

Steele Lane Elementary
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	301 Steele Ln. Santa Rosa, CA , 95403- 3148	Principal:	Amber Williams, Principal
Phone:	(707) 890-3945	Grade	K-6
		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

Principal, Steele Lane Elementary

About Our School



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Welcome to Steele Lane Elementary School! Serving around 459 students from Kindergarten to 6th grade, our dedicated staff collaborates to deliver a high-quality, standards-based curriculum. Our goal is to prepare students for college and careers by fostering 21st Century Skills such as communication, creativity, collaboration, and critical thinking. Teachers provide diverse opportunities for skill development.

As a school community, we are committed to creating a nurturing and supportive environment that encourages self-discipline, motivation, and the dedication of each student to achieve their personal best. Steele Lane boasts an engaged parent community actively participating in the English Learner Advisory Committee and the Steele Lane Enrichment Foundation.

The Foundation plays a crucial role in supporting the school's cultural arts development, raising funds through various methods, including our annual Walk-a-Thon. Enrichment programs now include an art docent, garden coordinator, and the Viking Basketball program for both boys and girls.

Contact

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

Phone: [\(707\) 890-3945](tel:(707)890-3945)

Email: awilliams01@srcs.k12.ca.us

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

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

School Contact Information (School Year 2023–24)

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

Last updated: 1/31/24

School Description and Mission Statement (School Year 2023–24)

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...

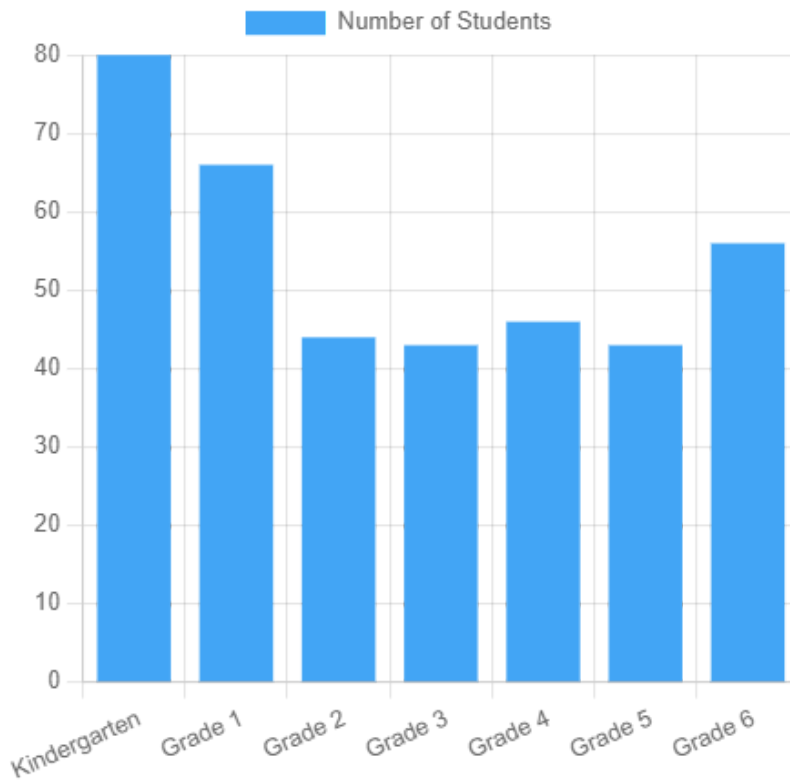
- **All students can learn.**
- **Each student is a valued individual with unique physical, social, emotional, and intellectual needs.**

- **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: 1/31/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	80
Grade 1	66
Grade 2	44
Grade 3	43
Grade 4	46
Grade 5	43
Grade 6	56
Total Enrollment	378



Last updated: 1/29/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	47.60%
Male	52.40%
Non-Binary	0.00%
American Indian or Alaska Native	2.10%
Asian	2.90%
Black or African American	2.10%
Filipino	0.50%
Hispanic or Latino	76.70%
Native Hawaiian or Pacific Islander	0.80%
Two or More Races	3.40%
White	11.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	59.00%
Foster Youth	0.50%
Homeless	4.50%
Migrant	1.60%
Socioeconomically Disadvantaged	74.60%
Students with Disabilities	20.40%

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/Incomplete/NA	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: 1/31/24

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)	15.00	83.33%	196.20	83.40%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.10	0.07%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	17.80	7.60%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	2.40	1.05%	11953.10	4.28%
Unknown/Incomplete/NA	3.00	16.67%	18.50	7.87%	15831.90	5.67%
Total Teaching Positions	18.00	100.00%	235.30	100.00%	279044.80	100.00%

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

Last updated: 1/31/24

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	10%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	25%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>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.</p> <p>Lucy Calkins Units of Study in Opinion, Information, and Narrative Writing. Units of Study to teach Opinion/Argument,</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Information, and Narrative Writing (BA 2016)</p> <p>Wonders-Wonderworks Foundational Skills Program. ELA Foundational Skills to teach Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency (BA 2017)</p> <p>Wonders Designated ELD. Designated ELD program for SRCS English Learners(BA 2017)</p> <p>Link to titles. https://bit.ly/Elem_Curric</p>		
Mathematics	<p>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.</p>	Yes	0
Science	<p>FOSS (Full Option Science System) is a research-based science curriculum for grades K-6</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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.</p>		
History-Social Science	<p>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</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	environment and their influence on culture.		
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.

Last updated: 1/29/24

School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Too (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 1/03/24 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 insolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Last updated: 1/31/24

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 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
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 2024

Overall Rating	Good
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Last updated: 1/31/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	12%	13%	30%	32%	47%	46%
Mathematics (grades 3-8 and 11)	11%	12%	22%	25%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/31/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	197	185	93.91%	6.09%	12.97%
Female	96	90	93.75%	6.25%	14.44%
Male	101	95	94.06%	5.94%	11.58%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	151	140	92.72%	7.28%	9.29%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	24	100.00%	0.00%	25.00%
English Learners	114	103	90.35%	9.65%	7.77%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	138	132	95.65%	4.35%	11.36%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	33	89.19%	10.81%	9.09%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/31/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	197	194	98.48%	1.52%	11.86%
Female	96	96	100.00%	0.00%	10.42%
Male	101	98	97.03%	2.97%	13.27%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	151	149	98.68%	1.32%	10.74%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	24	100.00%	0.00%	25.00%
English Learners	114	112	98.25%	1.75%	8.04%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	138	136	98.55%	1.45%	11.76%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	34	91.89%	8.11%	11.76%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/31/24

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 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	9.09%	8.70%	17.77%	15.85%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/31/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	46	46	100.00%	0.00%	8.70%
Female	24	24	100.00%	0.00%	8.33%
Male	22	22	100.00%	0.00%	9.09%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100.00%	0.00%	6.25%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	25	25	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	32	32	100.00%	0.00%	9.38%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/31/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	100.0%	71.43%	71.43%	28.57%	100.0%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/31/24

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 2023–24)

Our School Site Council, comprising both staff and parent members, plays a pivotal role in approving our school's annual plan, budget expenditures, and safety plan. Seeking input from the English Learners Advisory Committee, the School Site Council ensures a comprehensive approach. The English Learners Advisory Committee, a parent organization, actively discusses issues and concerns pertaining to the needs of their English-learning children. Their

suggestions extend beyond Steele Lane, benefiting all English Learners in the district.

In collaboration with the Steele Lane Enrichment Foundation, ELAC spearheads numerous fundraising events, including the Winter Fiesta in January and the Celebration of the Child in May. Steele Lane Enrichment Foundation works alongside ELAC to raise and allocate funds for designated areas of need within the school, focusing on supporting enrichment for students. This encompasses initiatives such as an art docent, garden coordinator, and various assemblies and activities.

We extend an open invitation to all families to become part of these organizations, and new members are always welcome. Your attendance is encouraged at our meetings; please contact the school at 707-890-3945 for details regarding 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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	438	419	179	42.7%
Female	203	196	73	37.2%
Male	235	223	106	47.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	8	8	6	75.0%
Asian	11	11	3	27.3%
Black or African American	10	9	4	44.4%
Filipino	2	1	1	100.0%
Hispanic or Latino	341	327	135	41.3%
Native Hawaiian or Pacific Islander	3	3	2	66.7%
Two or More Races	14	13	6	46.2%
White	49	47	22	46.8%
English Learners	267	258	105	40.7%
Foster Youth	3	3	1	33.3%
Homeless	31	26	18	69.2%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	337	324	151	46.6%
Students Receiving Migrant Education Services	10	8	3	37.5%
Students with Disabilities	103	100	53	53.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/31/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	2.11%	3.20%	0.00%	2.94%	3.66%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.04%	0.08%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/31/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.20%	0.00%
Female	0.99%	0.00%
Male	5.11%	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	2.64%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	2.04%	0.00%
English Learners	2.62%	0.00%
Foster Youth	0.00%	0.00%
Homeless	3.23%	0.00%
Socioeconomically Disadvantaged	3.86%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.94%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/31/24

School Safety Plan (School Year 2023–24)

The playgrounds during recess are supervised by staff members, and students adhere to our established playground safety guidelines. Our Leadership Committee takes charge of monthly safety drills, convening in September to update our comprehensive school safety plan. The campus serves as a testament to the pride we take in our community and individual responsibility.

Steele Lane proudly embraces the BEST program, which stands for Building Effective Schools Together. This positive behavior support program emphasizes clear behavioral expectations and rewards positive actions. The three core BEST rules are "We Are Safe," "We Are Respectful," and "We Are Responsible." To highlight and commend students embodying these principles, monthly Student of the Month assemblies are conducted, providing teachers with the opportunity to publicly acknowledge those who consistently demonstrate safety, respect, and responsibility

Last updated: 1/31/24

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	13.00	4	2	0
1	16.00	2	2	0
2	15.00	1	2	0
3	14.00	2	1	0
4	15.00	2	1	0
5	14.00	2	1	0
6	19.00	1	2	0
Other**	0.00	0	0	0

* 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.

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	378

* 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: 1/31/24

Student Support Services Staff (School Year 2022–23)

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	0.10
Social Worker	
Nurse	0.40
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	0.00

* 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: 1/31/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$26722.00	\$14577.00	\$12145.00	\$98260.00
District	N/A	N/A	--	--

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/24

Types of Services Funded (Fiscal Year 2022–23)

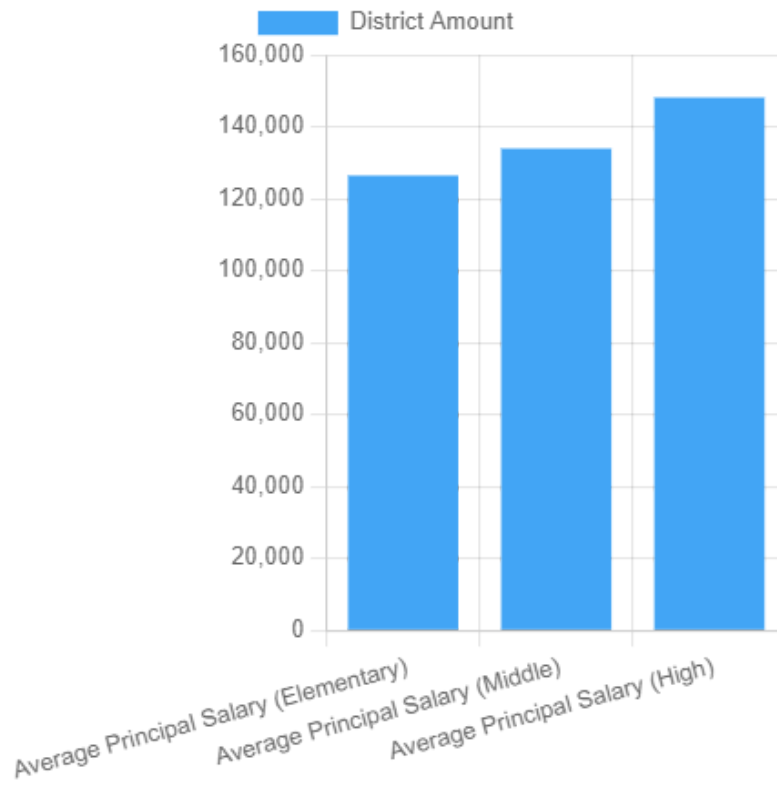
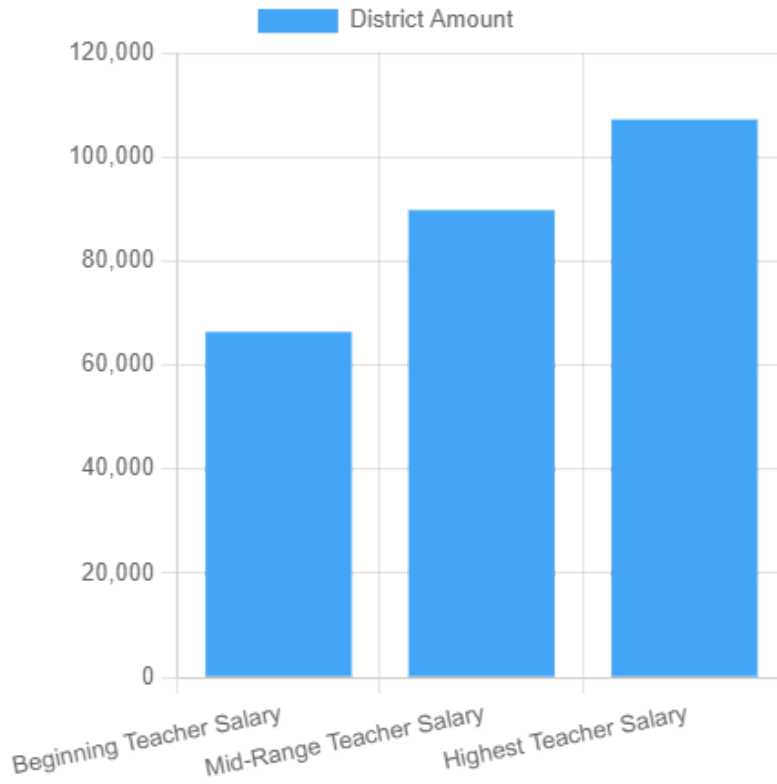
Throughout the school day, Steele Lane employs a Reading Specialist to assist students who are performing notably below their grade level in English Language Arts and English Language Development. Additionally, our school's Site Teacher on Special Assignment (TOSA) delivers teacher training, professional development, and coaching support for English language arts, math, and ELD instruction. This assistance is provided through individual appointments and grade-level teacher release days.

Last updated: 1/31/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$66412.00	\$0.00
Mid-Range Teacher Salary	\$89824.00	\$0.00
Highest Teacher Salary	\$107235.00	\$0.00
Average Principal Salary (Elementary)	\$126503.00	\$0.00
Average Principal Salary (Middle)	\$134014.00	\$0.00
Average Principal Salary (High)	\$148194.00	\$0.00
Superintendent Salary	\$250275.00	\$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/31/24