2019–2020 School Accountability Report Card

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.

Amber Williams, Principal

- Principal, Steele Lane Elementary

About Our School

Welcome to Steele Lane Elementary School! Steele Lane is a KA-6 grade school serving approximately 450 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
301 Steele Ln.
Santa Rosa, CA 95403-3148

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

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Santa Rosa Elementary
Phone Number	(707) 890-3800
Superintendent	Diann Kitamura
Email Address	dkitamura@srcs.k12.ca.us
Website	www.srcschools.org

School Contact Information (School Year 2020–2021)	
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	amwilliams@srcs.k12.ca.us
County-District-School (CDS) Code	49709126052195

Last updated: 1/14/2021

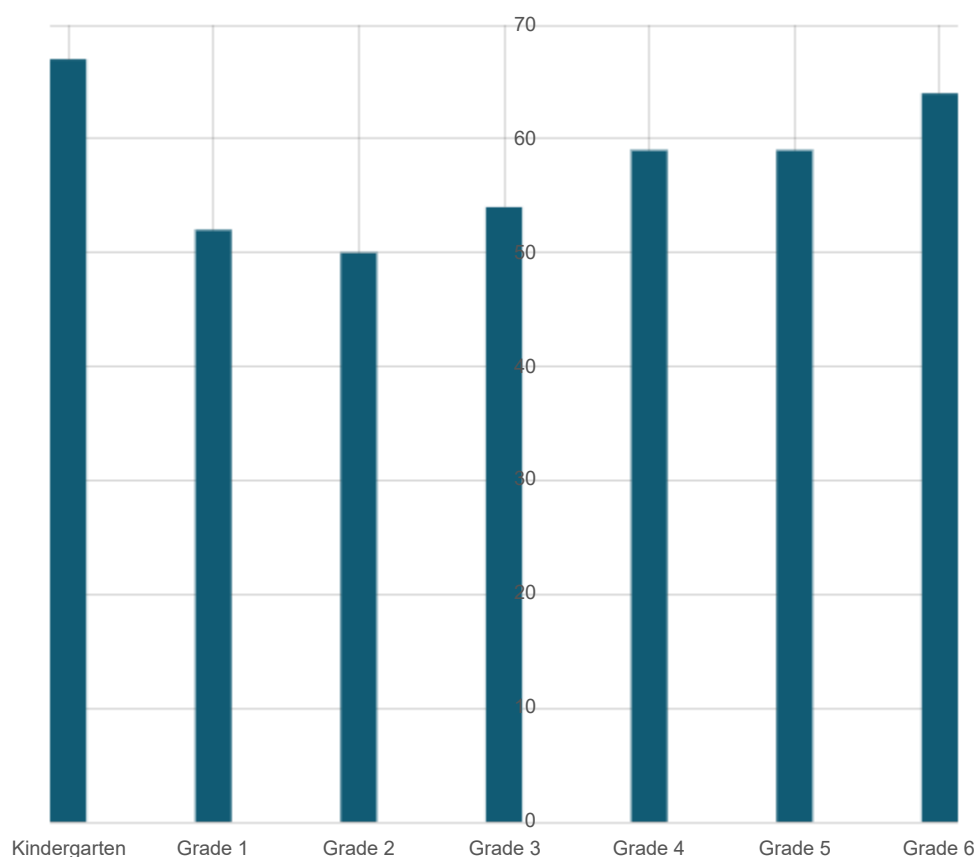**School Description and Mission Statement (School Year 2020–2021)**

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. We are fortunate to have a Student Engagement Facilitator as well as a Family Engagement Facilitator.

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Enrollment
Number of Students	67	52	50	54	59	59	64	405

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native
Percent of Total Enrollment	2.00 %	1.50 %	4.20 %	1.00 %	72.10 %	

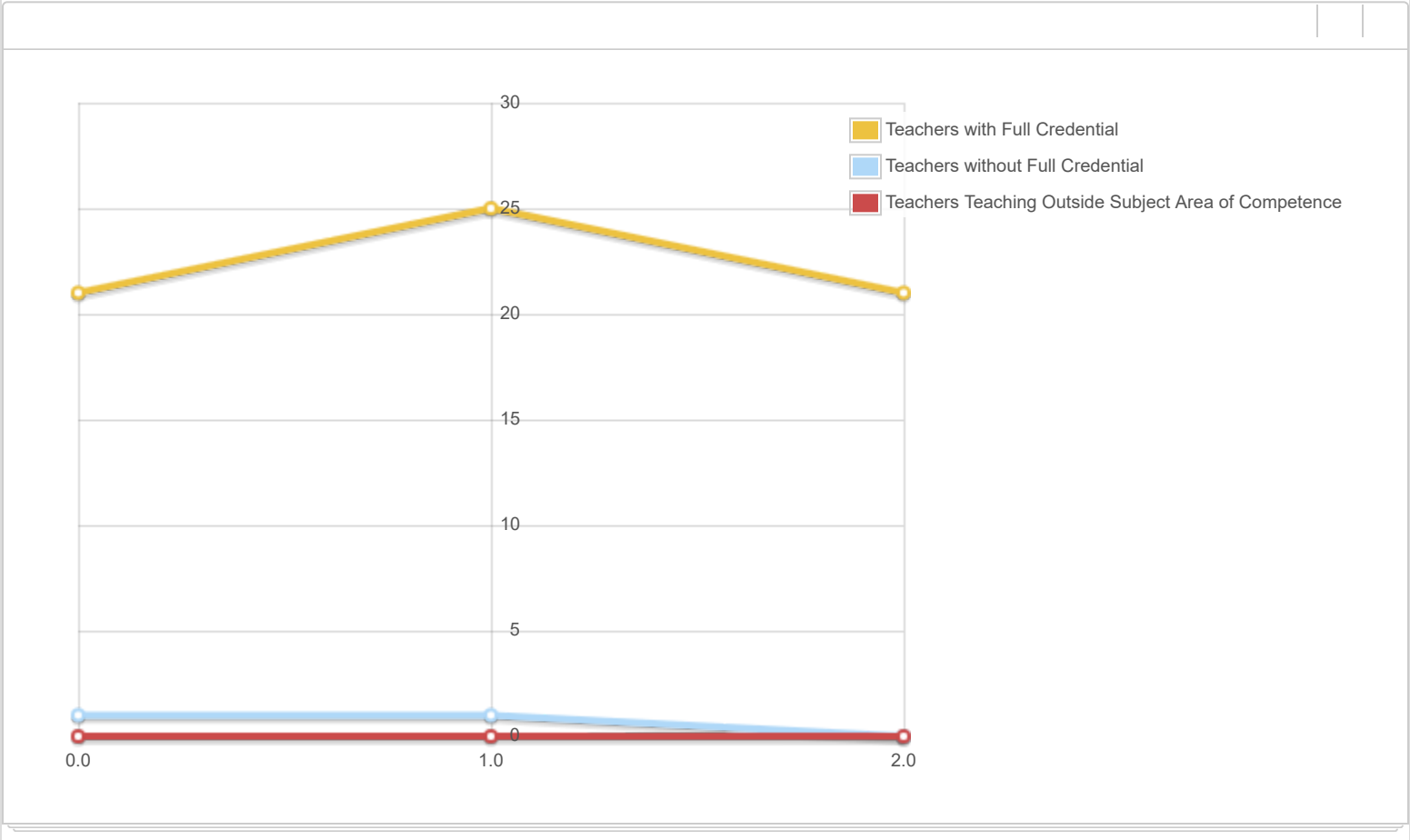| Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless
Percent of Total Enrollment	80.50 %	50.10 %	13.80 %	0.20 %	1.20 %

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
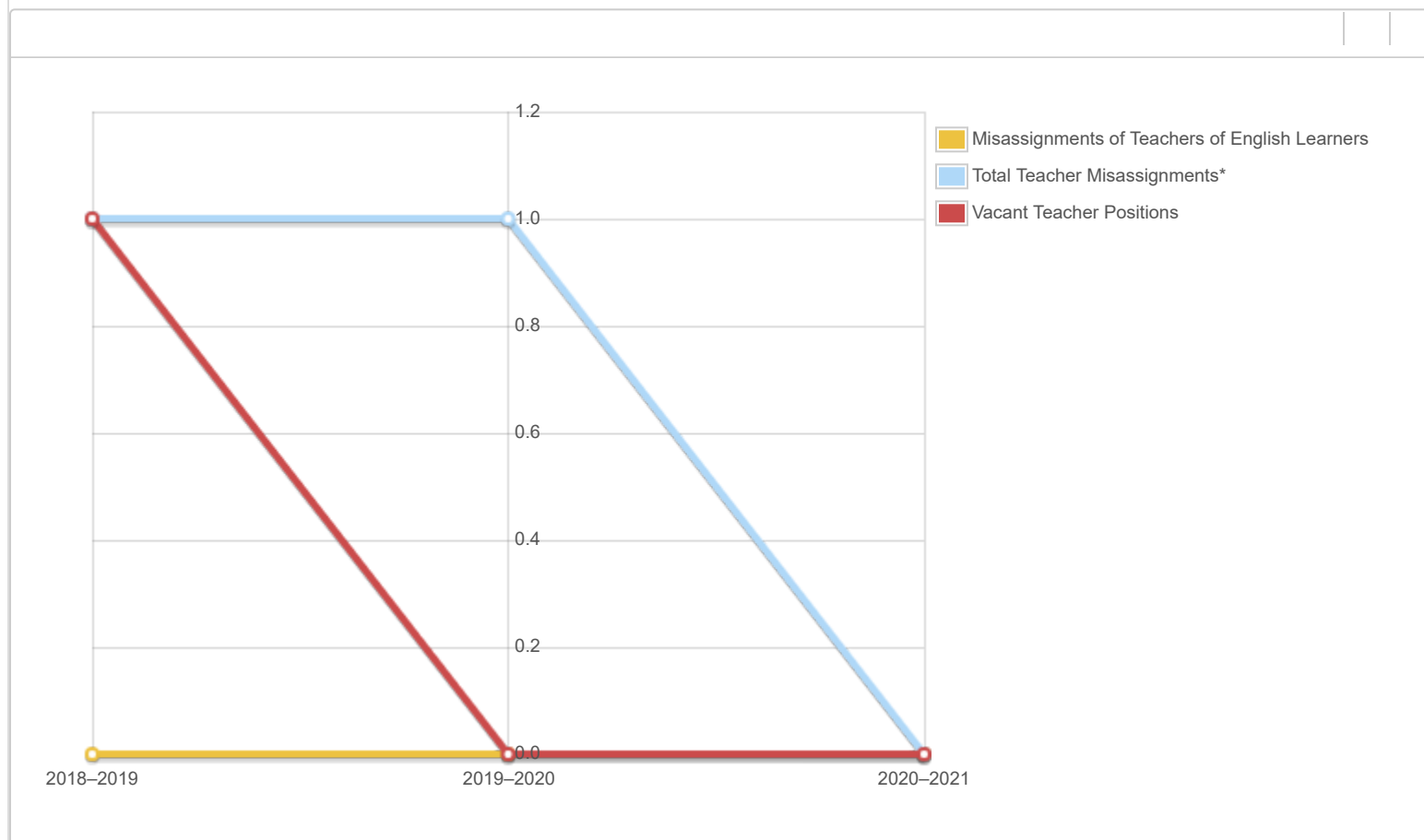- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	21	25	21	667
Without Full Credential	1	1	0	32
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	42

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions	1	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/14/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All grade levels use Houghton Mifflin "Legacy of Literacy" reading during our English/Language Arts Block. Comprehensive instruction in phonemic awareness, phonics, decoding skills and writing are emphasized in kindergarten through second grade, creating a strong foundation for early reading. By third grade, we expect students to be able to read, respond to literature, identify inference and write a variety of different genre. By fourth, fifth and sixth grades, we expect students to understand an author's point of view, write a variety of genre in multi paragraphed essays and analyze, interpret and respond to a variety of literature and expository text.	Yes	0.00 %
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 reviews 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	0.00 %
Science	Students in grades kindergarten through grade six explore, explain, and evaluate physical, earth and life sciences. We are using the standards-based McMillan/McGraw Hill "California Science" program. This comprehensive program incorporates the inquiry model with clear scientific explanations and hands on experimentation and investigation beginning in kindergarten, and extending through the sixth grade.	Yes	0.00 %
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 are instruction in geography and the environment and their influence on culture.	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/14/2021

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 12/02/2020 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.

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: December 2020

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: December 2020

Overall Rating	Good

State Priority: Pupil Achievement

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

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

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	19%	N/A	33%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	17%	N/A	27%	N/A	39%	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
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: 1/14/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/14/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/14/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	10	N/A	24	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/14/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

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. Please call the school at 707-890-3945 for more information about meeting days and times.
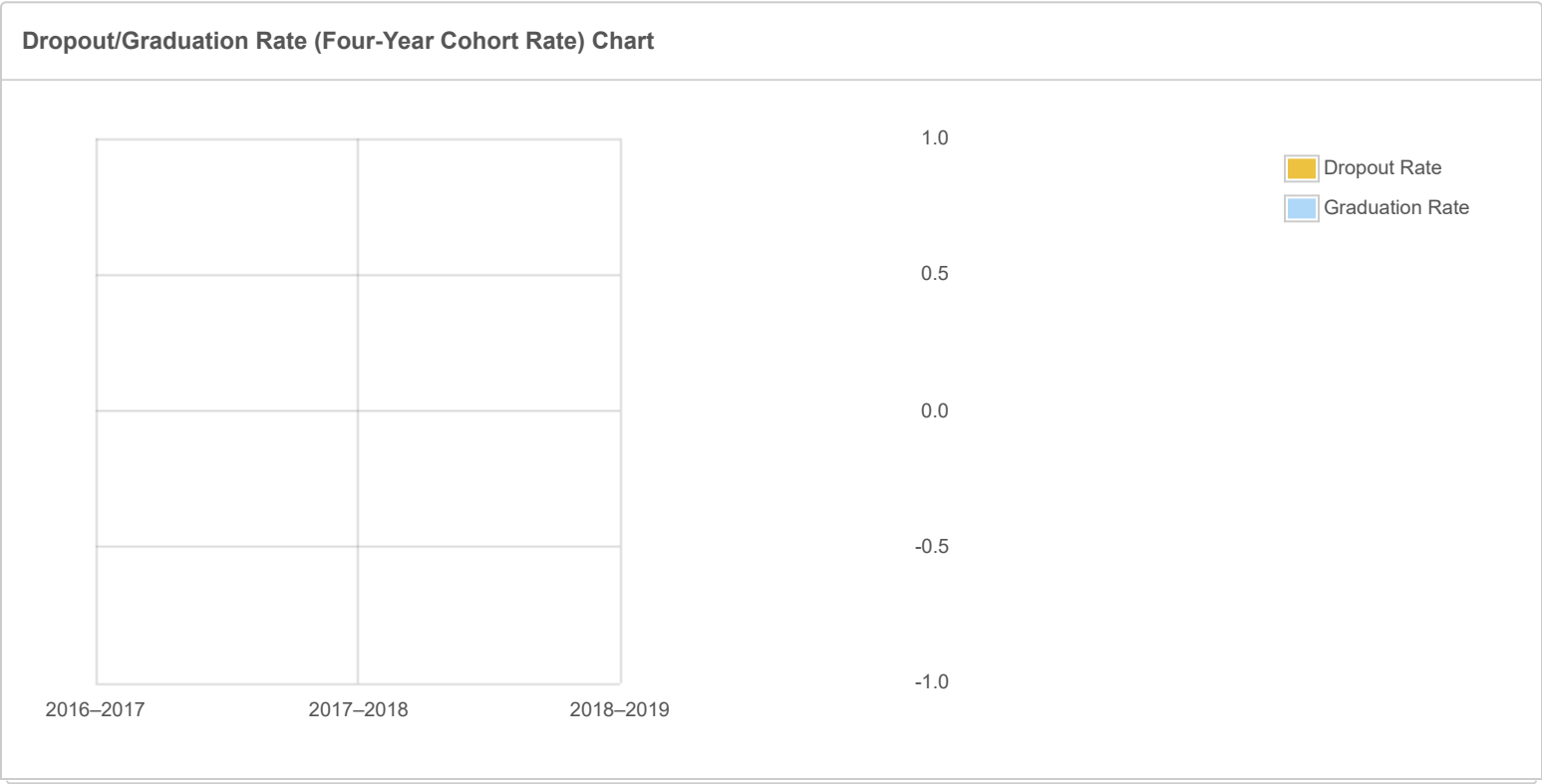
State Priority: Pupil Engagement

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

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	--	--	--	--	--	--	9.10%	9.60%	9.00%
Graduation Rate	--	--	--	--	--	--	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

Last updated: 1/14/2021

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

Rate	Suspensions	Expulsions
School 2017–2018	1.30%	0.00%
	3.70%	0.00%
School 2018–2019	1.70%	0.00%
District 2017–2018	2.50%	0.00%
	3.50%	0.10%
District 2018–2019	3.50%	0.10%
State 2017–2018		
State 2018–2019		

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	--	--
	--	--
District 2019–2020	--	--
State 2019–2020		

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 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 2019–2020 school year compared to prior years.

Last updated: 1/22/2021

School Safety Plan (School Year 2020–2021)

Through our former PTA and community donations, we have provided safe and modern playground equipment. District maintenance staff and our custodial staff inspect equipment regularly. Staff members supervise the playgrounds at recess, and students follow our playground safety guidelines.

Our emergency committee oversees monthly safety drills and meets in January to update our school safety plan. Our clean, safe campus reflects the pride we have in our community and in ourselves. Steele Lane has recently 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 recognize publicly students demonstrating that they are safe, respectful and responsible.

Last updated: 1/14/2021

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 (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	12.00	18.00	20.00	19.00	28.00	28.00	26.00	20.00
Number of Classes * 1-20	6	3	2	1				1
Number of Classes * 21-32				2	2	2	2	
Number of Classes * 33+								

* 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 (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	25.00	22.00	22.00	17.00	27.00	28.00	27.00	8.00
Number of Classes * 1-20				4				1
Number of Classes * 21-32	3	2	3		2	2	2	
Number of Classes * 33+								

* 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 (2019–2020)

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

* 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.

Last updated: 1/14/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.93
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.70
Psychologist	0.50
Social Worker	
Nurse	0.30
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	
Other	4.50

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15151.00	$5931.00	$9220.00	$77314.00
District	N/A	N/A	$9774.00	$69042.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7750.12	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

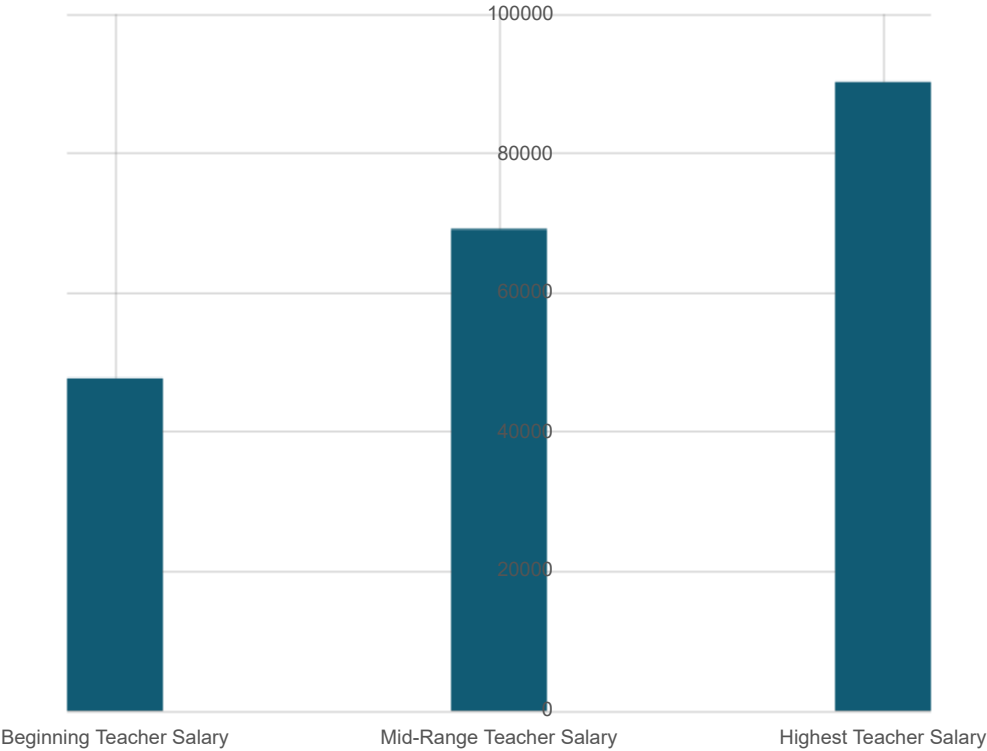## Types of Services Funded (Fiscal Year 2019–2020)

Steele Lane School offers several types of tutoring to students who are struggling academically. In early spring, Steele Lane teachers offer tutoring support in The areas of English Language Arts and Math to struggling students at their respective grade levels. The After School Program (ASP) offers homework support and tutorials led by ASP staff. In addition, many students receive Supplemental Educational Services Tutoring at their home, a local library, or at the school site. During the school day, Steele Lane uses two Reading Specialists 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.

The Family Mentor supports our principal in organizing activities and events to increase parental involvement in the educational process and to expose students and their parents to the prospects of higher education and to become more informed about college opportunities.

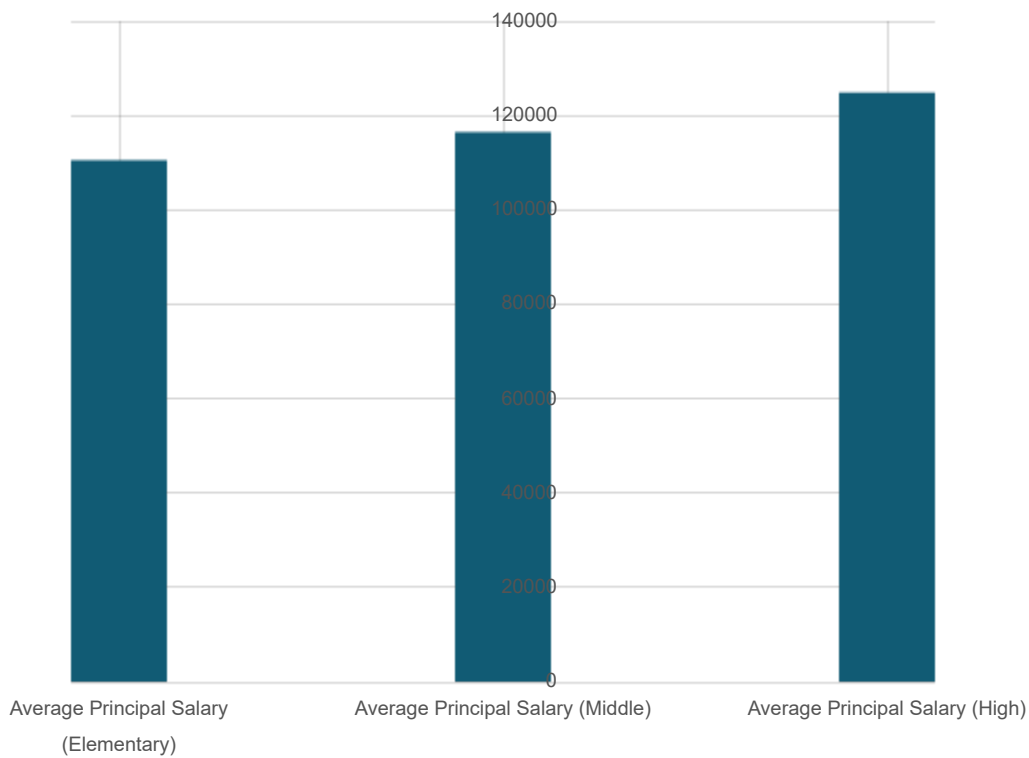# Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,730	$52,484
Mid-Range Teacher Salary	$69,181	$81,939
Highest Teacher Salary	$90,250	$102,383
Average Principal Salary (Elementary)	$110,517	$129,392
Average Principal Salary (Middle)	$116,472	$136,831
Average Principal Salary (High)	$124,842	$147,493
Superintendent Salary	$200,000	$254,706
Percent of Budget for Teacher Salaries	40.25%	33.54%
Percent of Budget for Administrative Salaries	5.96%	4.97%

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

Teacher Salary Chart

Principal Salary Chart

Average Principal Salary (Elementary) | Average Principal Salary (Middle) | Average Principal Salary (High)

Last updated: 1/15/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	8

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
1430 N Street
Sacramento, CA 95814