John Steinbeck Elementary School

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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Central Unified School District

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School Description

Steinbeck Elementary fosters a mutually respectful and positive learning environment promoting self-accountability through active engagement, effective and data-driven instruction with opportunities for students to create, collaborate, communicate and think critically to achieve goals aligned with 21st century academic standards of success. The mission for Steinbeck in alliance with Central Unified's guiding principles vision and mission based on the belief that every child can learn while embedding the core values of character, leadership, innovation and continuous improvement.

Steinbeck School is located within the city limits of Fresno and serves students in transitional kindergarten through sixth grade. Construction on Steinbeck was completed in Spring 1995, and the first students began in July 1995. The entire Steinbeck team is committed to providing a comprehensive academic program in a learning environment that maintains high academic and behavioral standards and promotes success for all students. Steinbeck Elementary School, with an attendance area of approximately 5 square miles, lies in a combination of an urban and agricultural setting. Steinbeck has 30 classroom teachers, one intervention teacher, a behavior intervention counselor and a school psychologist, a speech therapist, two music teachers, one physical education teacher, three custodians, a principal's secretary, a clerk typist II, a nurse and health aide, a guidance instructional advisor, and a principal.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	132
Grade 1	107
Grade 2	110
Grade 3	88
Grade 4	90
Grade 5	96
Grade 6	103
Total Enrollment	726

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	12.7
American Indian or Alaska Native	0.3
Asian	12.1
Filipino	1.1
Hispanic or Latino	62.7
Native Hawaiian or Pacific Islander	0.3
White	10.1
Two or More Races	0.7
Socioeconomically Disadvantaged	84.8
English Learners	19.7
Students with Disabilities	7.3
Foster Youth	0.8
Homeless	0.3

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

Teacher Credentials for John Steinbeck	17-18	18-19	19-20
With Full Credential	29	35	33
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Central Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	711
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at John Steinbeck Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)
Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees reviews and adopt based on the recommendation of the district adoption committees and Educational Services.

Textbooks and Instructional Materials
Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	McGraw Hill Wonders, TK-6 Adopted 2016-2017 McGraw Hill Wonders, ELD Adopted 2016-17 **The textbooks listed are from most recent adoption:**	Yes
	Percent of students lacking their own assigned textbook:	0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017 Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17 **The textbooks listed are from most recent adoption:**	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	Discovery Education Science K-6 Adopted 2019-2020 **The textbooks listed are from most recent adoption:**	Yes
	Percent of students lacking their own assigned textbook:	0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007 **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 sits on 20 acres and 60,121 square feet. It contains 39 classrooms at 37,420 sq ft, and 14 restrooms at 2,711 sq ft. The oldest main building was built in 1992.The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT). This inspection determines the school facility's good repair status. District maintenance staff ensures that repairs necessary to keep the school in good repair and work orders are completed in a timely manner. For all items inspected that were found to not be in 'good repair', work orders have been created and maintenance will be done before the end of the 2019-20 school year. Maintenance items will be prioritized so that student safety is not compromised. The overall rating for this school is 'fair'.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 5/21/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	FORMICA COUNTERTOP CHIPPED CEILING TILE HAS A WATER STAIN CEILING TILE IS BROKEN WALLPAPER TORN FLOORING REPAIRS NEEDED, WALL TILES BROKEN RUBBER MOLDING LOOSE AND MISSING T-BAR BENT CEILING TILE WRONG SIZE
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	COVER MISSING EXPOSING WIRES SURGE PROTECTORS ARE DAISY CHAINED LIGHT PANEL BAD LIGHT BULBS OUT ELECTRICAL COVER MISSING ELECTRICALOUTLET COVERED BY PAPER ELECTRICAL OUTLET LOOSE HAND DRYER DOES NOT HAVE POWER ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER EXTENSION CORDS BEING USED PERMANENTLY LIGHT DIFFUSER IS LOOSE SURGE PROTECTOR DUCT TAPED BLOCKING ACCESS DOOR BAD PANEL (PINK BULBS)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	PLUG-IN AIR FRESHENER PESTICIDES PRESENT AEROSOLS PRESENT IMPROPERLY STORED SUPPLIES EVACUATION MAP NOT POSTED PAINT PEELING FIRE EXTINGUISHER ACCESS BLOCKED
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Fair**	WORK ORDERS HAVE BEEN SUBMITTED TO ADDRESS NEEDED REPAIRS AND / OR CORRECTIVE ACTION.

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	37	35	44	44	50	50
Math	29	30	31	33	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.7	34.4	39.6

Note: 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.

School Year 2018-19 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	367	362	98.64	35.08
Male	181	178	98.34	33.71
Female	186	184	98.92	36.41
Black or African American	46	45	97.83	28.89
American Indian or Alaska Native	--	--	--	--
Asian	44	42	95.45	40.48
Filipino	--	--	--	--
Hispanic or Latino	233	232	99.57	33.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	33	97.06	48.48
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	331	326	98.49	33.44
English Learners	78	74	94.87	28.38
Students with Disabilities	33	33	100.00	3.03
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	370	367	99.19	29.70
Male	182	180	98.90	32.78
Female	188	187	99.47	26.74
Black or African American	46	46	100.00	28.26
American Indian or Alaska Native	--	--	--	--
Asian	44	44	100.00	34.09
Filipino	--	--	--	--
Hispanic or Latino	235	234	99.57	26.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	33	94.29	42.42
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	334	332	99.40	28.61
English Learners	78	78	100.00	26.92
Students with Disabilities	33	33	100.00	3.03
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)
Steinbeck utilizes a variety of strategies to encourage community and parental involvement. The Annual Title I, and quarterly SSC meetings provide an opportunity for parents to receive training, gain an understanding of how to maintain high expectations, and develop a common vision. The role of the School Site Council is to assist with the development of and recommend a School Plan for student achievement. The School Site Council, following approval of a School Plan for student achievement by the school district governing board, shall have on-going responsibility to review with the principal, teachers, and other personnel the implementation of the school improvement program and to assess periodically the effectiveness of such program. Modifications or any improvement to the plan or budget shall be developed, recommended, and approved or disapproved in the same manner. The primary task of the SSC is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and ensuring that students have access to success in that program. A Home School Compact is reviewed annually. The signed compact underscores the importance of education to each student and provides the roles and responsibilities of teachers, students, and parents. An active English Learner Advisory Committee (ELAC), comprised of parents and staff, offer ideas and makes recommendations regarding our English Learner program.

Parent Education is offered during the year for parents to make a partnership between the school and the home. The parents become directly involved with the improvement of student achievement. The Steinbeck campus is in constant use after normal school hours for community meetings, recreational activities, girl scouts, community-based programs, and athletic events. Steinbeck also maintains a web site informing families of resources and further information to provide support for student achievement. Translation and interpretation services are provided. Our community liaison provides direct outreach and connection to parents regarding specific student and family needs along with information on parent involvement activities.

Parent Involvement Contact Person: Ying Lee, ylee@centralusd.k12.ca.us
Parent Involvement Contact Phone Number: (559) 276-3141.

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
An Emergency Response Plan was developed by Steinbeck School and has been prepared in compliance with Central Unified School District Governing Board Policy and California Administrative Code, Title 5, California Education Section 560, which requires all public schools, kindergarten through community college, to have written emergency response plans which will be reviewed at least annually by the local governing board. The plan was developed in cooperation with state, county, city, and district civil emergency response staff, and they have approved it. Cooperation with these agencies is essential in times of an emergency. The plan is devoted to the welfare and safety of the students of Steinbeck School during school hours. It includes a procedure whereby the school could be used, under disaster conditions, as a community resource for the care of people. The major objectives of emergency response procedures are to save lives and protect property in the event of a disaster. The School Safety Plan has been developed with these objectives in mind. The administration and staff take great pride and effort to ensure that all buildings, halls, and grounds are clean, safe and functional. Steinbeck participates in the district's School Deferred Maintenance Program, which provides state matching funds to assist the school district with expenditures for major repair or replacement. Two-way radios have been provided to staff. This communication system is an essential component of the plan. Drills are conducted on a regular basis. The Steinbeck safety plan is reviewed with staff, students, and parents each year. The Safety Plan was updated and reviewed with staff on September 9, 2019, and approved by the School Site Council on December 5, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.3	9.0	8.0
Expulsions Rate	0.2	0.2	0.4

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	6.0	7.1
Expulsions Rate	0.4	0.4	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	726.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	.8
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	.5
Other	.5

*   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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	28		5		26		5		26		5	
1	22		4		28		4		26		4	
2	25		4		23		4		27		4	
3	26		4		25		4		22		4	
4	29		4		26		4		30		3	
5	28		4		27		4		24		4	
6	28		4		25	1	4		26		4	
Other**									4	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	20	24	26

Professional Development is scheduled once a month on a Wednesday from 1:45-4:30 and is focused on the following based on classroom observations, assessment data, and district-wide initiatives:
- Providing and maintaining a differentiated, rigorous learning environment exercised through researched-based best teaching practices
- Common Core State Standards; including best instructional practices, student engagement structures, assessment, curriculum mapping, and use of key questions and big ideas
- Development of the different levels of learning to deepen understanding of concepts and to maintain rigor
- Guided Reading; use of Fountas and Pinnell for diagnosis and prescription of student needs
- Building teacher self-efficacy to teach using collaboration, creativity and innovation, problem-solving and critical thinking, and communication
- Strengthening the structure and effectiveness of the Data Team PLC; data analysis, process, and reteaching
- Utilization of expository texts; best instructional practices to teach all content areas, text structure, and textual evidence
- Building capacity to move towards a more student-centered classroom environment
- Writing instruction across all content areas
- Tablet use and technology integration
- Internal Coherence

Teachers will also continue to train for the following:
- GATE Certification
- English Learner Professional Development
- Visual and Performing Arts (VAPA)
- Various Kagan Structure (student engagement) training

At the end of the last school year, teachers were provided release time to build their capacity on common core standards implementation, 21st-century skills (collaboration, communication, problem-solving, critical thinking, creativity, and innovation), and planning for instruction that provides differentiation, in-depth understanding, including procedural and conceptual learning. Professional development for this school year, through focused training and support, will continue with the work completed during the previous school year.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,520	$51,374
Mid-Range Teacher Salary	$68,110	$80,151
Highest Teacher Salary	$89,569	$100,143
Average Principal Salary (ES)	$109,417	$126,896
Average Principal Salary (MS)	$114,433	$133,668
Average Principal Salary (HS)	$121,149	$143,746
Superintendent Salary	$201,571	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$5,358.97	$341.54	$5,017.43	$66,999.30
District	N/A	N/A	$8,972.98	$72,234.80
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-56.5	-7.5
School Site/ State	-79.9	-19.7

Note: Cells with N/A values 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

Steinbeck Elementary offers various types of services and programs to support and assist students both socially and academically. District/school personnel is available to serve all students, which includes a full-time school psychologist, a full-time intervention counselor to assist students with any social-emotional concerns, a library technician, a Literacy Support Teacher, a computer technician, and a district nurse or health aide. Integrated EL instruction is implemented during the regular school day as well as designated leveled ELD instruction that focuses on language development and grade level proficiency. ELD strategies are used by teachers to ensure ELA/ELD standards proficiency. In addition, a tutorial academy was held on four Saturdays for English Learners to target English language acquisition. Before school and/or after school tutoring was offered to students needing additional supports in English language arts and in math.

Parent training programs designated for parent outreach are provided for parents each school year. The focus is to equip parents with strategies to help support their child's academic success at home.

The after school Shark Island program is conducted daily. This program provides an academic component, an enrichment component, and a nutrition component. The academic component consists of developing reading comprehension skills through the Accelerated Reader web-based program.

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.