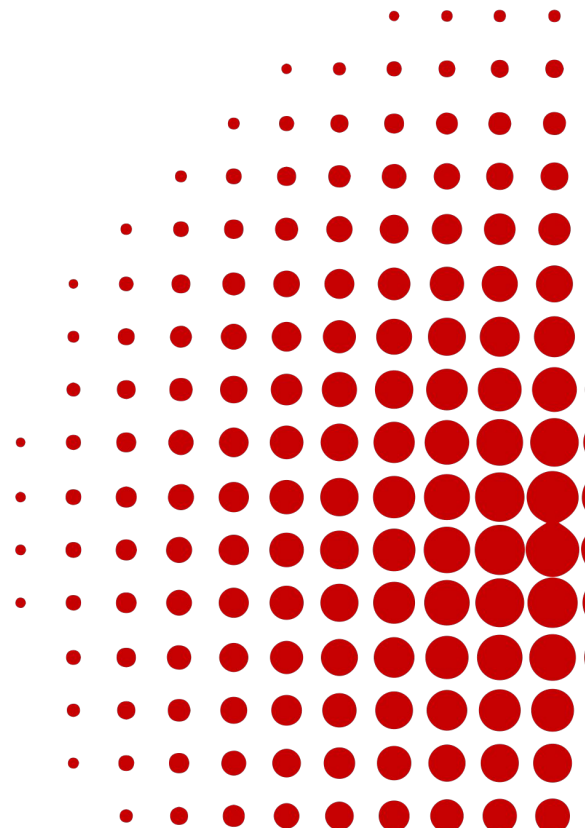




# Steindorf STEAM School

**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.

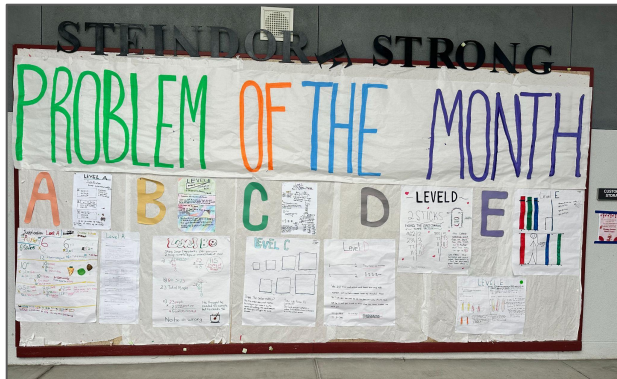
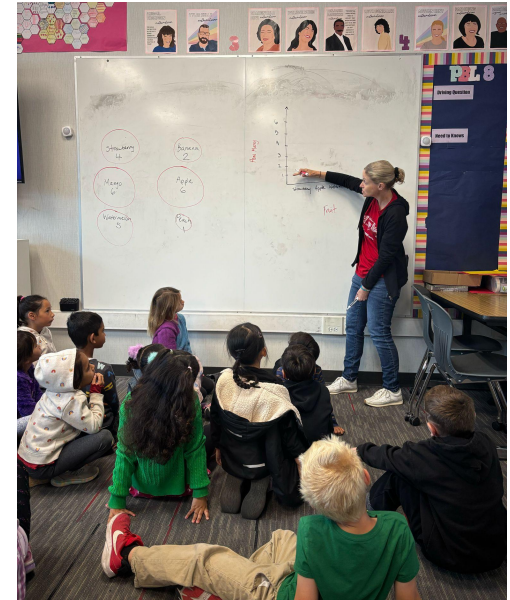




# FastBridge Math Data

## 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%).



## 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%).



## 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

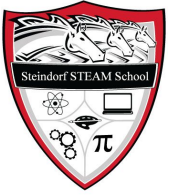
- **Dates:** March 24-May 29
- **Schedule/Time:** 3 days a week, 3pm-4pm
- **# of Participants:** 25
- **Grades:** 4th and 5th
- **MyPath Averages:**
  - 136 usage minutes
  - 9.15 lessons completed
  - 8.42 lessons passed
  - 89.53 passing score

## 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

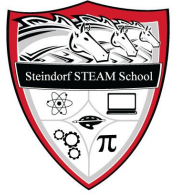
Overall, student and parent feedback, as well as attendance and work program usage data supports that extended day interventions are being positively received and are impactful on student growth and learning.

# 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:
  - Tier 1 & Tier 2 Interventions - Math/Reading/Writing & PBL Modification with Tier 1 & Tier 2 Imbedded Components



# Goal 2: Effective Leadership, Teaching and Learning

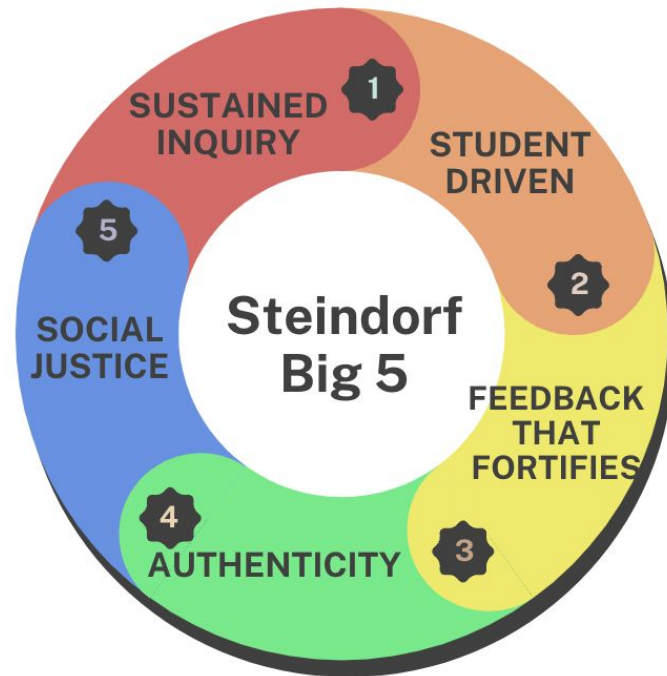
Steindorf STEAM School will provide high quality staff through recruitment, retention and professional development so every student thrives.



# Steindorf Glows to Continue

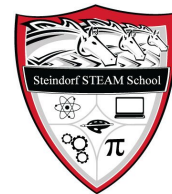
## Professional Development

- 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 Glows to Continue



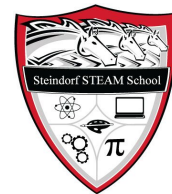
## 2025 Summer Professional Development

- 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
- Learning Lab

# 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
- 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.







# 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





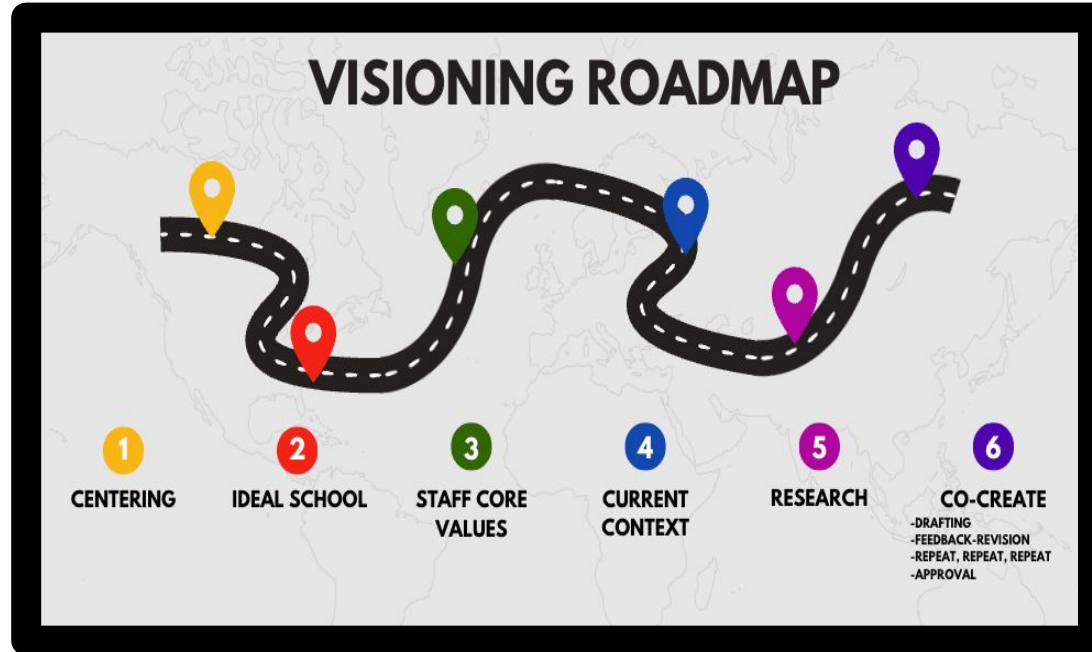


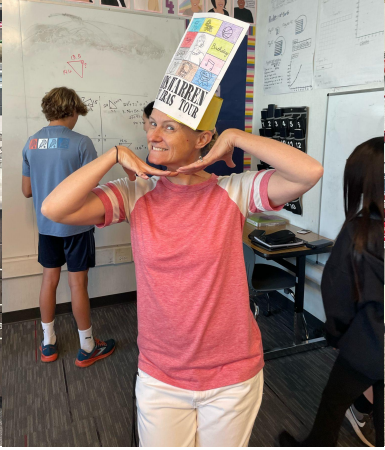
# Shifts in Practice

- Intentional focus on strengthening our K-8 identity as a learning community - Visioning and Mission Statement Writing
- 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/Fall 2025
- Craft a corresponding Mission Statement - Fall 2025





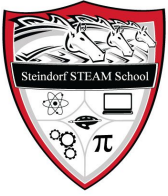
# Goal 4: Strong Parent and Community Engagement

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.









# 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

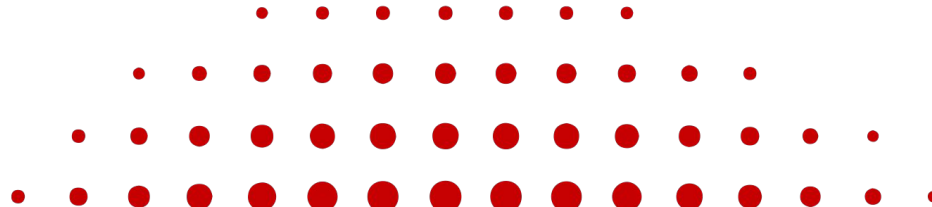


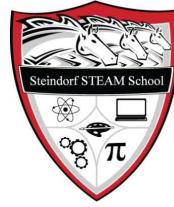
- Parent Engagement Committee
  - Differentiated learning where parents can select various workshops to attend
- Addition of Principal's Office Hours in months a Principal's Coffee is not scheduled - every other month



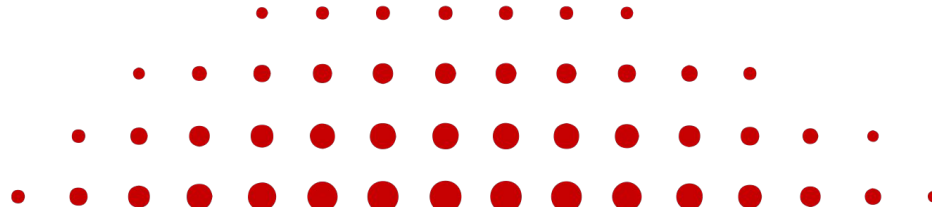


**Thank You**





# DATA SLIDES



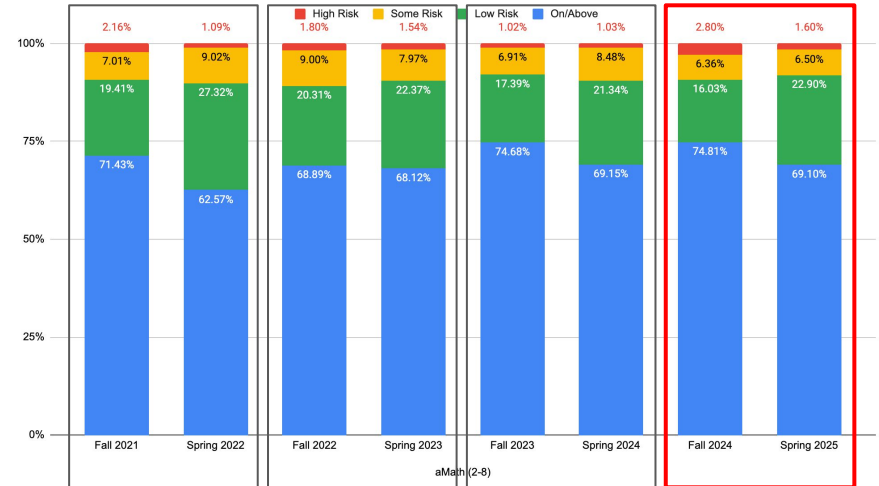


# FastBridge Math Data

Low Risk, Some Risk and High Risk



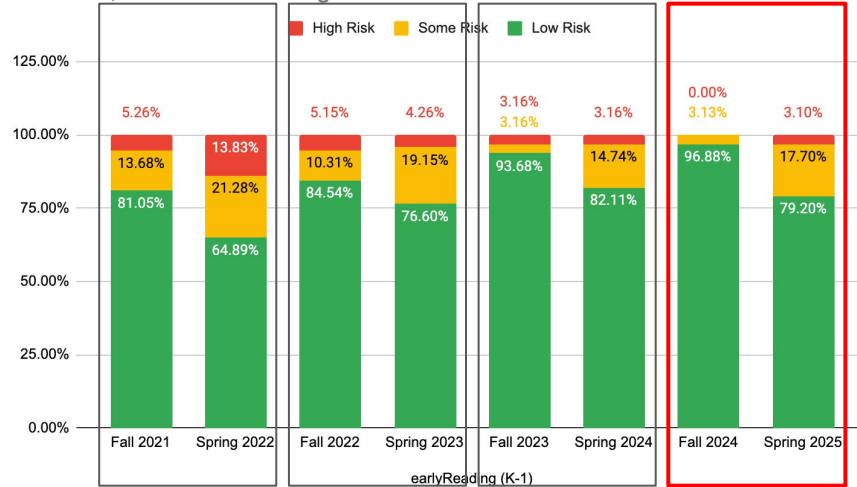
On/Above, Low Risk, Some Risk and High Risk



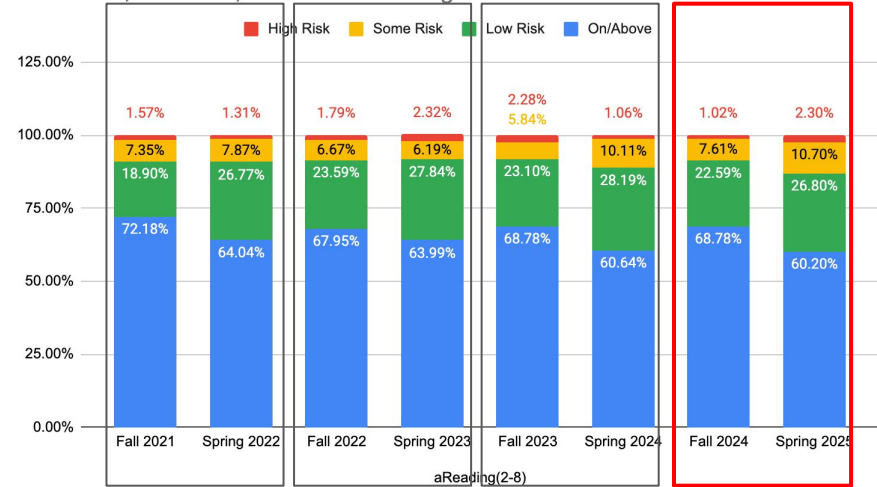


# FastBridge Reading Data

Low Risk, Some Risk and High Risk

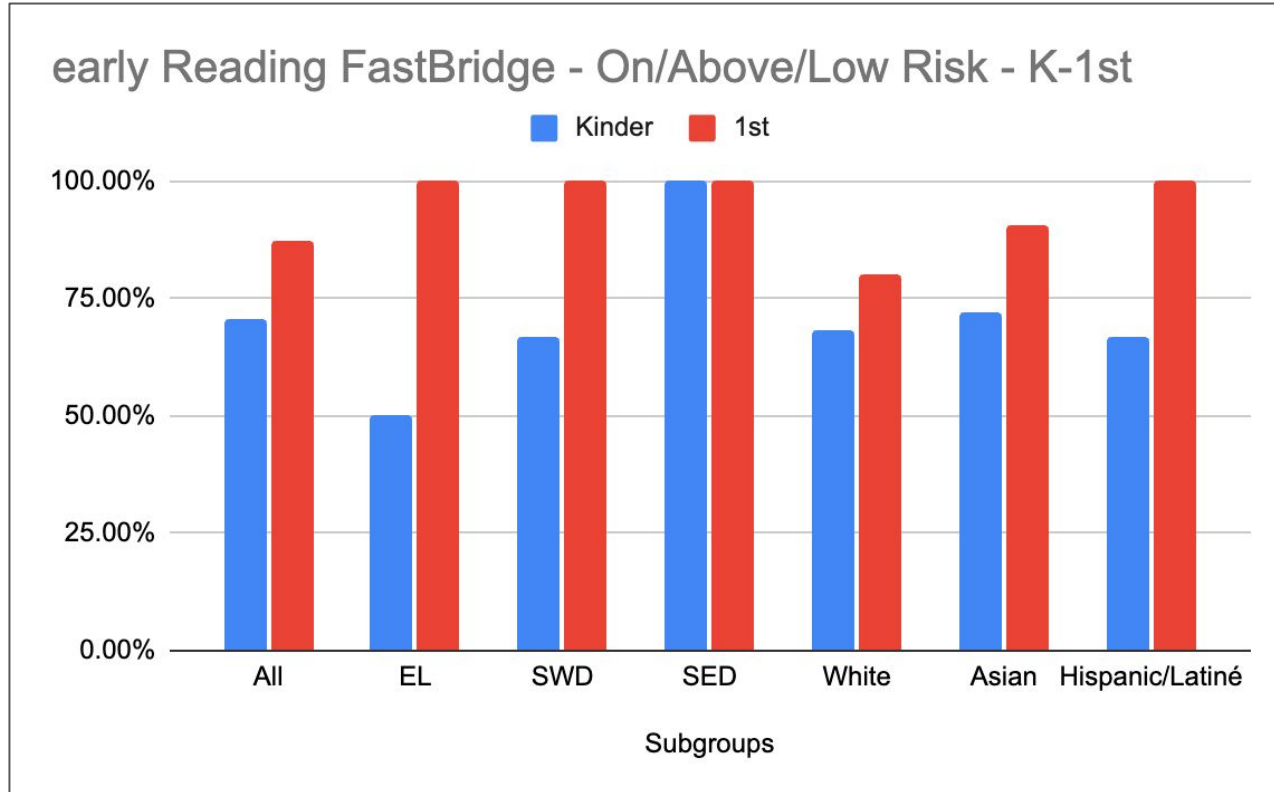


On/Above, Low Risk, Some Risk and High Risk





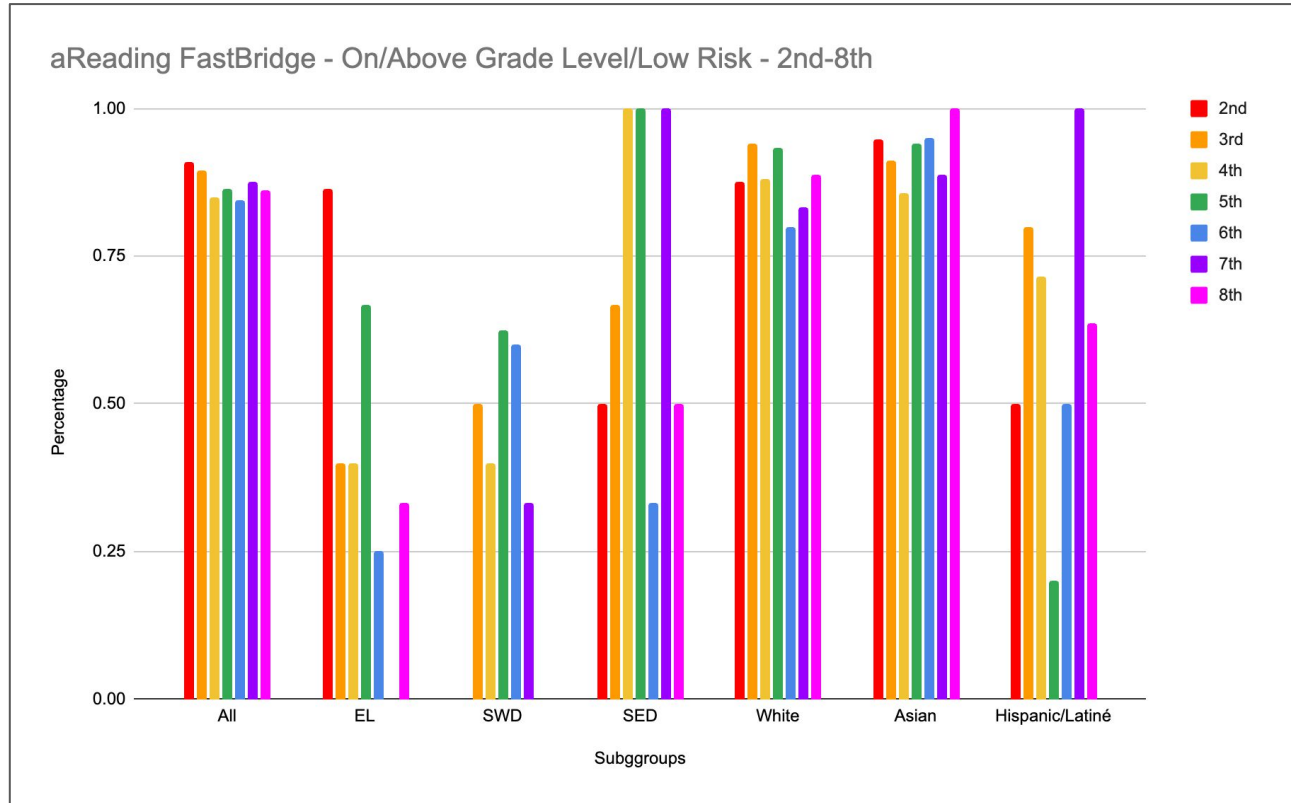
# FastBridge Reading Data [Disaggregated]







# 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%

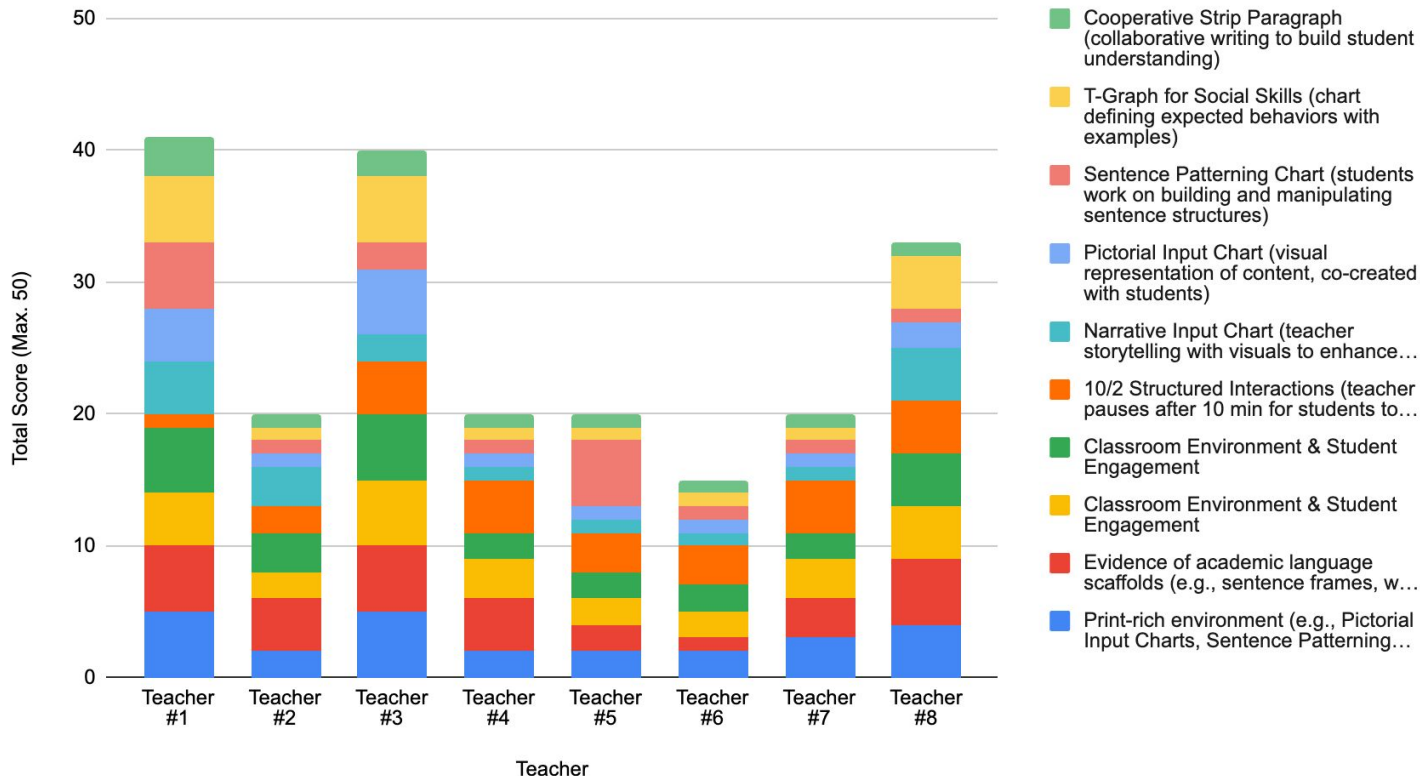
**8 Potential Future RFEP Students**

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	-



# GLAD Strategy Observations

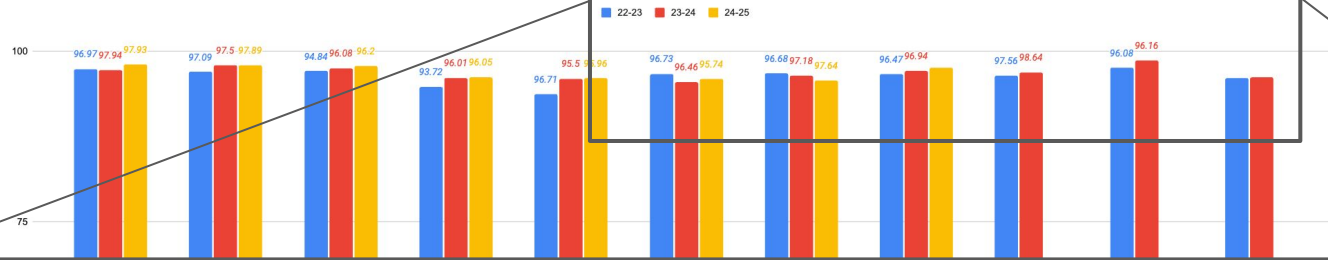
GLAD Strategy Observations



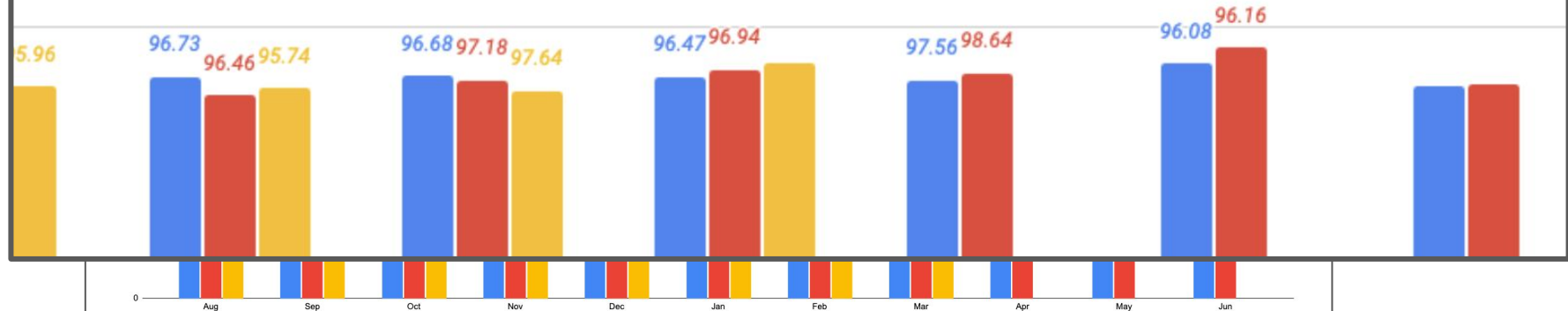
# School Attendance



22-23, 23-24, 24-25 ADA



22-23 23-24 24-25

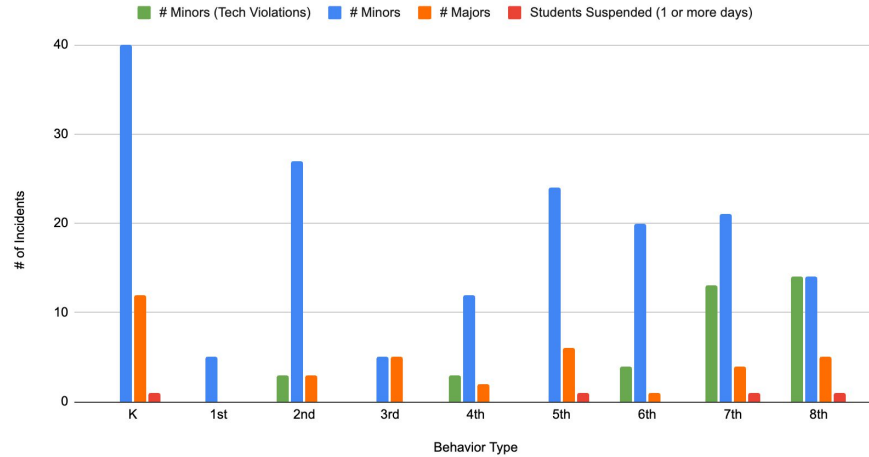


# School Climate Data - Behaviors & Attendance

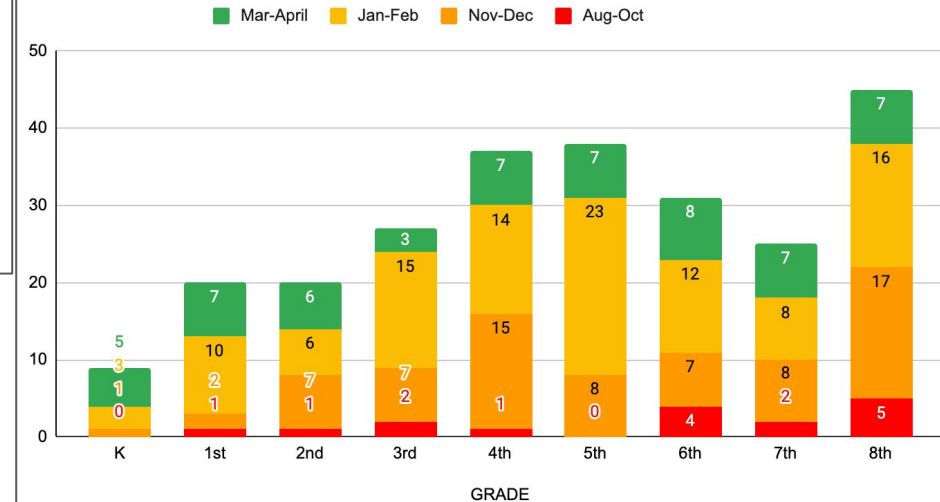


Minors (Tech Violations), Minors (Total), Majors, & Suspensions (1+ days)

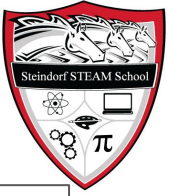
Aug 24-April 25



# Truancy Letters Issued



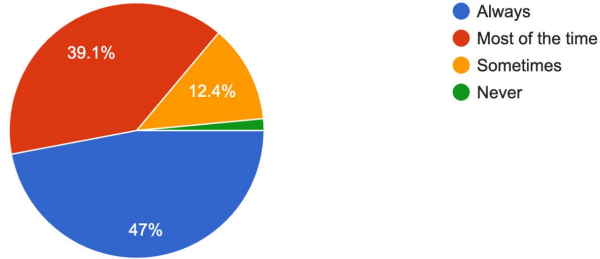
# School Climate



## Elementary

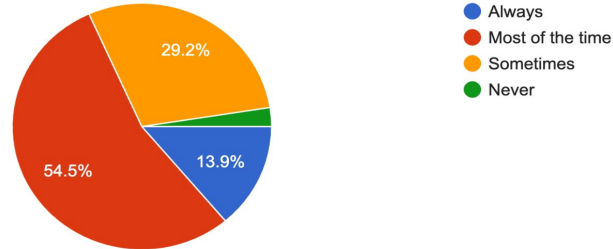
I feel safe at Steindorf.

202 responses



Good behavior is noticed at Steindorf.

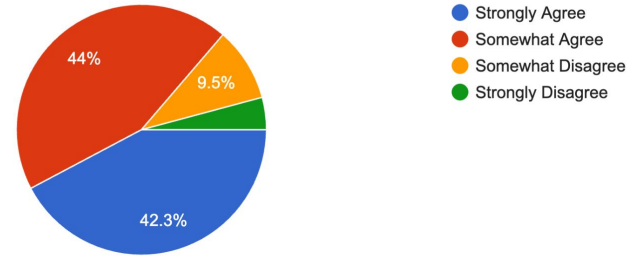
202 responses



## Middle School

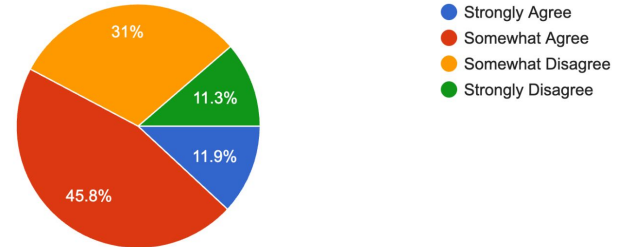
School is a place at which I feel safe.

168 responses

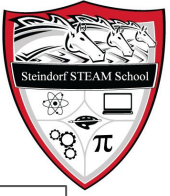


Students are frequently recognized and rewarded for good behavior.

168 responses



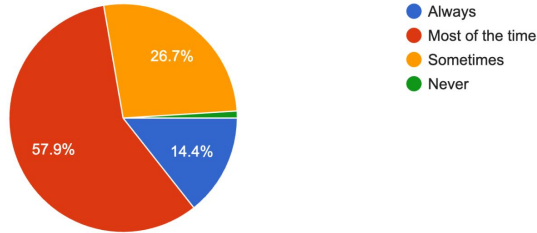
# School Climate



## Elementary

Students treat each other well at Steindorf.

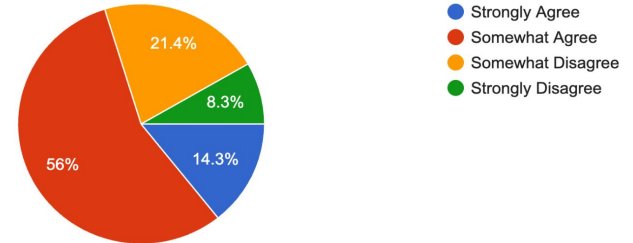
202 responses



## Middle School

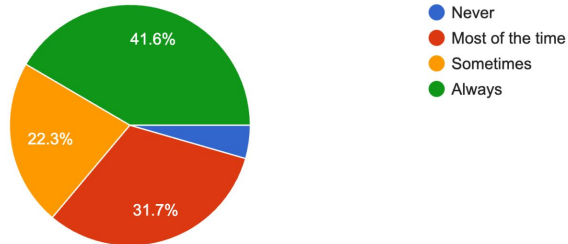
The behavior of my classmates allow teachers to teach.

168 responses



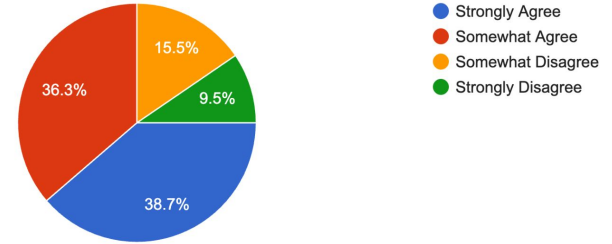
There is an adult at my school who will help me if I need it.

202 responses



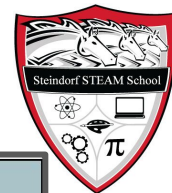
I know an adult at school that I can talk with if I need help.

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