

Santa Rosa Middle
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

| | | | |
|-----------------|--|-------------------|---------------------------|
| Address: | 500 E St. Santa Rosa, CA , 95404- 4373 | Principal: | Sarah O'Connor, Principal |
| Phone: | (707) 890-3865 | Grade | 7-8 |
| | | Span: | |

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

About This School

Sarah O'Connor, Principal

Principal, Santa Rosa Middle

About Our School



null

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/guardians 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
500 E St.
Santa Rosa, CA 95404-4373

Phone: [\(707\) 890-3865](tel:(707)890-3865)
Email: soconnor@srcs.k12.ca.us

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

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

School Contact Information (School Year 2023–24)

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

Last updated: 1/29/24

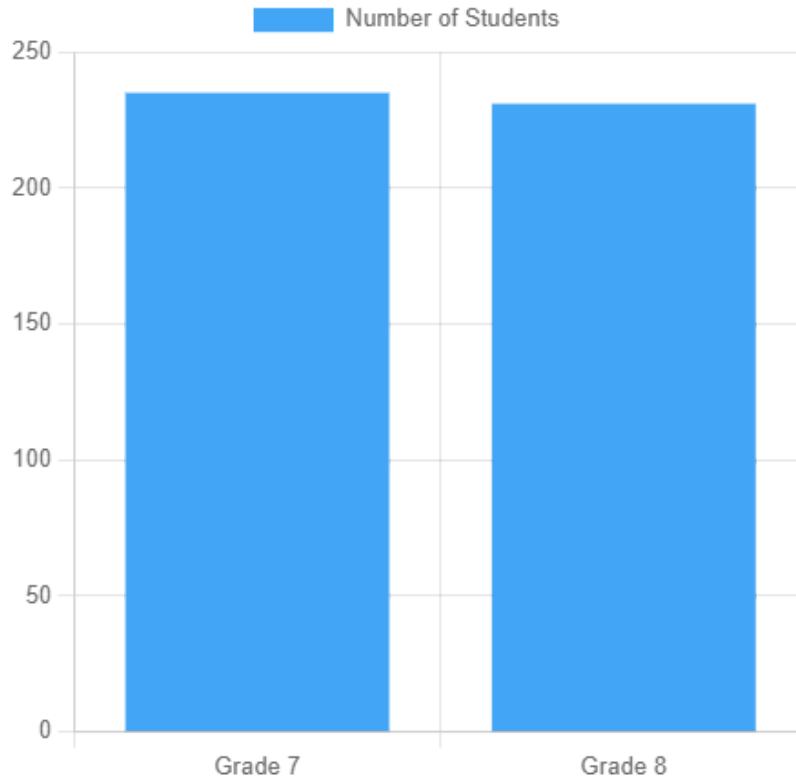
School Description and Mission Statement (School Year 2023–24)

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: 1/31/24

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 7 | 235 |
| Grade 8 | 231 |
| Total Enrollment | 466 |



Last updated: 1/29/24

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

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 44.60% |
| Male | 54.50% |
| Non-Binary | 0.90% |
| American Indian or Alaska Native | 1.10% |
| Asian | 3.60% |

| Student Group (Other) | Percent of Total Enrollment |
|-----------------------|-----------------------------|
| English Learners | 16.50% |
| Foster Youth | 0.20% |
| Homeless | 1.50% |
| Migrant | 1.50% |

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.80% |
| Filipino | 0.20% |
| Hispanic or Latino | 63.90% |
| Native Hawaiian or Pacific Islander | 0.00% |
| Two or More Races | 7.50% |
| White | 20.40% |

| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Socioeconomically Disadvantaged | 60.50% |
| Students with Disabilities | 16.30% |

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/Incomplete/NA | 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: 1/29/24

Teacher Preparation and Placement (School Year 2021–22)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 16.00 | 61.59% | 359.50 | 78.28% | 234405.20 | 84.00% |
| Intern Credential Holders Properly Assigned | 1.20 | 4.81% | 5.60 | 1.23% | 4853.00 | 1.74% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.10 | 4.35% | 14.60 | 3.19% | 12001.50 | 4.30% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 2.60 | 10.28% | 26.80 | 5.84% | 11953.10 | 4.28% |
| Unknown/Incomplete/NA | 4.90 | 18.94% | 52.60 | 11.46% | 15831.90 | 5.67% |
| Total Teaching Positions | 25.90 | 100.00% | 459.20 | 100.00% | 279044.80 | 100.00% |

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

Last updated: 1/29/24

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

| Authorization/Assignment | 2020-21 Number | 2021-22 Number |
|---|-------------------|-------------------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 5.00 | 1.10 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 5.00 | 1.10 |

Last updated: 11/2/23

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

| Indicator | 2020-21 Number | 2021-22 Number |
|--|-------------------|-------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 1.10 |
| Local Assignment Options | 0.00 | 1.40 |
| Total Out-of-Field Teachers | 0.00 | 2.60 |

Last updated: 11/2/23

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% | 6.3% |
| 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% | 0% |

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

Last updated: 11/2/23

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

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

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

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------------------|--|----------------------------------|--|
| 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 | N/A | | 0 |
| Visual and Performing Arts | N/A | | 0 |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0 |

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

Last updated: 1/31/24

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 1/03/24 and had an overall rating of "Good".

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

Last updated: 1/31/24

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: January 2024

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/31/24

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

| Subject | School 2021– 22 | School 2022– 23 | District 2021– 22 | District 2022– 23 | State 2021– 22 | State 2022– 23 |
|--|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 29% | 18% | 41% | 38% | 47% | 46% |
| Mathematics (grades 3-8 and 11) | 18% | 15% | 25% | 24% | 33% | 34% |

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

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

Last updated: 1/31/24

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|-----------------------------|--------------------------|---------------------------|-----------------------------------|--|
| All Students | 475 | 447 | 94.11% | 5.89% | 17.90% |
| Female | 217 | 204 | 94.01% | 5.99% | 22.06% |
| Male | 254 | 239 | 94.09% | 5.91% | 14.23% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 17 | 16 | 94.12% | 5.88% | 25.00% |
| Black or African American | 13 | 13 | 100.00% | 0.00% | 7.69% |
| Filipino | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Hispanic or Latino | 308 | 288 | 93.51% | 6.49% | 11.81% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 35 | 33 | 94.29% | 5.71% | 27.27% |
| White | 96 | 92 | 95.83% | 4.17% | 33.70% |
| English Learners | 77 | 73 | 94.81% | 5.19% | 0.00% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 357 | 333 | 93.28% | 6.72% | 13.81% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 82 | 73 | 89.02% | 10.98% | 2.74% |

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

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

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

Last updated: 1/31/24

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 475 | 450 | 94.74% | 5.26% | 14.89% |
| Female | 217 | 205 | 94.47% | 5.53% | 13.17% |
| Male | 254 | 241 | 94.88% | 5.12% | 16.18% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 17 | 16 | 94.12% | 5.88% | 25.00% |
| Black or African American | 13 | 13 | 100.00% | 0.00% | 7.69% |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 308 | 292 | 94.81% | 5.19% | 8.56% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 35 | 33 | 94.29% | 5.71% | 24.24% |
| White | 96 | 91 | 94.79% | 5.21% | 31.87% |
| English Learners | 77 | 74 | 96.10% | 3.90% | 0.00% |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 357 | 337 | 94.40% | 5.60% | 10.98% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 82 | 74 | 90.24% | 9.76% | 2.70% |

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

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

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

Last updated: 1/31/24

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

| Subject | School 2021– 22 | School 2022– 23 | District 2021– 22 | District 2022– 23 | State 2021– 22 | State 2022– 23 |
|--|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| Science (grades 5, 8, and high school) | 21.37% | 14.54% | 26.52% | 24.05% | 29.47% | 30.29% |

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

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

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

Last updated: 1/31/24

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 240 | 227 | 94.58% | 5.42% | 14.54% |
| Female | 113 | 106 | 93.81% | 6.19% | 18.87% |
| Male | 125 | 119 | 95.20% | 4.80% | 10.08% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 11 | 10 | 90.91% | 9.09% | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 153 | 144 | 94.12% | 5.88% | 8.33% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 15 | 14 | 93.33% | 6.67% | 21.43% |
| White | 50 | 49 | 98.00% | 2.00% | 34.69% |
| English Learners | 34 | 31 | 91.18% | 8.82% | 0.00% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 180 | 167 | 92.78% | 7.22% | 10.18% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 39 | 34 | 87.18% | 12.82% | 2.94% |

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

Last updated: 1/31/24

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

| Grade | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------|-------------------------------|---|--|--|--------------------------|
| 7 | 95.22% | 94.49% | 90.81% | 95.96% | 97.06% |

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

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

Last updated: 1/31/24

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2023–24)

Our (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 events, and other educational and social opportunities. Parents participate in our School Site Council, which reviews and approves our School Plan for Student Achievement and Site 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

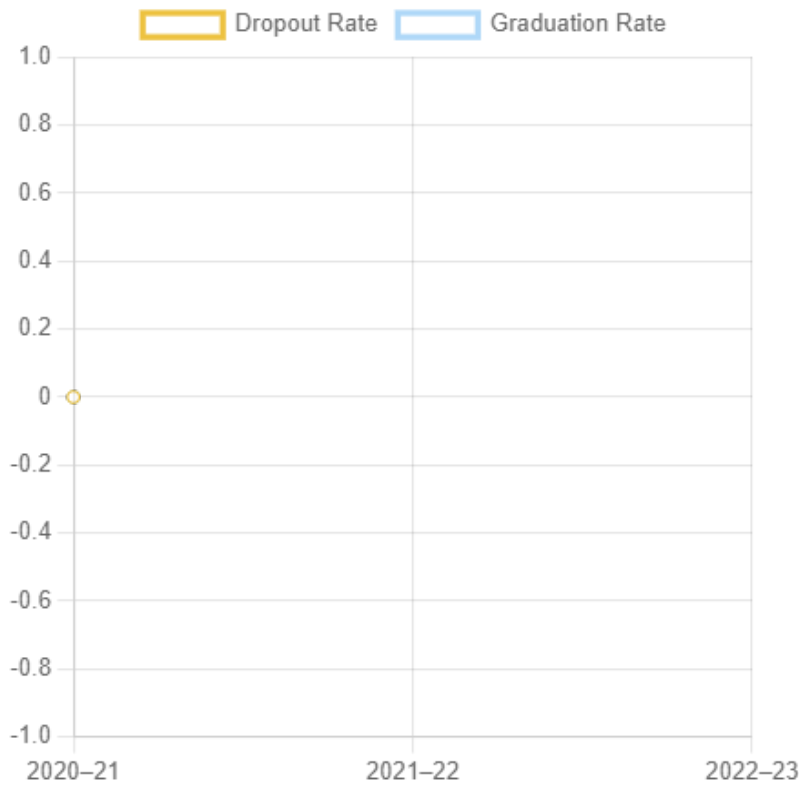
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

| Indicator | School 2020–21 | School 2021–22 | School 2022–23 | District 2020–21 | District 2021–22 | District 2022–23 | State 2020–21 | State 2021–22 | State 2022–23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | | | 14.0% | 11.5% | 12.5% | 9.4% | 7.8% | 8.2% |
| Graduation Rate | | | | 80.4% | 84.2% | 82.6% | 83.6% | 87.0% | 86.2% |

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



Last updated: 1/31/24

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

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|------------------------------|--|----------------------------------|---------------------------------|
| All Students | 511 | 495 | 204 | 41.2% |
| Female | 234 | 225 | 90 | 40.0% |
| Male | 273 | 266 | 110 | 41.4% |
| Non-Binary | 4 | 4 | 4 | 100.0% |
| American Indian or Alaska Native | 6 | 6 | 4 | 66.7% |
| Asian | 17 | 17 | 6 | 35.3% |
| Black or African American | 13 | 13 | 5 | 38.5% |
| Filipino | 1 | 1 | 0 | 0.0% |
| Hispanic or Latino | 332 | 323 | 136 | 42.1% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0% |
| Two or More Races | 39 | 36 | 20 | 55.6% |
| White | 102 | 98 | 32 | 32.7% |
| English Learners | 94 | 92 | 36 | 39.1% |
| Foster Youth | 2 | 2 | 1 | 50.0% |
| Homeless | 16 | 12 | 9 | 75.0% |
| Socioeconomically Disadvantaged | 384 | 373 | 168 | 45.0% |
| Students Receiving Migrant Education Services | 7 | 7 | 1 | 14.3% |
| Students with Disabilities | 89 | 83 | 49 | 59.0% |

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

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School 2020– 21 | School 2021– 22 | School 2022– 23 | District 2020– 21 | District 2021– 22 | District 2022– 23 | State 2020– 21 | State 2021– 22 | State 2022– 23 |
|-------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Suspensions | 0.19% | 18.25% | 15.07% | 0.08% | 6.40% | 10.12% | 0.20% | 3.17% | 3.60% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.05% | 0.21% | 0.00% | 0.07% | 0.08% |

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

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

| Student Group | Suspensions Rate | Expulsions Rate |
|---|-------------------------|------------------------|
| All Students | 15.07% | 0.00% |
| Female | 11.97% | 0.00% |
| Male | 17.58% | 0.00% |
| Non-Binary | 0.00% | 0.00% |
| American Indian or Alaska Native | 0.00% | 0.00% |
| Asian | 17.65% | 0.00% |
| Black or African American | 30.77% | 0.00% |
| Filipino | 0.00% | 0.00% |
| Hispanic or Latino | 13.55% | 0.00% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% |
| Two or More Races | 17.95% | 0.00% |
| White | 15.69% | 0.00% |
| English Learners | 11.70% | 0.00% |
| Foster Youth | 0.00% | 0.00% |
| Homeless | 25.00% | 0.00% |
| Socioeconomically Disadvantaged | 17.19% | 0.00% |
| Students Receiving Migrant Education Services | 0.00% | 0.00% |
| Students with Disabilities | 16.85% | 0.00% |

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

Last updated: 1/31/24

School Safety Plan (School Year 2023–24)

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 2023. Teachers agree on common behavioral standards and practices expected by all students, in the classrooms and learning spaces, as well as on the campus at large. Behavior expectations are taught to students the first 2 weeks of school and reinforced 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 the first days of school through our school-wide learning and through our handbook which is available through the school website. Each parent is also asked to read and review this information. 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: 1/31/24

D. Other SARC information

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

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

| 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) (HIGH SCHOOL)

| 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|--------------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | 26.00 | 10 | 7 | 7 |
| Mathematics | 23.00 | 15 | 6 | 5 |
| Science | 22.00 | 8 | 12 | 1 |
| Social Science | 23.00 | 7 | 9 | 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.

Last updated: 1/31/24

Student Support Services Staff (School Year 2022–23)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.00 |
| Library Media Teacher (Librarian) | 1.00 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.70 |
| Social Worker | |
| Nurse | 1.00 |
| Speech/Language/Hearing Specialist | 0.00 |
| Resource Specialist (non-teaching) | 1.00 |
| Other | 0.00 |

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

Last updated: 1/31/24

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|--|--|-------------------------------|
| School Site | \$16409.00 | \$4194.00 | \$12215.00 | \$106985.00 |
| District | N/A | N/A | -- | -- |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$7606.62 | -- |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

Last updated: 1/31/24

Types of Services Funded (Fiscal Year 2022–23)

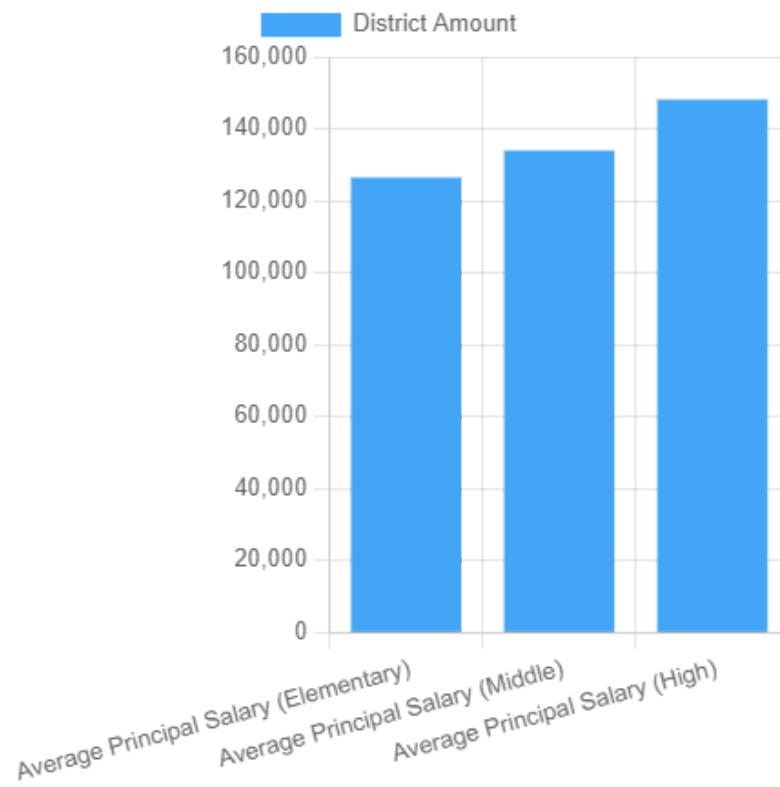
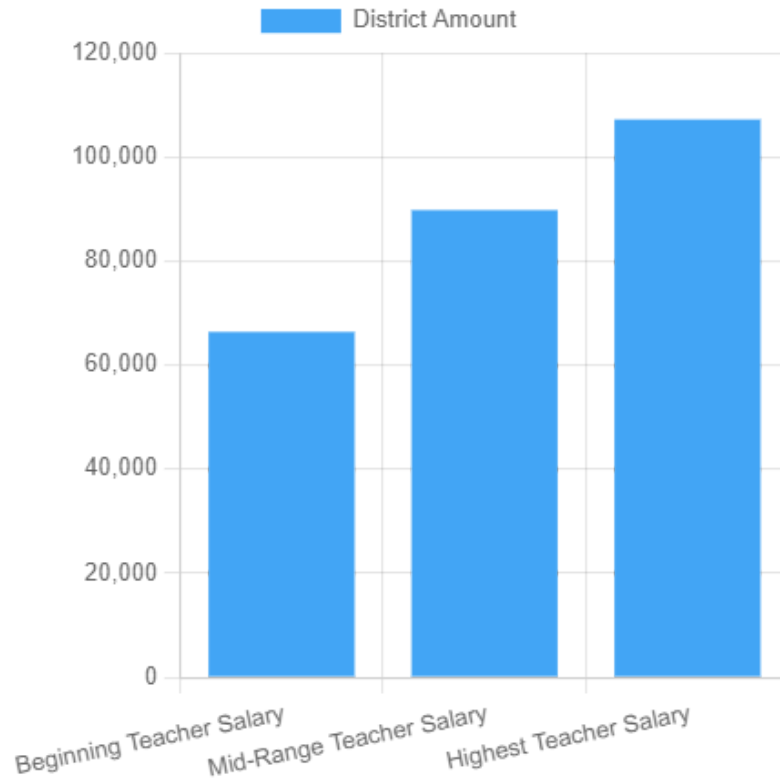
Santa Rosa Middle School receives Title I and LCAP funds which have been used for support sections for language support for English learners, students with additional learning needs, and support materials and books.

Last updated: 1/31/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

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

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



Last updated: 1/31/24