Steffan Manor Elementary
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 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://steffanmanor.vcusd.org/
Grade Span	
County-District-School (CDS) Code	48705816051544

2025-26 District Contact Information

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

2025-26 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 Amplify Math, Journey's HMH, Frog Street, 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/ Daily Math Review, 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. We also have implemented Kimochis for our TK-2 program to support Social Emotional Learning.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	65
Grade 2	64
Grade 3	78
Grade 4	62
Grade 5	70
Total Enrollment	433

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.1
Male	53.3
Asian	2.2
Black or African American	11.9
Filipino	3.7
Hispanic or Latino	75.2
Native Hawaiian or Pacific Islander	2.5
Two or More Races	6.5
White	4.5
English Learners	39.5
Foster Youth	0.2
Homeless	6.2
Socioeconomically Disadvantaged	87.1
Students with Disabilities	16.9

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15	84.46	378.2	71.26	234405.2	84
Intern Credential Holders Properly Assigned	1.4	8.36	22.4	4.23	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	5.89	64.6	12.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	1.35	29.9	5.64	11953.1	4.28
Unknown/Incomplete/NA	0	0	35.4	6.69	15831.9	5.67
Total Teaching Positions	17.8	100	530.7	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.1	86.35	360.5	68.03	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	14.6	2.76	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	6.09	83.1	15.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	1.4	28.1	5.32	11746.9	4.23
Unknown/Incomplete/NA	1	6.09	43.4	8.2	14303.8	5.15
Total Teaching Positions	16.4	100	529.9	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	
Misassignments	0.00	1	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	1.00	1	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.20	0.2	
Total Out-of-Field Teachers	0.20	0.2	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.6	8.6	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)	8.1	13.8	13.8

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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	November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt California Journeys/2017	0
Mathematics	Amplify Desmos Math 2026	0
Science	K-5th: Twig Science/2020	0
History-Social Science	Pearson myWorld /2019	0

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

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.

School Facility Conditions and Planned Improvements

School bonds supported roof repair, ADA upgrades, resurfacing of the play structure, bathroom renovations, and renovation of the MDF room. Summer of 2025 will see upgrades of HVAC systems throughout the school site.

Year and month of the most recent FIT report	October 2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	22	27	27	27	47	48
Mathematics (grades 3-8 and 11)	18	20	19	20	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	206	206	100.00	0.00	27.45
Female	97	97	100.00	0.00	33.33
Male	109	109	100.00	0.00	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	21	21	100.00	0.00	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	147	147	100.00	0.00	26.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	33.33
White	--	--	--	--	--
English Learners	76	76	100.00	0.00	10.81
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	20.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	180	180	100.00	0.00	24.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	31	100.00	0.00	20.69

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	206	206	100.00	0.00	20.10
Female	97	97	100.00	0.00	18.75
Male	109	109	100.00	0.00	21.30
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	21	21	100.00	0.00	19.05
Filipino	--	--	--	--	--
Hispanic or Latino	147	147	100.00	0.00	19.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	16.67
White	--	--	--	--	--
English Learners	76	76	100.00	0.00	8.11
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	6.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	180	180	100.00	0.00	18.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	31	100.00	0.00	17.24

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	8.2	18.57	13.92	15.11	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	70	100.00	0.00	18.57
Female	32	32	100.00	0.00	25.00
Male	38	38	100.00	0.00	13.16
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	52	100.00	0.00	15.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	25	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	62	100.00	0.00	16.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	98.6	98.6	98.6	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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. Steffan Manor has an active Parent Teacher Organization to support school activities and engage parents in school activities and support. We are also a Full Service Community School where we seek active engagement on the board to make decisions that support student needs and wants: arts, soccer, basketball, and more.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
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.

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.76%	1.29%		7.67%	6.2%		3.6%	3.28%	

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.05%	0.05%		0.08%	0.07%	

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
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.

2025-26 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 SDC ESN 1-2 vacancy and our TK and TK Aide vacancy. 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 in at 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 2024. 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.

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

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	18	1	2	0
1	16	2	2	0
2	20	1	3	0
3	30	0	2	0
4	24	1	0	2
5	19	1	2	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,573.71	$1,275.06	$8,849.35	$94,466
District	N/A	N/A	12426	$89,179
Percent Difference - School Site and District	N/A	N/A	-33.6	11.5
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-19.6	-0.2

Fiscal Year 2024-25 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, 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

Fiscal Year 2024-25 Types of Services Funded

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$59,813	$62,145
Mid-Range Teacher Salary	$85,679	$97,088
Highest Teacher Salary	$111,308	$120,436
Average Principal Salary (Elementary)	$140,845	$151,343
Average Principal Salary (Middle)	$142,764	$159,514
Average Principal Salary (High)	$157,447	$177,261
Superintendent Salary	$306,368	$294,805
Percent of Budget for Teacher Salaries	22.7%	29.95%
Percent of Budget for Administrative Salaries	5.54%	5.4%

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	31