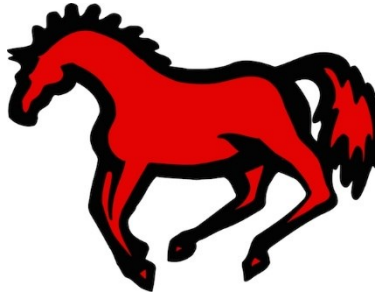


John E. Steinbeck Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

2022-23 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	Ms. Jennifer Barraza
Email Address	genaro.anaya@alisal.org
School Website	
County-District-School (CDS) Code	27-65961-6109466

2022-23 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

2022-23 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, 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

2022-23 School Overview

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	76
Grade 2	73
Grade 3	70
Grade 4	83
Grade 5	91
Grade 6	77
Total Enrollment	553

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
American Indian or Alaska Native	0.5
Asian	1.3
Black or African American	1.8
Filipino	2.5
Hispanic or Latino	84.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1.8
White	2.5
English Learners	28.0
Foster Youth	0.0
Homeless	6.1
Migrant	3.1
Socioeconomically Disadvantaged	75.8
Students with Disabilities	18.3



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

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)	16.00	66.67	298.50	85.41	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	8.33	14.00	4.01	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	8.33	22.00	6.29	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	8.33	5.00	1.43	12115.80	4.41
Unknown	2.00	8.33	10.00	2.86	18854.30	6.86
Total Teaching Positions	24.00	100.00	349.50	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	19.00	77.55	294.00	86.22	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.08	11.00	3.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	18.00	5.28	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	8.16	5.00	1.47	11953.10	4.28
Unknown	2.50	10.20	13.00	3.81	15831.90	5.67
Total Teaching Positions	24.50	100.00	341.00	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	0.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	2.00	2.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	2.00	2.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.60	0.00

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

2022-23 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, Imapact / Impacto, 4th-6th Grades - Adopted May 2019 McGraw-Hill, Vistas - Adopted 2006	Yes	0
Foreign Language	Not applicable	No	0
Health	Not applicable	No	0
Visual and Performing Arts	Not applicable	No	0
Science Laboratory Equipment (grades 9-12)	Not applicable	No	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			
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		

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	35	N/A	27	N/A	47
Mathematics (grades 3-8 and 11)	N/A	20	N/A	16	N/A	33

2021-22 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.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	317	313	98.74	1.26	35.46
Female	139	137	98.56	1.44	42.34
Male	178	176	98.88	1.12	30.11
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	262	258	98.47	1.53	32.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	31	100.00	0.00	45.16
White	--	--	--	--	--
English Learners	87	86	98.85	1.15	8.14
Foster Youth	0	0	0.00	0.00	0.00
Homeless	18	17	94.44	5.56	29.41
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	236	235	99.58	0.42	31.06
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	84	81	96.43	3.57	11.11

2021-22 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.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	317	313	98.74	1.26	19.81
Female	139	137	98.56	1.44	19.71
Male	178	176	98.88	1.12	19.89
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	262	258	98.47	1.53	18.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	31	100.00	0.00	19.35
White	--	--	--	--	--
English Learners	87	86	98.85	1.15	4.65
Foster Youth	0	0	0.00	0.00	0.00
Homeless	18	17	94.44	5.56	11.76
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	236	235	99.58	0.42	15.74
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	84	81	96.43	3.57	6.17

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	20.45	NT	11.7	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	88	98.88	1.12	20.45
Female	39	39	100	0	23.08
Male	50	49	98	2	18.37
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	75	74	98.67	1.33	18.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	20	20	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	68	98.55	1.45	10.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	24	96	4	8.33

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96	96	96	96	96

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.

2022-23 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	586	571	258	45.2
Female	276	267	118	44.2
Male	310	304	140	46.1
American Indian or Alaska Native	3	3	2	66.7
Asian	10	10	6	60.0
Black or African American	10	10	3	30.0
Filipino	14	14	2	14.3
Hispanic or Latino	492	479	221	46.1
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	11	11	6	54.5
White	15	14	6	42.9
English Learners	173	169	78	46.2
Foster Youth	0	0	0	0.0
Homeless	34	34	13	38.2
Socioeconomically Disadvantaged	440	434	198	45.6
Students Receiving Migrant Education Services	17	17	10	58.8
Students with Disabilities	113	109	50	45.9

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.34	0.01	1.09	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.34	0.00
Female	0.36	0.00
Male	0.32	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	0.41	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	2.94	0.00
Socioeconomically Disadvantaged	0.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.88	0.00

2022-23 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.

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		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	10	8		
1	25		3	
2	24		3	
3	21	1	2	
4	23		3	
5	22	1	3	
6	34			1
Other	12	3		

2021-22 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	0

2021-22 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.33
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	1

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	\$78,497
Percent Difference - School Site and District	N/A	N/A	-34.4	-10.2
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	-52.4	-20.8

2021-22 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.)
-

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$52,641
Mid-Range Teacher Salary	\$76,157	\$83,981
Highest Teacher Salary	\$106,127	\$107,522
Average Principal Salary (Elementary)	\$131,232	\$136,247
Average Principal Salary (Middle)		\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$220,000	\$242,166
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8