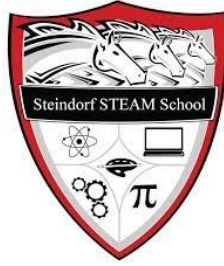# Steindorf STEAM School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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.

2022-23 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	Lisa MacFarland
Email Address	macfarlandl@cambriansd.com
School Website	https://www.cambriansd.org/Domain/440
County-District-School (CDS) Code	43 69385 0133439

2022-23 District Contact Information

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

2022-23 School Overview

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 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 community (parents, teachers/staff and students) work 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	47
Grade 2	48
Grade 3	48
Grade 4	60
Grade 5	60
Grade 6	60
Grade 7	59
Grade 8	57
Total Enrollment	487

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	0.2
Asian	34.1
Black or African American	1.6
Filipino	2.3
Hispanic or Latino	12.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	11.9
White	37.0
English Learners	8.8
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	3.9
Students with Disabilities	6.8

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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	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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)						
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						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	K-5: 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
Foreign Language			
Health	Health Connected/2017 (5th & 7th Grade)	Yes	0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Steindorf reopened in August of 2016. Measure I was passed in June of 2015 with the purpose of renovating the site. A new administration building, one additional classroom, and a Maker Lab wing was added to the site. Street lighting was improved, and a new parking area was paved. The school installed items to meet LEED Silver standards in Nov 2018.The site is approximately 10.5 acres. New perimeter fencing was installed around the campus. Steindorf has been open for 4 years and is in exemplary condition as it remains in new construction condition. Current Measure R funding will provide for up to 1 MIL in district-wide technology expenditures.

Steindorf has been brought into the standard of physical condition we strive to meet throughout all District school sites.

Year and month of the most recent FIT report	1/10/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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.

School Facility Conditions and Planned Improvements

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.
Safety: Fire Safety, Hazardous Materials	X			All District properties recently passed annual Fire Marshall inspections.
Structural: Structural Damage, Roofs	X			There exist no known structural damages. Roofs are in excellent condition with a minimal number of very minor leaks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			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. The District is currently seeking to replace all gas powered grounds maintenance equipment with battery operated equipment. In this effort, the District has contracted with American Green Zone Alliance (AGZA) for an independent assessment of the District's environmental impact with regards to gas powered grounds maintenance equipment. 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 PlayWorks and District staff. All deigns include ADA playground upgrades; pour-in-place surfaces and ADA play features. District staff is planning the commencement of these new playground upgrades at all sites as soon as the District Board has approved the designs and costs for each site.

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;

- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	85	N/A	69	N/A	47
Mathematics (grades 3-8 and 11)	N/A	74	N/A	60	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	341	338	99.12	0.88	85.21
Female	170	170	100.00	0.00	85.88
Male	171	168	98.25	1.75	84.52
American Indian or Alaska Native	--	--	--	--	--
Asian	101	101	100.00	0.00	98.02
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	43	43	100.00	0.00	72.09
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	45	45	100.00	0.00	75.56
White	137	134	97.81	2.19	84.33
English Learners	13	13	100.00	0.00	38.46
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	24	23	95.83	4.17	47.83

2021-22 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	341	340	99.71	0.29	74.12
Female	170	170	100.00	0.00	71.18
Male	171	170	99.42	0.58	77.06
American Indian or Alaska Native	--	--	--	--	--
Asian	101	100	99.01	0.99	85.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	43	43	100.00	0.00	62.79
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	45	45	100.00	0.00	68.89
White	137	137	100.00	0.00	70.80
English Learners	13	13	100.00	0.00	30.77
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	24	24	100.00	0.00	45.83

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	78.45	--	66.49	28.5	29.47

2021-22 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	116	116	100	0	78.45
Female	58	58	100	0	72.41
Male	58	58	100	0	84.48
American Indian or Alaska Native	0	0	0	0	0
Asian	33	33	100	0	90.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100	0	60
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100	0	66.67
White	52	52	100	0	80.77
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.

2021-22 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.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95%	97%	97%	98%	97%
Grade 7	100%	100%	100%	100%	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.

2022-23 Opportunities for Parental Involvement

There are numerous opportunities to be involved at Steindorf STEAM School. Steindorf School provides several formal meetings in which parents can provide input to the school such as Home and School Club Meetings, Principal Coffee's, ELAC Committee and School Site Council, We have approximately 20-25 parents on campus daily, helping in classrooms with small group instruction, supporting our Project Cornerstone-ABC reader program, supporting our middle school students during innovation time, visiting an exhibition of a Project Based Learning, supporting our milage club, or garden to name a few. We also make sure to provide surveys for parents to give feedback after classroom and/or school events. In addition for parents who are unable to attend school events we are the beginning stages of implementing a digital portfolio system. The Steindorf Home and School Club provides a variety of opportunities for parents to be involved in the school from the Home and School Club Board, Coordinator positions, helping organizing community events, teacher luncheons, etc. Lastly, we ensure a warm and welcoming environment where parents feel cared for and valued along with their students.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	490	490	12	2.4
Female	247	247	8	3.2
Male	243	243	4	1.6
American Indian or Alaska Native	1	1	0	0.0
Asian	168	168	3	1.8
Black or African American	8	8	1	12.5
Filipino	11	11	0	0.0
Hispanic or Latino	59	59	6	10.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	58	58	1	1.7
White	181	181	1	0.6
English Learners	44	44	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	20	20	1	5.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	41	41	1	2.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.81	1.19	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.02	0.40	1.68	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.02	0.00
Female	0.81	0.00
Male	1.23	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.60	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.39	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.72	0.00
White	0.55	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.88	0.00

2022-23 School Safety Plan

Cambrian is a small school district with a long history of creating a safe learning environment. Absenteeism is less than 4% a year; suspensions are less than 1% for the school. Steindorf students and staff are aware of safety plans should emergencies arise and they complete practice drills regularly. Students and staff practice fire drills once a month, an earthquake drill twice a year as well as a lockdown drill once a year. Cambrian partners with other agencies to provide a safe environment, which promotes learning. In addition, the school is sensitive and proactive about medically sensitive issues, such as peanut allergies, and trains staff on how to manage such situations.

Our Comprehensive School Safety Plan is compiled and reviewed by the Safety Plan Committee made up of the principal, teachers, and parents. School Site Council reviews the plan and a representative signs off on the plan. This plan includes information regarding annual safety goals, child abuse, and neglect, emergency and disaster procedures and actions, Expected Behavior, School Discipline, Suspensions, and Expulsions, Safe Ingress and Egress, Equal Opportunity, Hate Crime, and Harassment. This plan was last discussed and updated with School Site Council on December 12, 2022. The plan will go to the board in February 2023 for final approval.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	36		1	1
2	24		2	
3	24		2	
4	30		2	
5	30		2	
6	24	6	14	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	32		1	1
2	22		2	
3	23		2	
4	27		2	
5	30		2	
6	25	2	14	

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		

2021-22 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	487

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$90,409
Percent Difference - School Site and District	N/A	N/A	36.0	-11.9
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	-3.0	-5.3

2021-22 Types of Services Funded

Services available at Steindorf to support students :
Tier 2 interventions for reading
Maker lab
Music
Sports
Instructional software- differentiation
Counseling
PBIS incentives
Tech Challenge
After school classes
Spanish
Art class

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$62,388	$51,591
Mid-Range Teacher Salary	$87,441	$79,620
Highest Teacher Salary	$109,328	$104,866
Average Principal Salary (Elementary)	$139,635	$131,473
Average Principal Salary (Middle)	$143,161	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$217,421	$205,661
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

District-wide staff professional development is reflective of students, staff, school, and district's goals and needs. Professional learning activities are designed to engage teachers in learning and implementing best practices that benefit student learning in alignment with district goals. These opportunities for professional learning include the following:

- PLC meetings 6 times a year that are 90 minutes each /professional learning communities
- K-8 Articulation Days (Teacher Inservice Days)
- Weekly District/Side/Grade Level Collaboration Time (Early Release Days)

Staff development is designed in our primary areas of focus: Common assessments, English Learner instruction, questioning for critical thinking, and mathematical understanding. Using CCSS assessments, professional development is aligned with district ,school, and/or individual professional needs to ensure teachers have the adequate background, skills, and materials they need to support student learning. When new programs are introduced (e.g. math, science or language arts), specific time is dedicated to staff development to ensure the even and effective implementation of the program. (10 days including 2 hour early release days)

In addition, the Steindorf staff has been and continues to be trained by the Buck Institute of Education in Project Based Learning. In addition, general education teachers are focused on attending STEAM conferences. The Special Education Team is focusing on social thinking, autism and ADD workshops. K-5 teachers and 6-8 ELA teachers are being trained in Readers Workshop. The Steindorf staff has self-selected an achievement team from one of the following focus areas..STEAM/NGSS, GLAD/ELD, Math, PBL or Readers/Writers Workshop. Each team is made up of cross curricular/grade level members. The teams are designed to recognize strengths, common practices and develop next steps. This work will guide professional development decisions for 20-21school year.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5