

**Herbert Slater Middle**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

|                 |   |                    |                            |
|-----------------|---|--------------------|----------------------------|
| <b>Address:</b> | 3500 Sonoma Ave.<br>Santa Rosa, CA , 95405-5414 | <b>Principal:</b>  | Mitchell Tucker, Principal |
| <b>Phone:</b>   | (707) 890-3880                                  | <b>Grade Span:</b> | 7-8                        |

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.

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## About This School

### Mitchell Tucker, Principal

Principal, Herbert Slater Middle

### About Our School

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Herbert Slater Middle School provides a solid academic program to prepare our students for the next steps in their education. Slater works very closely with Montgomery High School to provide the best transition possible for our students. Slater provides many different opportunities for students outside the classroom as well. There are five interscholastic sports and a variety of clubs. Students and staff work together to build strong connections with each other to create a safe and supportive school climate that encourages all students to realize their full potential.

### Contact

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Herbert Slater Middle  
3500 Sonoma Ave.  
Santa Rosa, CA 95405-5414

Phone: [\(707\) 890-3880](tel:(707)890-3880)  
Email: [mtucker@srcs.k12.ca.us](mailto:mtucker@srcs.k12.ca.us)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

|                       |  |
|-----------------------|--|
| <b>District Name</b>  | Santa Rosa High  |
| <b>Phone Number</b>   | (707) 890-3800   |
| <b>Superintendent</b> | Trunnell, Anna   |
| <b>Email Address</b>  | <a href="mailto:atrunnell@srcs.k12.ca.us">atrunnell@srcs.k12.ca.us</a> |
| <b>Website</b>        | <a href="http://www.srcschools.org">www.srcschools.org</a>             |

### School Contact Information (School Year 2021—2022)

|  |   |
|--|---|
| <b>School Name</b>                       | Herbert Slater Middle   |
| <b>Street</b>                            | 3500 Sonoma Ave.  |
| <b>City, State, Zip</b>                  | Santa Rosa, CA , 95405-5414   |
| <b>Phone Number</b>                      | (707) 890-3880  |
| <b>Principal</b>                         | Mitchell Tucker, Principal  |
| <b>Email Address</b>                     | <a href="mailto:mtucker@srcs.k12.ca.us">mtucker@srcs.k12.ca.us</a>                                |
| <b>Website</b>                           | <a href="https://hsms-santarosa-ca.schoolloop.com/">https://hsms-santarosa-ca.schoolloop.com/</a> |
| <b>County-District-School (CDS) Code</b> | 49709206060263  |



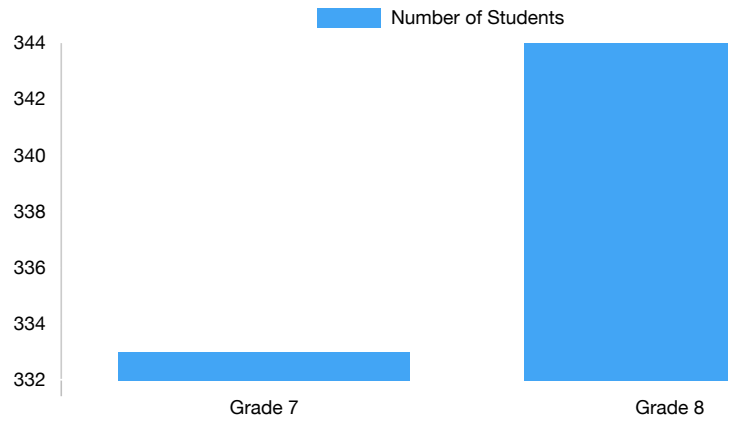
## **School Description and Mission Statement (School Year 2021—2022)**

Slater has a richly diverse population that reflects our local community. Herbert Slater is a comprehensive middle school, offering all students access to core curriculum, elective choices and extracurricular activities. We also have a Bridge Program, which offers students additional support in an alternative setting. It is our mission to provide a quality education, an appreciation of cultural diversity and to develop a sense of social responsibility for all students. Our programs teach students to value themselves and others in a safe and supportive environment.

*Last updated: 2/17/22*

### Student Enrollment by Grade Level (School Year 2020—2021)

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 7          | 333                |
| Grade 8          | 344                |
| Total Enrollment | 677                |



Last updated: 3/24/22

### Student Enrollment by Student Group (School Year 2020—2021)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 52.00%                      |
| Male                                | 48.00%                      |
| Non-Binary                          | 0.00%                       |
| American Indian or Alaska Native    | 0.40%                       |
| Asian                               | 2.70%                       |
| Black or African American           | 3.10%                       |
| Filipino                            | 1.20%                       |
| Hispanic or Latino                  | 52.10%                      |
| Native Hawaiian or Pacific Islander | 1.30%                       |
| Two or More Races                   | 6.60%                       |
| White                               | 32.50%                      |

| Student Group (Other)           | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners                | 15.70%                      |
| Foster Youth                    | 0.40%                       |
| Homeless                        | 0.40%                       |
| Migrant                         | 0.90%                       |
| Socioeconomically Disadvantaged | 49.80%                      |
| Students with Disabilities      | 17.00%                      |

## **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

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

| Indicator  | Number |
|--|--------|
| Credentialed Teachers Authorized on a Permit or Waiver |        |
| Local Assignment Options                               |        |
| Total Out-of-Field Teachers                            |        |

*Last updated:*

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

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

| Subject                         | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts           | "Prentice Hall Literature: Timeless Voices, Timeless Themes – Bronze Level 2002, Prentice Hall, Kinsella, Board Approved 3/23/2005<br>Prentice Hall Literature: Timeless Voices, Timeless Themes – Silver Level 2002, Prentice Hall, Kinsella, Board Approved 3/23/2000" | Yes                        | 0%   |
| Mathematics                     | "Course 2: CPM 2015, Dietiker, Board Approved 1/24/2018<br>Course 3: CPM 2015, Dietiker, Board Approved 1/24/2018<br>Integrated Math 1: CPM 2015, Dietiker, Board Approved 1/24/2018"  | Yes                        | 0%   |
| Science                         | "TCI Bring Science Alive 7th Grade Integrated (BA 2021)<br>TCI Bring Science Alive 8th Grade Integrated (BA 2021)"   | Yes                        | 0%   |
| History-Social Science          | "McGraw-Hill World history & geography: Medieval & early modern times<br>9780076755974 McGraw Hill Impact California Social Studies United States<br>History and Geography: Growth and Conflict<br>978-0-07-675568-4"  | Yes                        | 0%   |
| Foreign Language                | "Dime Uno: Heath/McDougal 1993, Samaniego, Board Approved 5/27/1998<br>Kuaile Hanyu (Mandarin): People's Education Press 2003, Shaoqi, Qingsong, Shaoyu, Xuhong, Board Approved 6/27/2007"   |                            | 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: 2/17/22

## 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 01/01/2022 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: 2/17/22*

## 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 |
|--|--------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                      | Good   |   |
| <b>Interior:</b> Interior Surfaces                                     | Fair   |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation       | Good   |   |
| <b>Electrical:</b> Electrical  | Good   |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                 | Good   |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                        | Good   |   |
| <b>Structural:</b> Structural Damage, Roofs                            | Good   |   |
| <b>External:</b> 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: 2/17/22*

## 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).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

    - Aligned with CA CCSS for ELA and mathematics;
    - Available to students in grades 3 through 8, and grade 11; and
    - Uniformly administered across a grade, grade span, school, or district to all eligible students.
  - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;
    - Other assessments meeting the SBE criteria; or
    - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
  - **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.

**Local Assessment Test Results in ELA by Student Group**  
**Assessment Name(s): Inspect Broad Coverage - ELA**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent At or Above Grade Level</b> |
|---|-------------------------|----------------------|-----------------------|---------------------------|--|
| All Students                                  | 755                     | 424                  | 56.2                  | 43.8                      | 11.1                                   |
| Female  | 386                     | 220                  | 57.0                  | 43.0                      | 13.6                                   |
| Male  | 369                     | 204                  | 55.3                  | 44.7                      | 8.3                                    |
| American Indian or Alaska Native              | 3                       | 1                    | 33.3                  | 66.7                      | 0                                      |
| Asian   | 24                      | 20                   | 83.3                  | 16.7                      | 5.0                                    |
| Black or African American                     | 25                      | 12                   | 48.0                  | 52.0                      | 16.7                                   |
| Filipino                                      | 7                       | 5                    | 71.4                  | 28.6                      | 0                                      |
| Hispanic or Latino                            | 392                     | 193                  | 49.2                  | 50.8                      | 5.2                                    |
| Native Hawaiian or Pacific Islander           | 9                       | 4                    | 44.4                  | 55.6                      | 0                                      |
| Two or More Races                             | 52                      | 26                   | 50                    | 50                        | 7.7                                    |
| White   | 243                     | 163                  | 67.1                  | 32.9                      | 19.6                                   |
| English Learners                              | 100                     | 38                   | 38.0                  | 62.0                      | 0                                      |
| Foster Youth                                  | 3                       | 1                    | 33.3                  | 66.7                      | 0                                      |
| Homeless                                      | 4                       | 3                    | 75                    | 25                        | 0                                      |
| Military                                      | 18                      | 9                    | 50                    | 50                        | 0                                      |
| Socioeconomically Disadvantaged               | 317                     | 145                  | 45.7                  | 54.3                      | 4.8                                    |
| Students Receiving Migrant Education Services | 6                       | 4                    | 66.7                  | 33.3                      | 0                                      |
| Students with Disabilities                    | 139                     | 48                   | 34.5                  | 65.5                      | 0                                      |

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 3/3/22*

**Local Assessment Test Results in Mathematics by Student Group**  
**Assessment Name(s): Inspect Broad Coverage - Math**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent At or Above Grade Level</b> |
|---|-------------------------|----------------------|-----------------------|---------------------------|--|
| All Students                                  | 755                     | 487                  | 64.5                  | 35.5                      | 6.4                                    |
| Female  | 386                     | 250                  | 64.8                  | 35.2                      | 5.6                                    |
| Male  | 369                     | 237                  | 64.2                  | 35.8                      | 7.2                                    |
| American Indian or Alaska Native              | 3                       | 1                    | 33.3                  | 66.7                      | 0                                      |
| Asian   | 24                      | 21                   | 87.5                  | 12.5                      | 9.5                                    |
| Black or African American                     | 25                      | 17                   | 68.0                  | 32.0                      | 5.9                                    |
| Filipino                                      | 7                       | 6                    | 85.7                  | 14.3                      | 16.7                                   |
| Hispanic or Latino                            | 392                     | 233                  | 59.4                  | 40.6                      | 3.0                                    |
| Native Hawaiian or Pacific Islander           | 9                       | 5                    | 55.6                  | 44.4                      | 0                                      |
| Two or More Races                             | 52                      | 32                   | 61.5                  | 38.5                      | 3.1                                    |
| White   | 243                     | 172                  | 70.8                  | 29.2                      | 11.0                                   |
| English Learners                              | 100                     | 50                   | 50                    | 50                        | 0                                      |
| Foster Youth                                  | 3                       | 1                    | 33.3                  | 66.7                      | 0                                      |
| Homeless                                      | 4                       | 2                    | 50                    | 50                        | 0                                      |
| Military                                      | 18                      | 13                   | 72.2                  | 27.8                      | 0                                      |
| Socioeconomically Disadvantaged               | 317                     | 192                  | 60.6                  | 39.4                      | 3.1                                    |
| Students Receiving Migrant Education Services | 6                       | 3                    | 50                    | 50                        | 0                                      |
| Students with Disabilities                    | 139                     | 62                   | 44.6                  | 55.4                      | 4.8                                    |

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 3/3/22*

## **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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2021-2022)

Herbert Slater has a Parent Teacher Organization (PTO) that meets monthly to plan events and activities that benefit our school community, discuss and make decisions about program funding and also discuss how they as a group can make Slater a positive place for our students and families. Parents provide funding for a variety of programs, help provide supervision for school events and activities, and act as members of our School Site Council and ELAC groups. Our English Learners Advisory Group, (ELAC), meets monthly. The School Site Council also meets monthly and is instrumental in the creation of our School Site Plan and distribution of funds to meet the goals of our school.

## **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
- Chronic Absenteeism

**Chronic Absenteeism by Student Group  
(School Year 2020—2021)**

| <b>Student Group</b>                          | <b>Cumulative Enrollment</b> | <b>Chronic Absenteeism Eligible Enrollment</b> | <b>Chronic Absenteeism Count</b> | <b>Chronic Absenteeism Rate</b> |
|---|------------------------------|--|----------------------------------|---------------------------------|
| All Students                                  | 692                          | 685  | 199                              | 29.1                            |
| Female  | 361                          | 359  | 101                              | 28.1                            |
| Male  | 331                          | 326  | 98                               | 30.1                            |
| American Indian or Alaska Native              | 19                           | 19   | 3                                | 30.1                            |
| Asian   | 2                            | 2  | 2                                | 100.0                           |
| Black or African American                     | 23                           | 23   | 7                                | 30.4                            |
| Filipino                                      | 9                            | 8  | 0                                | 0.0                             |
| Hispanic or Latino                            | 362                          | 358  | 140                              | 39.1                            |
| Native Hawaiian or Pacific Islander           | 10                           | 10   | 5                                | 50.0                            |
| Two or More Races                             | 44                           | 43   | 13                               | 30.2                            |
| White   | 223                          | 222  | 29                               | 13.1                            |
| English Learners                              | 120                          | 117  | 52                               | 44.4                            |
| Foster Youth                                  | 6                            | 6  | 3                                | 50.0                            |
| Homeless                                      | 6                            | 6  | 4                                | 66.7                            |
| Socioeconomically Disadvantaged               | 350                          | 348  | 144                              | 41.4                            |
| Students Receiving Migrant Education Services | 6                            | 6  | 3                                | 50.0                            |
| Students with Disabilities                    | 125                          | 122  | 50                               | 41.0                            |

*Last updated:*

## 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        | School<br>2018-2019 | School<br>2020-2021 | District<br>2018-2019 | District<br>2020-2021 | State<br>2018-2019 | State<br>2020-2021 |
|-------------|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| Suspensions | 10.83%              | 0.14%               | 7.15%                 | 0.08%                 | 3.47%              | 0.20%              |
| Expulsions  | 0.00%               | 0.00%               | 0.07%                 | 0.00%                 | 0.08%              | 0.00%              |

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.

### 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        | School<br>2019-2020 | District<br>2019-2020 | State<br>2019-2020 |
|-------------|---------------------|-----------------------|--------------------|
| Suspensions | 12.14%              | 6.03%                 | 2.45%              |
| Expulsions  | 0.00%               | 0.11%                 | 0.05%              |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Last updated: 3/14/22

**Suspensions and Expulsions by Student Group  
(School Year 2020—2021)**

| <b>Student Group</b>                          | <b>Suspensions Rate</b> | <b>Expulsions Rate</b> |
|---|-------------------------|------------------------|
| All Students                                  | 0.14                    | 0                      |
| Female  | 0                       | 0                      |
| Male  | 0.3                     | 0                      |
| Non-Binary                                    | 0                       | 0                      |
| American Indian or Alaska Native              | 0                       | 0                      |
| Asian   | 0                       | 0                      |
| Black or African American                     | 0                       | 0                      |
| Filipino                                      | 0                       | 0                      |
| Hispanic or Latino                            | 0.28                    | 0                      |
| Native Hawaiian or Pacific Islander           | 0                       | 0                      |
| Two or More Races                             | 0                       | 0                      |
| White   | 0                       | 0                      |
| English Learners                              | 0                       | 0                      |
| Foster Youth                                  | 0                       | 0                      |
| Homeless                                      | 0                       | 0                      |
| Socioeconomically Disadvantaged               | 0.29                    | 0                      |
| Students Receiving Migrant Education Services | 0                       | 0                      |
| Students with Disabilities                    | 0                       | 0                      |

*Last updated:*

**School Safety Plan (School Year 2021-2022)**

Herbert Slater's campus is continuously monitored by the principal, assistant principal, student advisor and all staff. Slater Middle School consistently enforces school rules and acknowledges appropriate behavior. We work toward the building of a positive school climate and reward students for positive behavior as the core of our culture. To this end, we participate in the BEST Plus Program, a program designed to look at positive behavior and build a welcoming and inviting culture on our campus. A group of approximately 40 students are trained each year to act as Safe School Ambassadors, a program designed to promote healthy student behavior and interaction around conflict and conflict resolution. We also have a Restorative Response Specialist, who works with students and families around building a restorative community. Our Family Engagement Facilitator works with families as well, to promote wellness, safety and student achievement. Our school conducts monthly emergency drills and ensures that students practice for any emergency that might arise.

*Last updated: 3/14/22*

## 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.

### Student Support Services Staff (School Year 2020—2021)

| Title   | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.00                              |
| Library Media Teacher (Librarian)                             | 0.00                              |
| Library Media Services Staff (Paraprofessional)               | 1.00                              |
| Psychologist  | 0.80                              |
| Social Worker   | 0.00                              |
| Nurse   | 0.30                              |
| Speech/Language/Hearing Specialist                            | 0.50                              |
| Resource Specialist (non-teaching)                            | 0.00                              |
| Other   | 0.00                              |

*Last updated: 12/31/99*

\* 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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$7384.77                    | \$6985.18                           | \$399.59                              | \$81184.22             |
| District                                      | N/A                          | N/A                                 | --                                    | --                     |
| Percent Difference – School Site and District | N/A                          | N/A                                 | --                                    | --                     |
| State   | N/A                          | N/A                                 | \$8443.83                             | --                     |
| Percent Difference – School Site and State    | N/A                          | N/A                                 | --                                    | --                     |

*Last updated: 3/14/22*

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

## Types of Services Funded (Fiscal Year 2020–2021)

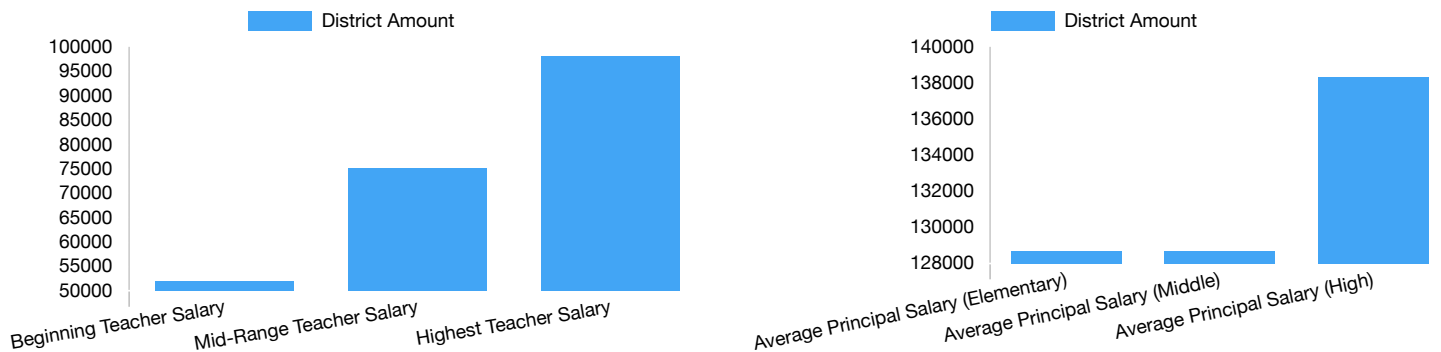
Herbert Slater receives Local Control funding as well as Schoolwide Title 1 funds and donations from our PTO. These funds are used to purchase the needed materials and supplies for instruction, support classes in ELA and Math, technology and a Technology Teacher on Special Education, after school tutoring, and staff professional development to enhance student learning, achievement and extracurricular activities.

Last updated: 3/14/22

## Teacher and Administrative Salaries (Fiscal Year 2019–2020)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$51895.00      | --   |
| Mid-Range Teacher Salary                      | \$75057.00      | --   |
| Highest Teacher Salary                        | \$98021.00      | --   |
| Average Principal Salary (Elementary)         | \$118974.00     | --   |
| Average Principal Salary (Middle)             | \$128663.00     | --   |
| Average Principal Salary (High)               | \$138329.00     | --   |
| Superintendent Salary                         | \$235000.00     | --   |
| Percent of Budget for Teacher Salaries        | 38.47%          | --   |
| Percent of Budget for Administrative Salaries | 4.92%           | --   |

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



Last updated:

## Professional Development

| Measure   | 2019-2020 | 2020-2021 | 2021-2022 |
|---|-----------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement |           |           |           |

## Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level Local Assessment Test Results in ELA by Student Group**  
**Assessment Name/s: Inspect Broad Coverage - ELA**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent At or Above Grade Level</b> |
|---|-------------------------|----------------------|-----------------------|---------------------------|--|
| LEAwide                                       | 4876                    | 2690                 | 55.2                  | 44.8                      | 12.1                                   |
| Female  | 2322                    | 1346                 | 58                    | 42                        | 11.9                                   |
| Male  | 2494                    | 1332                 | 53.4                  | 56.6                      | 12.2                                   |
| American Indian or Alaska Native              | 34                      | 13                   | 38.2                  | 61.8                      | 7.7                                    |
| Asian   | 246                     | 169                  | 68.7                  | 31.3                      | 28.4                                   |
| Black or African American                     | 105                     | 58                   | 55.2                  | 44.8                      | 10.3                                   |
| Filipino                                      | 46                      | 36                   | 78.3                  | 21.7                      | 13.9                                   |
| Hispanic or Latino                            | 2484                    | 1212                 | 48.8                  | 51.2                      | 4.4                                    |
| Native Hawaiian or Pacific Islander           | 35                      | 12                   | 34.3                  | 65.7                      | 0                                      |
| Two or More Races                             | 308                     | 178                  | 57.8                  | 42.2                      | 23                                     |
| White   | 1562                    | 1002                 | 64.1                  | 35.9                      | 17                                     |
| English Learners                              | 542                     | 199                  | 36.7                  | 63.3                      | 0                                      |
| Foster Youth                                  | 35                      | 13                   | 37.1                  | 62.9                      | 0                                      |
| Homeless                                      | 38                      | 12                   | 31.6                  | 68.4                      | 0                                      |
| Military                                      | 88                      | 52                   | 59.1                  | 40.9                      | 0                                      |
| Socioeconomically Disadvantaged               | 1826                    | 895                  | 49.0                  | 51.0                      | 4.7                                    |
| Students Receiving Migrant Education Services | 66                      | 22                   | 33.3                  | 66.7                      | 9.1                                    |
| Students with Disabilities                    | 687                     | 268                  | 39.0                  | 61.0                      | 2.2                                    |

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

*Last updated: 3/25/22*

**LEA-Level Assessment Test Results in Mathematics by Student Group**  
**Assessment Name/s: Inspect Broad Coverage – Math**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent At or Above Grade Level</b> |
|---|-------------------------|----------------------|-----------------------|---------------------------|--|
| LEAwide                                       | 4876                    | 2694                 | 55.3                  | 44.7                      | 10.3                                   |
| Female  | 2322                    | 1337                 | 57.6                  | 42.4                      | 9.4                                    |
| Male  | 2494                    | 1335                 | 53.5                  | 46.5                      | 11.2                                   |
| American Indian or Alaska Native              | 34                      | 10                   | 29.4                  | 70.6                      | 10.0                                   |
| Asian   | 246                     | 173                  | 70.3                  | 29.7                      | 34.7                                   |
| Black or African American                     | 105                     | 63                   | 60.0                  | 40                        | 6.3                                    |
| Filipino                                      | 46                      | 38                   | 82.6                  | 17.4                      | 26.3                                   |
| Hispanic or Latino                            | 2484                    | 1257                 | 50.6                  | 49.4                      | 3.3                                    |
| Native Hawaiian or Pacific Islander           | 35                      | 14                   | 40                    | 60                        | 0                                      |
| Two or More Races                             | 308                     | 181                  | 58.8                  | 41.2                      | 14.4                                   |
| White   | 1562                    | 938                  | 60.1                  | 39.9                      | 14.3                                   |
| English Learners                              | 542                     | 236                  | 43.5                  | 56.5                      | 0.4                                    |
| Foster Youth                                  | 35                      | 14                   | 40.0                  | 60                        | 0                                      |
| Homeless                                      | 38                      | 11                   | 28.9                  | 71.1                      | 0.0                                    |
| Military                                      | 88                      | 56                   | 63.6                  | 36.4                      | 0                                      |
| Socioeconomically Disadvantaged               | 1826                    | 932                  | 51.0                  | 49.0                      | 3.5                                    |
| Students Receiving Migrant Education Services | 66                      | 23                   | 34.8                  | 65.2                      | 4.3                                    |
| Students with Disabilities                    | 687                     | 301                  | 43.8                  | 56.2                      | 2.3                                    |

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 3/25/22