

Steindorf STEAM School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2018-19)

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	Kristi Schwiebert
E-mail Address	schwiebertk@cambriansd.com
Web Site	https://www.cambriansd.org/Domain/440
CDS Code	43 69385 0133439

District Contact Information	
District Name	Cambrian School District
Phone Number	408.377.2103
Superintendent	Dr. Carrie Andrews
E-mail Address	andrewsc@cambriansd.com
Web Site	www.cambriansd.org

School Description and Mission Statement (School Year 2018-19)

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 programming 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.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	46
Grade 1	48
Grade 2	52
Grade 3	51
Grade 4	57
Grade 5	56
Grade 6	60
Grade 7	80
Grade 8	29
Total Enrollment	479

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.4
Asian	28.6
Filipino	2.1
Hispanic or Latino	12.7
Native Hawaiian or Pacific Islander	0.0
White	47.6
Socioeconomically Disadvantaged	4.8
English Learners	5.4
Students with Disabilities	7.9
Foster Youth	0.0

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	18	24	23	
Without Full Credential	0	1	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: December 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: Houghton Mifflin: 6-8: McDougal Littell Classzone	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	K-5: Eureka Math/2017; 6-8: CPM math/2017	Yes	0
Science	K-5: Delta Full Option Science Systems (FOSS); 6-8: Holt Science	Yes	0
History-Social Science	K-5: Houghton Mifflin Social Studies; 6-8: TCI	Yes	0
Health	Health Connected/2017	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

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 2 years and is in exemplary condition as it is completely new construction.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/5/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/5/2018	
Overall Rating	Exemplary

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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	80.0	83.0	66.0	67.0	48.0	50.0
Mathematics (grades 3-8 and 11)	74.0	78.0	56.0	63.0	37.0	38.0

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	331	328	99.09	82.93
Male	174	173	99.43	82.66
Female	157	155	98.73	83.23
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	89	89	100.00	88.76
Filipino	--	--	--	--
Hispanic or Latino	45	43	95.56	60.47
White	165	164	99.39	85.37
Two or More Races	18	18	100.00	83.33
Socioeconomically Disadvantaged	19	19	100.00	94.74
English Learners	60	60	100.00	83.33
Students with Disabilities	40	39	97.50	41.03

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	331	328	99.09	78.05
Male	174	173	99.43	80.92
Female	157	155	98.73	74.84
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	89	89	100	89.89
Filipino	--	--	--	--
Hispanic or Latino	45	43	95.56	58.14
White	165	164	99.39	76.83
Two or More Races	18	18	100	83.33
Socioeconomically Disadvantaged	19	19	100	89.47
English Learners	60	60	100	78.33
Students with Disabilities	40	39	97.5	38.46

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.6	32.1	21.4
7	17.9	24.4	38.5

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

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 mileage 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.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	1.4	1.5	1.4	1.4	2.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 lock down 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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K				24		2		23		2		
1				24		2		24		2		
2				26		2		26		2		
3				26		2		26		2		
4				19	1	1		29		2		
5				28		2		28		2		
6				29		18		30		12		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	500
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.167	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	.2.583	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,476	1,417	6,059	87,149
District	N/A	N/A	5,750	\$84,489
Percent Difference: School Site and District	N/A	N/A	5.2	3.1
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-16.2	13.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Services available at Steindorf to support students funded in the 2017-18 school year....

Tier 2 interventions for reading

Maker lab

Music

Sports

Instructional software- differentiation

Counseling

PBIS incentives

Tech Challenge

After school classes

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,518	\$48,064
Mid-Range Teacher Salary	\$82,018	\$75,417
Highest Teacher Salary	\$102,547	\$94,006
Average Principal Salary (Elementary)	\$118,962	\$119,037
Average Principal Salary (Middle)	\$126,092	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$197,400	\$183,692
Percent of Budget for Teacher Salaries	43.0	36.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

District-wide staff professional development are 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:

- Achievement Teams
- K-8 Articulation Days (Teacher Inservice Days)
- 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 19-20 school year.