

# Santa Rosa Junior High 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 Junior High School
Street	
City, State, Zip	
Phone Number	(707) 890-3865
Principal	Kimberly Clissold
Email Address	kclissold@srcs.k12.ca.us
School Website	<a href="https://srhs.srcschools.org">https://srhs.srcschools.org</a>
Grade Span	
County-District-School (CDS) Code	49709206060289

## 2025-26 District Contact Information

District Name	Santa Rosa City Schools
Phone Number	(707) 890-3800
Superintendent	Lisa August
Email Address	laugust@srcs.k12.ca.us
District Website	<a href="http://www.srcschools.org">www.srcschools.org</a>

## 2025-26 School Description and Mission Statement

### About Our School

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

Our vision at Santa Rosa Middle School is to provide interconnected learning opportunities for students, with teachers and

## 2025-26 School Description and Mission Statement

other students. Innovative programs will promote character development and responsible citizenship, as we nurture and grow tomorrow 's leaders. Every student will be prepared for success in a rapidly changing, global economy by being literate in technology and competent in core academic curriculum. Students will honor and respect diversity through rich, multi-cultural experiences. This is our 21st century pledge to our students.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	218
Grade 8	234
<b>Total Enrollment</b>	<b>452</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	1.8
Asian	2.2
Black or African American	2.2
Filipino	1.1
Hispanic or Latino	70.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2.4
White	19.7
English Learners	22.8
Foster Youth	0.9
Homeless	6.2
Migrant	0.7
Socioeconomically Disadvantaged	78.1
Students with Disabilities	21.5

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16	61.59	359.5	78.28	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1.2	4.81	5.6	1.23	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.1	4.35	14.6	3.19	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.6	10.28	26.8	5.84	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	4.9	18.94	52.6	11.46	15831.9	5.67
<b>Total Teaching Positions</b>	25.9	100	459.2	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.1	70.7	409.9	82.49	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	4.13	8.8	1.77	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.1	8.8	21.3	4.29	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.3	5.58	22.8	4.6	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	2.6	10.74	33.9	6.84	14303.8	5.15
<b>Total Teaching Positions</b>	24.2	100	496.9	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20	80.03	410.9	82.14	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	10.3	2.07	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.5	2.35	27.9	5.59	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.3	5.3	21.4	4.29	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	3	12.28	29.5	5.91	13705.8	4.91
<b>Total Teaching Positions</b>	25	100	500.2	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
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	1.10	2.1	0.5
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.10	2.1	0.5

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.10	1.3	1.1
<b>Local Assignment Options</b>	1.40	0	0.1
<b>Total Out-of-Field Teachers</b>	2.60	1.3	1.3

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.3	10.7	2.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	2.5	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

Year and month in which the data were collected		January 2024
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Weaving it Together, Heinle & Heinle, (2002) Language!, Step Up To Writing, Sopris West (2005) Prentice Hall, Timeless Voices, Timeless Themes (2002)	0
<b>Mathematics</b>	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
<b>Science</b>	TCI Bring Science Alive 7th Grade Integrated (BA 2021) TCI Bring Science Alive 8th Grade Integrated (BA 2021)	0
<b>History-Social Science</b>	Nat. Geo World History: Medieval & early modern times 9781337110808 Nat. Geo American Stories: beginnings to world war 1 9781337111386	0
<b>Foreign Language</b>	Realidades, Level A: Prentice Hall 2004, Boyles, Met Sayers, Wargin, Board Approved 9/28/2005 Realidades, Level B: Prentice Hall 2004, Boyles, Met Sayers, Wargin, Board Approved 9/28/2005 Nuestro Mundo: McDougal Littell 2002, Battisti, Carrera-Hanley, Board Approved 9/28/2005	0
<b>Health</b>	N/A	0
<b>Visual and Performing Arts</b>	N/A	0
<b>Science Laboratory Equipment (grades 9-12)</b>	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 Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good, fair, or poor" The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary" good, fair or poor. Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.

This school was inspected in October 2025 and had an overall rating of "Good".

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

Year and month of the most recent FIT report

October 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	23	25	39	40	47	48
<b>Mathematics</b> (grades 3-8 and 11)	17	18	25	24	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	442	432	97.74	2.26	24.77
Female	213	208	97.65	2.35	30.77
Male	229	224	97.82	2.18	19.20
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	72.73
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	313	309	98.72	1.28	16.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	27.27
White	86	80	93.02	6.98	47.50
English Learners	97	95	97.94	2.06	0.00
Foster Youth	--	--	--	--	--
Homeless	28	28	100.00	0.00	10.71
Military	--	--	--	--	--
Socioeconomically Disadvantaged	243	236	97.12	2.88	14.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	94	89	94.68	5.32	3.37

## 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
<b>All Students</b>	442	432	97.74	2.26	17.59
<b>Female</b>	213	208	97.65	2.35	14.90
<b>Male</b>	229	224	97.82	2.18	20.09
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100.00	0.00	45.45
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	313	309	98.72	1.28	12.30
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	11	100.00	0.00	9.09
<b>White</b>	86	80	93.02	6.98	35.00
<b>English Learners</b>	97	95	97.94	2.06	2.11
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	28	28	100.00	0.00	10.71
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	243	236	97.12	2.88	12.71
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	94	89	94.68	5.32	1.12

## 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
<b>Science</b> (grades 5, 8 and high school)	11.11	15.32	25.17	26	30.73	32.33

## 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	228	222	97.37	2.63	15.32
Female	116	113	97.41	2.59	15.93
Male	112	109	97.32	2.68	14.68
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	160	159	99.38	0.62	10.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	46	42	91.30	8.70	26.19
English Learners	43	43	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	125	120	96.00	4.00	7.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	40	93.02	6.98	0.00

### 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 7	94.90%	94.50%	91.10%	95.40%	94.90%

## 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

Our (PFSO) Parent/Faculty/Student Organization actively fundraises to provide support to all students and staff. Parents, students, and staff work collaboratively to enhance every student's middle school experience with a variety of field trips, special assemblies, dances, class events, and other educational and social opportunities.

PFSO meetings occur roughly quarterly and have been hosted on Zoom since the pandemic. Parents can learn about upcoming meetings via the weekly newsletter, school website and marquee in front of the school.

Parents participate in our School Site Council, which reviews and approves our School Plan for Student Achievement and Site Budget. This body meets quarterly. Parents can learn about upcoming meetings via the weekly newsletter, school website and marquee in front of the school.

Our English Learners Advisory Council (ELAC) meets monthly to review the needs of our English learners and the services we provide for them. Parents can learn about upcoming meetings via the weekly newsletter, school website and marquee in front of the school.

Community spirit is alive and well at Santa Rosa Middle School.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	489	470	131	27.9
Female	238	227	71	31.3
Male	250	243	60	24.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	11	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	345	331	88	26.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	12	6	50.0
White	94	91	25	27.5
English Learners	121	114	42	36.8
Foster Youth	--	--	--	--
Homeless	38	35	19	54.3
Socioeconomically Disadvantaged	406	391	120	30.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	111	106	40	37.7

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
15.07	10.94	8.59	10.12	7.74	6.83	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	0.19	0.82	0.21	0.21	0.29	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	8.59	0.82
Female	10.92	0.84
Male	6.40	0.80
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	9.86	0.87
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	15.38	0.00
White	5.32	1.06
English Learners	16.53	0.83
Foster Youth	0.00	0.00
Homeless	15.79	0.00
Socioeconomically Disadvantaged	9.61	0.99
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.71	1.80

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

Santa Rosa Junior High – Santa Rosa High School maintains a comprehensive school safety plan developed and implemented in compliance with California Education Code sections 32280–32289 and aligned with the 2024–2025 districtwide School Safety Comprehensive Framework adopted by Santa Rosa City Schools. In accordance with Education Code sections 32281 and 32282, the plan is reviewed and updated annually by the School Safety Committee. It includes assessing current campus conditions, identifying safety concerns, and implementing prevention and response strategies. Consistent with Education Code section 32282, the plan addresses procedures for emergencies and disasters, including standardized emergency response protocols using the Incident Command System (ICS), a multidisciplinary threat assessment process, and coordination with local law enforcement, fire, and emergency response agencies. Site-based safety measures include a closed campus with controlled access and visitor registration, campus security cameras, and Student Safety Advisors (SSAs) to support supervision and student safety. The school conducts regular drills as required by Education Code sections 32282 and 32289, provides counseling and mental health supports, and integrates continuous improvement practices aligned with the Santa Rosa Junior High – Santa Rosa High School SPSA and the district’s Facilities Master Plan. These efforts reflect a shared responsibility among staff, students, families, and community partners to maintain a safe, inclusive, and supportive learning environment.

## 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	26	10	7	7
Mathematics	23	15	6	5
Science	22	8	12	1
Social Science	23	7	9	4

## 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	22	13	10	4
Mathematics	27	5	11	4
Science	23	5	15	
Social Science	23	6	13	1

## 2024-25 Secondary 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 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	26	12	8	6
Mathematics	26	6	10	5
Science	23	7	7	6
Social Science	23	7	8	5

## 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	183.2

## 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)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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
<b>School Site</b>	\$11,908.00	\$1,966.79	\$9,941.20	\$99,958.76
<b>District</b>	N/A	N/A	\$8,203.39	
<b>Percent Difference - School Site and District</b>	N/A	N/A	19.2	
<b>State</b>	N/A	N/A	\$11,146	
<b>Percent Difference - School Site and State</b>	N/A	N/A	-8.0	

## Fiscal Year 2024-25 Types of Services Funded

As a Title I school, Santa Rosa Junior High School allocates federal Title I and Local Control Accountability Plan (LCAP) funds to provide programs and services identified in the School Plan for Student Achievement (SPSA), including targeted academic interventions, counseling supports, supplemental instructional resources, and services for English Learners, foster youth, and socioeconomically disadvantaged students to improve academic achievement and student well-being. Title I funds are primarily directed toward direct student services, including counseling and intervention supports, while LCAP funds support the remainder of the SPSA and advance schoolwide goals focused on academic learning, social-emotional wellness, student engagement, and professional development. SPSA-funded services include instructional programming, academic and behavioral interventions, restorative and support groups, schoolwide activities that promote belonging and positive school culture, instructional materials and supplies, and student incentives and recognition aligned with district equity priorities. In addition to public funding, the Santa Rosa High School Foundation, established in 1988 as a nonprofit 501(c)(3) organization, provides supplemental financial support to enhance educational programs and student activities, contributing more than two million dollars through School Board–approved processes to support teachers, students, and enrichment opportunities not otherwise funded by state or federal sources.

## 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
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## Professional Development

Professional development for Santa Rosa Middle School in 2025–2026 builds on district and site learning from 2024–2025 and is aligned with the School Plan for Student Achievement (SPSA). District-level professional learning includes quarterly collaboration for secondary department chairs focused on curriculum alignment, instructional practices, data analysis, and equity-centered strategies; ongoing Ethnic Studies and mathematics professional learning aligned to the California Mathematics Framework; and collaborative support for multilingual learners. Wellness and Engagement staff provide training in restorative practices and school safety, while administrators participate in instructional rounds and role-specific professional learning focused on instructional leadership, data-informed improvement, and emergency response protocols. The district provides two full professional development days annually for all certificated and classified staff. At the site level, Santa Rosa Middle School embeds six minimum days into the annual calendar for collaboration and professional learning, with 2025–2026 continuing the focus on Reading, Writing, Speaking, and Listening across all learning spaces to strengthen literacy, academic discourse, and equitable outcomes.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	8	2