

**Santa Rosa Middle School**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School Year**  
**California Department of Education**

**Address:** 500 E St.  
Santa Rosa, CA , 95404-4373

**Principal:** Sarah O'Connor

**Phone:** 707-890-3865

**Grade Span:**

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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## About This School

### Sarah O'Connor

Principal, Santa Rosa Middle School

### About Our School



Our mission at Santa Rosa Middle School is to create a safe, responsible and respectful community that fosters an appreciation for diversity, supports varied learning styles, and recognizes the abilities of all students. Our goal is to support and inspire students as they work to master the Common Core District Standards and to guide them in developing lifelong habits for success.

Our vision at Santa Rosa Middle School is to provide interconnected learning opportunities for students, with teachers, students, and parents working together to think critically about the world around us. Students will be prepared for success in college and careers in a rigorous and creative learning environment that includes opportunities to connect with our community through service projects and a variety of enrichment experiences. Innovative programs will promote character development and responsible citizenship, as we nurture and grow tomorrow's leaders. Every student will be prepared for success in a rapidly changing, global economy by being literate in technology and competent in core academic curriculum. Students will honor and respect diversity through rich, multi-cultural experiences. This is our 21st century pledge to our students.

### Contact

Santa Rosa Middle School  
500 E St.  
Santa Rosa, CA 95404-4373

Phone: [707-890-3865](tel:707-890-3865)

Email: [soconnor@srcs.k12.ca.us](mailto:soconnor@srcs.k12.ca.us)

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

<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="https://www.srcschools.org/">https://www.srcschools.org/</a>

### School Contact Information (School Year 2022–23)

<b>School Name</b>	Santa Rosa Middle School
<b>Street</b>	500 E St.
<b>City, State, Zip</b>	Santa Rosa, CA , 95404-4373
<b>Phone Number</b>	707-890-3865
<b>Principal</b>	Sarah O'Connor
<b>Email Address</b>	<a href="mailto:soconnor@srcs.k12.ca.us">soconnor@srcs.k12.ca.us</a>
<b>Website</b>	<a href="http://srms-santarosa-ca.schoolloop.com">http://srms-santarosa-ca.schoolloop.com</a>
<b>County-District-School (CDS) Code</b>	49709206060289

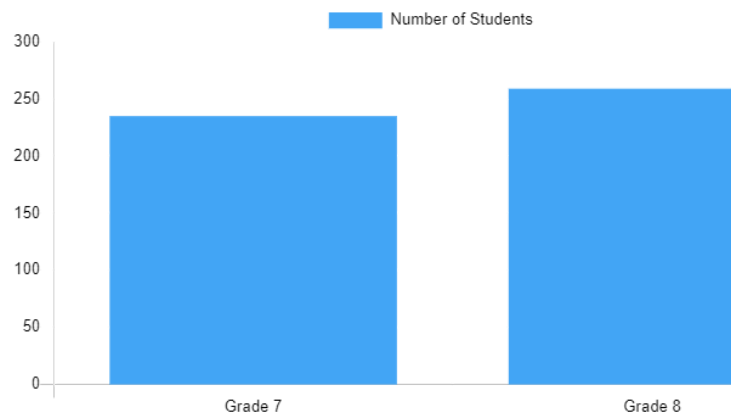
### **School Description and Mission Statement (School Year 2022–23)**

Our mission at Santa Rosa Middle School is to create a safe, responsible, and respectful community that fosters an appreciation for diversity, supports varied learning styles, recognizes the abilities of all students, and empowers all members to work together in partnership. Our goal is to support students in their development as individuals of character, locally and globally conscious citizens, and stewards of the environment as they pursue academic success and master state standards. We will treat all members of the community with respect, courtesy, and professionalism.

*Last updated: 2/1/23*

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

Grade Level	Number of Students
Grade 7	235
Grade 8	259
Total Enrollment	494



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

*Last updated: 2/1/23*

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

Student Group	Percent of Total Enrollment
Female	49.40%
Male	50.00%
Non-Binary	0.60%
American Indian or Alaska Native	1.00%
Asian	3.20%
Black or African American	2.20%
Filipino	0.40%
Hispanic or Latino	63.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	7.70%
White	21.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	14.20%
Foster Youth	0.20%
Homeless	0.20%
Migrant	0.60%
Socioeconomically Disadvantaged	48.80%
Students with Disabilities	16.40%

## 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)	17.00	73.05	391.70	79.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	1.07	12.30	2.51	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	21.59	21.60	4.41	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	15.20	3.09	12115.80	4.41
Unknown	1.00	4.28	50.80	10.33	18854.30	6.86
Total Teaching Positions	23.30	100.00	491.80	100.00	274759.10	100.00

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

Last updated: 2/2/23

### Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Last updated: 2/2/23

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	5.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	5.00	

Last updated: 1/11/23

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

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

*Last updated: 1/11/23*

**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)	25.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.70	

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: 1/11/23*

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Weaving it Together, Heinle & Heinle, (2002) Language!, Step Up To Writing, Sopris West (2005) Prentice Hall, Timeless Voices, Timeless Themes (2002)	Yes	0%
Mathematics	Course 2: CPM 2015, Dietiker, Board Approved 1/24/2018 Course 3: CPM 2015, Dietiker, Board Approved 1/24/2018 Integrated Math 1: CPM 2015, Dietiker, Board Approved 1/24/2018	Yes	0%
Science	?TCI Bring Science Alive 7th Grade Integrated (BA 2021) TCI Bring Science Alive 8th Grade Integrated (BA 2021)?	Yes	0%
History-Social Science	Nat. Geo World History: Medieval & early modern times 9781337110808 Nat. Geo American Stories: beginnings to world war 1 9781337111386	Yes	0%
Foreign Language	Realidades, Level A: Prentice Hall 2004, Boyles, Met Sayers, Wargin, Board Approved 9/28/2005 Realidades, Level B: Prentice Hall 2004, Boyles, Met Sayers, Wargin, Board Approved 9/28/2005 Nuestro Mundo: McDougal Littell 2002, Battisti, Carrera-Hanley, Board Approved 9/28/2005	Yes	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: 2/2/23

## School Facility Conditions and Planned Improvements

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

This school was inspected on 12/29/2022 and had an overall rating of "good".

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

*Last updated: 2/2/23*

## School Facility Good Repair Status

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

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

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

Overall Rating	Good
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*Last updated: 2/1/23*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	29%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	18%	N/A	25%	N/A	33%

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 2/2/23

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	489	440	89.98	10.02	28.93
Female	236	211	89.41	10.59	34.12
Male	250	226	90.40	9.60	23.56
American Indian or Alaska Native	--	--	--	--	--
Asian	17	15	88.24	11.76	26.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	310	283	91.29	8.71	19.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	35	83.33	16.67	34.29
White	103	91	88.35	11.65	54.95
English Learners	68	61	89.71	10.29	3.28
Foster Youth	0	0	0	0	0
Homeless					
Military	16	15	93.75	6.25	26.67
Socioeconomically Disadvantaged	272	241	88.60	11.40	20.42
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	86	74	86.05	13.95	2.70

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 2/1/23*

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	489	436	89.16	10.84	18.43
Female	236	212	89.83	10.17	17.54
Male	250	221	88.40	11.60	19.09
American Indian or Alaska Native	--	--	--	--	--
Asian	17	14	82.35	17.65	28.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	310	278	89.68	10.32	12.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	35	83.33	16.67	11.43
White	103	93	90.29	9.71	39.13
English Learners	68	54	79.41	20.59	1.85
Foster Youth	0	0	0	0	0
Homeless				--	
Military	16	16	100.00	0.00	25.00
Socioeconomically Disadvantaged	272	238	87.50	12.50	14.77
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	86	60	69.77	30.23	3.33

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 2/1/23*

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

<b>Subject</b>	<b>School 2020-21</b>	<b>School 2021-22</b>	<b>District 2020-21</b>	<b>District 2021-22</b>	<b>State 2020-21</b>	<b>State 2021-22</b>
Science (grades 5, 8, and high school)	NT	21.37	--		28.72	29.47

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 2/1/23*

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	260	248	95.38	4.62	21.37
Female	132	127	96.21	3.79	19.69
Male	126	119	94.44	5.56	23.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	166	159	95.78	4.22	10.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	29.17
White	55	51	92.73	7.27	50.98
English Learners	30	29	96.67	3.33	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	11	11	100.00	0.00	27.27
Socioeconomically Disadvantaged	137	130	94.89	5.11	13.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	44	40	90.91	9.09	5.00

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 2/1/23*

**Career Technical Education (CTE) Participation (School Year 2021–22)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	26
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 2/1/23*

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

*Last updated: 2/1/23*

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2021–22)

#### Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7	86.4%	87.7%	83.3%	56.1%	89.9%
9					

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

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 2/1/23*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2022–23)

Our (PFSO) Parent/Faculty/Student Organization is actively fundraising to provide support to all students and staff. Parents, students, and staff work collaboratively to enhance every student's middle school experience with a variety of field trips, special assemblies, dances, class picnics, and other educational and social events. Our Renaissance Academic Recognition program, outdoor science learning labs and gardens, school improvement projects, and a variety of special activities are also supported by the PFSO. Parents participate in our Site Council, which reviews and approves our School Plan and budget. Our English Learners Advisory Council (ELAC) meets monthly to review the needs of our English learners and the services we provide for them. Community spirit is alive and well at Santa Rosa Middle School.

## State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate				9.9%	14.0%	11.5%	8.9%	9.4%	7.8%
Graduation Rate				84.3%	80.4%	84.2%	84.2%	83.6%	87.0%

*Last updated: 2/1/23*

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

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

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

*Last updated: 2/1/23*

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

<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	526	513	198	38.6
Female	255	252	98	38.9
Male	268	258	99	38.4
American Indian or Alaska Native	5	5	3	60.0
Asian	18	17	5	29.4
Black or African American	11	10	2	20.0
Filipino	2	2	0	0.0
Hispanic or Latino	333	326	131	40.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	44	42	17	40.5
White	109	107	38	35.5
English Learners	87	83	35	42.2
Foster Youth	1	1	1	100.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	314	305	132	43.3
Students Receiving Migrant Education Services	3	3	1	33.3
Students with Disabilities	92	88	47	53.4

*Last updated: 2/1/23*

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	14.51%	6.03%	2.45%
Expulsions	0.34%	0.11%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

### Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.19%	18.25%	0.08%	6.40%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 2/1/23

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

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	18.25	0.00
Female	12.16	0.00
Male	24.25	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	5.56	0.00
Asian	0.00	0.00
Black or African American	18.18	0.00
Filipino	0.00	0.00
Hispanic or Latino	18.62	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	25.00	0.00
White	13.76	0.00
English Learners	19.54	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	20.06	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	22.83	0.00

*Last updated: 2/1/23*

**School Safety Plan (School Year 2022–23)**

Santa Rosa Middle School’s Safety Plan is updated, reviewed, and approved every year by the School Site Council, most recently in the spring of 2016. Teachers are trained in and implement the Building Effective Schools Together (BEST) program; successfully communicating clear and consistent expectations for appropriate behavior. Behavior expectations are taught to students throughout the year, along with the consequences for inappropriate behavior. Teachers, counselors, and our administrative team support students through restorative practices, which help students to reflect on their own behaviors and how their actions affect others. Personal responsibility is taught and reinforced at every level.

Information about school rules and discipline policies are provided to every student in their planner. Each parent is asked to read and review this information with their student. Daily announcements also remind students of expectations with an emphasis on recognizing positive behaviors. A sequential discipline guide describes the various steps in our discipline process. Parents are contacted and are encouraged to work closely with teachers, counselors, and the administration. Supporting students with a team approach helps them be respectful citizens and be an integral part of our safe school community.

*Last updated: 2/1/23*

## D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	9	10	6
Mathematics	23.00	8	11	5
Science	25.00	6	10	6
Social Science	28.00	5	5	10

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	12	10	4
Mathematics	20.00	14	9	2
Science	19.00	13	12	
Social Science	22.00	8	10	4

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	14	14	3
Mathematics	17.00	18	13	1
Science	16.00	17	13	
Social Science	18.00	12	13	2

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Pupils to Academic Counselor*	190.00

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 2/2/23*

**Student Support Services Staff (School Year 2021–22)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.60
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.60
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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: 2/2/23*

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

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

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

*Last updated: 2/2/23*

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

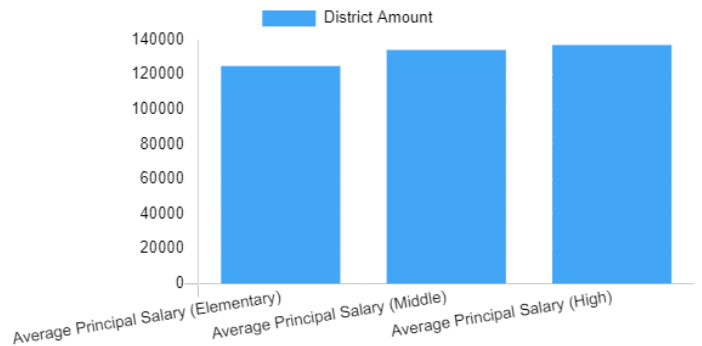
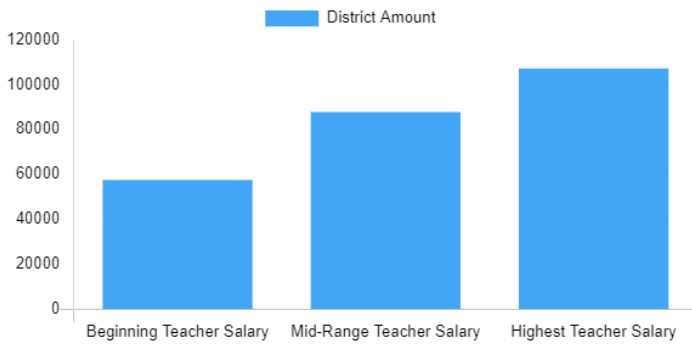
Santa Rosa Middle School receives Title I and ELA/LEP funds which have been used for support sections for intensive reading and language support for English learners, including support materials and books.

*Last updated: 2/1/23*

**Teacher and Administrative Salaries (Fiscal Year 2020–21)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57477.00	--
Mid-Range Teacher Salary	\$87798.00	--
Highest Teacher Salary	\$107235.00	--
Average Principal Salary (Elementary)	\$124961.00	--
Average Principal Salary (Middle)	\$134218.00	--
Average Principal Salary (High)	\$137042.00	--
Superintendent Salary	\$235000.00	--
Percent of Budget for Teacher Salaries	3321.00%	--
Percent of Budget for Administrative Salaries	363.00%	--

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



*Last updated: 2/1/23*

**Advanced Placement (AP) Courses (School Year 2021–22)****Percent of Students in AP Courses**

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

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

*Last updated: 2/1/23*

**Professional Development**

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

*Last updated: 2/1/23*