Steele Lane Elementary School
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address:	301 Steele Ln. Santa Rosa, CA , 95403-3148	**Principal:**	Amber Williams
Phone:	707-890-3945	**Grade Span:**	

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 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.

About This School

Amber Williams

 Principal, Steele Lane Elementary School

About Our School

Welcome to Steele Lane Elementary School! Steele Lane is a KA-6 grade school serving approximately 420 students. Our staff is committed to working collaboratively to provide a high quality, standards-based curriculum that will support our students in becoming college and career ready. Teachers provide opportunities for students to build 21st Century Skills that include communication, creativity, collaboration and critical thinking. As a school community, we strive to create a warm, supportive environment that promotes self-discipline, motivation and commitment of all students to do their personal best.

Steele Lane has an active parent community in both the English Learner Advisory Committee and the Steele Lane Enrichment Foundation. We have organized this Foundation to support the school in the development of cultural arts by raising funds through a variety of methods including a yearly Walk-a-Thon. The enrichment opportunities have come to include an art docent, garden coordinator and our Viking Basketball program for both boys and girls.

Contact

Steele Lane Elementary School
301 Steele Ln.
Santa Rosa, CA 95403-3148

Phone: 707-890-3945
Email: awillliams@srcs.k12.ca.us

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Santa Rosa Elementary
Phone Number	707-890-3800
Superintendent	Trunnell, Anna
Email Address	atrunnell@srcs.k12.ca.us
Website	https://www.srcschools.org/

School Contact Information (School Year 2022–23)

School Name	Steele Lane Elementary School
Street	301 Steele Ln.
City, State, Zip	Santa Rosa, CA , 95403-3148
Phone Number	707-890-3945
Principal	Amber Williams
Email Address	awilliams01@srcs.k12.ca.us
Website	https://steelelane.srcschools.org
County-District-School (CDS) Code	49709126052195

Last updated: 2/1/23

School Description and Mission Statement (School Year 2022–23)

Steele Lane Elementary School is dedicated to providing a safe, equitable environment for students, families and staff. We will develop lifelong learners with a strong sense of self and acceptance of others who are prepared to thrive as part of a greater community.

Our vision is to Imagine, Innovate and Inspire all who walk through our doors.

WE BELIEVE THAT...

- **All students can learn.**

- **Each student is a valued individual with unique physical, social, emotional, and intellectual needs.**

- **The development of the curriculum, design of instructional activities, and the use of assessment measures are focused on providing learning opportunities and feedback systems that enable students to achieve success.**

- **Students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, and to reason, solve problems, and produce quality work.**

- **The goal of our educational programs is to prepare students to become contributing members of society.**

Last updated: 1/31/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	71
Grade 1	47
Grade 2	48
Grade 3	50
Grade 4	42
Grade 5	57
Grade 6	55
Total Enrollment	370
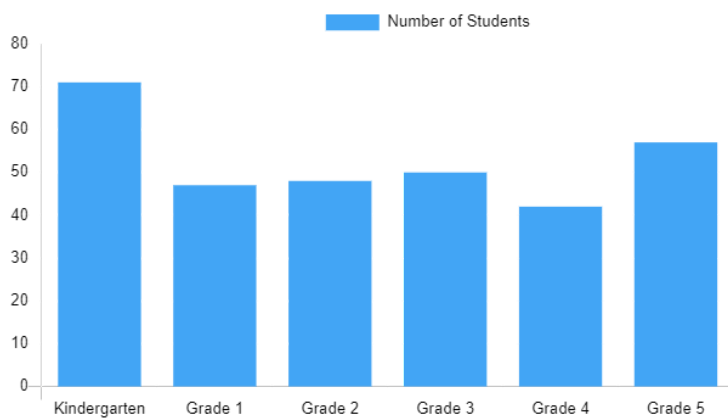
Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/31/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	44.90%
Male	55.10%
Non-Binary	0.00%
American Indian or Alaska Native	1.90%
Asian	3.50%
Black or African American	2.70%
Filipino	1.40%
Hispanic or Latino	74.30%
Native Hawaiian or Pacific Islander	1.10%
Two or More Races	2.20%
White	11.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	55.70%
Foster Youth	0.30%
Homeless	2.40%
Migrant	1.40%
Socioeconomically Disadvantaged	62.70%
Students with Disabilities	18.10%

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 Preparation and Placement (School Year 2020–21)

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)	15.90	97.97	195.00	93.24	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.30	0.64	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.30	1.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.00	0.48	12115.80	4.41
Unknown	0.30	2.03	9.40	4.53	18854.30	6.86
Total Teaching Positions	16.20	100.00	209.20	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.

Last updated: 2/2/23

Teacher Preparation and Placement (School Year 2021–22)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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.

Last updated: 2/2/23

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

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Collaborative Curriculum Design (CCD) units of study are an integral part of SRCS' comprehensive ELA curriculum. These standards-based units of study were developed over several years by SRCS teachers in response to the Common Core State Standards and the decision not to adopt a traditional ELA curriculum. They are designed to meet our students' interests and needs, and to be culturally responsive. Each unit of study within the CCD model is anchored on a cluster of interdisciplinary standards or learning goals. These integrated units support the teaching of ELA standards through the content of science and social studies. They are based on a collaborative, inquiry model of instruction with a focus on critical thinking and real-world problem solving that guide learners to higher levels of rigor and sophisticated thought. The SRCS Board of Education approved this curriculum in May 2020. Lucy Calkins Units of Study in Opinion, Information, and Narrative Writing. Units of Study to teach Opinion/Argument, Information, and Narrative Writing (BA 2016) Wonders-Wonderworks Foundational Skills Program. ELA Foundational Skills to teach Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency (BA 2017) Wonders Designated ELD. Designated ELD program for SRCS English Learners(BA 2017) Link to titles. https://bit.ly/Elem_Curric	Yes	0%
Mathematics	?All students are using a new state adopted curriculum. Students in grades Kindergarten thru 5th grade are using Everyday Mathematics which is aligned with the Common Core State Standards. It reinforces math concepts through a variety of means and review s previous concepts throughout the program. Our 6th grade students are using College Prepitory Mathematics. It is also aligned to the Common Core State Standards and provide students with a variety of ways to master the curriculum.?	Yes	0%
Science	FOSS (Full Option Science System) is a research-based science curriculum for grades K-6 developed at the Lawrence Hall of Science, University of California, Berkeley. FOSS has evolved from a philosophy of teaching and learning that has guided the development of successful active-learning science curricula for more than 40 years. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds.	Yes	0%
History-Social Science	Students begin their exploration of History/Social Science using the standards based Pearson Scott Foresman "California History/Social/Science" program from kindergarten through fifth grade. The McMillan/McGraw Hill "California Vistas" program is used in sixth grade in order to prepare students for middle school. Students learn about citizenship beginning in first grade, and in second grade, students explore the lives of both current and historical figures. The theme in third grade is continuity and change, with California the subject of student studies in fourth grade. American History is the focus in fifth, while sixth grade emphasizes ancient world cultures. Woven throughout all grade levels is instruction in geography and the environment and their influence on culture.	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary," "good," "fair," or "poor". Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.
This school was inspected on 12/29/2022 and had an overall rating of "good".

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Last updated: 2/2/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good

Last updated: 2/1/23

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

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	12%	N/A	30%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	11%	N/A	22%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
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.

Last updated: 2/1/23

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	210	194	92.38	7.62	11.86
Female	98	95	96.94	3.06	15.79
Male	111	98	88.29	11.71	8.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	148	136	91.89	8.11	13.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	31	30	96.77	3.23	10.00
English Learners	104	94	90.38	9.62	5.32
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	128	121	94.53	5.47	11.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	31	83.78	16.22	3.23

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.

Last updated: 1/31/23

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	210	200	95.24	4.76	11.11
Female	98	96	97.96	2.04	11.58
Male	111	103	92.79	7.21	10.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	148	142	95.95	4.05	10.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	31	30	96.77	3.23	17.24
English Learners	104	101	97.12	2.88	7.00
Foster Youth	0	0	0	0	0
Homeless				--	
Military	--	--	--	--	--
Socioeconomically Disadvantaged	128	122	95.31	4.69	9.92
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	32	86.49	13.51	0.00

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.

Last updated: 1/31/23

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

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	9.09	NT		28.72	29.47

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

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.

Last updated: 1/31/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	56	55	98.21	1.79	9.09
Female	30	30	100.00	0.00	6.67
Male	26	25	96.15	3.85	12.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	41	40	97.56	2.44	7.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	25	100.00	0.00	4.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	34	97.14	2.86	5.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

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

California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	84.20%	87.7%	87.7%	84.2%	91.2%
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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.

Last updated: 2/1/23

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

Opportunities for Parental Involvement (School Year 2022–23)

Our School Site Council, which always includes staff and parent members, approves our school's annual plan, budget expenditures and safety plan. The School Site Council seeks input from the English Learners Advisory Committee. Our English Learners Advisory Committee is a parent organization that discusses issues and concerns relating to the needs of their English Learning children. The Committee also makes suggestions that can help all English Learners in the district as well as Steele Lane.

Together, with the Steele Lane Enrichment Foundation, ELAC organizes many fundraising events including our Winter Fiesta in December and Celebration of the Child in May. Steele Lane has also organized the Steele Lane Enrichment Foundation to assist the school by raising and providing funds for designated areas of need. Its focus has been on supporting enrichment for our students. This has included an art docent, garden coordinator and other assemblies and activities. We always need and welcome new members to all of the above organizations. All families are invited and encouraged to attend. (COVID Guidelines being followed) Please call the school at 707-890-3945 for more information about meeting days and times.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate							8.9%	9.4%	7.8%
Graduation Rate							84.2%	83.6%	87.0%

Last updated: 2/1/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated: 2/1/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	426	412	218	52.9
Female	193	186	88	47.3
Male	232	225	129	57.3
American Indian or Alaska Native	7	7	6	85.7
Asian	18	16	6	37.5
Black or African American	11	10	7	70.0
Filipino	5	5	2	40.0
Hispanic or Latino	312	304	155	51.0
Native Hawaiian or Pacific Islander	5	5	3	60.0
Two or More Races	16	15	10	66.7
White	52	50	29	58.0
English Learners	240	233	117	50.2
Foster Youth	3	2	1	50.0
Homeless	18	15	10	66.7
Socioeconomically Disadvantaged	307	300	171	57.0
Students Receiving Migrant Education Services	5	5	1	20.0
Students with Disabilities	91	87	56	64.4

Last updated: 2/1/23

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 for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	1.39%	2.00%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: 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.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	2.11%	0.00%	2.94%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.04%	0.00%	0.07%

Note: 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.

Last updated: 2/1/23

Suspensions and Expulsions by Student Group
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.11	0.00
Female	1.55	0.00
Male	2.59	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.25	0.00
White	5.77	0.00
English Learners	0.83	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.28	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.49	0.00

Last updated: 2/1/23

School Safety Plan (School Year 2022–23)

Staff members supervise the playgrounds at recess, and students follow our playground safety guidelines.

Our Leadership committee oversees monthly safety drills and meets in September to update our school safety plan. Our clean, safe campus reflects the pride we have in our community and in ourselves. Steele Lane has adopted the BEST program, Building Effective Schools Together. This program is a positive behavior support program that emphasizes clear behavioral expectations and positive recognition for students. The three BEST rules are We Are Safe, We are Respectful and We are Responsible. Monthly Student of the Month assemblies give teachers the opportunity to publicly recognize students demonstrating that they are safe, respectful and responsible.

Last updated: 2/1/23

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	1	2	
1	26.00		2	
2	16.00	3		
3	17.00	3		
4	28.00		2	
5	26.00		2	
6	31.00		2	
Other**	9.00	2		

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	1	2	
1	15.00	1	2	
2	23.00		2	
3	26.00		1	
4	16.00	1	1	
5	29.00		1	
6	29.00		1	
Other**	17.00	3	3	

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	15.00	3	2	
1	15.00	1	2	
2	15.00	1	2	
3	18.00	2		
4	13.00	1	1	
5	18.00	1	2	
6	17.00	1	2	
Other**	14.00	2	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.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.00

* 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.

Last updated: 2/2/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.20
Resource Specialist (non-teaching)	1.00
Other	4.00

* 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.

Last updated: 2/2/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$24495.00	$12709.00	$11785.00	$91885.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/3/23

**Types of Services Funded (Fiscal Year 2021–22)**

During the school day, Steele Lane uses a Reading Specialist to work with students who are performing significantly below grade level in English Language Arts and English Language Development. In addition, our school Instructional Coach provides teacher training, professional development and coaching support for English language-arts instruction, math and ELD instruction via individual appointment and/or grade level teacher release days.

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$57477.00	--
Mid-Range Teacher Salary	$87798.00	--
Highest Teacher Salary	$107235.00	--
Average Principal Salary (Elementary)	$124961.00	--
Average Principal Salary (Middle)	$134218.00	--
Average Principal Salary (High)	$137042.00	--
Superintendent Salary	$235000.00	--
Percent of Budget for Teacher Salaries	33.21%	--
Percent of Budget for Administrative Salaries	3.63%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
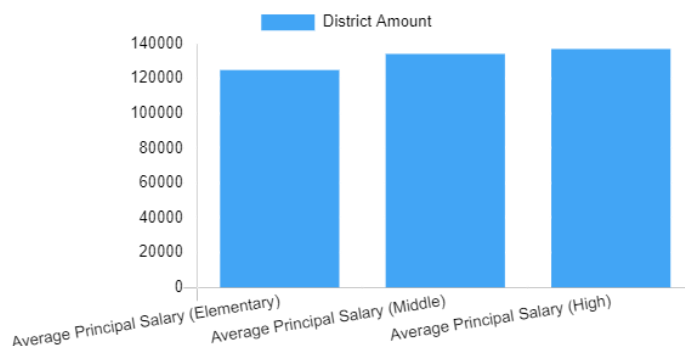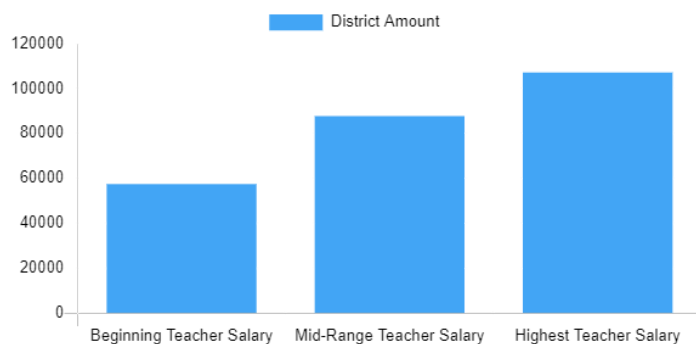
Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

* Where there are student course enrollments of at least one student.

Last updated: 2/1/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	3

Last updated: 2/1/23