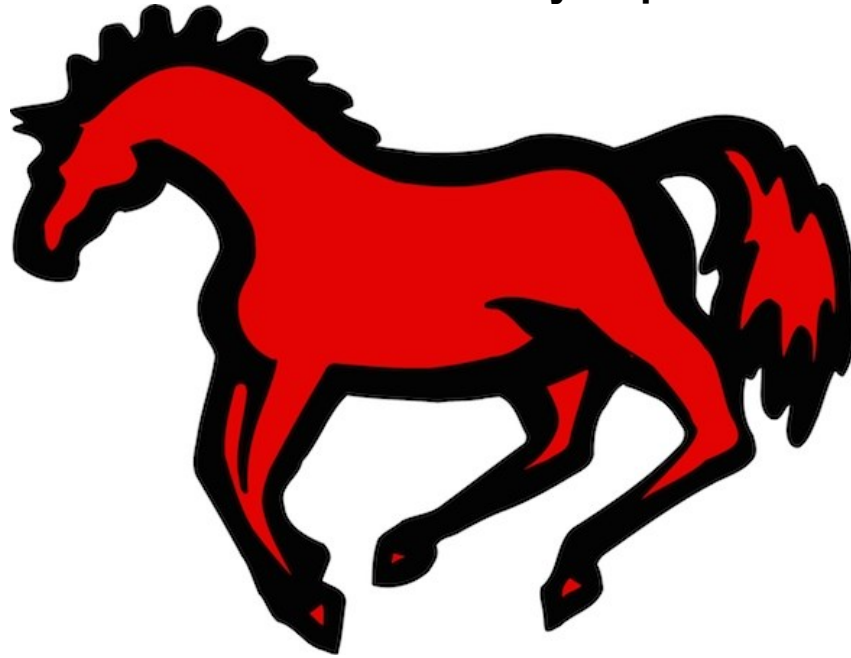


John E. Steinbeck Elementary

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

| | |
|--|------------------------------|
| School Name | John E. Steinbeck Elementary |
| Street | 1714 Burlington Drive |
| City, State, Zip | Salinas CA, 93905 |
| Phone Number | (831) 753-5780 |
| Principal | Mr. Genaro Anaya |
| Email Address | genaro.anaya@alisal.org |
| School Website | |
| County-District-School (CDS) Code | 27-65961-6109466 |

2021-22 District Contact Information

| | |
|---------------------------------|------------------------------|
| District Name | Alisal Union School District |
| Phone Number | (831) 753-5700 |
| Superintendent | James Koenig, Superintendent |
| Email Address | jim.koenig@alisal.org |
| District Website Address | www.alisal.org |

2021-22 School Overview

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

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 545 students in Transitional Kindergarten through Sixth grades. Steinbeck is also home to four 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 Filipino (3%), White (19%), Hispanic (64%), and Black/African-American (2.3%), American-Indian/Alaskan (4.2%), Other Pacific Islander (2%), Asian Indian (1.2%), Other Asian (1.2), Chinese (.03%), Guamanian (0.1%), Hawaiian (.01%), Vietnamese (0.1). A workforce of 26 teachers, 29 support staff, an Instructional Coach,

2021-22 School Overview

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 Lexia5 Core, Achieve 3000, and academic interventions, providing students with additional research-based support in reading, writing, and mathematics. Our supportive PTO continues to provide art instruction with a 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. Steinbeck is implementing all three phases of PBIS Tier 1 - 3 Character Education will continue to be supported by PBIS and practical implementation throughout the 2021-2022 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 (school site and district committees) and support of parents (PTO, DELAC, SSC) 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 "Ponies".

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 76 |
| Grade 1 | 77 |
| Grade 2 | 62 |
| Grade 3 | 83 |
| Grade 4 | 97 |
| Grade 5 | 75 |
| Grade 6 | 95 |
| Total Enrollment | 565 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47.6 |
| Male | 52.4 |
| American Indian or Alaska Native | 0.4 |
| Asian | 1.8 |
| Black or African American | 1.2 |
| Filipino | 1.4 |
| Hispanic or Latino | 83 |
| Native Hawaiian or Pacific Islander | 0.9 |
| Two or More Races | 1.6 |
| White | 2.3 |
| English Learners | 28.1 |
| Homeless | 6.5 |
| Socioeconomically Disadvantaged | 73.3 |
| Students with Disabilities | 18.2 |

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 16.0 | 66.7 | 298.5 | 85.4 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 2.0 | 8.3 | 14.0 | 4.0 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.0 | 8.3 | 22.0 | 6.3 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.0 | 8.3 | 5.0 | 1.4 | 12115.8 | 4.4 |
| Unknown | 2.0 | 8.3 | 10.0 | 2.9 | 18854.3 | 6.9 |
| Total Teaching Positions | 24.0 | 100.0 | 349.5 | 100.0 | 274759.1 | 100.0 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 |
|--|---------|
| Permits and Waivers | 2.0 |
| Misassignments | 0.0 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 2.0 |

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 2.0 |
| Local Assignment Options | 0.0 |
| Total Out-of-Field Teachers | 2.0 |

2020-21 Class Assignments

| Indicator | 2020-21 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.0 |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|-----------------------------|--|
| Reading/Language Arts | McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018 | Yes | 0 |
| Mathematics | Eureka Math, Adopted 2018 | Yes | 0 |
| Science | Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006 | Yes | 0 |
| History-Social Science | McGraw Hill, Impact / Impacto, 4th-6th Grades - Adopted May 2019 McGraw-Hill, Vistas - Adopted 2006 | Yes | 0 |

School Facility Conditions and Planned Improvements

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, 2017-18, and 2018-2019 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.

Year and month of the most recent FIT report

August, 2021

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| 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 Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 348 | NT | NT | NT | NT |
| Female | 162 | NT | NT | NT | NT |
| Male | 186 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 275 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 46 | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 91 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 50 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 265 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 80 | NT | NT | NT | NT |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 348 | NT | NT | NT | NT |
| Female | 162 | NT | NT | NT | NT |
| Male | 186 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 275 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 46 | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 91 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 50 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 265 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 80 | NT | NT | NT | NT |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|--------------------|-----|-----|----|----|------|
| All Students | 348 | 278 | 80 | 20 | 39.6 |
| Female | 162 | 126 | 78 | 22 | 39.7 |
| Male | 186 | 152 | 82 | 18 | 39.5 |
| Hispanic or Latino | 275 | 190 | 69 | 31 | 33.2 |
| Two or More Races | 46 | 15 | 33 | 67 | 73.3 |
| English Learners | 82 | 77 | 94 | 6 | 5 |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|---------------------------|-----|-----|------|------|------|
| All Students | 348 | 280 | 80 | 20 | 34.6 |
| Female | 162 | 124 | 76.5 | 23.5 | 32.3 |
| Male | 186 | 156 | 84 | 16 | 36.5 |
| Hispanic or Latino | 275 | 190 | 69 | 31 | 31.6 |
| Two or More Races | 46 | 16 | 35 | 65 | 62.5 |
| English Learners | 82 | 78 | 95 | 5 | 12 |

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | NT | N/A | 28.72 |

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 74 | NT | NT | NT | NT |
| Female | 30 | NT | NT | NT | NT |
| Male | 44 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 54 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 12 | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 22 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 53 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 19 | NT | NT | NT | NT |

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 were also invited to attend our virtual awards assemblies to recognize students with outstanding achievements at the end of each trimester.

In conjunction with special Parent Education offerings hosted by the school, parents were encouraged to attend virtual Parent-Teacher Conferences (fall and spring), Back-to-School Night in the fall, Open House in the spring.

The PTO offers a variety of enjoyable student activities such as the Fall Festival, a Holiday Craft Boutique and Workshop, fall and spring book fairs, an airplane contest, 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. The school looks forward to reinitiating this level of parent/family engagement as much as possible considering health and safety guidelines (COVID-19). For parent involvement opportunities, please contact Mr. Genaro Anaya, Principal at (831) 753-5780.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 577 | 571 | 39 | 6.8 |
| Female | 275 | 272 | 21 | 7.7 |
| Male | 302 | 299 | 18 | 6.0 |
| American Indian or Alaska Native | 2 | 2 | 0 | 0.0 |
| Asian | 10 | 10 | 1 | 10.0 |
| Black or African American | 8 | 8 | 2 | 25.0 |
| Filipino | 9 | 9 | 0 | 0.0 |
| Hispanic or Latino | 477 | 472 | 32 | 6.8 |
| Native Hawaiian or Pacific Islander | 5 | 5 | 0 | 0.0 |
| Two or More Races | 10 | 9 | 2 | 22.2 |
| White | 13 | 13 | 0 | 0.0 |
| English Learners | 162 | 161 | 13 | 8.1 |
| Foster Youth | 1 | 0 | 0 | 0.0 |
| Homeless | 39 | 39 | 5 | 12.8 |
| Socioeconomically Disadvantaged | 424 | 421 | 33 | 7.8 |
| Students Receiving Migrant Education Services | 12 | 12 | 1 | 8.3 |
| Students with Disabilities | 113 | 112 | 6 | 5.4 |

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 1.77 | 0.00 | 1.07 | 0.01 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 0.84 | 0.59 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2021-22 School Safety Plan

Steinbeck began implementation of PBIS in 2015-16, with Tier 1 strategies, and has continued the progression through Tier 3. In 2018-19, PBIS team members were 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 administrators 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. During 2020-21, the school incorporated CDC guidelines to address COVID-19 related protocols as part of the school safety plan.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 19 | 3 | 1 | |
| 1 | 22 | | 3 | |
| 2 | 21 | 1 | 3 | |
| 3 | 19 | 1 | 3 | |
| 4 | 30 | | 3 | |
| 5 | 32 | | 3 | |
| 6 | 24 | 1 | 3 | |
| Other | 11 | 1 | | |

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 11 | 8 | | |
| 1 | 30 | | 2 | |
| 2 | 23 | | 3 | |
| 3 | 23 | 1 | 3 | |
| 4 | 33 | | | |
| 5 | 31 | | 3 | |
| 6 | 32 | | 3 | |
| Other | 10 | 2 | | |

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 19 | 3 | 1 | |
| 1 | 26 | | 3 | |
| 2 | 31 | | 2 | |
| 3 | 21 | 1 | 3 | |
| 4 | 23 | 1 | 3 | |
| 5 | 33 | | 1 | |
| 6 | 29 | | 3 | |
| Other | 11 | 2 | | |

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | |

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$4,399 | \$544 | \$3,855 | \$70,855 |
| District | N/A | N/A | \$5,459 | \$78,057 |
| Percent Difference - School Site and District | N/A | N/A | -34.4 | -9.7 |
| State | | | \$8,444 | \$85,863 |
| Percent Difference - School Site and State | N/A | N/A | -74.6 | -19.2 |

2020-21 Types of Services Funded

During the 2020-21 school year, the school funded the following priorities with monies allocated to the site:

- Five Intervention Teachers
- PD for teachers in the area of Step Up to Writing
- 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.)

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$46,838 | \$52,060 |
| Mid-Range Teacher Salary | \$76,157 | \$84,043 |
| Highest Teacher Salary | \$106,127 | \$107,043 |
| Average Principal Salary (Elementary) | \$127,141 | \$133,582 |
| Average Principal Salary (Middle) | \$0 | \$138,803 |
| Average Principal Salary (High) | \$0 | \$133,845 |
| Superintendent Salary | \$210,000 | \$240,628 |
| Percent of Budget for Teacher Salaries | 33% | 35% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

Professional Development

The major areas of professional development for teachers in 2020-2021 included the following:

- Step Up to Writing
- 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
- Problem of Practice (PoP)

The school's Instructional Leadership Team (SILT) plans training opportunities for all staff. 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, Assistant Principal and Instructional Coach, and SILT.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 8 | 8 | 8 |

Alisal Union School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

| | |
|---------------------------------|------------------------------|
| District Name | Alisal Union School District |
| Phone Number | (831) 753-5700 |
| Superintendent | James Koenig, Superintendent |
| Email Address | jim.koenig@alisal.org |
| District Website Address | www.alisal.org |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 4698 | NT | NT | NT | NT |
| Female | 2307 | NT | NT | NT | NT |
| Male | 2391 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 27 | NT | NT | NT | NT |
| Black or African American | 18 | NT | NT | NT | NT |
| Filipino | 30 | NT | NT | NT | NT |
| Hispanic or Latino | 4381 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 195 | NT | NT | NT | NT |
| White | 36 | NT | NT | NT | NT |
| English Learners | 2553 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 1242 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 4272 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 321 | NT | NT | NT | NT |
| Students with Disabilities | 474 | NT | NT | NT | NT |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 4698 | NT | NT | NT | NT |
| Female | 2307 | NT | NT | NT | NT |
| Male | 2391 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 27 | NT | NT | NT | NT |
| Black or African American | 18 | NT | NT | NT | NT |
| Filipino | 30 | NT | NT | NT | NT |
| Hispanic or Latino | 4381 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 195 | NT | NT | NT | NT |
| White | 36 | NT | NT | | NT |
| English Learners | 2553 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 1242 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 4272 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 321 | NT | NT | NT | NT |
| Students with Disabilities | 474 | NT | NT | NT | NT |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.