

## 2017 SARC Input Form

### **THIS IS NOT THE FULL SARC TEMPLATE.**

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

### **School Contact Information (School Year 2017-18)**

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
<b>School Name</b>	John Steinbeck Elementary School
<b>Street</b>	3550 N. Milburn Ave.
<b>City, State, Zip</b>	Fresno, CA 93722
<b>Phone Number</b>	(559) 276-3141
<b>Principal</b>	Esther Kaercher, Principal
<b>E-mail Address</b>	ekaercher@centralusd.k12.ca.us
<b>School Website</b>	st.centralunified.org
<b>CDS Code</b>	10-73965-6112775
<b>School Logo</b>	 Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a> .

### District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Central Unified School District
Street	4605 North Polk Ave.
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 274-4700
Superintendent	Mr. Mark G. Sutton
Web Site	www.centralunified.org
E-mail Address	msutton@centralusd.k12.ca.us
District Logo	 <p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a>.</p>

### District Governing Board

Please review and update the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Mr.Cesar Granda, Area 1
Member 2	Mr. Ruben Coronado, Area 2
Member 3	Mr. Phillip Cervantes, Area 3
Member 4	Mr. Richard Atkins, Area 4
Member 5	Mr. Richard A. Solis, Area 5
Member 6	Mrs. Terry Cox, Area 6
Member 7	Mr. Rama Dawar, Area 7
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

## District Administration

Please review and update the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
<b>Superintendent</b>	Mr. Mark G. Sutton
<b>Administrator 1</b>	
<b>Administrator 2</b>	Mr. Kelly Porterfield Assistant Superintendent, Chief Business Officer
<b>Administrator 3</b>	Mrs. Ketti Davis Assistant Superintendent, Educational Services
<b>Administrator 4</b>	Mr. Jack Kelejian Assistant Superintendent, Human Resources
<b>Administrator 5</b>	Mrs. Andrea Valadez Administrator, Special Education & Support Service
<b>Administrator 6</b>	Mr. Paul Birrell Director, 7-12 & Adult Education
<b>Administrator 7</b>	Dr. Tami Boatright Director, K-8 Education
<b>Administrator 8</b>	
<b>Administrator 9</b>	
<b>Administrator 10</b>	
<b>Administrator 11</b>	
<b>Administrator 12</b>	
<b>Administrator 13</b>	

### **School Description and Mission Statement (School Year 2017-18)**

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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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.

Our mission is to provide an appropriate and effective educational foundation by ensuring students are connected, engaged, and provided with opportunities that ensure their success. High academic and social expectations result in students becoming Respectful, Responsible, Resourceful, and Safe members of our diverse society. Through the use of technology, students will be prepared to be productive members of society by engaging in an instructional program that teaches 21st century skills to meet the demands of the increasing global future.

### **Opportunities for Parental Involvement (School Year 2017-18)**

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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Steinbeck utilizes a variety of strategies to encourage community and parental involvement. ELAC, Annual Title I, and quarterly SSC meetings provide opportunity for parents to receive training, gain understanding of how to maintain high expectations, and develop a common vision. An active English Learner Advisory Committee (ELAC), comprised of parents and staff, offer ideas and makes recommendations regarding our English Learner program. The role of the School Site Council is to assist with development of and recommend a single plan for student achievement. The School Site Council, following approval of a single 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 teacher, student, and parents.

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, boy scouts, girl scouts, tutoring services provided by outside vendors, 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: Esther Kaercher, ekaercher@centralusd.k12.ca.us

Parent Involvement Contact Phone Number: (559) 276-3141.

### School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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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 districts School Deferred Maintenance Program, which provides state matching funds to assist the school district with expenditures for major repair or replacement. The district has contracted with the Connect Ed communication system, which allows the Steinbeck administration to send out an emergency message via the telephone to all parents in minutes. In addition, 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 last updated on September 18, 2017 and reviewed with staff on September 27, 2017.

### School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

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**Year and month of the most recent FIT report:** 06/14/2017

This section should be kept to 1-2 paragraphs.

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. Current enrollment is 766.

### School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

**This data should match the most recent inspection/FIT report for your school.**

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Damaged & stained ceiling tiles replaced. Counter top is chipping.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Faucet is loose at base. Faucet dripping.
<b>Safety:</b> Fire Safety, Hazardous Materials			X	Fire extinguisher not mounted.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
<b>Overall Rating</b>			X	

### Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	29	30	29	649
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	4	1	1	22
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Total Teacher Misassignments</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Vacant Teacher Positions</b> 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

### Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.00	759
Counselor (Social/Behavioral or Career Development)	1.00	♦
Library Media Teacher (Librarian)	0.00	♦
Library Media Services Staff (paraprofessional)	1.00	♦
Psychologist	1.00	♦
Social Worker	0.00	♦
Nurse	0.60	♦
Speech/Language/Hearing Specialist	0.60	♦
Resource Specialist (non-teaching)	2.00	♦
Other	1.00	♦

♦ means data is not required. The fields are intentionally not provided.

## Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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**This data should match the most recent adoption of textbooks for your LEA.**

**Year and month in which the data were collected:** September 2017

This section should be kept to 1-2 paragraphs.

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 review and adopt based on the recommendation of the district adoption committees and Educational Services.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Wonders, TK-6 Adopted 2016-2017  McGraw Hill Wonders, ELD Adopted 2016-17	Yes	0%
<b>Mathematics</b>	Pearson Envisions K-6 Adopted 2016-2017  Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17	Yes	0%
<b>Science</b>	Scott Foresman: Science California Adopted 2007-2008	Yes	0%
<b>History-Social Science</b>	Houghton-Mifflin Adopted 2006-2007	Yes	0%
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$4,255.72	\$228.94	\$4,026.78	\$66,309.24
District	♦	♦	\$7,062.53	\$69,635
Percent Difference: School Site and District	♦	♦	-43.0	-4.7
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site and State	♦	♦	-29.1	-10.7

♦ means data is not required. The fields are intentionally not provided.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

### Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

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 school site psychologist, an on-site intervention counselor (as needed) to assist students with any social emotional concerns, a library technician, Literacy Support Teacher, computer technician and a district nurse or health aide. Embedded EL instruction is implemented during the regular school day and provided through integrated instruction and designated leveled instruction that focuses on language development and grade level proficiency. ELD strategies are used by teachers to ensure ELA/ELD standards proficiency. Students new to

the country are assigned extra tutorial with a certificated teacher to support rapid English language acquisition.

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.

### **Professional Development (2015-16, 2016-17 and 2017-18)**

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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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
- Transition to Common Core standards; including best instructional practices, student engagement structures, assessment, curriculum mapping, and use of key questions and big ideas
- Development and use of leveled questions to lead to a deeper understanding of the topic and 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 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) trainings

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. CUSD Elementary Collaboratives will be provided this year and will focus on literacy development to develop a comprehensive plan for teaching reading, writing, listening, speaking, and thinking in a connected and engaged classroom.

### **School Completion and Postsecondary Preparation**

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

#### **Career Technical Education Programs (School Year 2016-17)**

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

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### Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	
<b>% of pupils completing a CTE program and earning a high school diploma</b> The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
<b>% of CTE courses sequenced/articulated between the school/institutions of postsecondary education</b> The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	