Steindorf STEAM School

LCAP Update - Spring

May 1, 2025

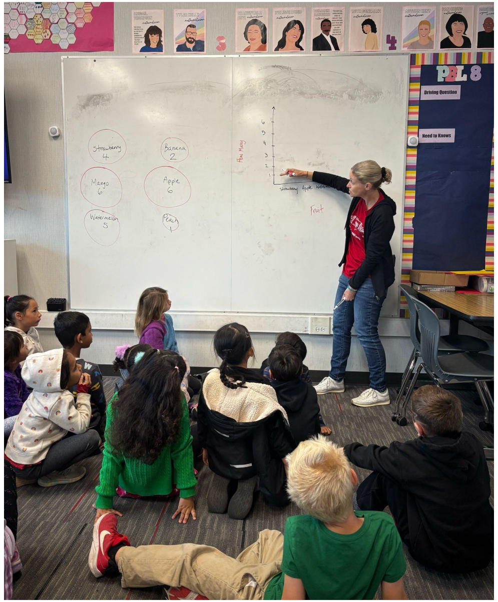
Goal 1: High Student Achievement

STEAM School will provide high quality and dynamic instruction for all students (including EL, SED, and SpEd) while preparing them for the 21st century, college and career readiness.

How was the Mid Atlantic Ridge formed?
Divergent - Oceanic ⇔ Oceanic
Periodic Table of Elements
AED
Way
the district
Mid Atlantic Ridge
Invention
Reflection
A cover is not THE BOOK
Our Legacy
Timelines

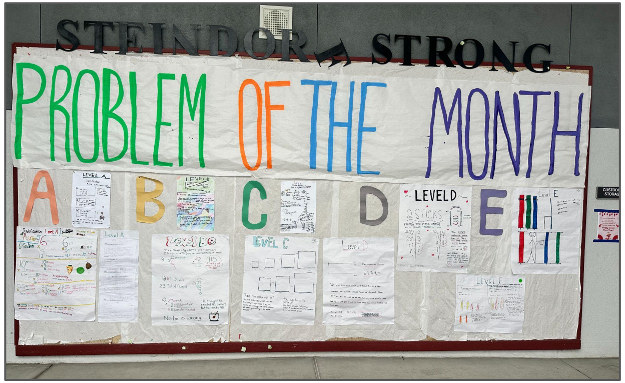
Steindorf STEAM School

FastBridge Math Data



K-1st Grade

98% of K-1 students performed on/above/low risk in Spring 2025 as compared to 76% in Spring 2024. This performance was maintained from Fall 2024 (98%).


STEINDORF STRONG
PROBLEM OF THE MONTH
A
B
C
D
E

2nd-8th Grades

92% of 2nd-8th students performed on/above/low risk in Spring 2025 as compared to 90% in Spring 2024. This is a 1% increase when compared to Fall 2024 (91%).

FastBridge Reading Data

K-1st Grade

79% of K-1st students performed on/above/low risk in Spring 2025 as compared to 82% in Spring 2024. Performance decreased by 18% when compared to Fall 2024 (97%).

CONSTANTINOPLE
JEWEL & TRADE
WANTED

2nd-8th Grades

87% of 2nd-8th students performed on/above/low risk in Spring 2025 as compared to 89% in Spring 2024. This was a 4% decrease when compared to Fall 2024 (91%).

Tier 3 - Extended Day Interventions

Power Hour Math

- **Dates:** March 24-May 29
- **Schedule/Time:** 3 days a week, 3pm-4pm
- **# of Participants:** 25
- **Grades:** 4th and 5th
- **MyPath Averages:**
  - 136 usage minutes
  - 9.15 lessons completed
  - 8.42 lessons passed
  - 89.53 passing score

Language Academy

- **Dates:** January 28- May 29
- **Schedule/Time:** 3 days a week, 7:45-8:20
- **# of Participants:** 21
- **Grades:** K-8
- **Mango Averages:**
  - 278 usage minutes
  - 17 sessions completed
  - English: 4854 min
  - Ukrainian: 387 min
  - Telugu: 340 min
  - Persian, Farsi: 148 min

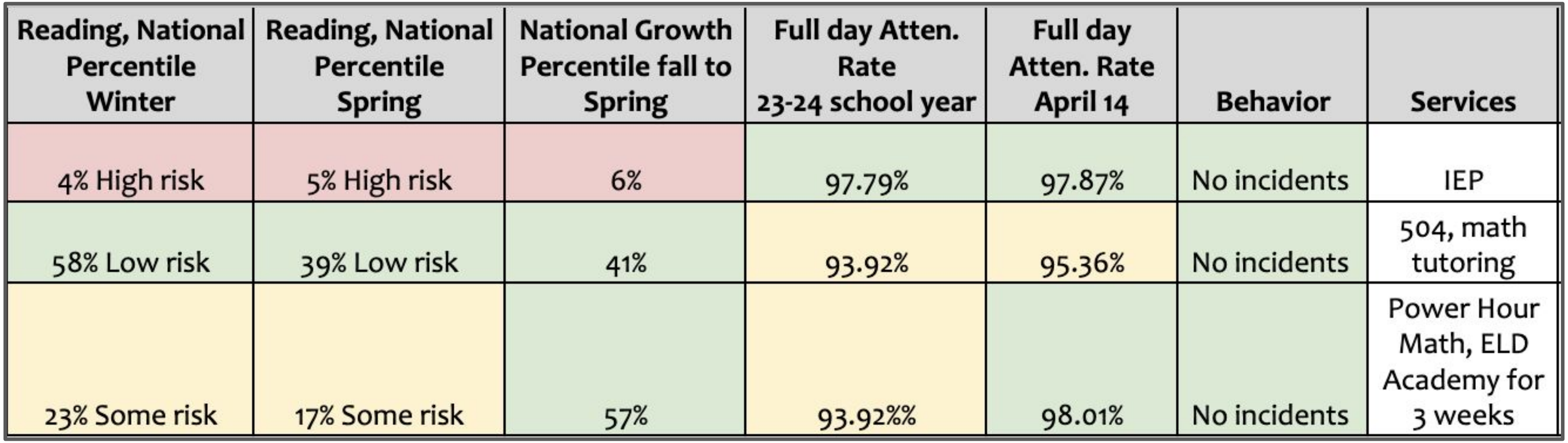
Overall, student and parent feedback, as well as attendance and work program usage data supports that extended day interventions are being positively received and are impactful on student growth and learning.

Steindorf Glows to Continue

- Tier 3 English Learner and Reading Intervention Support
- PBL and STEAM integration with Maker Lab
- Building Thinking Classrooms
- GLAD strategies used to support English Learners
- Tier 3 Interventions (Math, Reading, English language development)

Steindorf Glows to Continue

Focal Scholar Monitoring and Support



Reading, National Percentile Winter	Reading, National Percentile Spring	National Growth Percentile fall to Spring	Full day Atten. Rate 23-24 school year	Full day Atten. Rate April 14	Behavior	Services
4% High risk	5% High risk	6%	97.79%	97.87%	No incidents	IEP
58% Low risk	39% Low risk	41%	93.92%	95.36%	No incidents	504, math tutoring
23% Some risk	17% Some risk	57%	93.92%%	98.01%	No incidents	Power Hour Math, ELD Academy for 3 weeks

Steindorf Shifts in Practice

Response to Instruction and Intervention Monitoring

- Coordination of Services Team - Bi-monthly team
  - Principal
  - Instructional Specialist
  - Counselor
- MTSS Committee Monthly Monitoring
  - Academic
  - Behavioral
  - SE Data
- Professional Learning Communities (PLC) conduct Data Dives focused on Tier 1-3 Interventions
  - Teacher Developed and Driven Intervention/Enrichment Opportunities

2025-2026 Focus:

- Continue to refine Steindorf MTSS Model
  - COST
  - SST
  - MTSS Committee
- August PD:
  - Day 1: Tier 1 & Tier 2 Interventions - Math/Reading/Writing
  - Day 2: PBL Modification with Tier 1 & Tier 2 Imbedded Components

Art Inspires Science, Science Ins

Goal 2: Effective Leadership, Teaching and Learning

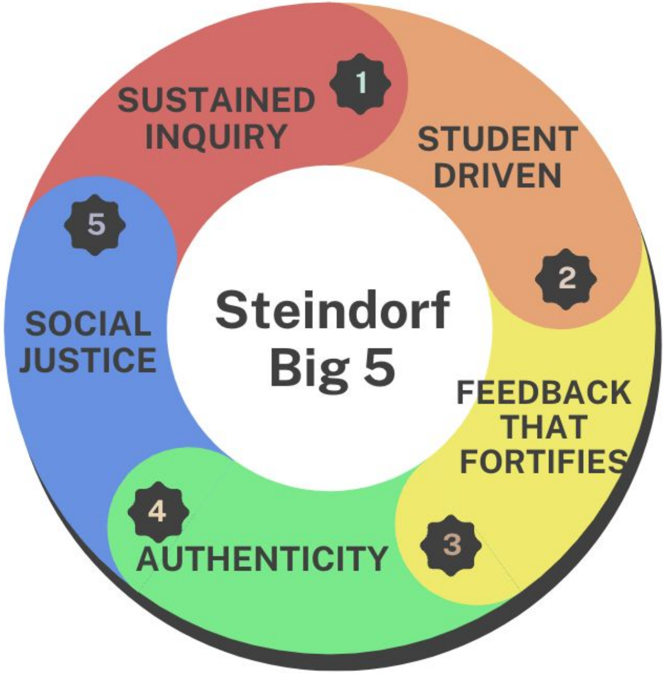
Steindorf STEAM School will provide high quality staff through recruitment, retention and professional development so every student thrives.

2024
WELCOME BACK
We ♡ you
CAMBRIAN
2025
MATH

Steindorf Glows to Continue

Professional Development

- Staff engages in continuous cycles of improvement through data analysis including feedback and reflection, adjustments in practice and/or implementation, and professional development as needed. Our process is rooted in our Steindorf Big 5.


Steindorf Big 5
1
SUSTAINED INQUIRY
STUDENT DRIVEN
2
FEEDBACK THAT FORTIFIES
3
AUTHENTICITY
4
SOCIAL JUSTICE
5

https://steindorf.cambriansd.org/

Steindorf Glows to Continue

2025 Summer Professional Development

- 12 Staff attending PBL World - June 2025
- 3 Staff attending New Frontiers in Reading and Writing Institute - July 2025
- 2 Staff attending Building Thinking Classrooms Training - July 2025
- 2 Staff attending Reading and Writing Workshop (Virtual) Training - August 2025

‘In house,’ Steindorf Staff Trainers:

- GLAD Strategies
- Readers and Writers Workshop
- Project-Based Learning
- Building Thinking Classrooms

Steindorf Shifts in Practice

Professional Development and Support

- Individualized based on teacher voice and choice and rooted in student data
  - GLAD Strategies
  - Individualized English Learner Plans (IELP)
  - Tier 2/Tier 3 Intervention (math, reading, writing, social-emotional, behavioral, etc.)
    - Align with COST/SST referrals
    - Align with 504 Plan/Individualized Education Plans
- Grade-Level Team Collaboration
  - Bi-monthly PLCs
  - Bi-yearly Learning Labs
- K-5/ 6-8
  - Designated and Integrated English Language Development
  - Differentiated Assemblies

Goal 3: Positive School Environment, Climate and Culture

Steindorf STEAM School will provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.

Happiness
Relationships
Justice
HardWork
Equity
Communication
Trust
Family
Sincerity
Humor
Integrity
Honesty
Curiosity
Service
Empathy
Health
Happiness
Patience
Love
Integrity
Equity
Efficiency
Honesty
SteindorfSTRONG
Growth
Curiosity
Relationships
Trust
OpenMindedness
Health
Integrity
Justice
Love
Humor
Sincerity
HardWork
Peace
Family
Support
Authenticity
Joy
Adventure
Love
Autonomy
Respect
Love

https://steindorf.cambriansd.org/

Attendance (ADA) Data

- 2033-23 ADA: 96.39
- 2023-24 ADA: 96.88
- 2024-25 ADA (Aug-April): 96.93

We are on track to reach an ADA of 97% by the end of the 2024-25 school year.

PBIS Climate Survey Data - Students

Elementary Students

- **83%** like being at Steindorf
- **86%** feel safe at school
- **68%** report that good behavior is noticed
- **72%** report students treat each other kindly
- **73%** report adults are helpful

Middle School Students

- **87%** like being at Steindorf
- **86%** feel safe at school
- **58%** report that good behavior is noticed
- **70%** report students treat each other kindly
- **75%** report adults are helpful

*Strongly agree or Somewhat Agree

Steindorf Glows to Continue

Community Partnerships

- The Town Project - Restorative Peer Mediation
- San Jose Police Department School Liaison

Cultivate a Community of Belonging:

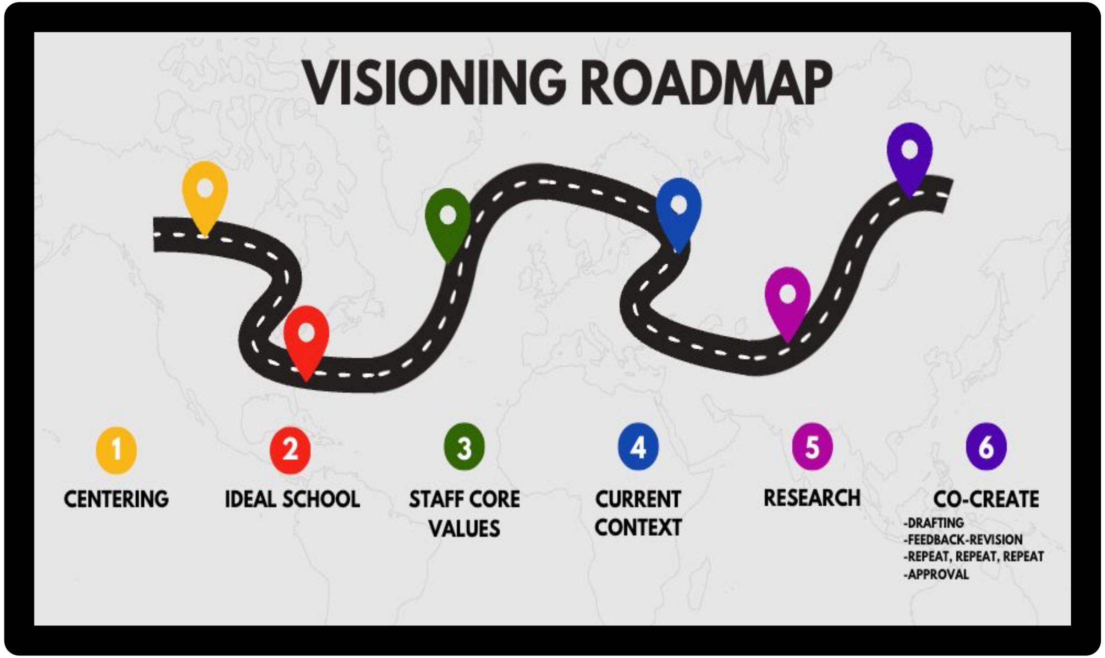
- Restorative circles K-8
- Full-time school counselor providing academic check-ins, peer tutoring, small groups, 1-1 support, CICO
- Zen Den - A space where students can find calm, academic support, and recenter their focus in a supportive and inclusive environment.
- Kinder, 1-5, and Middle School Activity Carts (Jenga, Chess, etc.)
- PBIS Student Store to spend earned Steindorf Shields
- Weekly school-wide assembly

Shifts in Practice

- Intentional focus on strengthening our K-8 identity as a learning community
- MTSS Committee subcommittees focusing on:
  - Culture of Belonging
    - Behaviors, Attendance, Social-Emotional needs
    - Counselor, PBIS, Peer Mediation Program
  - Academics
- 2025-26 School Theme - To be revealed before the start of the school year

Shifts in Practice

- Visioning process (Vision Statement) - Spring 2025
- Craft a corresponding Mission Statement - Fall 2025

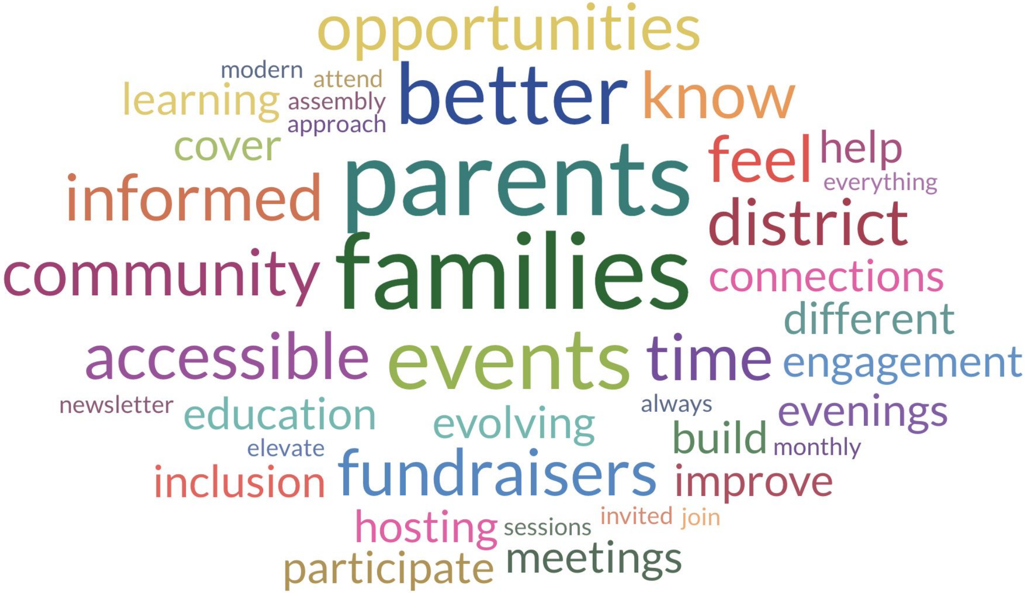

VISIONING ROADMAP
1
CENTERING
2
IDEAL SCHOOL
3
STAFF CORE VALUES
4
CURRENT CONTEXT
5
RESEARCH
6
CO-CREATE
-DRAFTING
-FEEDBACK-REVISION
-REPEAT, REPEAT, REPEAT
-APPROVAL

新年快樂
Chuc Mung Nam Moi
새해 복 많이 받으세요
明けましておめでとう
STRONG
ERAS TOUR

Goal 4: Strong Parent and Community Engagement

Promote a welcoming and inclusive environment for all parents, families, and community stakeholders as partners in the education and support of all students' success in school.

Parent Engagement Survey


opportunities
modern
attend
learning
assembly
approach
better
know
cover
help
feel
everything
informed
parents
district
community
families
connections
different
accessible
events
time
engagement
newsletter
education
evolving
always
evenings
elevate
build
monthly
inclusion
fundraisers
improve
hosting
sessions
invited
join
participate
meetings

"Parents have opportunities to give input into the decision-making process at school."
~ **54%** Agree or Strongly Agree

"Parents feel informed about Cambrian and the school's procedures, policies, and decision-making processes."
~ **56%** Agree or Strongly Agree

Steindorf Glows to Continue

- Parent Engagement Committee
    - 2024-25 - Parenting Workshops presented by Hoppity Learning and The Santa Clara County Office of Education
- Principal's Coffee with more frequency - Every other month
- Frequent engagement and collaboration between school staff and HSC volunteers and leaders

Shifts in Practice

- Parent Engagement Committee
  - Differentiated learning where parents can select various workshops to attend
- Addition of Principal's Office Hours in months a Principal's Coffee is not scheduled - every other month

THE GALVEZ GLADIATOR RUN
inspired every student from K
to active and reach their potential.

158
STEINDORF
STEAM SCHOOL
STEAM SCHOOL
Cambrian School District
San Jose, California

#1
2025
GALVEZ
GLADIATOR RUN

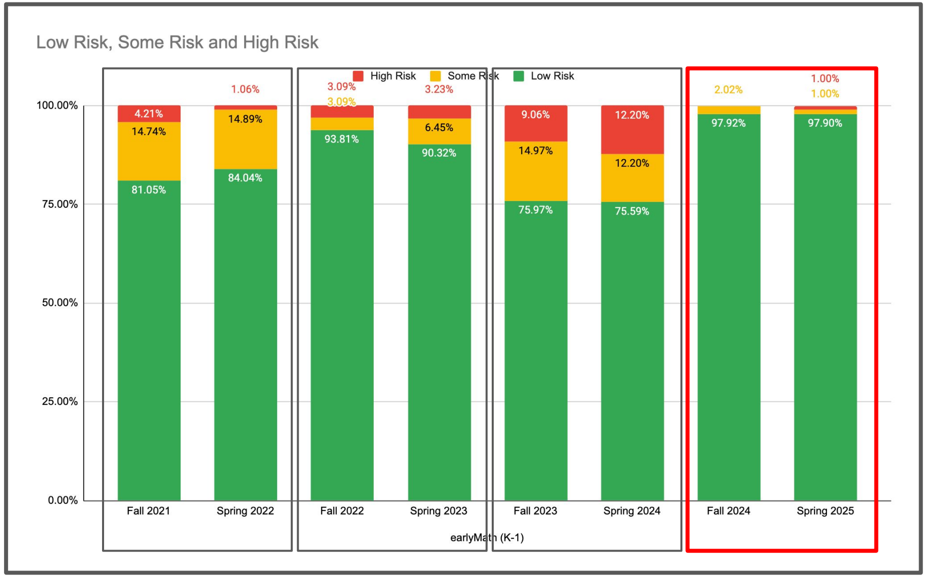
Steindorf STEAM School

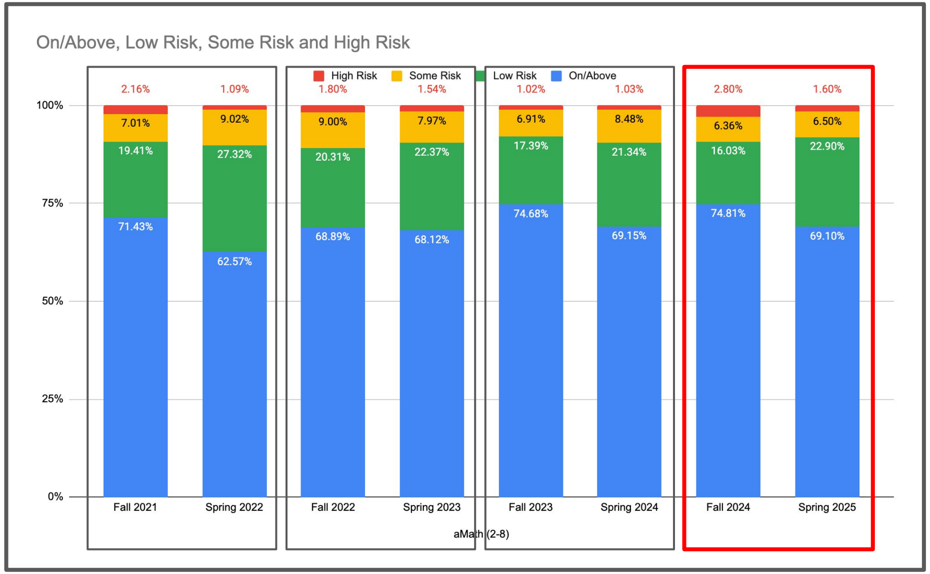
Thank You

Steindorf STEAM School

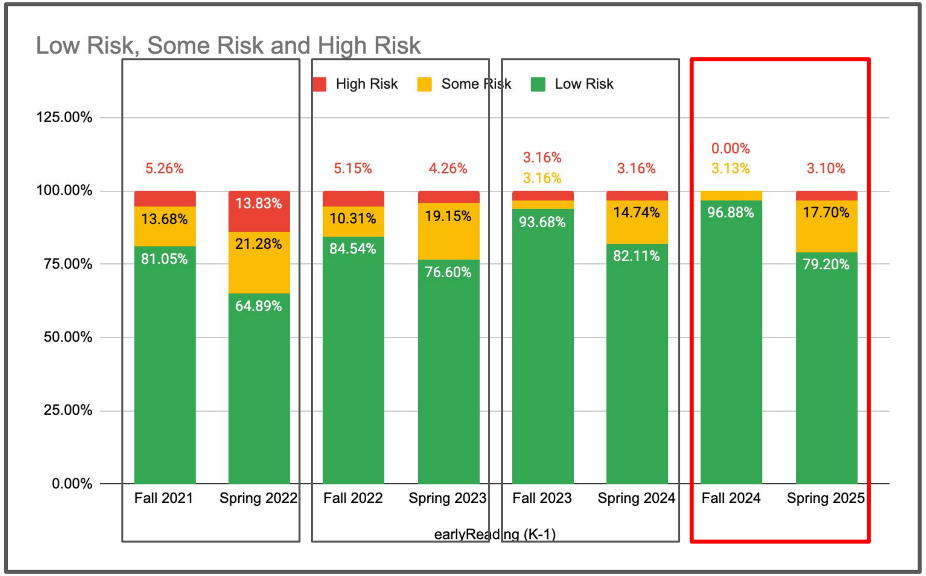
DATA SLIDES

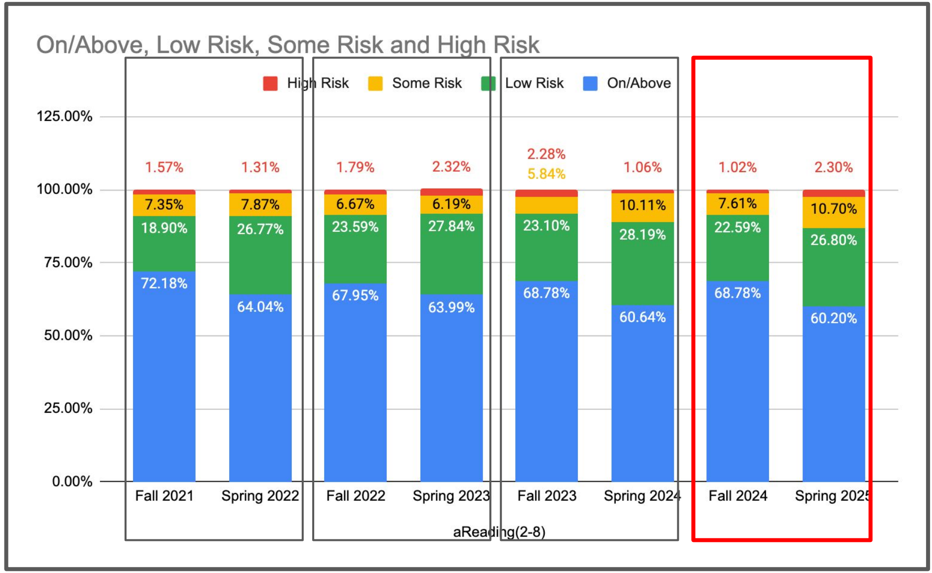
FastBridge Math Data


Low Risk, Some Risk and High Risk

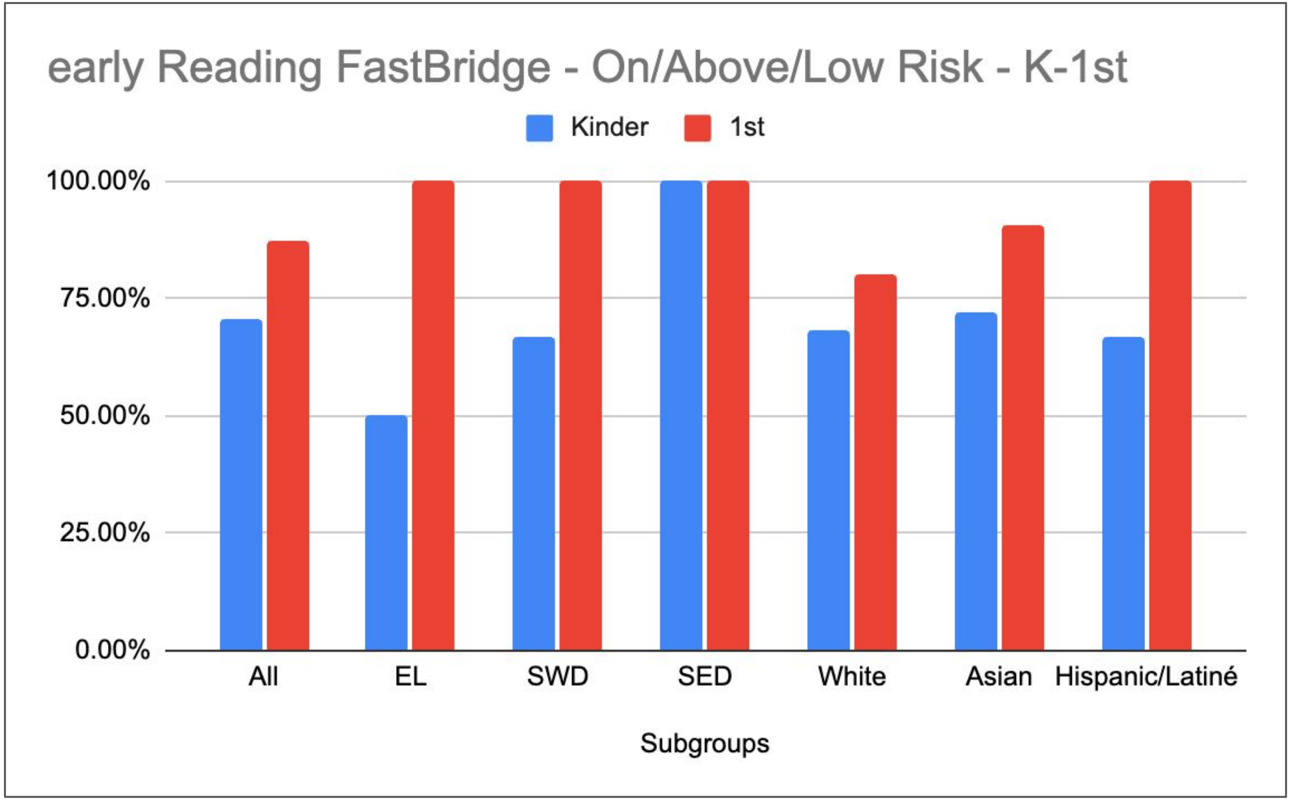

On/Above, Low Risk, Some Risk and High Risk

FastBridge Reading Data

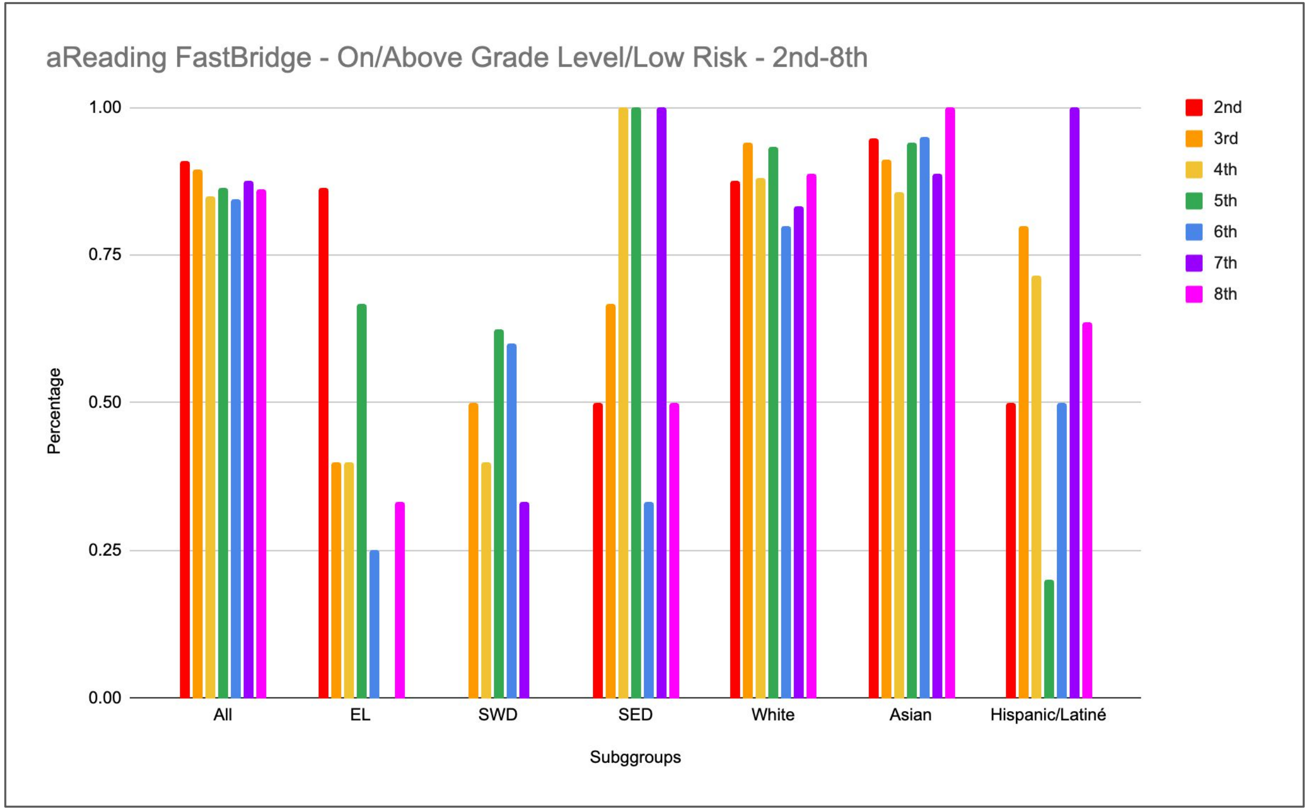

Low Risk, Some Risk and High Risk


On/Above, Low Risk, Some Risk and High Risk

FastBridge Reading Data [Disaggregated]



FastBridge Reading Data [Disaggregated]



English Learner Students

2024-2025 School Year

August 2024: 47 English learner students

Fall Reclassification: 11 students

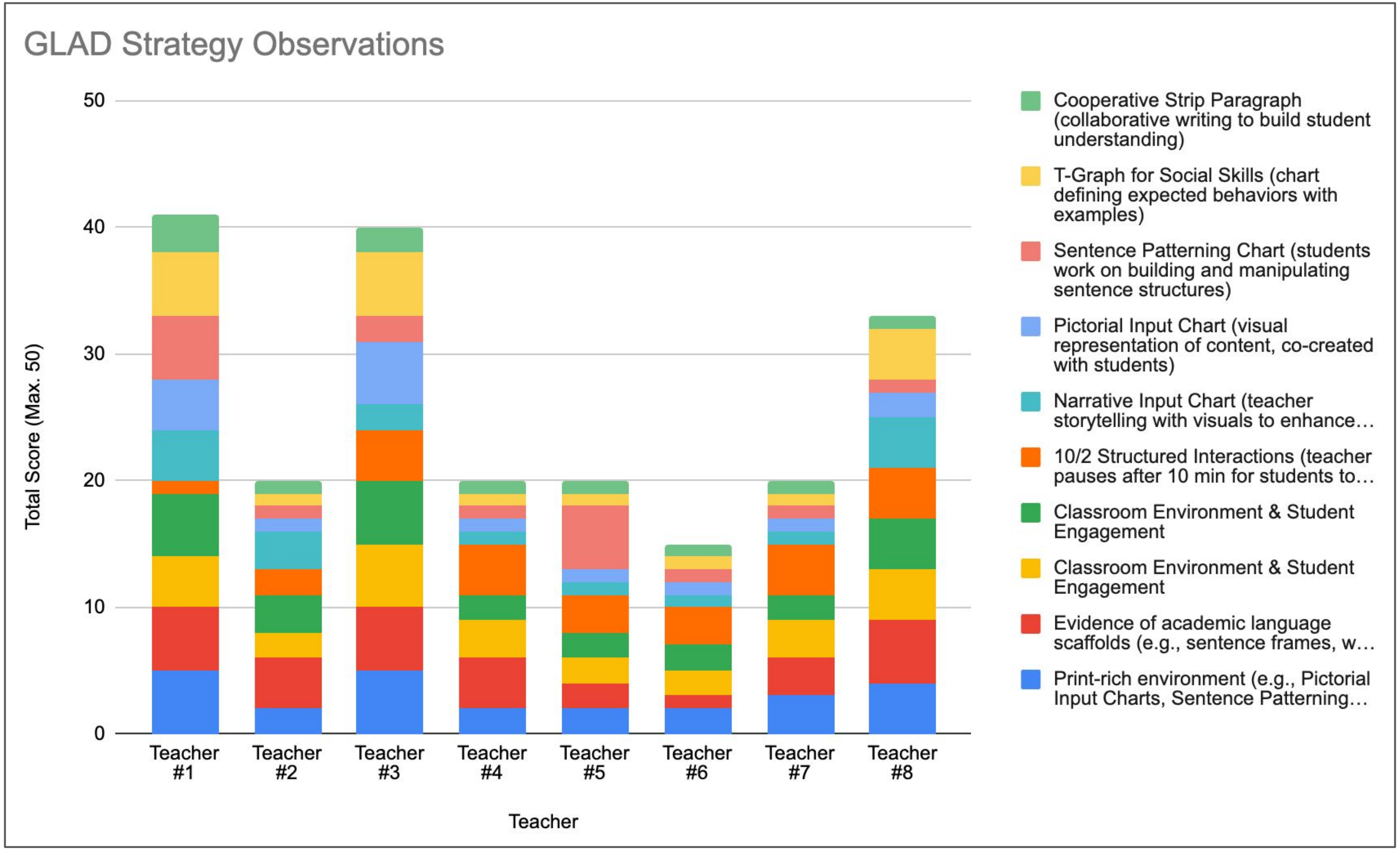
23%

Total: 36
Percentage: 7.4%
8 Potential Future RFEP Students

2024-25	TOTAL	ELPAC Level 1	ELPAC Level 2	ELPAC Level 3	ELPAC Level 4
Kinder	**6**	4	2	-	-
1st	**4**	-	-	3	1
2nd	**6**	1	-	2	3
3rd	**5**	-	2	2	1
4th	**5**	-	3	2	-
5th	**3**	-	-	2	1
6th	**4**	-	-	2	2
7th	**0**	-	-	-	-
8th	**3**	-	-	3	-

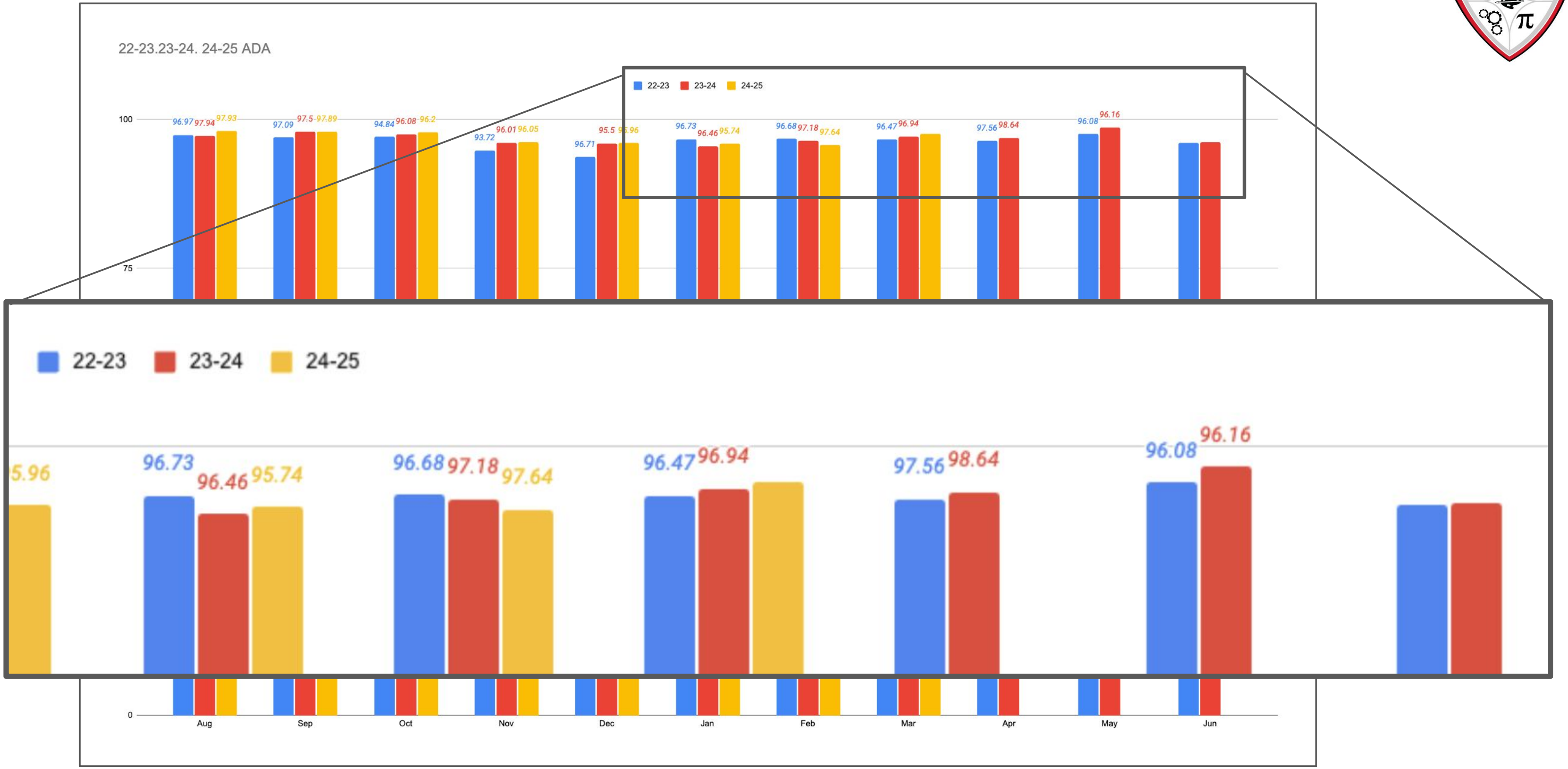
Steindorf STEAM School

GLAD Strategy Observations



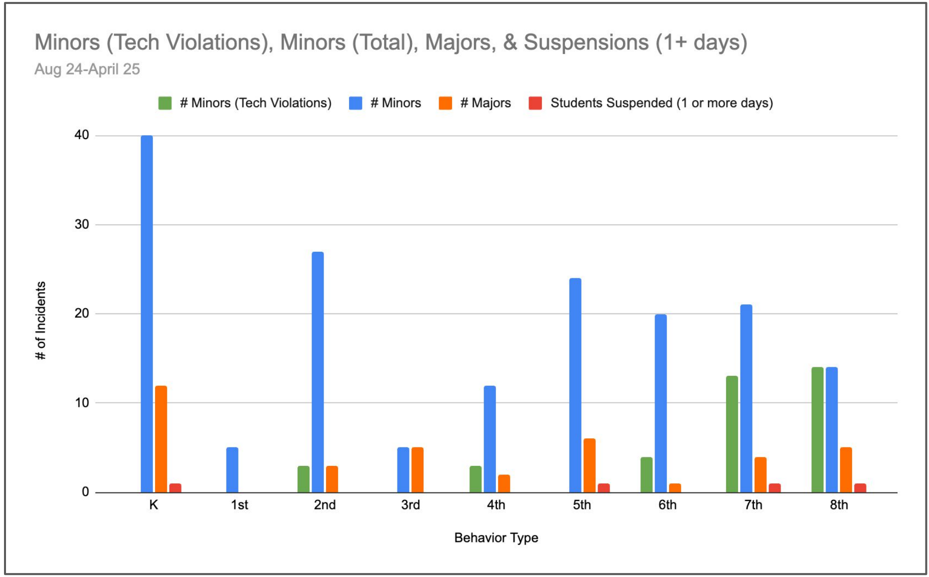
School Attendance

Steindorf STEAM School

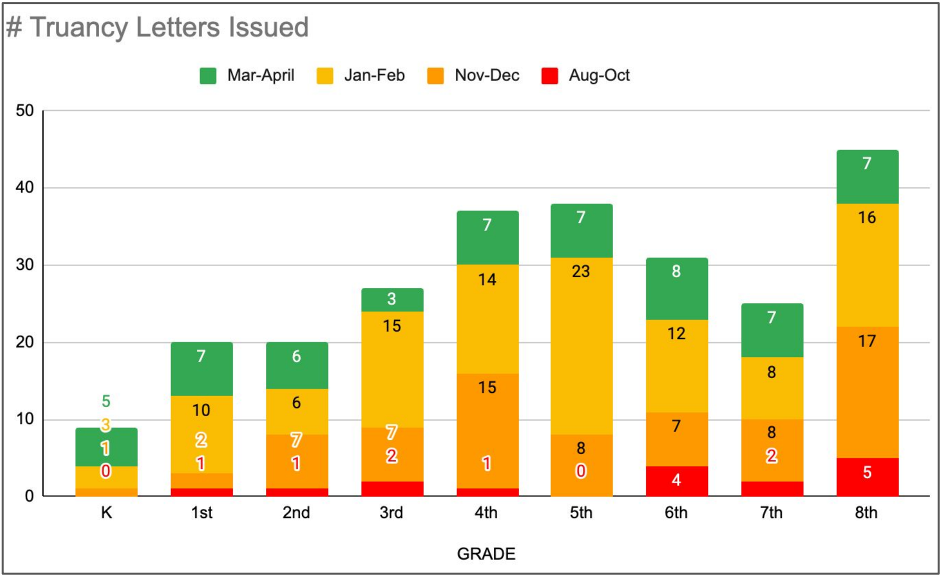


School Climate Data - Behaviors & Attendance

Steindorf STEAM School


Minors (Tech Violations), Minors (Total), Majors, & Suspensions (1+ days)

Aug 24-April 25

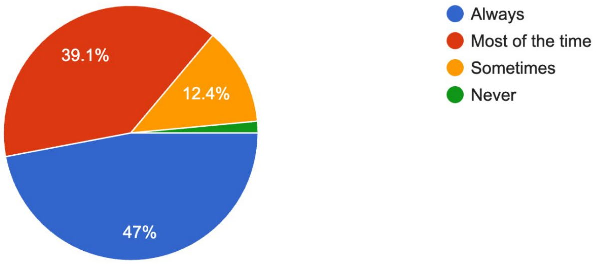

Truancy Letters Issued

School Climate

Elementary

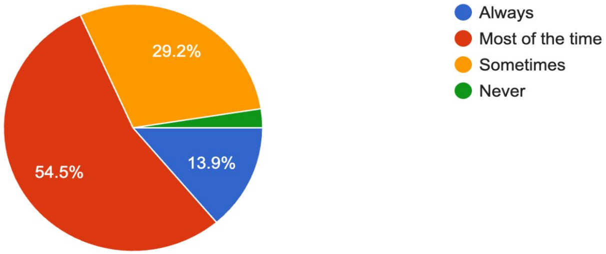
I feel safe at Steindorf.

202 responses



Good behavior is noticed at Steindorf.

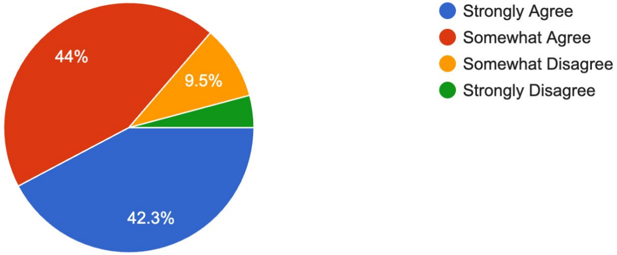
202 responses



Middle School

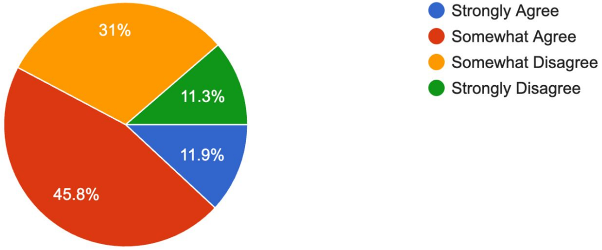
School is a place at which I feel safe.

168 responses



Students are frequently recognized and rewarded for good behavior.

168 responses

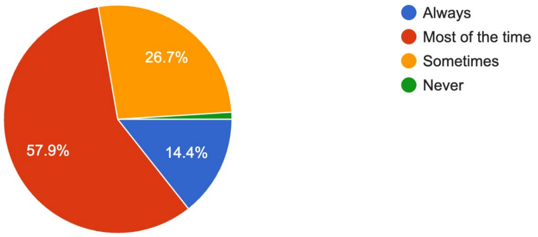


School Climate

Elementary

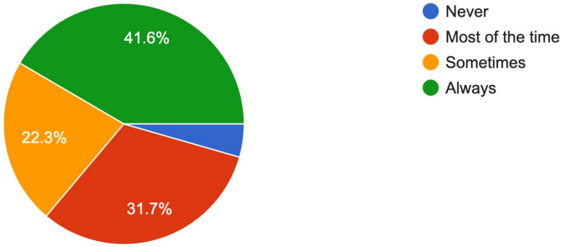
Students treat each other well at Steindorf.

202 responses



There is an adult at my school who will help me if I need it.

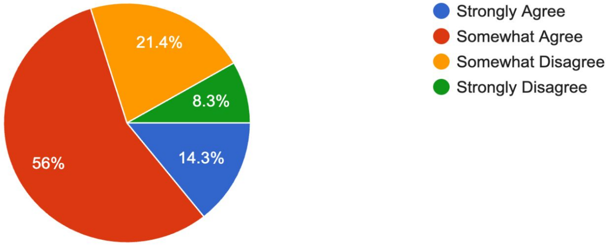
202 responses



Middle School

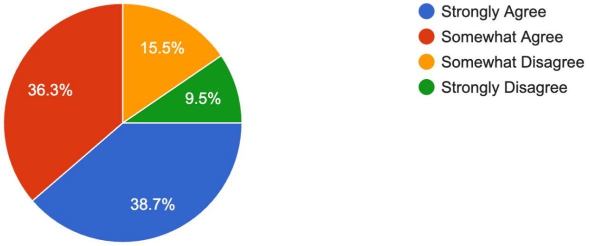
The behavior of my classmates allow teachers to teach.

168 responses



I know an adult at school that I can talk with if I need help.

168 responses



Staff Collective Efficacy Survey

Statements	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Successful in connecting with most difficult students.	0	0	0	7	10	2
Confidence in motivating students.	0	0	1	0	12	6
Teachers give up on students.	14	5	0	0	0	0
Teachers are not skilled in providing meaningful learning experiences.	17	2	0	0	0	0
Teachers believe every student can learn.	0	0	0	0	2	17
Student arrive ready to learn.	0	0	0	5	14	0
Home life is supportive of student success.	0	1	1	13	3	1
Students are not motivated.	7	12	0	0	0	0
Teachers struggle with student disciplinary problems.	8	10	1	0	0	0
Community opportunities ensure students learn.	0	0	1	0	13	5
Learning is more difficult due to student concerns with safety.	15	3	1	0	0	0
Drug and alcohol abuse in the community make learning difficult for students.	11	6	2	0	0	0