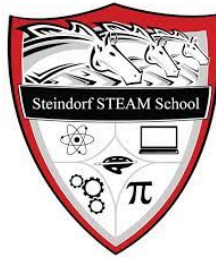


Steindorf STEAM School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/ .

2024-25 School Contact Information

School Name	Steindorf STEAM School
Street	3001 Ross Ave.
City, State, Zip	San Jose, CA 95124
Phone Number	408.377.3022
Principal	Trisha Lee
Email Address	leet@cambriansd.com
School Website	https://www.cambriansd.org/Domain/440
Grade Span	K-8
County-District-School (CDS) Code	43 69385 0133439

2024-25 District Contact Information

District Name	Cambrian School District
Phone Number	(408)377-2103
Superintendent	Kristi Schwiebert
Email Address	Schwiebertk@cambriansd.com
District Website	www.cambriansd.org

2024-25 School Description and Mission Statement

Steindorf STEAM School is a kindergarten through eighth grade school that opened in August of 2016 where high standards and success for all is expected, supported and achieved. Grounded in Project Based Learning and STEAM practices, Steindorf’s program design consistently engages students in the innovation skills of creativity, collaboration, critical thinking and communication. Through Project Based Learning, students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex problem that features real-world context, tasks or interests. Learning occurs in a safe, comfortable environment where students are known, valued and cared for. Steindorf’s environment allows for all students to achieve in a variety of ways to meet each child’s social and academic goals. Collaboration is evident throughout

2024-25 School Description and Mission Statement

our school community. Staff, teachers, parents, and students, as well as the broader community work together to realize the Steindorf vision. In order to meet our goals the Steindorf, our community (parents, teachers/staff and students) works together to build a common language and criteria of success. Formal and informal opportunities for fluid communication of input and feedback are provided in order to monitor progress and improve programing as needed.

Cambrian School District Vision Statements

- Our District has high standards where success for all is expected and achieved.
- Our District models global citizenship teaching real world connections and practical applications.
- All students achieve in a variety of ways to meet social and academic goals.
- Collaboration is evident in all facets of our school community.
- Everyone is a role model for life long learning.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	48
Grade 2	48
Grade 3	48
Grade 4	60
Grade 5	60
Grade 6	60
Grade 7	58
Grade 8	60
Total Enrollment	490

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
Asian	38.6
Black or African American	2
Filipino	2.2
Hispanic or Latino	10.2
Two or More Races	13.9
White	32.2
English Learners	10
Socioeconomically Disadvantaged	3.7
Students with Disabilities	6.7

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.

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)	21.10	97.20	134.50	90.28	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	1.34	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.10	1.41	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.92	1.30	0.91	12115.80	4.41
Unknown/Incomplete/NA	0.40	1.84	9.00	6.05	18854.30	6.86
Total Teaching Positions	21.70	100.00	148.90	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.90	97.77	129.30	90.13	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.60	1.85	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.10	0.81	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.71	2.10	1.51	11953.10	4.28
Unknown/Incomplete/NA	0.30	1.47	8.10	5.69	15831.90	5.67
Total Teaching Positions	22.40	100.00	143.40	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.

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)	20.60	93.91	122.60	91.16	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	4.55	1.90	1.48	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.74	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.10	1.61	11746.90	4.23
Unknown/Incomplete/NA	0.30	1.50	6.70	4.99	14303.80	5.15
Total Teaching Positions	22.00	100.00	134.50	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.20	0.10	0
Total Out-of-Field Teachers	0.20	0.10	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	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)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-8: Lucy Calkins Readers & Writer's Workshop; Benchmark Advance/2019: 6-8: McDougal Littell Classzone	Yes	0
Mathematics	K-5: Eureka Math/2017; 6-8: CPM math/2017	Yes	0
Science	K-5: Delta Full Option Science Systems (FOSS); 6-8: Amplify Science; Holt Science	Yes	0
History-Social Science	K-5: Houghton Mifflin Social Studies; 6-8: TCI	Yes	0
Health	Health Connected/2017 (5th & 7th Grade)	Yes	0

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

School Facility Conditions and Planned Improvements

Steindorf reopened in August 2016 following extensive renovations made possible by Measure I, approved in June 2015. Upgrades included a new administration building, an additional classroom, and a Maker Lab wing. The project also improved street lighting, paved a new parking area, and added features to meet LEED Silver standards as of November 2018. The campus, which spans approximately 10.5 acres, received new perimeter fencing for enhanced security.

Having been open for over eight years, Steindorf remains in exemplary condition, preserving the quality of its recent construction. Current funding from Measure R will allocate up to \$1 million for district-wide technology enhancements.

Steindorf now meets the high physical condition standards upheld across all schools within the district.

Year and month of the most recent FIT report		1/2024		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		All completed renovation work is maintained; structural systems remain in excellent condition.
Interior: Interior Surfaces	X		All completed renovation work is maintained. Interior surfaces remain in excellent to good condition.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		We have implemented new cleaning schedules, methods and documentation. All custodial staff participate in ENVIROX computer and live training courses. Department holds monthly safety training & regular email communication is used to keep staff up to date on any issues. We have implemented our centralized supply ordering system. Any pest/vermin sightings are immediately reported to District Office, addressed by Clark Pest Control, and documented. Grounds staff maintain trees 5' away from building roofs/walls & shrub branches 2' off of soil & 2' away from building walls.
Electrical	X		Solar system requires further additional installations to offset increasing energy costs; many due to new regulations and regional climate challenges. Car charging station program will be reviewed and upgraded as necessary to encourage electric vehicle use in the community and among District employees.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		All toilets/sinks have been placed on a preventative maintenance schedule, whereby seals are regularly replaced to avoid leaking toilets/faucets. Touchless water saving sink sensors are replaced as they fail in order to maintain efficiency standards.
Safety: Fire Safety, Hazardous Materials	X		All District properties recently passed annual Fire Marshall inspections. All combustible fuel is stored in fireproof cabinets. The District will be properly disposing of old paint by turning it in to a certified paint collection center during summer of 2024
Structural: Structural Damage, Roofs	X		There exist no known structural damages. Minor damage to stucco walls throughout is scheduled to be repaired Spring of 2024. Roofs are in excellent condition with a minimal number of very minor leaks. Rain gutter repairs to take place summer of 2024
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Beginning summer of 2024, Measure R funding will provide upgraded field irrigation monitoring systems for early leak detection, moisture sensors for automatic pre and post rain shutoff of sprinklers, and the placement of the most water efficient sprinkler heads. There is an ongoing effort to eliminate unused lawn space at each site. In April 2023, the District replaced most gas powered grounds and custodial equipment with battery operated equipment. In this effort, the District contracted with American Green Zone Alliance (AGZA) for an independent assessment of the District's environmental impact with regards to gas powered grounds and custodial equipment, prior to switching over to battery powered grounds and custodial hand tools.</p> <p>Many playground repairs have been completed to ensure the safety of all site playgrounds, and playground inspections are ongoing. Playground upgrade designs have been completed by Northern</p>

School Facility Conditions and Planned Improvements

			<p>California Play Works and District staff. All designs include ADA playground upgrades; pour-in-place (PIP) surfaces and ADA play features. District staff is planning the commencement of these new playground upgrades at all sites as soon as the feasible elements recommended by site staff and community stakeholders has been incorporated into the design, and the District, the site staff and the community stakeholders have agreed, as much as possible. Steindorf playground resurfacing, repairs, and upgrades will be completed by end of March, 2024.</p>
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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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	82	80	67	65	46	47
Mathematics (grades 3-8 and 11)	78	82	61	61	34	35

2023-24 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	343	343	100.00	0.00	79.59
Female	175	175	100.00	0.00	81.14
Male	168	168	100.00	0.00	77.98
American Indian or Alaska Native	0	0	0	0	0
Asian	122	122	100.00	0.00	87.70
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	51.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	55	55	100.00	0.00	74.55

White	110	110	100.00	0.00	82.73
English Learners	17	17	100.00	0.00	29.41
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100.00	0.00	57.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	41.67

2023-24 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	343	342	99.71	0.29	82.16
Female	175	175	100.00	0.00	81.71
Male	168	167	99.40	0.60	82.63
American Indian or Alaska Native	0	0	0	0	0
Asian	122	122	100.00	0.00	95.08
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	56.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	55	54	98.18	1.82	75.93
White	110	110	100.00	0.00	82.73
English Learners	17	17	100.00	0.00	47.06
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	14	14	100.00	0.00	64.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	41.67

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	68.64	77.97	63.74	67.19	30.29	30.73

2023-24 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	118	118	100.00	0.00	77.97
Female	60	60	100.00	0.00	75.00
Male	58	58	100.00	0.00	81.03
American Indian or Alaska Native	0	0	0	0	0
Asian	37	37	100.00	0.00	81.08
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	69.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	21	100.00	0.00	71.43
White	42	42	100.00	0.00	80.95
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
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.

2023-24 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 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	100.0%	100.0%	95.0%	100.0%	96.7%
Grade 7	94.8%	96.6%	96.6%	96.6%	96.6%

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.

2024-25 Opportunities for Parental Involvement

Steindorf STEAM School offers numerous opportunities for parents and guardians to get involved. The school hosts formal meetings such as Home and School Club meetings, Principal Coffees, and School Site Council sessions, where parents can provide valuable input. Each day, approximately 20-25 parents actively participate on campus by assisting with small group instruction in classrooms, supporting programs like Project Cornerstone-ABC Reader, engaging with middle school students during innovation time, attending Project-Based Learning exhibitions, or helping with initiatives such as the Mileage Club or gardening. Additionally, we gather feedback from parents through surveys on topics like school climate, programming, and after-school activities.

The Steindorf Home and School Club offers various ways for parents to contribute, including serving on the board, taking on coordinator roles, and assisting with community events, teacher luncheons, and more. Most importantly, we strive to create a warm and welcoming environment where both parents and students feel valued and supported.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	493	490	18	3.7
Female	234	233	2	0.9
Male	259	257	16	6.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	190	189	3	1.6
Black or African American	11	--	--	--
Filipino	11	11	0	0.0
Hispanic or Latino	51	50	4	8.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	68	68	2	2.9
White	158	158	7	4.4
English Learners	49	49	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	22	21	3	14.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	37	36	3	8.3

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.02	1.63	0.2	1.68	2.56	2.06	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.20	0.00
Female	0.43	0.00
Male	0.00	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	9.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.55	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.70	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.

2024-25 School Safety Plan

Cambrian is a small school district with a longstanding commitment to providing a safe learning environment. The district boasts an absenteeism rate of less than 4% annually and a suspension rate of under 1%. At Steindorf, students and staff are well-versed in safety protocols and regularly participate in practice drills. Fire drills are conducted monthly, earthquake drills

2024-25 School Safety Plan

take place twice a year, and a lockdown drill is held annually. Cambrian collaborates with external agencies to maintain a safe environment conducive to learning. Additionally, the school takes proactive measures to address medically sensitive issues, such as peanut allergies, by training staff to handle these situations effectively.

The Comprehensive School Safety Plan is developed and reviewed by the Safety Plan Committee, which includes the principal, teachers, and parents. The plan is then presented to the School Site Council for review and approval, with a representative signing off on the final document. It outlines key elements such as annual safety goals, child abuse and neglect protocols, emergency and disaster procedures, expected behaviors, school discipline policies, suspension and expulsion procedures, safe ingress and egress guidelines, equal opportunity standards, and responses to hate crimes and harassment. The plan was last reviewed and updated in collaboration with the School Site Council in December 2023.

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.

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	24		2	
1	24		2	
2	10	3	2	
3	24		2	
4	44		1	1
5	30		2	
6	24	4	16	
Other	3	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	24		2	
1	25		2	
2	24		2	
3	24		2	
4	46		1	1
5	30		2	
6	22	8	14	

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	24		2	
1	24		2	
2	24		2	
3	24		2	
4	45		1	1
5	30		2	
6	22	7	12	

2023-24 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	490

2023-24 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$6,367	\$32	\$6,399	\$80,222
District	N/A	N/A	\$4,448	\$101,078
Percent Difference - School Site and District	N/A	N/A	36.0	-23.0
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	-50.9	1.0

Fiscal Year 2023-24 Types of Services Funded

Services available at Steindorf to support students:

- PBIS incentives
- Restorative practices
- Tier 2 interventions for reading
- Maker Lab
- Music
- Art
- Sports
- Instructional software supporting differentiated instruction and benchmark assessments
- Counseling
- Tech Challenge
- After school classes

State and federal funding also supported the following special programs districtwide.

Fiscal Year 2023-24 Types of Services Funded

- Title I, Part A: Basic Grant for High-Needs Students
- Title II, Part A: Improving Teacher Quality
- Title III, Part A: English Learner and Immigrant Programs
- Title IV, Part A: Student Support and Academic Enrichment

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$69,157	\$51,352
Mid-Range Teacher Salary	\$96,928	\$80,424
Highest Teacher Salary	\$121,190	\$103,442
Average Principal Salary (Elementary)	\$147,459	\$124,852
Average Principal Salary (Middle)	\$155,095	\$135,030
Average Principal Salary (High)	\$0	
Superintendent Salary	\$249,750	\$145,237
Percent of Budget for Teacher Salaries	34%	26%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

The Steindorf staff engages in district-wide and Steindorf-specific professional development which are thoughtfully designed to align with the goals and needs of students, staff, the school, and the district. These learning opportunities focus on engaging educators in implementing best practices that enhance student learning while supporting district objectives. Key professional learning activities include:

- Professional Learning Community (PLC) Meetings: Held three times a year for 90 minutes each, these sessions focus on analyzing student data, identifying needs, developing action plans, and implementing instructional shifts.
- K-8 Articulation Days: Teacher in-service days dedicated to collaborative planning and alignment.
- Weekly Collaboration Time: Early release days for district-wide, site-specific, or grade-level team collaboration.

Staff development is centered on primary focus areas such as common assessments, English Learner instruction, critical thinking through questioning, and mathematical understanding. Using CCSS-aligned assessments, professional development is tailored to district, school, and individual needs, ensuring educators have the knowledge, skills, and materials necessary to support student learning effectively. When new programs, such as math, science, or language arts curricula, are introduced, dedicated time is provided for training to ensure consistent and successful implementation.

Additionally, Steindorf staff receive ongoing training in Project-Based Learning (PBL) practices and programming through the Buck Institute for Education, as well as in Readers and Writers Workshop methodologies. General education teachers prioritize participation in STEAM conferences, while the Special Education team focuses on professional development in areas such as social thinking, autism, and learning differences.

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

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5