Herbert Slater Middle

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	3500 Sonoma Ave. Santa Rosa, CA , 95405-5414	**Principal:**	Ryan Partika, Principal
Phone:	(707) 890-3880	**Grade Span:**	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 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

Ryan Partika, 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

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

Phone: (707) 890-3880
Email: rpartika@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	Herbert Slater Middle
Street	3500 Sonoma Ave.
City, State, Zip	Santa Rosa, CA , 95405-5414
Phone Number	(707) 890-3880
Principal	Ryan Partika, Principal
Email Address	rpartika@srcs.k12.ca.us
Website	https://hsms-santarosa-ca.schoolloop.com
County-District-School (CDS) Code	49709206060263

Last updated: 1/31/24

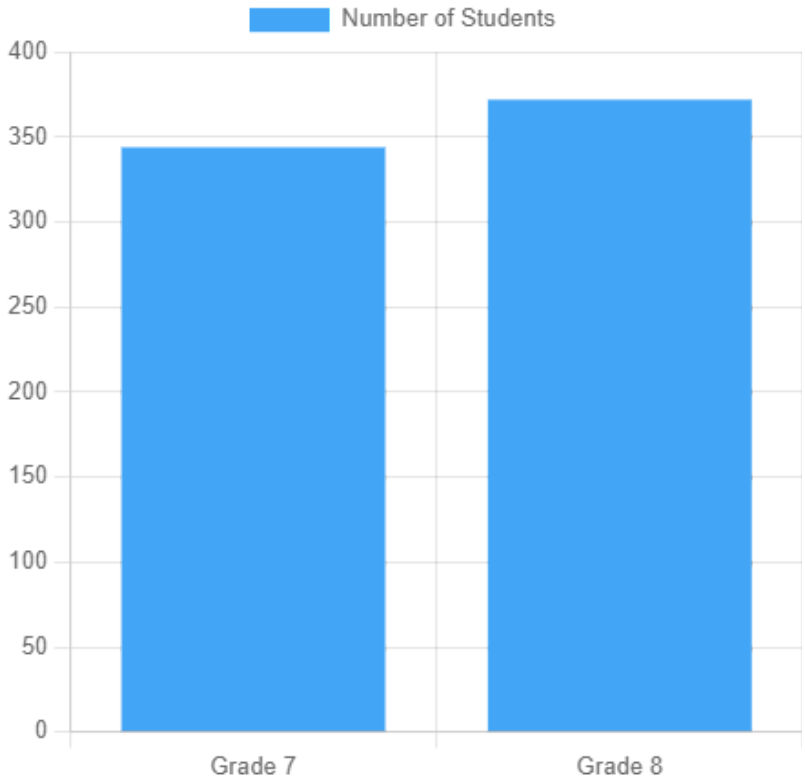
School Description and Mission Statement (School Year 2023–24)

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 an AVID Program, which offers students additional support that want to get on a college bound track, but may be the first in their family to attain that goal. 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: 1/31/24

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

Grade Level	Number of Students
Grade 7	344
Grade 8	372
Total Enrollment	716



Last updated: 1/31/24

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

Student Group	Percent of Total Enrollment
Female	45.90%
Male	53.10%
Non-Binary	1.00%
American Indian or Alaska Native	0.60%
Asian	2.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	22.80%
Foster Youth	0.30%
Homeless	0.40%
Migrant	1.00%

Student Group	Percent of Total Enrollment
Black or African American	2.70%
Filipino	0.70%
Hispanic or Latino	60.90%
Native Hawaiian or Pacific Islander	2.00%
Two or More Races	5.60%
White	25.00%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disavantaged	58.00%
Students with Disabilities	18.40%

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)	25.00	74.08%	391.70	79.66%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	12.30	2.51%	4205.90	1.53%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.50	13.49%	21.60	4.41%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	2.75%	15.20	3.09%	12115.80	4.41%
Unknown/Incomplete/NA	3.20	9.62%	50.80	10.33%	18854.30	6.86%
Total Teaching Positions	33.80	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: 1/31/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.30	79.62%	359.50	78.28%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	5.60	1.23%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.22%	14.60	3.19%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.82%	26.80	5.84%	11953.10	4.28%
Unknown/Incomplete/NA	5.80	18.30%	52.60	11.46%	15831.90	5.67%
Total Teaching Positions	31.80	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: 1/31/24

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	4.50	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.50	0.00

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	0.00
Local Assignment Options	0.90	0.50
Total Out-of-Field Teachers	0.90	0.50

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)	12.20%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	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	Prentice Hall Literature: Timeless Voices, Timeless Themes – Bronze Level 2002, Prentice Hall, Kinsella, Board Approved 3/23/2005 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 Course 3: CPM 2015, Dietiker, Board Approved 1/24/2018 Integrated Math 1: CPM 2015, Dietiker, Board Approved 1/24/2018		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	McGraw-Hill World history & geography:Medieval & early modern times 9780076755974 McGraw Hill Impact California Social Studies United States History and Geography: Growth and Conflict 978-0-07-675568-4		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Dime Uno: Heath/McDougal 1993, Samaniego, Board Approved 5/27/1998 Kuaile Hanyu (Mandarin): People's Education Press 2003, Shaoqi, Qingsong, Shaoyu, Xuhong, Board Approved 6/27/2007	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 Too (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good, fair, or poor" The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary" good, fair or poor. Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.

This school was inspected on 1/03/24 and had an overall rating of "Good".

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

Last updated: 1/31/24

School Facility Good Repair Status

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

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	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)	30%	24%	41%	38%	47%	46%
Mathematics (grades 3-8 and 11)	17%	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	715	684	95.66%	4.34%	23.87%
Female	321	299	93.15%	6.85%	28.76%
Male	385	376	97.66%	2.34%	19.47%
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00%	0.00%	47.06%
Black or African American	18	17	94.44%	5.56%	41.18%
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	441	420	95.24%	4.76%	14.80%
Native Hawaiian or Pacific Islander	16	15	93.75%	6.25%	13.33%
Two or More Races	41	41	100.00%	0.00%	26.83%
White	174	166	95.40%	4.60%	42.77%
English Learners	132	121	91.67%	8.33%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	429	409	95.34%	4.66%	15.93%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	136	129	94.85%	5.15%	3.10%

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	715	686	95.94%	4.06%	14.93%
Female	321	300	93.46%	6.54%	15.44%
Male	385	377	97.92%	2.08%	14.36%
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00%	0.00%	23.53%
Black or African American	18	17	94.44%	5.56%	29.41%
Filipino	--	--	--	--	--
Hispanic or Latino	441	422	95.69%	4.31%	8.81%
Native Hawaiian or Pacific Islander	16	15	93.75%	6.25%	6.67%
Two or More Races	41	41	100.00%	0.00%	10.00%
White	174	166	95.40%	4.60%	29.52%
English Learners	132	124	93.94%	6.06%	0.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	429	408	95.10%	4.90%	9.85%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	136	129	94.85%	5.15%	1.55%

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)	19.87%	16.38%	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	368	356	96.74%	3.26%	16.29%
Female	158	151	95.57%	4.43%	21.19%
Male	205	200	97.56%	2.44%	12.50%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	14	100.00%	0.00%	21.43%
Filipino	--	--	--	--	--
Hispanic or Latino	215	205	95.35%	4.65%	6.83%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	24	100.00%	0.00%	12.50%
White	93	92	98.92%	1.08%	35.87%
English Learners	62	57	91.94%	8.06%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	224	214	95.54%	4.46%	9.35%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	67	64	95.52%	4.48%	1.56%

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

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	210
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: 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 and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	65.95%	93.30%	63.81%	92.23%	94.64%

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)

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

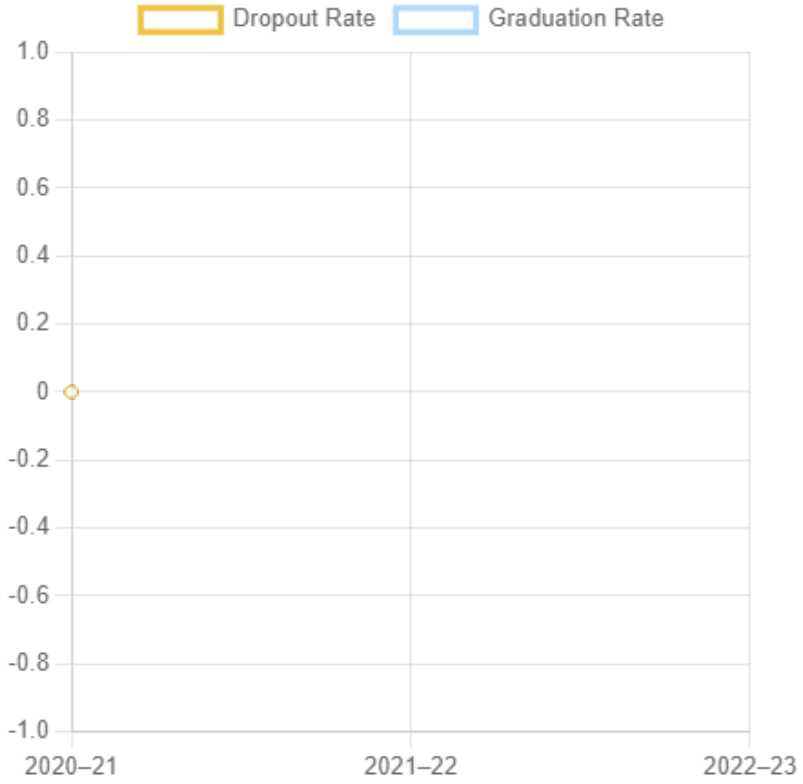
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- 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	750	738	230	31.2%
Female	337	333	97	29.1%
Male	403	395	128	32.4%
Non-Binary	10	10	5	50.0%
American Indian or Alaska Native	4	4	2	50.0%
Asian	17	15	1	6.7%
Black or African American	19	19	3	15.8%
Filipino	5	5	1	20.0%
Hispanic or Latino	458	449	159	35.4%
Native Hawaiian or Pacific Islander	16	16	5	31.3%
Two or More Races	43	43	10	23.3%
White	183	182	45	24.7%
English Learners	172	168	72	42.9%
Foster Youth	3	3	1	33.3%
Homeless	7	6	2	33.3%
Socioeconomically Disadvantaged	469	459	160	34.9%
Students Receiving Migrant Education Services	8	8	2	25.0%
Students with Disabilities	148	146	57	39.0%

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

Last updated: 1/31/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.14%	10.16%	18.13%	0.08%	6.40%	10.12%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.27%	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.

Last updated: 1/31/24

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	18.13%	0.27%
Female	17.80%	0.00%
Male	18.36%	0.50%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	17.65%	5.88%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	22.71%	0.22%
Native Hawaiian or Pacific Islander	25.00%	0.00%
Two or More Races	9.30%	0.00%
White	10.93%	0.00%
English Learners	23.84%	0.58%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	22.17%	0.43%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	20.27%	0.68%

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)

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: 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	28.00	13	11	8
Mathematics	29.00	9	9	11
Science	22.00	10	15	5
Social Science	23.00	10	13	6

* 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	25.00	10	10	12
Mathematics	25.00	10	10	13
Science	25.00	7	10	10
Social Science	26.00	9	11	9

* 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	27.00	11	13	9
Mathematics	29.00	9	9	12
Science	27.00	6	8	12
Social Science	25.00	9	8	12

* 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

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

Title	Ratio
Pupils to Academic Counselor*	358

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

Last updated: 1/31/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	1.20
Social Worker	
Nurse	1.00

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	2.00
Other	2.00

* 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	$14429.00	$4621.00	$9808.00	$95998.00
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)

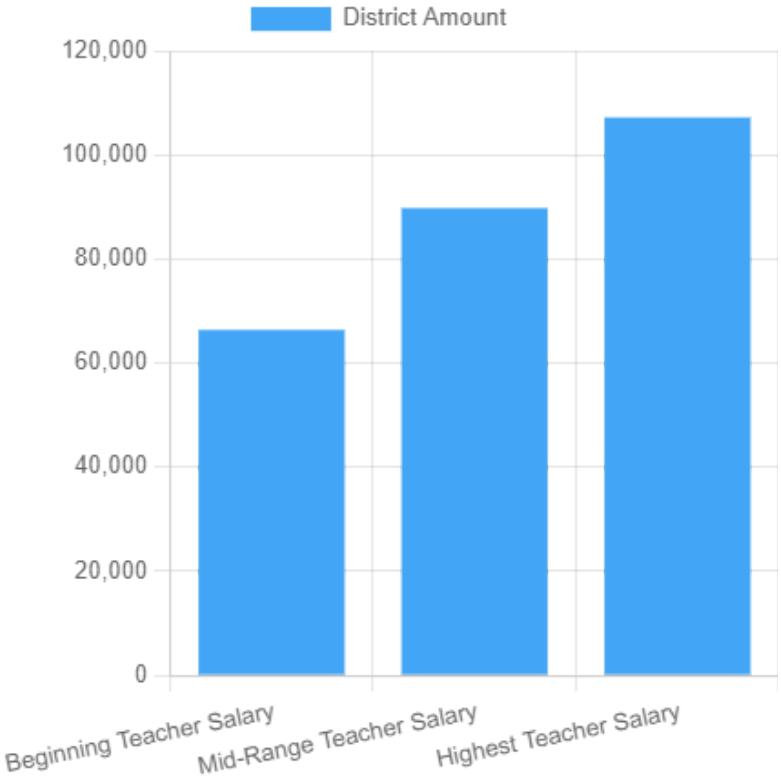
Herbert Slater receives Local Control funding as well as Schoolwide Title 1 funds and donations from our PTO. These funds are used to purchase needed materials and supplies for instruction, support classes in ELA and Math, technology and a Technology Teacher on Special Assignment, after school tutoring,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

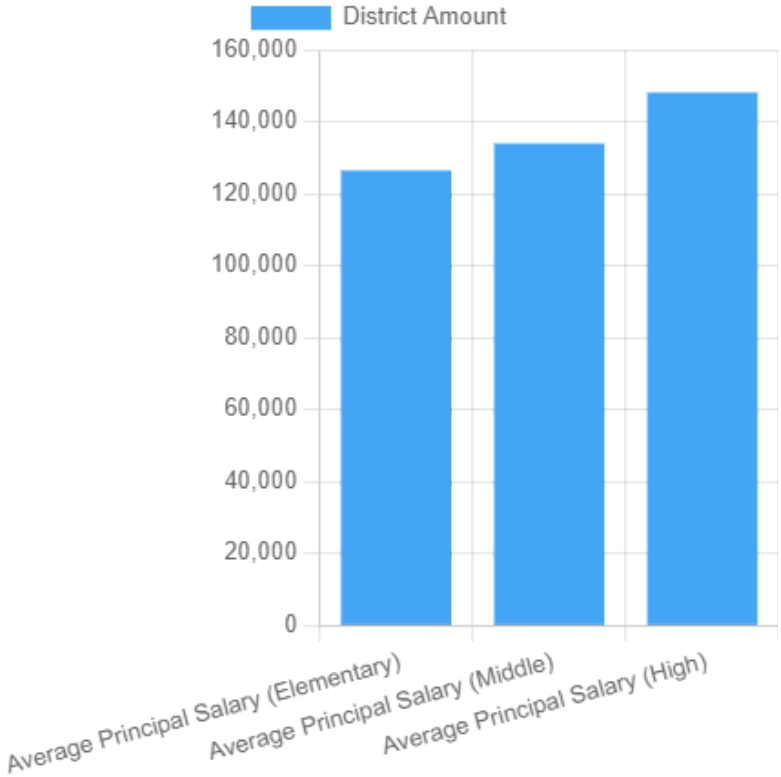
Last updated: 1/31/24

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

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Last updated: 1/31/24