



John E. Steinbeck Elementary

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

Mr. Jer J. Soriano, Principal

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

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Alisal Union School District

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Salinas, CA 93905

(831) 753-5700

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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 630 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 2018-19 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	91
Grade 1	80
Grade 2	77
Grade 3	96
Grade 4	110
Grade 5	94
Grade 6	91
Total Enrollment	639

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	1.9
Filipino	1.3
Hispanic or Latino	80.6
Native Hawaiian or Pacific Islander	1.1
White	3.8
Socioeconomically Disadvantaged	59.8
English Learners	38.2
Students with Disabilities	11.1
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
John E. Steinbeck Elementary	16-17	17-18	18-19
With Full Credential	26	27	23
Without Full Credential	5	1	3
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union School District	16-17	17-18	18-19
With Full Credential	♦	♦	5
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
John E. Steinbeck Elementary	16-17	17-18	18-19
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)

In order to meet requirements for common core state standards (CCSS), materials were updated as part of the 2018 adoption.

K-6 Wonders is used to teach all Language Arts standards. In K-6, teachers use Eureka Math.

Textbooks and Instructional Materials Year and month in which data were collected: 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math, Adopted 2018 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

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, 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	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August, 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	36.0	47.0	28.0	32.0	48.0	50.0
Math	27.0	33.0	21.0	23.0	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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.7	23.7	12.9

* 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 2017-18 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	386	385	99.74	47.01
Male	195	195	100.00	40.51
Female	191	190	99.48	53.68
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	320	319	99.69	44.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	21	100.00	61.90
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	209	208	99.52	46.15
English Learners	151	151	100.00	35.10
Students with Disabilities	59	58	98.31	6.90
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 2017-18 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	386	385	99.74	32.99
Male	195	195	100	31.79
Female	191	190	99.48	34.21
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	320	319	99.69	29.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	21	100	42.86
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	209	208	99.52	34.62
English Learners	151	151	100	23.18
Students with Disabilities	59	58	98.31	10.34
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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, District Advisory Committee, 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/music 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 Mr. Jer J. Soriano, 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 2018-19, 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.

Supervisors, staff and admin. 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	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	1.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.0	0.5	1.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	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*								
	2015-16	2016-17	2017-18	1-20			21-32			33+		
				2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	20	22	23	2	1		2	3	4			
1	28	23	27				3	3	3			
2	25	29	23				4	3	3			
3	27	25	20			1	3	4	4			
4	33	29	28			1	1	3		2		3
5	33	29	30		1				3	3	3	
6	32	25	25		2	1	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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,149	\$50,084
Mid-Range Teacher Salary	\$71,785	\$80,256
Highest Teacher Salary	\$100,035	\$100,154
Average Principal Salary (ES)	\$117,416	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$195,000	\$222,447
Percent of District Budget		
Teacher Salaries	32.0	37.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 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	\$71,625
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-29.4	9.3
Percent Difference: School Site/ State			-17.8	0.1

* Cells with ◆ 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

During the 2018-19 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.