



John E. Steinbeck Elementary

1714 Burlington Drive • Salinas CA, 93905 • (831) 753-5780 • Grades K-6

Dr. Christina Palmer, Principal

christina.palmer@alisal.org

<http://www.alisal.org/steinbeck/>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Alisal Union School District

1205 East Market Street

Salinas, CA 93905

(831) 753-5700

www.alisal.org

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School Description

Welcome to John E. Steinbeck Elementary School, the home of the Red Ponies! School pride, academic achievement, parent involvement, and a dedicated staff create a caring learning community for all Steinbeck children.

The mission of John Steinbeck Elementary reflects that of the community. It is our mission to meet the academic, cultural, social, and individual needs of students in order to prepare them to make a meaningful contribution to a democratic society.

Steinbeck is home to nearly 700 students in Transitional Kindergarten through sixth grades. Steinbeck is also home to three special education classes for children with communication challenges. In tandem with instruction geared to meet each student's individualized education program, an emphasis of this program is to provide appropriate inclusion in the general education classes, thus enriching the learning experiences of both special and general education students alike. The student body is comprised of children whose ethnicities include Asian (2%), Filipino (5%), White (8%), Hispanic (83%), and Black/African-American (2%). A workforce of 27 teachers, 67 support staff, an Instructional Coach, a grant-supported After School Program, and two site administrators provide a learning environment that is focused on student success.

To meet the needs of all of our boys and girls, Steinbeck provides a myriad of differentiated learning opportunities including, but not limited to, Intervention and enrichment. This year we are continuing our System 44, READ 180, Lexia, and Symphony interventions, providing students with additional research-based support in reading, writing, and mathematics. Our supportive PTO continues to provide art instruction with an experienced teacher from the Arts Council. We are proud to offer a Korean Language and Culture Class for students in third through sixth grades. Character Education has a role of critical importance, and is woven throughout Steinbeck's learning environments. Following our first year of PBIS Tier 2 implementation, Steinbeck is beginning training in Tier 3 implementation. Character Education will continue to be supported by PBIS, Restorative Justice training, and practical implementation throughout the 2017-18 school year. Academic achievement, character development, community service, and school spirit are the emphasis of the Student Council.

Steinbeck Elementary has maintained a tradition of excellence in education over time. Among the school's many strengths are its outstanding student-centered programs, strong academic curriculum, and dedication to lifelong learning. Commitment of the school staff and support of parents and the community, coupled with student diligence and determination, has created a rich educational environment at Steinbeck. Steinbeck stakeholders are proud of the traditions of excellence throughout the school; teachers and support staff maintain high standards for themselves and for their students. Steinbeck students and graduates take pride in being lifelong "red ponies".

About the SARC

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	89
Grade 1	67
Grade 2	92
Grade 3	109
Grade 4	91
Grade 5	114
Grade 6	117
Total Enrollment	679

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.1
Asian	2.1
Filipino	1
Hispanic or Latino	79.7
Native Hawaiian or Pacific Islander	1.2
White	5
Two or More Races	0.7
Socioeconomically Disadvantaged	55.1
English Learners	39.6
Students with Disabilities	14.1
Foster Youth	0.7

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			
John E. Steinbeck Elementary	15-16	16-17	17-18
With Full Credential	27	26	27
Without Full Credential	5	5	1
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union School District	15-16	16-17	17-18
With Full Credential	♦	♦	334
Without Full Credential	♦	♦	61
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
John E. Steinbeck Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

In order to support classroom professionals in teaching the Language Arts and Math Common Core State Standards, Engage NY curriculum, in both content areas was recommended and adopted as district curriculum. Both Engage NY Language Arts and Math were piloted and feedback from teachers attested to the ability of these common core resources to meet the requirements of the new common core state standards (CCSS).

In Language Arts:

K-1-2-3 Wonders is used to teacher all Language Arts standards.

4-6 used Engage NY solely to teach all Language Arts standards.

In Math:

At K-6, teachers used both the adopted Everyday Math curriculum and Engage NY Math, selecting one as their primary resource and the other as a secondary resource.

Bilingual Transference classrooms were able to use the Engage NY Math because student materials became available.

Textbooks and Instructional Materials Year and month in which data were collected: 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- Adopted 2017 Engage New York Language Arts- Adopted 2014 McMillan / McGraw-Hill, Treasures-Adopted 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Engage New York Math- Adopted 2014 McMillan / McGraw-Hill, Every Day Math- Adopted 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McGraw-Hill, Vistas- Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Health	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Steinbeck Elementary has 34 classrooms, a multipurpose room, a library, and an administration building. The school opened in 1990 in portable facilities, and the main (permanent) campus opened in 1992; a two-story addition was constructed in 2002. There are eight classrooms, an elevator, two student restrooms, and two staff rest rooms located in the two-story building. Steinbeck's spacious garden was revitalized and improved during the 2016-17 and 2017-18 school years.

We have one daytime custodian and two evening custodians who keep our facilities clean and secure. The grounds at John E. Steinbeck Elementary are well maintained by our custodial and district maintenance staff.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	42	36	24	28	48	48
Math	27	27	18	21	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	107	104	97.2	45.2
Male	51	50	98.0	44.0
Female	56	54	96.4	46.3
Hispanic or Latino	87	86	98.9	39.5
Socioeconomically Disadvantaged	74	72	97.3	36.1
English Learners	40	39	97.5	25.6
Students with Disabilities	11	10	90.9	50.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	71	45	31	28	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.2	25	11.1

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	423	418	98.82	35.65
Male	224	221	98.66	29.41
Female	199	197	98.99	42.64
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	355	353	99.44	33.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	22	95.65	45.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	245	242	98.78	31.82
English Learners	204	202	99.02	27.72
Students with Disabilities	77	76	98.7	9.21
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	423	420	99.29	27.14
Male	224	222	99.11	25.68
Female	199	198	99.5	28.79
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	355	354	99.72	24.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	22	95.65	45.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	245	243	99.18	25.51
English Learners	204	202	99.02	20.79
Students with Disabilities	77	77	100	9.09
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement is fundamental to the success of Steinbeck Elementary students. We encourage parents to participate in all activities and to attend site parent meetings, including Parenting Partners, School Site Council, Title 1, and Parent Teacher Organization meetings (PTO). Steinbeck parents routinely participate in District committees and task forces. Parents of students in Special Education are an active part in the development and implementation of their child's Individual Education Program. Parents are also invited to attend our awards assemblies which recognize students with outstanding achievements at the end of each trimester. Parents are always welcomed and encouraged to volunteer in classrooms and on campus, and as chaperones on grade-level field trips.

In conjunction with special Parent Education offerings hosted by the school, parents are strongly encouraged to attend Parent-Teacher Conferences (fall and spring), Back-to-School Night in the fall, Open House in the spring, and math and science family nights hosted by the school.

Through their fund-raising efforts, the PTO supports a full-time art teacher for art instruction in Transitional Kindergarten through sixth grades. The PTO offers a variety of enjoyable student activities such as the Fall Festival, Farmer's Market, a Holiday Craft Workshop, fall and spring book fairs, an airplane contest, family math and movie nights, Father-Daughter and Mother-Son Dances, and the Spring Art Show. Each of these events is either a wonderful fund-raiser or community outreach which serve to bring the community together! Students in third through sixth grades participate in District-sponsored volleyball, football, basketball, and soccer teams. Parents participate and support our boys and girls in these endeavors through coaching and ardent participation. For parent involvement opportunities, please contact Dr. Christina Palmer, Principal at (831) 753-5780.

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.

School Safety Plan

Steinbeck began implementation of PBIS in 2015-16, with Tier 1 strategies, and has continued the progression through Tier 2. In 2017-18, PBIS team members will be trained in Tier 3 strategies. PBIS is a key component of the school's safety plan. Steinbeck Elementary School Site Council reviews campus safety needs and revises the School Safety Plan annually. The plan includes procedures for responding to emergencies on campus. Students and staff review and practice safety drills monthly during the school year. The school administrators and staff routinely work with local law enforcement to address community and site-specific safety issues.

A crossing guard supports student safety when students cross the traffic intersection near the school. Supervisors monitor students in the cafeteria, at the bus areas, and on the playground in the morning, during recess, lunch, and after school. The school has a fence and gate system (installed in the fall of 2013), allowing the campus to remain secure. Visitors must sign in at the main office and receive a visitor's pass upon entry to the school.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.6	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.1	1.0	0.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	61.5	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
	2014-15	2015-16	2016-17	1-20			21-32			33+		
				2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	25	20	22		2	1	3	2	3			
1	30	28	23				3	3	3			
2	28	25	29				3	4	3			
3	23	27	25	1			4	3	4			
4	30	33	29				3	1	3		2	
5	28	33	29	1		1	2			1	3	3
6	34	32	25			2		3		3		3
Other		13	11		2	1						

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

Professional Development provided for Teachers

The major areas of professional development for teachers in 2015-2016, 2016-2017, and 2017-2018 included the following:

- Standards-based planning for instruction, learning, and assessment
- English Language Development instructional strategies and lesson planning
- Academic Conversations
- Explicit Direct Instruction
- Teacher Clarity
- Lesson Design and Student Engagement
- CCSS, Engage New York, Wonders, and EdCaliber
- Data Review (CST, SBAC, ELD/CELD/AMAOs)
- Classroom Management
- Restorative Justice

Professional development is delivered through staff meetings, Professional Development Days, release time for classroom teachers, and Grade Level Team meetings (GLTs).

Teachers are supported during implementation by the site's Principal and Instructional Coach.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,752	\$48,678
Mid-Range Teacher Salary	\$67,888	\$78,254
Highest Teacher Salary	\$94,604	\$96,372
Average Principal Salary (ES)	\$114,725	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$190,800	\$212,818
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,399	\$544	\$3,855	\$70,855
District	◆	◆	\$5,459	\$68,478
State	◆	◆	\$6,574	\$78,363
Percent Difference: School Site/District			-29.4	9.3
Percent Difference: School Site/ State			-17.8	0.1

* Cells with ◆ do not require data.

Types of Services Funded

During the 2016-17 school year, the school funded the following priorities with monies allocated to the site:

- Three Intervention Teachers
- PD for teachers
- Leveled readers for primary grades
- Literature supporting CCSS instruction in 3rd - 6th grade classrooms
- Classroom library resources
- New book titles for the school library
- Materials and supplies
- Necessary technology repairs and updates
- Training activities for parents
- Software to support reading motivation (AR)
- Equipment (copiers, sports, etc.)

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.