiling tiles need to be addressed to improve this category.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	All areas received positive ratings for overall cleanliness and there were no signs of pest/vermin infestation.
Electrical: Electrical	Fair	Overall positive reports on the electrical systems, but the portables did show a need for some attention to the lighting.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	There were some fixtures that needed to be repaired by fixing leaks or adjusting settings to work more efficiently.
Safety: Fire Safety, Hazardous Materials	Good	All areas of the campus received satisfactory marks in this category.
Structural: Structural Damage, Roofs	Good	Strong marks were achieved for the structure of the building and the roofs. One note was made related to a hole on the exterior of a portable. Work order will be submitted.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Playgrounds were all rated satisfactorily. Two doors were noted that needed repairs.

Overall Facility Rate

Year and month of the most recent FIT report: 2022

Overall Rating

Fair

Last updated: 2/1/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard

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)	32%	28%	50%	48%	47%	46%
Mathematics (grades 3-8 and 11)	25%	32%	41%	41%	33%	34%

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.

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

Last updated: 1/26/24

CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	211	206	97.63%	2.37%	28.29%
Female	93	92	98.92%	1.08%	31.52%
Male	118	114	96.61%	3.39%	25.66%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	35	35	100.00%	0.00%	54.29%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	145	140	96.55%	3.45%	20.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	86	82	95.35%	4.65%	10.98%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	135	130	96.30%	3.70%	25.58%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	26	25	96.15%	3.85%	8.33%

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

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.

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.

Last updated: 1/25/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	211	204	96.68%	3.32%	32.35%
Female	93	92	98.92%	1.08%	27.17%
Male	118	112	94.92%	5.08%	36.61%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	35	34	97.14%	2.86%	64.71%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	145	139	95.86%	4.14%	25.18%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	86	82	95.35%	4.65%	20.73%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	135	129	95.56%	4.44%	26.36%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	26	25	96.15%	3.85%	44.00%

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

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.

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.

Last updated: 1/25/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

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)	12.73%	20.75%	36.27%	35.97%	29.47%	30.29%

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

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.

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.

Last updated: 1/25/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	53	100.00%	0.00%	20.75%
Female	26	26	100.00%	0.00%	19.23%
Male	27	27	100.00%	0.00%	22.22%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	35	35	100.00%	0.00%	14.29%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	18	100.00%	0.00%	5.56%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	27	27	100.00%	0.00%	11.11%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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.

Last updated: 1/25/24

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

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

For the SARC reporting year (2021–22), the percentage of students participating in each of the five Fitness Components is reported below.

The formula for the participation rate (percent) of students meeting each of the five FITNESSGRAM Components, by grade is:

(The number of students who participated in the FITNESSGRAM Component)
– divided by –
(The total number of students enrolled at time of testing)

Grade	Component				
	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
5	53%	51%	53%	51%	53%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

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.

Last updated: 1/29/24

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

Opportunities for Parental Involvement (School Year 2023–24)

STEAM@Stipe sends a bulletin out to families weekly through Parent Square. Teachers communicate directly with families about student progress, as well as offer classroom announcements through SeeSaw. In addition, there are numerous community events and opportunities for families to take part in the STEAM@Stipe Community. Community Gatherings are held each Tuesday in our upper quad for all students and families. Monthly we host Open Door Tuesdays for families to visit classrooms and see what students are learning. The larger community events include Harvest Festival, Las Posadas, Lunar New Year, Family Movie Nights, SEAL Gallery Walks, Cinco de Mayo, Talent Show, Family Math Festival, STEAM Showcase, and the Walkathon. The Parent and Faculty Association (PFA) hosts monthly meetings to keep parents updated on current school issues and events. In addition, School Site Council meets a minimum of 4 times yearly to review and analyze student data, gather community input, develop a Single Plan for Student Achievement (SPSA) and School Safety Plan, and monitor the implementation of the plan and budget. Family volunteers regularly help support our classrooms and field trips, as well as support school fundraisers.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	376	368	128	34.8%
Female	171	165	57	34.5%
Male	205	203	71	35.0%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	60	59	10	16.9%
Black or African American	13	12	4	33.3%
Filipino	11	11	2	18.2%
Hispanic or Latino	249	246	93	37.8%
Native Hawaiian or Pacific Islander	8	8	4	50.0%
Two or More Races	17	15	6	40.0%
White	13	13	8	61.5%
English Learners	160	160	51	31.9%
Foster Youth	0	0	0	0.0%
Homeless	1	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	247	245	91	37.1%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	59	58	25	43.1%

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.

Last updated: 1/25/24

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

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%	0.00%	0.53%	0.02%	2.08%	3.01%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

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.

Last updated: 1/25/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.53%	0.00%
Female	0.00%	0.00%
Male	0.98%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.67%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.40%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.63%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.81%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/25/24

School Safety Plan (School Year 2023–24)

?Use this link to access STEAM@Stipe School's complete School Safety Plan:
<https://www.ogsd.net/our-schools/school-safety-plans?>

Last updated: 1/25/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	2		
1	22.00		2	
2	23.00		2	
3	24.00		2	
4	33.00			
5	34.00			1
6	32.00		1	
Other**	24.00	1	1	2

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00		1	
1	23.00		1	
2	24.00		1	
3	15.00	1	1	
4	30.00		2	
5	29.00		2	
6	31.00		2	
Other**	23.00		3	

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	1	1	0
1	0.00	0	0	0
2	26.00	0	1	0
3	26.00	0	1	0
4	29.00	0	1	0
5	27.00	0	2	0
6	29.00	0	2	0
Other**	20.00	2	3	0

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

** "Other" category is for multi-grade level classes.

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.25
Psychologist	0.60
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	
Other	1.00

* 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.

Last updated: 1/25/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17365.00	\$7880.00	\$9485.00	\$90446.00
District	N/A	N/A	\$9434.00	\$91454.00
Percent Difference – School Site and District	N/A	N/A	0.36%	-0.74%
State	N/A	N/A	\$7606.62	\$89574.00
Percent Difference –	N/A	N/A	14.14%	0.64%

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site and State				

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

Last updated: 1/26/24

Types of Services Funded (Fiscal Year 2022–23)

Programs funded include:

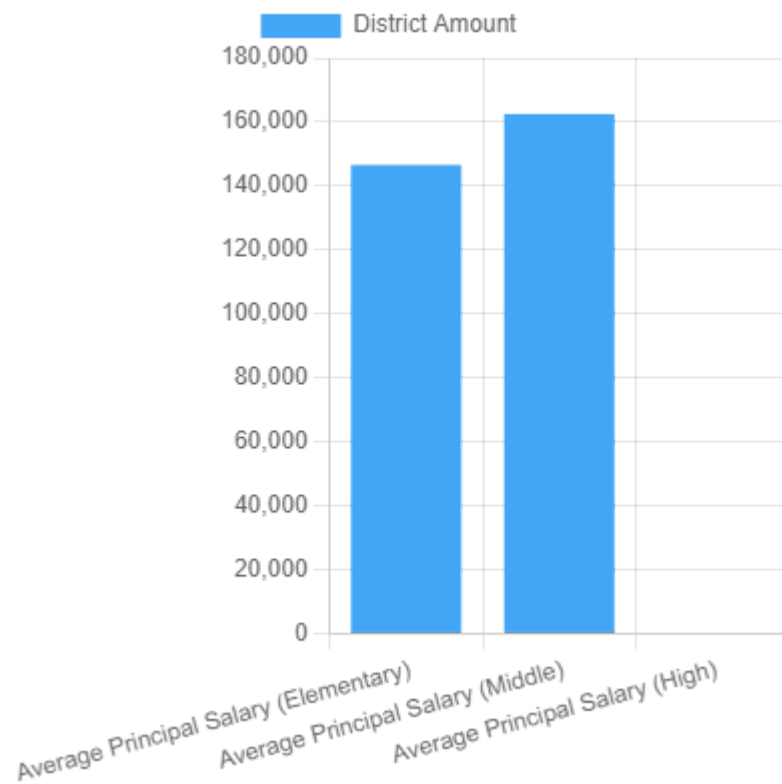
1. STEAM Coach to support classroom activities and teacher planning
2. Intervention services provided by teachers and contracted interventionists
3. Parent and Family engagement
4. Instructional supplies and technology
5. Educational Technology Applications
6. Professional development
7. Culturally Relevant Materials and Books
8. Music and Art
9. Recess learning program

Last updated: 1/25/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56663.00	\$54215.36
Mid-Range Teacher Salary	\$88683.00	\$86843.27
Highest Teacher Salary	\$108801.00	\$111440.49
Average Principal Salary (Elementary)	\$146557.00	\$140851.44
Average Principal Salary (Middle)	\$162486.00	\$147064.90
Average Principal Salary (High)	\$0.00	\$142189.00
Superintendent Salary	\$317729.00	\$252465.94
Percent of Budget for Teacher Salaries	33.74%	33.16%
Percent of Budget for Administrative Salaries	4.81%	5.15%

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



Last updated: 1/25/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

