

Herbert Slater Middle School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Herbert Slater Middle School
Street	3500 Sonoma Avenue
City, State, Zip	Santa Rosa, CA 95405
Phone Number	(707) 890-3880
Principal	Ryan Partika
Email Address	Rpartika@srcs.k12.ca.us
School Website	https://hsms.srcschools.org/
Grade Span	7-8
County-District-School (CDS) Code	49709206060263

2024-25 District Contact Information

District Name	Santa Rosa High
Phone Number	(707) 890-3800
Superintendent	Dr. Daisy Morales
Email Address	dmorales@srcs.k12.ca.us
District Website	www.srcschools.org

2024-25 School Description and Mission Statement

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.

2024-25 School Description and Mission Statement

About Our School

Herbert Slater Middle school is a 7th and 8th grade school. Herbert Slater Middle School provides a rigorous academic program to prepare our students for the next steps in their education and to make sure that they are college and career ready and have the best opportunity and skillset to graduate from high school. Slater works very closely with Montgomery High School to provide the best transition possible for our students. Slater Middle School is a PBIS (Positive Behavior Interventions and Supports) school that looks to optimize student social emotional growth and support through positive based strategies, interactions, and engagement. Slater Middle School is also a Restorative school that looks to build a positive community within the classroom and school that students are empowered to create, protect and guide. If student behavior is a concern, opportunities and strategies are employed to build a student's problem solving skill set and to find ways to restore themselves to their communities or other affected parties. Slater has many electives to help facilitate school engagement, a source of student pride and to improve college and career readiness. Some of these electives include Spanish, culinary, music, wood shop, biodiversity, AVID, media technology, ethnic studies, dance and leadership. Each year we adapt our elective courses to student needs and wants. Slater is also a Universal Design of Learning (UDL) school that looks to remove all barriers of learning for all students, so that everyone can access a rigorous and engaging program.

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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	330
Grade 8	360
Total Enrollment	690

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	52.8
Non-Binary	0.7
American Indian or Alaska Native	0.7
Asian	2.6
Black or African American	1.2
Filipino	0.4
Hispanic or Latino	64.9
Native Hawaiian or Pacific Islander	2.6
Two or More Races	5.4
White	22.2
English Learners	21.6
Foster Youth	0.7
Homeless	1.9
Migrant	1.4
Socioeconomically Disadvantaged	53
Students with Disabilities	19.6

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.

2020-21 Teacher Preparation and Placement

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.

2021-22 Teacher Preparation and Placement

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.

2022-23 Teacher Preparation and Placement

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)	29.10	84.95	409.90	82.49	231142.40	100.00
Intern Credential Holders Properly Assigned	0.80	2.57	8.80	1.77	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.72	21.30	4.29	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.49	22.80	4.60	11746.90	4.23
Unknown/Incomplete/NA	3.10	9.19	33.90	6.84	14303.80	5.15
Total Teaching Positions	34.20	100.00	496.90	100.00	277698	100

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	4.50	0.00	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	4.50	0.00	0.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.90	0.50	0.5
Total Out-of-Field Teachers	0.90	0.50	0.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.20	0	4.7
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	2.2

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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	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	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	Yes	0
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

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

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 in September 2024 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.

Year and month of the most recent FIT report

September 2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	24	22	38	39	46	47
Mathematics (grades 3-8 and 11)	15	16	24	25	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	678	644	94.99	5.01	22.05
Female	311	294	94.53	5.47	26.87
Male	362	345	95.30	4.70	17.97
American Indian or Alaska Native	--	--	--	--	--
Asian	19	16	84.21	15.79	25.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	445	422	94.83	5.17	15.88
Native Hawaiian or Pacific Islander	15	15	100.00	0.00	6.67
Two or More Races	33	31	93.94	6.06	35.48
White	149	144	96.64	3.36	38.19
English Learners	140	120	85.71	14.29	0.83
Foster Youth	--	--	--	--	--
Homeless	16	12	75.00	25.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	309	289	93.53	6.47	15.22
Students Receiving Migrant Education Services	13	9	69.23	30.77	--
Students with Disabilities	128	122	95.31	4.69	6.56

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	679	662	97.50	2.50	15.78
Female	312	302	96.79	3.21	14.72
Male	362	355	98.07	1.93	16.62
American Indian or Alaska Native	--	--	--	--	--
Asian	19	18	94.74	5.26	27.78
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	446	436	97.76	2.24	9.43
Native Hawaiian or Pacific Islander	15	15	100.00	0.00	0.00
Two or More Races	33	32	96.97	3.03	32.26
White	149	145	97.32	2.68	30.34
English Learners	141	139	98.58	1.42	0.00
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	7.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	310	300	96.77	3.23	9.09
Students Receiving Migrant Education Services	13	13	100.00	0.00	0.00
Students with Disabilities	128	123	96.09	3.91	2.46

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	16.38	16.76	24.05	25.17	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	356	345	96.91	3.09	17.10
Female	168	161	95.83	4.17	17.39
Male	184	180	97.83	2.17	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	232	225	96.98	3.02	11.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	23.53
White	82	79	96.34	3.66	31.65
English Learners	77	75	97.40	2.60	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	162	153	94.44	5.56	11.11
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	65	61	93.85	6.15	6.56

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	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
Grade 7	94.50%	69.42%	85.63%	89.91%	60.55%

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.

2024-25 Opportunities for Parental Involvement

Herbert Slater Middle School aims to be a Community Based School where families, staff and community member stakeholders all work together to create a school culture and climate that is most conducive to student achievement, growth and support. Parent involvement is key. Herbert Slater constantly reaches out to its families to invite them to be a part of our parent organizations and their meetings and, if they cannot, they are made aware of the decisions and goals created by all parent groups. To increase parent involvement and engagement, translation and childcare services are provided to families. Parents are allowed and encouraged to bring forward agenda items to all parent organizations. School Site Council (SSC) and ELAC (English Language Advisory Committee) also survey their families and students to better understand their needs, which we aim to address with actionable plans of support.

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, often, 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. To increase ELAC's role as an advisory to the School Site Council, ELAC's president is invited to all School Site Council meetings to report on the needs of our English Language Learners and their families.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	729	722	178	24.7
Female	338	336	95	28.3
Male	386	381	82	21.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	1	5.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	477	473	139	29.4
Native Hawaiian or Pacific Islander	18	18	4	22.2
Two or More Races	39	38	11	28.9
White	157	156	19	12.2
English Learners	174	173	57	32.9
Foster Youth	--	--	--	--
Homeless	21	21	7	33.3
Socioeconomically Disadvantaged	462	457	127	27.8
Students Receiving Migrant Education Services	15	14	4	28.6
Students with Disabilities	142	141	43	30.5

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.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
10.16	18.13	16.19	6.4	10.12	7.74	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.27	0.14	0.05	0.21	0.21	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	16.19	0.14
Female	18.93	0.00
Male	13.99	0.26
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	10.53	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	19.71	0.21
Native Hawaiian or Pacific Islander	16.67	0.00
Two or More Races	5.13	0.00
White	9.55	0.00
English Learners	20.11	0.57
Foster Youth	0.00	0.00
Homeless	23.81	0.00
Socioeconomically Disadvantaged	20.13	0.00
Students Receiving Migrant Education Services	13.33	0.00
Students with Disabilities	16.20	0.00

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.

2024-25 School Safety Plan

The 2024-2025 School Safety Comprehensive Framework by Santa Rosa City Schools emphasizes creating a safe, inclusive, and empowering environment that supports both academic success and emotional well-being. Grounded in the values of embrace, engage, and empower, the framework outlines nine focus areas: campus security enhancements like controlled

2024-25 School Safety Plan

access and surveillance, sufficient safety equipment, and professional development for staff regarding safety protocols and wellness. It also highlights mental health supports such as counseling services and conflict resolution programs, and collaboration with first responders and community partners for coordinated incident responses. A multidisciplinary threat assessment protocol, standardized emergency responses, and the implementation of an Incident Command System (ICS) ensure the district is prepared for various emergencies. Finally, reunification and recovery protocols aim to restore normalcy post-crisis, focusing on emotional and logistical support for students and families.

The plan also integrates continuous improvement measures, such as regularly updating emergency plans and conducting drills, and is aligned with the district's Facilities Master Plan to ensure feasibility and sustainability. The framework underscores the collective responsibility of staff, families, students, and community partners in fostering a culture of safety and readiness. By addressing physical, emotional, and systemic aspects of school safety, the framework sets the foundation for nurturing an environment where students feel secure and empowered to achieve their full potential. It reaffirms the district's commitment to collaborative, data-driven approaches to enhance safety across all campuses.

Site-Based Safety Plan Information:

Slater Middle School has a Safety Team that meets monthly to discuss all things in regards to school safety. To ensure continued improvement, the Safety Team monitors and reviews current practices and comes up with vetted and data proven solutions. Our school conducts monthly emergency drills and ensures that students and staff are always ready for emergency situations. Slater Middle School consistently enforces school rules and acknowledges appropriate behavior. Slater Middle School uses PBIS (Positive Behavioral Interventions and Supports) and Restorative Practices and Justice to help create a healthy, safe and engaging school environment. Each year Slater surveys its families, staff and students regarding mental health and physical safety needs. From those surveys, a comprehensive three tiered plan is created to support all individuals and groups. This is done through our Multi-Tiered Systems of Support framework that positions us to provide support on three tiered levels in the areas of academics, attendance, behavior and socio-emotional learning. To build problem solving capital within our student body, 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. Herbert Slater Middle School also has two Student Safety Advisors that both help patrol and supervise our campus to make sure students and staff are safe and they work with students exhibiting the needs for behavioral support. Our school counselors and therapists are trained to help students who have acute or long term academic, social, mental health or behavioral needs.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	10	10	12
Mathematics	25	10	10	13
Science	25	7	10	10
Social Science	26	9	11	9

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	11	13	9
Mathematics	29	9	9	12
Science	27	6	8	12
Social Science	25	9	8	12

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	11	9	12
Mathematics	29	7	10	11
Science	27	5	8	12
Social Science	29	3	10	12

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	345

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	
Other	0.2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,397.80	\$5,581.25	\$9,816.55	\$88,820.52
District	N/A	N/A	\$94,861.69	
Percent Difference - School Site and District	N/A	N/A	-162.5	
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	-9.3	

Fiscal Year 2023-24 Types of Services Funded

Herbert Slater Middle School's School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs. Herbert Slater Middle School operates a Title I Comprehensive Support and Improvement (CSI) Schoolwide Program (SWP) school, designed to improve academic achievement for all students, especially those who are our lowest performing groups. Family engagement and support funds are also set aside in the SPSA the help make sure that our families have full access to participate in our parent organizations, School Site Council and ELAC.

Herbert Slater Middle School also receives donations from our Parent Teacher Organization (PTO). These funds are used to enhance student learning, achievement and extracurricular activities. PTO is also a fundamental part for funding our PBIS strategies, systems of support and rewards.

Fiscal Year 2023-24 Types of Services Funded

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

District Level Professional Development:

Secondary department chairs participate in quarterly meetings to discuss curriculum and instructional practices, analyze data, build districtwide coherence around instructional practices, and receive professional learning on equity based strategies to increase academic achievement for all students. The district offers opportunities for staff to engage in Ethnic Studies professional development at three levels: Ethnic Studies 1.0, 2.0 and 3.0. Math Redesign professional learning focused on building district-wide coherence in grades Elementary -12th through professional learning with an emphasis on teaching to big ideas, culturally relevant math modeling, Building Thinking Classrooms, formative assessment, and Boaler's strategies for growth mindset and positive math identity. Redesign efforts included professional learning support to sites and leaders with a focus on implementation of the New California Math Framework. Wellness and Engagement staff provide professional development to site Restorative staff and School Safety Advisors. Opportunities to be part of a collaborative focusing on supporting the needs of our multilingual learners is offered multiple times throughout the year.

Secondary Principals participate in Instructional Rounds of professional development five times a year. Vice Principals participate in professional learning specific to their roles and responsibilities, equity, master schedule, instructional leadership, SRCS Mission, Vision, and Priorities, data analysis for improving schools, using data in support of an aligned assessment system, supervision and evaluation, along with specific district and site based programs and initiatives. All instructional administrators participate monthly in professional development on topics ranging from Essential 5, Incident Command, Data Protocols, and Differentiated Instruction.

The district offers 2 full days of professional development for all Classified and Certificated staff.

Site Specific Professional Development:

Slater Middle School has monthly staff professional developments where we concentrate on the implementation of our PBIS, Restorative, Universal Design of Learning (UDL) and integrated ELD Supports with fidelity. Slater has monthly Instructional Leadership Team meetings called PAC (Principal Advisory Committee) where training of the trainers occur, so that this leadership body can help support school and department initiatives. PAC members also help facilitate professional development at staff meetings. Slater helps fund and procures specialized training for specific department and teacher needs.

Professional Development

Departments are encouraged and supported in creating their own professional development and team collaboration days to help build systems and practices for student support. Slater also uses SCOE (Sonoma County Office of Education) and Santa Rosa City School trainings for department chairs and program leads. Our TOSA (Teacher On Special Assignment) provides differentiate support for teachers to help improve educational practices. Slater has an MTSS (Multiple Tiered Systems of Support) team that uses data and classroom walks to prescribe Best Practices for tier 1 support for students in the classroom. Slater Middle is also part of a three year professional development, through Solution Tree, to become a professional learning community. Slater Middle School provides Parent University training for its families in a variety of areas. Parent courses have been given in regards to teen parenting advice, using district communication portals like Aeries and ParentSqaure, and understanding what school, district and county resources are available to them and their children.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2