

Santa Rosa Technology Magnet School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/ .

2025-26 School Contact Information

School Name	Santa Rosa Technology Magnet School
Street	13282 Santa Rosa Road
City, State, Zip	Camarillo, CA 93012-8200
Phone Number	(805) 383-5355
Principal	Katie Stuart
Email Address	kstuart@pleasantvalleysd.org
School Website	https://www.pleasantvalleysd.org/Domain/17
Grade Span	K-8
County-District-School (CDS) Code	56-72553-6055990

2025-26 District Contact Information

District Name	Pleasant Valley School District
Phone Number	(805) 389-2100
Superintendent	Dr. Danielle Cortes
Email Address	dcortes@pleasantvalleysd.org
District Website	www.pleasantvalleysd.org

2025-26 School Description and Mission Statement

Principal's Message

Welcome to Santa Rosa Technology Magnet School (SRTMS), home of the Eagles. SRTMS strives to meet the vision of the Pleasant Valley School District (PVSD), which is "Excellence for All". We are an integral partner in meeting the mission of the Pleasant Valley School District (PVSD) to prepare 21st-century learners who are responsible members of our global society. We use exceptional teaching practices, cutting-edge technology, and real-world experiences to create profound learning opportunities for every student. SRTMS develops the whole child and fosters a desire for lifelong learning. We utilize a multidisciplinary approach to provide instruction based on state standards while making education relevant and authentic. The primary SRTMS focus is on technology. Technology further supports and enriches the educational process, which accelerates

2025-26 School Description and Mission Statement

a student's skills and potential to meet future challenges. Our site technology and leadership committees focus on short and long-term goals, create opportunities for staff development, and guide our professional learning communities to create lessons rich in technology. SRTMS continues to refine its Computer Science Immersion program to bring coding to all our students. Students in transitional kindergarten (TK) through eighth grades utilize Google Apps for Education, Apple products, Chromebooks, and multimedia platforms and projects to support learning that enriches the daily curriculum. All first through eighth-grade students are provided with 1:1 Chromebooks for school and/or home use. Our entire student population has access to a state-of-the-art technology lab, STEM Lab / MakerSpace, and access to video conference systems via Zoom. Santa Rosa Technology Magnet takes pride in our campus being a safe, secure, and nurturing environment that supports the entire school community.

Eagle Pride!
Katie Stuart, Principal

School Profile

The Pleasant Valley School District (PVSD) has eleven schools serving transitional kindergarten through eighth grades. Santa Rosa Technology Magnet (SRTMS) is a transitional kindergarten through eighth-grade school in the PVSD. SRTMS provides a high-quality education program integrating technology into a standards-based curriculum while developing the total child and fostering a love of learning. Our educational philosophy is based on mutual respect, ongoing communication, and shared decision-making. This philosophy ensures the needs of a diverse and evolving population are continually met. SRTMS has been recognized as a California Distinguished School in 2006, 2010, and 2014 based on the Academic Performance Index. We were also recognized as a No Place for Hate school for the last three years. Student body demographics are 12.2% Asian, 2.7% Black or African American, Filipino 1.1%, Hispanic or Latino 23.3%, White 50.7%, Two or More Races 10%, Socioeconomically Disadvantaged 19.8%, English Learners 3.3%, and Students with Disabilities 9.3%. All numbers are based on the percentage of total enrollment.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	35
Grade 2	49
Grade 3	61
Grade 4	41
Grade 5	54
Grade 6	41
Grade 7	62
Grade 8	51
Total Enrollment	450

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
Asian	12.2
Black or African American	2.7
Filipino	1.1
Hispanic or Latino	23.3
Two or More Races	10
White	50.7
English Learners	3.3
Homeless	0.4
Socioeconomically Disadvantaged	19.8
Students with Disabilities	9.3

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.

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)	21	96.74	296.8	88.26	234405.2	84
Intern Credential Holders Properly Assigned	0	0	4.2	1.26	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	1.93	4.6	1.39	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	10.5	3.14	11953.1	4.28
Unknown/Incomplete/NA	0.2	1.28	19.9	5.93	15831.9	5.67
Total Teaching Positions	21.7	100	336.3	100	279044.8	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.

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)	20.2	97.26	284.5	86.77	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.9	0.6	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	1.34	12.4	3.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	7.3	2.25	11746.9	4.23
Unknown/Incomplete/NA	0.2	1.34	21.5	6.58	14303.8	5.15
Total Teaching Positions	20.8	100	327.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	19.5	98.34	296.8	89.38	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.3	0.7	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	10.3	3.13	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.4	1.05	12112.8	4.34
Unknown/Incomplete/NA	0.3	1.66	19	5.73	13705.8	4.91
Total Teaching Positions	19.8	100	332	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.40	0.2	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.40	0.2	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.7	4	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	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional Materials (School Year 2025-26)

The school district held a public hearing on October 16, 2025 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption

Year and month in which the data were collected

October, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (K-5) Adopted 2016 Houghton Mifflin Harcourt (6-8) Adopted in 2016	0
Mathematics	Eureka Math (K - 5) Adopted in 2014 Big Ideas Learning (6 - 8) Adopted 2016	0
Science	Amplify (K-5) Adopted 2022 Amplify (6-8) Adopted 2020	0
History-Social Science	Studies Weekly (K-5) Adopted in 2020 TCI (6-8) Adopted 2019	0

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

School Facility Conditions and Planned Improvements

School Facilities

Santa Rosa Technology Magnet was originally constructed in 1911 and is comprised of 23 classrooms, one multipurpose room, a STEM lab / MakerSpace, a computer lab/technology center, a science lab, two locker rooms, a staff lounge, a child-care facility, and two playgrounds.

Cleaning Process

Two part-time custodians (equal to 1.7 FTE) ensure the school is cleaned and maintained to provide a clean and safe school.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed promptly. A work order process is used to ensure efficient service, and the highest priority is given to emergency repairs.

Year and month of the most recent FIT report

11/20/2025

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			Asphalt is slated to be replaced

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	81	77	58	57	47	48
Mathematics (grades 3-8 and 11)	66	65	47	48	35	37

2024-25 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	309	305	98.71	1.29	77.38
Female	151	149	98.68	1.32	77.85
Male	158	156	98.73	1.27	76.92
American Indian or Alaska Native	0	0	0	0	0
Asian	40	40	100.00	0.00	87.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	71	70	98.59	1.41	68.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	26	100.00	0.00	84.62
White	160	157	98.13	1.87	77.07
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	47	47	100.00	0.00	61.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	39.29

2024-25 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	309	305	98.71	1.29	64.59
Female	151	149	98.68	1.32	56.38
Male	158	156	98.73	1.27	72.44
American Indian or Alaska Native	0	0	0	0	0
Asian	40	40	100.00	0.00	82.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	71	70	98.59	1.41	47.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	26	100.00	0.00	76.92
White	160	157	98.13	1.87	64.97
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	47	47	100.00	0.00	40.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	28.57

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	71.58	66.67	43.07	42.1	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	105	100.00	0.00	66.67
Female	48	48	100.00	0.00	62.50
Male	57	57	100.00	0.00	70.18
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100.00	0.00	54.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	51	51	100.00	0.00	64.71
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.00	0.00	53.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates

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 5	96.30%	98.15%	98.15%	98.15%	98.15%
Grade 7	100%	100%	98.39%	100%	98.39%

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.

2025-26 Opportunities for Parental Involvement

Family Involvement

The school provides numerous opportunities for parents to participate in the school community. Our Parent Teacher Organization (PTO) is robust and works in unison with school administration and teachers to support our school-wide vision. The PTO raises funds to support technology, afterschool programs, physical education, family events, and specific instructional materials requests from each teacher. Parents/caregivers volunteer in the classrooms and in the technology lab, provide assistance in the office, chaperone field trips, support extracurricular programs, coach athletics teams, and organize fundraising opportunities. Parents are encouraged to attend PTO meetings, Coffee with the Principal meetings, parent education nights, performances, awards assemblies, athletic events, and other school functions.

Family involvement is one of the hallmarks of SRTMS. It contributes to our family atmosphere on campus. Families regularly attend PTO and school events. Parents play a critical role in the decision-making process of SRTMS through parent surveys, information gathered in PTO meetings, and through the School Site Council.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	475	463	28	6.0
Female	227	220	12	5.5
Male	248	243	16	6.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	61	57	1	1.8
Black or African American	12	12	1	8.3
Filipino	--	--	--	--
Hispanic or Latino	113	109	14	12.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	46	46	1	2.2
White	238	234	11	4.7
English Learners	16	15	2	13.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	104	100	8	8.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	54	52	4	7.7

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.2	1.04	0.84	2.51	2.56	2.13	3.6	3.28	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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.84	0.00
Female	0.44	0.00
Male	1.21	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.88	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.17	0.00
White	0.84	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.96	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

2025-26 School Safety Plan

Safe School Plan

The safety of students and staff is a primary concern of Santa Rosa Technology Magnet School. The school always complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated in the fall of each year by the School Safety Committee and the School Site Council. All revisions are communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, lockdown, active threat, shelter-in-place, and evacuation drills are conducted regularly (twice a month) throughout the school year. Students are supervised by campus supervisors, teachers, and administration before and after school and during recess, lunch, and passing periods. There is a designated area for student drop-off and pick-up. SRTMS is a closed campus. SRTMS utilizes the Raptor visitor management security system. The system is used throughout the day to monitor visitors, volunteers, and service providers on campus.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	3	0
1	24	0	2	0
2	23	0	1	0
3	24	0	1	0
4	31	0	1	0
5	33	0	0	0
6	17	10	14	0
Other	31	0	2	1

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	1	1	0
1	25	0	1	0
2	27	0	2	0
3	23	0	2	0
4	32	0	1	0
5	32	0	1	0
6	22	9	13	1
Other	25	0	3	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1		
1	23		1	
2	25		2	
3	20	1	2	
4	31		1	
5	32		1	
6	15	17	5	
Other	28		2	

2024-25 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	894:1

2024-25 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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	.8
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$13,544	\$3,569	\$9,975	\$97,662
District	N/A	N/A	\$9,905	\$106,927
Percent Difference - School Site and District	N/A	N/A	0.7	-9.1
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-11.1	-4.1

Fiscal Year 2024-25 Types of Services Funded

Santa Rosa Technology Magnet School (SRTMS) implemented many supports for students in 2024-2025. The school offered math and reading tutoring to fourth and fifth-grade students after school. Middle school ELA and math assistance are offered through our homeroom structure. SRTMS offered full-time counseling two days a week for students' social-emotional needs. Teachers hosted student interest groups at lunch to promote an active school community. The interests group ranged from a gaming group to a hiking group. For students who need more intensive assistance, SRTMS held Collaborative Success Team (CST) meetings, where all support service providers at SRTMS met with the teacher and the student's parents to implement a specific plan to meet specific academic or social-emotional goals. These plans were monitored throughout the year (at six-week intervals) and changed if needed. SRTMS utilized one full-time resource specialist for those students who qualified for RSP services. Lastly, a speech and language pathologist worked with students who qualified for speech service Tuesday-Thursday.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$59,350	\$61,597
Mid-Range Teacher Salary	\$93,897	\$98,902
Highest Teacher Salary	\$118,089	\$126,340
Average Principal Salary (Elementary)	\$135,010	\$158,383
Average Principal Salary (Middle)	\$138,209	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$227,300	\$288,332
Percent of Budget for Teacher Salaries	34.13%	31.29%
Percent of Budget for Administrative Salaries	6.56%	5.38%

Professional Development

Staff Development

As part of the cycle of continuous improvement, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Professional development is ongoing and based on teacher surveys, principal observation, and on examining ways to best support the planning, instruction, and assessment of Common Core State Standards and adopted curricula. The district offers professional growth opportunities in curriculum, teaching strategies, and methodologies. Teachers are also provided with time to assess student achievement and work collaboratively to design instruction that is aligned to California State Standards utilizing adopted curricula. The district offered three or more staff development days a year for the past three years.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4