



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Steindorf STEAM school is a magnet school located in the Cambrian School District. We are excited to announce that Steindorf has been named as a California Distinguished School for 2023! Our demographics include 487 students, 3.9% Socio-economically disadvantaged, 8.8% English Language Learners, 6.9% special education, and no foster youth at this time. Steindorf emphasizes STEAM (Science, Technology, Engineering, Art, and Math) education through Project-Based Learning and content integration. PBL is an instructional method where 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. Students have an opportunity to learn in our Makerspace every week, participate in music class every other week, and art lessons every other week in elementary school. This year we all K-8 students had an introduction to Spanish as well. Our middle school students get to explore the Makerspace twice a week and have the opportunity to participate in a variety of electives and clubs. Students of Steindorf consistently engage in learning and innovation skills of creativity, collaboration, critical thinking, and communication. Steindorf has high standards where success for all is expected, supported, and achieved. Our school environment allows for all students to achieve in a variety of ways to meet each child's social and academic goals. Collaboration is evident in all facets of our school community including all stakeholder groups of staff, teachers, parents, and students as well as the broader community working together to create a safe learning environment where failure is part of the process and sparks new opportunities for learning. Learning occurs in a safe, comfortable environment where students feel known, valued, and cared for. Quality teaching is deliberate and by design. Students are supported socially and emotionally in a variety of ways. Positive Behavior Interventions and Supports (PBIS) are implemented throughout

the school day. The school rules consist of the Steindorf Expectations: We are caring and respectful. We are responsible decision-makers. We are problem solvers.

Steindorf has strong parent involvement. The HSC board works with the administrator and broader community to plan community and fundraising events to support Steindorf. In addition to planning community events and fundraisers, parents spend many hours volunteering in classrooms. They serve as experts for our PBLs and on panels for our exhibitions, guest teachers for small instruction, and clerical support for daily tasks.

Cambrian is a small school district with a long history of a safe learning environment. We participated in Incident Command Systems ICS training this year. All students and staff participated in lockdown, earthquake, and fire drills. We work closely with our local fire department and police departments to keep our campus safe.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Steindorf is most proud of our STEAM implementation through Project-Based Learning. The 2022-23 school year was met with more successes than challenges. We used State and Local Data to assess our progress and needs. We continue to survey our students and parents and develop assessments that help monitor our students' growth. Four goals have been identified for focus during the 2022-23 school year. The bullet points are areas identified within the goals. We are dedicated to maintaining a safe environment supporting diversity and student voice and choice. Families are an integral part of our community and have been highly supportive and collaborative. We continue to welcome parents back on campus to support our teachers and staff.

Implementation of Lucy Calkins Readers and Writer's Workshop, Eureka, CBM, Second Step, and Habitudes social-emotional curriculum have all contributed to the successes.

Highlights include:

Goal 1 High Academic Achievement:

Steindorf STEAM School will provide high-quality and dynamic instruction for all students (including English Learners, Socio-economically disadvantaged Students, Foster Youth, and Special Education) while preparing students for 21-century college and career readiness.

Implementation of at least 2 PBLs at each grade level, including public exhibitions focusing on Gold Standard quality. Continue MakerSpace time for all students Implementation of NGSS K-8, Implementation of writer's workshop K-8 Focus on K-8 math articulation. We continued our art program for students K-5. Students in K-5 receive a standards-based art lesson every other week while students in middle school rotated during Innovation time and met with the teacher each week. This year every student in K-8 received weekly Spanish lessons. Students are enjoying our new guitar ensemble that meets a few times a week in the mornings. We had many students enter academic competitions and achieve high honors. Steindorf has been named a California Distinguished School based on data from the California Dashboard.

Local Data: 2022-23
Fastbridge ELA Fall:
92% Low risk/ On/Above

Fastbridge ELA Winter:
91% Low risk/ On/Above

Fastbridge ELA Spring:
92% Low risk/ On/Above

Fastbridge Math Fall:
89% Low risk/ On/Above

Fastbridge Math Winter
91% Low risk/ On/Above

Fastbridge Math Spring
90% Low risk/ On/Above

SBAC Data 2021
Math: 74% At or Above Level
ELA: 85% At or Above Level
Science: 78% At or Above Level

K-1 students are also performing well. 95% of students scored low risk or some risk in reading and 96% in math in the Spring, according to Fastbridge Early Reading and Math! Our students are continuing to demonstrate growth as demonstrated by Fastbridge screening assessments.

CSD Writing Performance-Based Assessment

Fall: Winter 2022-23 K-8

- Grades K-5 (at or above level) 32%
- Grades 6-8 (at or above level) 22%

Spring 2022-23

- Grades K-5 (at or above level) 50%
- Grades 6-8 (at or above level) 72%

We noticed an increase in student writing scores. However, we continue to work on calibrating our scoring to ensure teachers are talking with each other about their student's writing and how to improve.

Goal 2 Effective Leadership, Teaching, and Learning: Steindorf STEAM School will provide highly qualified staff through recruitment, retention, and professional development so every child thrives.

*Our staff spent two days before the beginning of the school year participating in professional development around readers and writer workshops presented by two of our teacher leaders. These two teachers also led our six professional learning communities focusing on assessment and using that assessment to drive ELA instruction. Teachers provided feedback that these sessions were valuable and a good use of their time.

*Our entire staff participated in Restorative Justice Training and examined best practices for working with students in a supportive manner while maintaining high expectations for behavior.

*Our middle school math teachers and some of our elementary teachers attended training with Jo Boaler, focusing on how to teach heterogeneous groups in math to support all levels of learners.

*All teachers at Steindorf possess credentials appropriate to their position;

*All of our General Education teachers are GLAD Certified

*ELA, Math, Science and SEL curricula have been used for at least two years and teachers have breadth and depth of experience teaching them.

*Teachers have mastered the usage of digital curriculum and tools to facilitate 21st Century learning (Seesaw, Google Classroom, Nearpod, etc)

* We are incredibly fortunate to have so many teacher leads that are experts in different topics. Our teachers led PD over the year, focusing on Reader and Writers Workshop, PBL, and GLAD training for our Steindorf staff.

* Many of our teachers also have attended conferences outside of our school. This includes presenting at conferences such as CUE and the California STEAM Symposium.

Goal 3 Positive School Environment, Climate, Culture: Steindorf STEAM School will provide a supportive, orderly and purposeful environment so that students can reach their full potential.

- Continued support of PBIS/MTSS
- Leadership students providing weekly assemblies that focus on community building

- After receiving training in Restorative Justice, many teachers are using community-building circles to improve classroom climate and problem-solve student disagreements.
- Our school is continuing to work collaboratively to host our second school Makerfaire in May. This will be an opportunity for our community to come together and for our students to showcase their PBL projects. There will also be an opportunity for hands-on exploration, an art show, music, and theater performances.
- We are excited about our new Steindorf Rock band that is performing at our middle school dances and at our events.
- Attendance rate during the 2022-23 school year was 98%. Chronically absent students were 18 at a rate of 3.68%. Students want to come to school and we do not have a problem with students being absent. When students are chronically absent, the principal meets with parents to discuss support to get students to school. The principal participated in 21 conferences this year. Improvement was noted in many cases keeping the current average for chronic absenteeism low.

Kelvin Student Survey -Playground Safety 280 responses 3-8

- 79% Feel there are enough yard duty
- 61% Say they have never been bullied
- 68% Feel that they are comfortable going to an adult for help during recess
- 81% Feel the school has appropriate safety measures during recess
- 79% Rated the level of supervision either good or excellent
- 72% Feel that there games or activities during recess are safe

2022-2023 Local Student Climate Survey:

- Over 90% of elementary students feel that their school wants them to do well, that there are clear rules for behavior, and teachers treat them with respect. Over 80% feel that good behavior is noticed, they get along with other students, they feel safe at school, students treat each other well, and there is an adult that will help if needed.
- Over 90% of middle school students feel their school has clear rules for behavior and teachers treat them with respect. Over 80% of middle school students feel that they like school, feel they do well in school, and feel the behavior in the class allows the teacher to teach. Over 80% of middle school students report that they like school, that they do well in school, feel safe at school, and that they have an adult on campus that will help them if needed.
- Our support team has held over 21 initial and follow-up SST meetings over the year. This has significantly decreased and we attribute that to improved Tier 1 programming as well as professional development in the area of Student Study Team best practices. More teachers are meeting with each other and our support team to brainstorm interventions that are successful, reducing the need for SST 3 meetings with parents.
- Our counselors supported multiple students running over 10 groups this year, focusing on topics like impulse control and anxiety, and depression. They also pushed in and facilitated SEL lessons in classrooms K-8. They also checked in with students needing academic assistance as well as students needing individual counseling sessions.
- Suspension rates in 2022-2023 were less than 1%

Goal 4 Strong Parent and Community Engagement: Steindorf STEAM School will 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/Family Engagement Survey Results April 2023

- 97 families responded
- A majority of parents reported that they feel welcomed and valued when coming on campus, parents report that their cultures and ethnicities are respected and recognized, they feel that they receive timely communication and it is consistent, and parents feel that communication is easy to understand, volunteers are welcomed and appreciated.

Steindorf is very fortunate to have so many volunteers on campus each day. We have held many successful community and fundraising events over the year and raised a significant amount of money to support programs like Spanish, Art, Academic Field Trips, classroom support and more. Our community events are very well attended.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Goal 1: High Student Achievement

We are seeing improvement in our subgroups, however, a gap remains in their performance.

ELA EL: 38% 13 students
Math EL: 30%
ELA SED: 61% 13 students
Math SED: 38%
ELA SWD: 37% 22 students
Math SWD: 34%
ELA Hispanic: 71% 41 students
Math Hispanic: 63%

Our goal is to see an increase in scores over the next year to demonstrate growth for both ELA and Math. We purchased a more intensive and evidence-based reading curriculum for our resource program. Next year, we are continuing to implement our PLC groups and working to differentiate and improve working in small groups. As part of our PLCs for next year, our focus will be on math. It will be imperative that we focus on small group instruction to meet the needs of our struggling students. Our focus will be on improving our tier 1 math program for those struggling students.

EL Students: We have seen a significant decrease in the scores from our EL students (ELA 38% and Math 30%) We will continue to integrate GLAD strategies into each classroom to build academic vocabulary. A focus will be on designated ELD in the classroom. That again will start with giving teachers planning time to purposely assign students to small groupings so that work can be accomplished. Utilizing the progress monitoring tools in Fastbridge will be an important step in improving our instruction as well.

Students who are economically disadvantaged are also scoring below their peers.

SED students: 61% scored at or above level in reading and 38% in math. The focus will again be on improving our Tier I instruction and using data to drive small group instruction k-8. At the start of next year, teachers will receive a list of these students and they will set individual goals and action plans to improve scores and support student learning.

Goal 3 Positive School Climate:

Student School Climate Survey

- We noticed an increase in our elementary students feeling like good behavior was recognized, but the numbers declined in middle school. It is concerning that less than 75% of elementary students feel that they like school or that they do well in school. It is also concerning that 71% of middle school students feel like their school has high expectations. This will be important information to share with staff so we can further investigate this question so we can take the next steps.
- Our goal is to work with our PBIS team to implement reinforcement strategies for students inside and out of the classroom. Admittedly, we struggled to find creative ways to notice good behavior. The next step will be to survey students for ideas that will make them feel like their good behavior is noticed. This year we have been focusing on bringing more of the fun school activities back like assemblies and field trips. I know students really missed these opportunities.
- One area that we are focusing on as a school community is violation of our Technology policy. We have seen a drastic reduction in cell phone violations since we implemented a stronger policy on violations. However, a second area of concern is students gaming on their Chromebooks during instruction. Some of the interventions we have put in place are using Securly more regularly, increase referrals and calls home. We are hoping to see a decrease in this as well. A next step will also include education on why gaming during school time is not good for students and giving them alternate activities when they finish their work.
- Another area we have identified as a staff is students not playing fairly during recess. Many students feel that the teams are not fair and rules are not followed by students while playing games.

Goal 4 Strong Parent and Community Engagement:

According to the Parent Engagement Survey, parents would like to see more opportunities planned at different times of the day so more parents can get involved. Parents would also like to feel more a part of the decision-making process in deciding on parent education. Parents would also like more information regarding community organizations that can support their child's learning. Overall, some parents feel that the HSC makes decisions without the input of the membership. Parents would also like to see Art for all students in middle school. It is

encouraging to see that we have increased in our number of volunteers since last year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This LCAP will provide an overview of our priorities for the next school years and beyond. It will include our successes and areas that need improvement. Data will be provided from the Fastbridge Universal Screeners aReading and aMath as well as the SBAC (State reporting) There is a focus on supporting the teachers with effective professional development in PBL, Makerspace integration, GLAD strategies, Reader's and Writer's Workshop, guided reading, intervention supports, and equity for all students. It also includes survey feedback from key stakeholders including students, staff, families, and the greater community.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Steindorf was not identified for comprehensive support and improvement for the 2022-2023 school year.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Steindorf was not identified for comprehensive support and improvement for the 2022-2023 school year.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Steindorf was not identified for comprehensive support and improvement for the 2022-2023 school year.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Site: Steindorf STEAM School

- a. School Site Council (SSC) was directly involved in the development of the Local Control Accountability Plan, including feedback and suggestions. Reviewed School Plan and LCAP goals with both our School Site Council and ELAC over a series of meetings during the year. Also reviewed parent survey results with both teams and discussed their feedback. Full agendas and minutes are available on our website.
- b. Newsletters published to update actions pertinent to LCAP goals.
- c. HSC reviewed LCAP goal areas (student achievement, EL language Learners, School Climate and Community Engagement). Parents asked for feedback and input session.
- d. Staff reviewed LCAP goals and provided feedback via an online survey for each goal at scheduled staff meetings.
- e. Positive Behavior Intervention Support (PBIS) SWIS data will be reviewed with staff in May 2022 at our year-end PBIS team meeting. We will review target areas for support on campus and student referrals to date, and use this data to plan our focus next year.
- f. Parent survey developed and issued to parents in February 2023. Multiple emails and written reminders were sent out. The results were disseminated to HSC, SSC, and ELAC, at parent coffees, and at our staff meetings during the February and March timeframe.
- g. Parent engagement survey was sent to parents to determine actions for State Priority 3. We had 95 responses.
- h. Students in grades 3-8 filled out a school climate survey to determine their feelings toward school.
- i. Students, staff, and parents participated in the start, stop and continue discussions on what they like about Steindorf and want to see continue, as well as what they would like to change or add.

In general, the review of SPSA/LCAP goals occurred in 5 steps with stakeholder groups including Home and School Club, ELAC, and SSC:

Inform and educate all stakeholder groups of the LCAP process. During this step in the process, informational sessions on LCFF/LCAP in various venues across the school community were held. The goal of these sessions was to ensure that our community, staff, including teachers and support staff, and students were informed about the law and its impact on our school and the district. All stakeholders were invited to attend these meetings, including parents, students, school faculty and staff, and teacher representatives. These engagements included Site Leadership Meetings, School Staff Meetings, School Site Council Meetings, English Learner Advisory Committee Meetings, Home & School Club Meetings, and Principal Coffees. All meetings were facilitated and presented by the Principal and staff leadership when appropriate. In addition to hosting the informational sessions, information about the LCAP was posted on the district website. Having an informed community is essential to ensuring that they are able to provide relevant feedback on how the district should develop its LCAP.

Review current goals and progress/status to date. We initiated this process by participating in the District LCAP team, comprised of teachers, staff, parents, principals and district administration. As a member of the District LCAP team, we provided feedback on the current School and District LCAP goals, actions, and services. Following the District LCAP meetings, we held a series of community meetings to collect feedback on strategies to address the eight priority areas. We met with staff, the Home and School Club, School Site Council, and with our English Learner Advisory Committee (ELAC). During the meetings, participants were asked to provide feedback regarding our current LCAP goals and the plans about how to address them. Participants were asked to give feedback on the ideas as well as to suggest new ideas to

consider. In addition, a school-wide survey covering the areas connected to the 8 state priority areas was sent to the Price community. The results of this survey was summarized and shared with our community and stakeholders in forums such as Home and School Club, SSC, ELAC, and Principals Coffees. These sessions provided the site with some clear areas of identified need and suggested strategies to address that need. We used the information gained during the listening phase to inform our goal-setting and strategy development for the LCAP.

Drafting an LCAP plan was the third step in the LCAP process. During this phase, we developed draft goals and actions and services. Goals were developed to correspond with the district's strategic plan and the feedback gathered from the community. Data was reviewed related to the eight state priority areas and identified which data sources were relevant and most significant to focus on for each strategic plan area. The data reviewed included:

1. Proficiency Rates in District Illuminate CCSS Benchmarks for ELA & Math
2. Proficiency Rates on the State ELA and Math assessments
3. English Learner Re-designation rates
4. Results from the Community LCAP Survey

Review the draft LCAP for 2022-2023 with stakeholders and gather feedback. The site leadership reviewed the draft LCAP with the staff to gather feedback. The staff then shared the draft LCAP with the School Site Council and English Learner Parent Advisory Committee representatives in order to gather further feedback on community priorities and needs. The information developed during this phase led directly to the goals, progress indicators and actions that appear in this LCAP

Revision of the LCAP based on final review. Finally, the site leadership shared the draft LCAP with the school district Board of Trustees. Staff took careful notes of the comments collected and adjusted the LCAP to align with that feedback. The final LCAP and budget were adopted in a regular board meeting on TBD.

A summary of the feedback provided by specific educational partners.

Local Control Accountability Plan Survey:
Start, Stop, Continue Feedback:

would like to see lockers in the middle school wing, advanced math classes (IMI), Foreign language classes during or after school, securing the front office (sign in system), improved school lunches, speech and debate class, security cameras, and more opportunities for sports teams to practice on campus, parents would also like to see my art and music in the middle school schedule. They would like to see all the current enrichment activities continue as well as the community events and fundraisers.

Teachers: Teachers would like special classes to be more in the afternoon to give them blocks of time in the morning for ELA and math, art elective for middle school, More prep/lunch/break time with whole staff across K-8, More Music Opportunities for 6-8, 6-8 Student Portfolios and Exit Interviews with Community Members, more Math PLC time. Teachers would like to stop Spanish class, fix the overlap of K-2 and

Middle school lunch. They would like to continue Restorative Justice, PLCs, Buddy classes, Boomer our support dog, Maker Faire, staff building activities,

Students: Students would like a gym, swings, more equipment on the playground for older students, more basketball hoops, Middle school PE T-shirts (maybe their own design by grade), improved cafeteria food, teachers give more shields, more improved rewards, updated dress code policy, more recognition, more music and art in middle school.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Stakeholder input obtained during the 2022-2023 LCAP Survey, School Climate Survey, Parent Engagement Survey, Principal Coffee Meetings, Staff, SSC, and HSC Meetings that influenced the LCAP are summarized below.

Priority 1: Basic Services

Our stakeholders identified the following areas of the highest importance to focus on:

1. Teacher recruitment, selection, and support
2. Access to textbooks teaching materials and technology (including infrastructure and devices)
3. Clean, safe, and well-maintained campus

Priority 2: Common Core Standards

1. Additional/extended learning opportunities (e.g. reading and math intervention, before or after school academic support, summer school)
2. Common core aligned instructional materials
3. Next Generation Learning Opportunities (technology, STEM, NGSS, PBL)
4. Engaging learning opportunities that connect to real world
5. Additional supports/differentiated instruction and support to accelerate learning for all students

Priority 3: Parent Involvement

1. Continue consistent school-wide communication (emails, texts, newsletters, automated phone calls, Principal Coffees)
2. Support for parent focus groups and organizations (e.g. English Learner Advisory Committee, Home and School Club)
3. School community support and connection (e.g. translation services, communication accessible in multiple languages)
4. Families want to partner with the school and be a part of the decision-making process in their child's education

Priority 4, 7, 8: Student Achievement

1. Designated, integrated ELD instruction
2. Enrichment offerings (e.g. languages, comp sci, music, maker space)
3. Intervention support for students not meeting grade-level standards

Priority 5: Student Engagement

1. Increase in extra-curricular activities (e.g. sports, visual and performing arts, music, MakerSpace/Steam)
2. Whole child education (music, PE, performing arts, sports, Makerspace)

Priority 6: School Climate

1. Social and emotional support as students transition back to full in-person learning as the top priority for school climate/student engagement
2. Continue to emphasize positive culture programs (Second Step, Project Cornerstone, restorative justice, PBIS, social justice, bullying prevention)
3. Behavior prevention/intervention
4. Provide leadership opportunities and opportunities for students to feel connected to the whole school community

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

In reviewing student assessment data (Fastbridge English Language Arts (ELA) and Math Spring 2023 and SBAC ELA and Math 2022) we identified the need to focus on Tier I instruction to meet the needs of all students. Per 2023 Fastbridge data, in Math 92% and in ELA 90% of students in 2nd- 8th grade are meeting or exceeding grade-level standards. For significant student groups Students with Disabilities (SWD) and Hispanic/Latino students and Socioeconomically Disadvantaged Students (SED), the percentage of students meeting or exceeding grade-level standards in both ELA and Math has increased over time. If we focus on integrated/designated ELD, language acquisition, and differentiated instructional practices at Tier 1 then meeting or exceeding grade-level standards will be achievable for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fastbridge aMath	89% of all students in grades 2-8 are meeting or exceeding grade-level standard on Fastbridge aMath.	90% of all students in grades 2-8 are meeting or exceeding grade-level standards on Fastbridge aMath.	92% of all students in grades 2-8 are meeting or exceeding grade-level standards on Fastbridge aMath.		98% of all students in grades 1-8 are meeting or exceeding grade-level standard on Fastbridge aMath
Fastbridge aReading	86% of all students in grades 2-8 are meeting or exceeding grade-level standard on Fastbridge aReading.	91% of all students in grades 2-8 are meeting or exceeding grade-level standards on Fastbridge aReading.	91% of all students in grades 2-8 are meeting or exceeding grade-level standard on Fastbridge aReading.		98% of all students in grades 1-8 are meeting or exceeding grade-level standard on Fastbridge aReading

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner (EL) Fastbridge aMath and aReading.	62% of EL students are meeting or exceeding grade-level standard on Fastbridge aMath and 49% on Fastbridge aReading.	61% of EL students are meeting or exceeding grade-level standard on Fastbridge aMath and 63% on Fastbridge aReading.	66% of EL students are meeting or exceeding grade-level standard on Fastbridge aMath and 53% on Fastbridge aReading.		80% of all students in grades 1-8 are meeting or exceeding grade-level standard on Fastbridge aReading and aMath
Students with Disabilities (SWD) Fastbridge aMath and aReading.	61% of SWD are meeting or exceeding grade-level standard on Fastbridge aMath and 46% on Fastbridge aReading.	55% of SWD are meeting or exceeding grade-level standard on Fastbridge aMath and 67% on Fastbridge aReading.	45% of SWD are meeting or exceeding grade-level standard on Fastbridge aMath and 62% on Fastbridge aReading.		80% of all students in grades 1-8 are meeting or exceeding grade-level standard on Fastbridge aReading and aMath
Annual State Smarter Balanced Assessment in ELA/Literacy & Math for All students and by Significant Student Groups (ELs, SED, SWD, Ethnicities)	SBAC 2019 Meeting or exceeding grade level All ELA: 84% All Math: 80% ELA EL: * Math EL: * ELA SED: 80% Math SED: 74% ELA SWD: 36% Math SWD: 39% ELA Hispanic: 66% Math Hispanic: 57%	No Data to Report	Meeting or exceeding grade level All ELA: 85% All Math: 74% ELA EL: 38% 13 students Math EL: 30% ELA SED: 61% 13 students Math SED: 38% ELA SWD: 37% 22 students Math SWD: 34% ELA Hispanic: 71% 41 students Math Hispanic: 63%		Meeting or exceeding grade level All ELA: 90 % All Math: 90% ELA EL: 70% Math EL: 70% ELA SED: 70% Math SED: 70% ELA SWD: 70% Math SWD: 70% ELA Hispanic: 80% Math Hispanic: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SED Fastbridge aMath and aReading.	65% of SED students are meeting or exceeding grade-level standard on Fastbridge aMath and 51% on Fastbridge aReading.	69% of SED students are meeting or exceeding grade-level standard on Fastbridge aMath and 67% on Fastbridge aReading.	72% of SED students are meeting or exceeding grade-level standard on Fastbridge aMath and 69% on Fastbridge aReading.		80% of all students in grades 1-8 are meeting or exceeding grade-level standard on Fastbridge aReading and aMath
CA Dashboard English Language Proficiency Indicator (ELPI)	64% making progress towards English Language Proficiency per CA Dashboard 2019.	TBD	65% making progress towards English Language Proficiency per CA Dashboard 2022		80% EL students making progress towards English Language proficiency per CA Dashboard.
Redesignated Fluent English Proficient	7 EL students Redesignated Fluent English Proficient	6 EL students Redesignated Fluent English Proficient	12 EL students Redesignated Fluent English Proficient. 34%		15% EL students Redesignated Fluent English Proficient
100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator	100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator	100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator	100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator		100% Sufficiency of Instructional Materials per School Accountability Report Card (SARC) Local Indicator
District Writing PBA	<ul style="list-style-type: none"> 49% of students K-8 are scoring at a 2-just below grade level on writing 	<ul style="list-style-type: none"> 28% of students K-8 are scoring at a 2-just below grade level on writing 	Fall: Winter 2022-23 K-8 <ul style="list-style-type: none"> Grades K-5 (at or above level) 32% 		80% of of K-8 students will be on or above grade level on writing assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	assessments <ul style="list-style-type: none"> 43% of K-8 students are scoring at or above grade level 	assessments 69% of K-8 students are scoring at or above grade level	<ul style="list-style-type: none"> Grades 6-8 (at or above level) 22% Spring 2022-23 <ul style="list-style-type: none"> Grades K-5 (at or above level) 50% Grades 6-8 (at or above level) 72% 		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Reader and Writer's Workshop Implementation	Teachers will utilize and implement best instructional practices with fidelity to support all students in achieving grade-level proficiency in the common core state standards. Readers and Writers Workshop (K-8) Purchase an updated curriculum (Lucy Calkin) in 3-5 that incorporated the science of reading and phonics/grammar support.	\$5,000.00	No
1.2	Intervention Tier 1	Based on test scores and the need to build on Tier 1 instruction 2 Kinder aides, 3 hours each 1 First-grade aide 3 hours 1 Second-grade aide 3 hours	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		These aides will also help out with assessments at other grade levels as needed.		
1.3	Administration costs	Administration costs to support student learning-supplies	\$40,000.00	No
1.4	Math curriculum IM1	To support students ready for 9th grade math and an introduction for those students who will benefit from a introduction to 9th grade math.	\$3,000.00	No
1.5	ASB/Leadership coordinator	Aide to support middle school activities	\$5,000.00	No
1.6	ALEKS	Software program to support accelerated math-paid by District	\$0.00	No
1.7	Art Program	Enrichment for grades K-8-district funded	\$0.00	No
1.8	Library Software Site Licenses	Software used in our Library	\$500.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no major changes to goal one this year. We focused on Tier one as planned with assistants in grade k and 1. We did end up hiring two aides in first to meet the needs of the classroom. We began the year with just one assistant that went between the two classes. We also focused on ELA and workshop. We purchased books to improve our classroom libraries and give students even more voice and choice.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Some of the services that were intended to be paid for out of our site budget were purchased by the district. For example, our classroom libraries.

An explanation of how effective the specific actions were in making progress toward the goal.

Having support in the lower grade to focus on tier 1 intervention freed the teacher to work with these struggling students instead of sending them out of the room.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After reviewing assessment data from the year we are encouraged that actions in goal one are being effective. We also determined the need to add IM1 to the 8th grade curriculum to provide academic challenge to those students above level. We will also be adding an additional aide for second grade. We know there will be a need due to some students with behavior/academic needs moving to second grade from first.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Effective Leadership, Teaching and Learning: Steindorf STEAM School will provide high quality staff through recruitment, retention and professional development so every student thrives.

An explanation of why the LEA has developed this goal.

Input received via LCAP Surveys, SSC, HSC, and Staff meetings emphasized the importance of hiring, retaining, and supporting our teachers and staff. Due to the COVID-19 Pandemic, school-wide community and team-building opportunities for staff have been limited. Additional professional development is needed around MTSS, Designated ELD, GLAD, Differentiated Instruction (ELA and Math), behavior/emotional regulation support for students, PBL and Reader's and Writer's Workshop.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC) report.	100% teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC) 2020	100% teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC) 2021	100% teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC) 2022		100% teachers are appropriately assigned and credentialed in subject area per the annual School Accountability Report Card (SARC).
Staff Professional Learning/Collaboration Evaluation Tool	_80_% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time. (Baseline	_81_% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time. (Baseline	_90_% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time. (Baseline		90% of teachers/staff indicated that the professional development, training & staff collaboration was an effective use of their time.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	established in 2021-22)	established in 2021-22)	established in 2021-22)		
Principal Walkthrough Tool to monitor classroom implementation of best Tier 1 instructional practices consistently, including GLAD, Number Talks, Designated/Integrated ELD, Guided Reading, etc.	80_% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)Based on principal observations	_85_% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)	_85_% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)		90% of teachers implementing best Tier 1 instructional practices consistently.
Begin tracking baseline data of Glad Trained Teachers routinely implementing hip pocket strategies	_80_% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)	80% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)	80% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)		90% of teachers implementing best Tier 1 instructional practices consistently. (Baseline established in 2021-22)
Designated/Integrated ELD	_80_% of teachers implementing designated/integrated ELD consistently. (Baseline established in 2021-22)	80% of teachers implementing designated/integrated ELD consistently. (Baseline established in 2021-22)	80% of teachers implementing designated/integrated ELD consistently. (Baseline established in 2021-22)		100% of teachers teach designated integrated ELD.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Release time / professional development opportunities	Focused training provided to continue our journey to providing Gold Standard PBL (school wide PBL design) ELA and Math best practices.	\$10,000.00	No
2.2	Professional Development	Focused training provided to continue our journey to providing Gold Standard PBL (school wide PBL design) ELA and Math best practices.	\$10,000.00	No
2.3	Professional Development	Inquiry/Action Cycle: Structured Grade Level & Team Collaboration to monitor student progress and share best practices/strategies to accelerate progress towards grade-level standards.-Provided by District	\$0.00	No
2.4	Professional Development	Professional Development: Designated/Integrated ELD-Provided by District	\$0.00	Yes
2.5	Professional Development	Continue our Journey on learning how to implement Restorative Justice in the classroom-provided by district.	\$0.00	No
2.6	Teacher Release to Lead PLCs	Teacher Leads will have substitute teachers to lead our PLCs	\$6,500.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Teachers were able to attend multiple professional development opportunities including two days of PD with a majority of our staff before the start of the year to plan their ELA instruction. They also were able to take planning days to plan PBLs with their teams. Teachers provided very positive feedback on the survey's regarding the PD this year including the teacher run PLCs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

I was able to increase the amount of money spent on professional development with money from the district as well as HSC.

An explanation of how effective the specific actions were in making progress toward the goal.

Teachers were able to attend professional development and then share their learning with their peers.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

I had not planned to pay for release time for our PLC lead teachers. However, I was able to cover that expense through the release for teachers fund. I have included a separate line item this year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

Students will not learn unless they feel safe in their home and school environment. In the School Climate Survey (April 2021) taken by third through eighth graders, Over 90% of students feel safe during distance learning, students treat each other well, feel safe at school, get along with other students, and teachers treat them with respect, we would like this to continue and approve.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey - Students would like to see good behavior noticed at school	Only 77% of elementary and 78% middle school feel good behavior is noticed.	Only 80% of elementary and 69% middle school feel good behavior is noticed.	Only 65% of elementary and 54% middle school feel good behavior is noticed.		90% of students in 3rd-8th grade will report that they feel like good behavior is noticed.
SWIS Major Office Referrals	Less than 1% of students received a Major office referrals in 2020-2021	62 students received a major referral-12%	8 students received a total of 48 Major referrals		Maintain less than 10% of students to receive a major office referral
Suspension Rate	0 students suspended in 2020-2021	5 students were suspended 1%	5 students were suspended 1%		Maintain less than 1% of students to be suspended
Chronic Absenteeism Rate	1.2% of our students are chronically absent	chronic absenteeism 3.68%	Chronic Absenteeism 2.4 %		Less than 1% of students will be chronically absent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	according to the 2019 California Dashboard				according to the California Dashboard
School Facilities are maintained in good repair as reported in SARC	School Facilities are maintained in good repair as reported in SARC	School Facilities are maintained in good repair as reported in FIT report- Steindorf exemplary	School Facilities are maintained in good repair as reported in FIT report- Steindorf exemplary		School Facilities are maintained in good repair as reported in SARC and FIT report
School Attendance Rate	98%	97%	96.5%		Maintain an attendance rate above 95%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Noon Duty Supervision	Supervision for recess and lunch	\$30,000.00	No
3.2	Tier 1 Social Emotional Learning	Continue Second Step social emotional curriculum school-wide, hold PD that promotes mental health for students, have school counselor create and present regularly scheduled lessons. Online Second Step Curriculum provided by district		No
3.3	Enrichment Opportunities	Art program, music, strings, rock band and guitar before school		No
3.4	After School Sports Program	Classified and Certificated Coaches, uniforms, refs, and memberships	\$15,000.00	No
3.6	Health Office Supplies	Provide extra supplies for the health office	\$500.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Valley Sports	Increase in adults at recess focusing on teaching sportsmanship and other SEL supports. This will be in addition to what the district is providing.	\$5,000.00	No
3.8	SWIS/CICO	Program used to track student behavior	\$584.00	No
3.9	Project Cornerstone	Yearly fee/supplies	\$1,000.00	No
3.10	PBIS Support	Support for incentives, playground games	\$15,000.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We have many successes around school climate this year. However, one area of need is students feeling that good behavior is noticed. We are working with our PBIS team to reimagine our Steindorf Shields to make them more motivating.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no differences between budgeted expenditures and actuals.

An explanation of how effective the specific actions were in making progress toward the goal.

We have been very successful at low suspension rates and Chronic absenteeism.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

I am looking into adding more time from Valley Sports to support issues on the playground and the need for my supervision due to lack of interest in the position

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

Strong parent and community engagement is paramount to student success. In our parent engagement survey, parents expressed a strong desire to bring back the community events that were put on hold due to the restrictions surrounding the COVID 19 pandemic.

Parent engagement survey:

- Over 90% of families that responded agree that communication is consistent and timely.
- Over 90% agree that their ethnicity and culture are recognized and respected by staff.
- 99% of Families reported feeling welcome on campus83% agree that parents are encouraged to communicate to school staff any concerns,
- 95% agree that volunteer parents are welcome and appreciated (we love our volunteers!)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participation in school events, such as Principal's Coffees and HSC meetings.	20% of parents participate in parent coffees, 5% of parents participate in HSC meetings.	This year less than 5% of parents participated principal coffees and HSC meetings.	We did not have any principal coffees due to low attendance. HSC meetings continue to have low attendance-less than 10%		30% of parents will participate in parent coffees, 10% of parents will attend HSC meetings.
Parent Participation in School Committees, such as School Site Council, ELAC, Home & School Club, etc.	Steindorf has all positions required filled on all committees. The	Steindorf has all positions required filled on all committees. The	Steindorf has all positions required filled on all committees. The		10% increase of parents will attending and participating in HSC meetings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	meeting participation usually consists of sitting Board or committee members only.	meeting participation usually consists of sitting Board or committee members only.	meeting participation usually consists of sitting Board or committee members only.		
Parent Engagement Survey	61 parents responded to survey.	95 parents responded	97 parents responded		200 parents or more will respond to parent survey

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Steindorf Representation on District Committees	Maintain standing committees in which information is provided and ideas sought concerning the school and increase participation and parent representatives from our diverse community. District committees: District Local Control Accountability Plan Advisory Committee, District English Learner Advisory Committee, Home & School Club President Meetings with the Superintendent	\$0.00	No
4.2	Home Visits	Continue to provide home visits to families to increase the home and school connection.	\$0.00	
4.3	Volunteers	Expand parent volunteer opportunities in the classroom and at school-wide events. Parent volunteer opportunities will be reestablished to help parents partner in their child's education. These programs may include, Project Cornerstone ABC Readers, Art Vista, Garden Adventures, other.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Parent Education	Provide parent education opportunities around supporting students and families social and emotional needs and academic programs	\$2,000.00	No
4.5	Goal Setting Conferences	Continue to refine goal setting conferences and input process and track attendance.	\$0.00	No
4.6	Classroom Communication	Build site plan around classroom communication best practices/tools to streamline communication with families.	\$0.00	No
4.7	Parent Outreach	Hold focus group meetings with underperforming/underrepresented student group families to better understand & identify areas of support/needs	\$0.00	No
4.8	Parent Outreach	Create opportunities for belonging and engagement for families who are immigrants to better represent the diversity of Steindorf students- invite them to help plan school-wide PBL-signs in different languages around the school	\$1,000.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We worked really hard to initiate many community activities to bring parents on campus. These activities included our Maker Faire, Music concerts, Fall Festival and more.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We did not have a cultural event as planned.

An explanation of how effective the specific actions were in making progress toward the goal.

We have worked hard on working on effective communication with parents this year. A majority of parents reported on our communication survey that our communication is effective-email, newsletters and website.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Our LCAP survey indicated that parents would like more parent education classes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$200,084.00				\$200,084.00	\$93,500.00	\$106,584.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Reader and Writer's Workshop Implementation	All Students with Disabilities	\$5,000.00				\$5,000.00
1	1.2	Intervention Tier 1	All	\$50,000.00				\$50,000.00
1	1.3	Administration costs	All	\$40,000.00				\$40,000.00
1	1.4	Math curriculum IM1	8th grade All	\$3,000.00				\$3,000.00
1	1.5	ASB/Leadership coordinator	All	\$5,000.00				\$5,000.00
1	1.6	ALEKS	All	\$0.00				\$0.00
1	1.7	Art Program	All	\$0.00				\$0.00
1	1.8	Library Software Site Licenses	All	\$500.00				\$500.00
2	2.1	Release time / professional development opportunities	All	\$10,000.00				\$10,000.00
2	2.2	Professional Development	All	\$10,000.00				\$10,000.00
2	2.3	Professional Development	All	\$0.00				\$0.00
2	2.4	Professional Development	English Learners	\$0.00				\$0.00
2	2.5	Professional Development	All	\$0.00				\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	Teacher Release to Lead PLCs	All	\$6,500.00				\$6,500.00
3	3.1	Noon Duty Supervision	All	\$30,000.00				\$30,000.00
3	3.2	Tier 1 Social Emotional Learning	All					
3	3.3	Enrichment Opportunities	All					
3	3.4	After School Sports Program	All	\$15,000.00				\$15,000.00
3	3.6	Health Office Supplies	All	\$500.00				\$500.00
3	3.7	Valley Sports	All	\$5,000.00				\$5,000.00
3	3.8	SWIS/CICO	All	\$584.00				\$584.00
3	3.9	Project Cornerstone	All	\$1,000.00				\$1,000.00
3	3.10	PBIS Support	All	\$15,000.00				\$15,000.00
4	4.1	Steindorf Representation on District Committees	All	\$0.00				\$0.00
4	4.2	Home Visits	English Learners Foster Youth Low Income	\$0.00				\$0.00
4	4.3	Volunteers	All	\$0.00				\$0.00
4	4.4	Parent Education	All	\$2,000.00				\$2,000.00
4	4.5	Goal Setting Conferences	All	\$0.00				\$0.00
4	4.6	Classroom Communication	All	\$0.00				\$0.00
4	4.7	Parent Outreach	All	\$0.00				\$0.00
4	4.8	Parent Outreach	All	\$1,000.00				\$1,000.00

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (LCAP) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this LCAP and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This LCAP is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This LCAP was adopted by the SSC at a public meeting on 04/24/2023.

Attested:



Principal, Lisa MacFarland on 05/08/2023



SSC Chairperson, Christine Katz on 05/10/2023