

Santa Rosa 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 High School
Street	
City, State, Zip	
Phone Number	(707) 890-3850
Principal	Kimberly Clissold, PhD
Email Address	kclissold@srcs.k12.ca.us
School Website	https://srhs.srcschools.org
Grade Span	
County-District-School (CDS) Code	49709204936803

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	www.srcschools.org

2025-26 School Description and Mission Statement

Established in 1874, Santa Rosa High School is California's seventh chartered high school and the oldest school in the Santa Rosa City Schools district, serving students in grades 9–12 as part of the Santa Rosa Junior/Senior High School campus. Located on a 44-acre site adjacent to Santa Rosa Junior College, with an additional 60 acres of agricultural land on Alba Lane, the school integrates historic facilities with hands-on, career-connected learning. Santa Rosa High School is a comprehensive high school recognized for a strong A–G aligned academic core, inclusive special education services, award-winning arts programming through ArtQuest, and a wide range of Career Technical Education pathways that prepare students for college, career, and civic life. A significant portion of students enroll by choice from outside the local attendance area, reflecting the school's reputation for academic rigor, program diversity, and student support. Building on a legacy that includes designation

2025-26 School Description and Mission Statement

as a California Distinguished School and a California Gold Ribbon School, Santa Rosa High School's SPSA focuses on equitable access to high-quality instruction, student engagement and belonging, targeted academic and social-emotional supports, and continuous improvement to ensure all students graduate prepared for postsecondary success.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	406
Grade 10	399
Grade 11	402
Grade 12	346
Total Enrollment	1,553

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2
Male	45.7
Non-Binary	2.2
American Indian or Alaska Native	0.5
Asian	2.9
Black or African American	1.9
Filipino	0.7
Hispanic or Latino	50.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	7.9
White	35.5
English Learners	9.5
Foster Youth	0.3
Homeless	2.6
Migrant	1
Socioeconomically Disadvantaged	59.6
Students with Disabilities	17.3

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)	68.2	81.98	359.5	78.28	234405.2	84
Intern Credential Holders Properly Assigned	0.5	0.61	5.6	1.23	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.6	3.12	14.6	3.19	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.1	3.82	26.8	5.84	11953.1	4.28
Unknown/Incomplete/NA	8.7	10.45	52.6	11.46	15831.9	5.67
Total Teaching Positions	83.2	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	75.9	85.57	409.9	82.49	231142.4	83.24
Intern Credential Holders Properly Assigned	0.9	1.04	8.8	1.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.5	4.04	21.3	4.29	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	1.71	22.8	4.6	11746.9	4.23
Unknown/Incomplete/NA	6.7	7.62	33.9	6.84	14303.8	5.15
Total Teaching Positions	88.7	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	72	85.47	410.9	82.14	230039.4	100
Intern Credential Holders Properly Assigned	1.7	2.03	10.3	2.07	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.2	5.09	27.9	5.59	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.4	4.11	21.4	4.29	12112.8	4.34
Unknown/Incomplete/NA	2.7	3.3	29.5	5.91	13705.8	4.91
Total Teaching Positions	84.3	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
Permits and Waivers	0.80	0	1.3
Misassignments	1.70	3.5	2.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.60	3.5	4.2

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	0.40	0	1
Local Assignment Options	2.70	1.5	2.4
Total Out-of-Field Teachers	3.10	1.5	3.4

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)	1.6	4.2	3.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1	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

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
Reading/Language Arts	<p>Prentice Hall Literature: Timeless Voices, Timeless Themes – Platinum Level; Prentice Hall, 2002, Kinsella: Board Approved 3/23/2005</p> <p>Informed Argument, The 7th Ed.: HEINLE Cengage Learning 2007, Miller, R., Board Approved 2/24/2007</p> <p>Norton Anthology of English Literature – Vol. 1, 7th Ed.: Norton 1999, Abrams, Board Approved 9/26/2001</p> <p>Texts and Contexts; Writing About Literature Using Critical Theory – 3rd Ed.: Longman 2000, Lynn, Board Approved 9/26/2001</p> <p>The Language of Composition: Bedford/St. Martin's 2013, Shea/Scanlon/Aufses, Board Approved 5/8/2013</p> <p>English Grammar & Composition Complete Course: Harcourt Brace 1982, Warriner</p>	0
Mathematics	<p>Precalculus with Limits 7E: Cengage 2016, Larson, Board Approved 1/24/2018</p> <p>Integrated Math 1: CPM 2015, Dietker, Board Approved 1/24/2018</p> <p>Integrated Math 1: Cengage 2016, Larson, Board Approved 1/24/2018</p> <p>Integrated Math 2: Cengage 2016, Larson, Board Approved 1/24/2018</p> <p>Integrated Math 3: Cengage 2016, Larson, Board Approved 1/24/2018</p> <p>Statistical Reasoning in Sports 9781319304843</p> <p>The Practice of Statistics: W. H. Freeman 2014, Starnes</p> <p>Calculus of a Single Variable, 11th Ed.: Cengage 2017, Larson</p>	0
Science	<p>Biology (The Living Earth), Savvas 2020, Miller & Levine</p> <p>McGraw Hill INSPIRE SCIENCE CHEMISTRY CALIFORNIA STUDENT EDITION 978-0-07-674695-8</p> <p>AP Chemistry: Houghton Mifflin 1997, Zumdahl, 9th ed. 2014 Board Approved 5/27/1997</p>	0

	Physics – Principles and Applications: 5th ed. Prentice Hall Revised 1998, Giancoli Physics: Principals & Problems: Glencoe McGraw-Hill 2008, Zitzwitz	
History-Social Science	Biology (The Living Earth), Savvas 2020, Miller & Levine McGraw Hill INSPIRE SCIENCE CHEMISTRY CALIFORNIA STUDENT EDITION 978-0-07-674695-8 AP Chemistry: Houghton Mifflin 1997, Zumdahl, 9th ed. 2014 Board Approved 5/27/1997 Physics – Principles and Applications: 5th ed. Prentice Hall Revised 1998, Giancoli Physics: Principals & Problems: Glencoe McGraw-Hill 2008, Zitzwitz	0
Foreign Language	French 1-2: Tresors Du Temps: Niveau Avance, Glencoe/McGraw-Hill, 2005 French 3-4: Allez, Viens 2, Holt 2006 French 5-6 Allez, Veins 3: LePetit-Prince; LePetit-Nicolas Lejeuxsson & Faits-Folio 2003 Bravo 5th edition; Heink; 2005 Spanish 1-2: Ven Conmigo I; Holt; 2003 Spanish Intro: Spanish is Fun, 3rd Edition; Amsco 2000 Spanish 3-4: EnEspanol 2; McDougal Littell 2000 Spanish 5-6; Ven Conmigo 3; Holt 2003 Preparing for the Language Examination, 3rd edition; Jose M. DialT riangolo, 3rd edition; Barbara Gatsri Spanish for Spanish Speakers: Nuevas Vistas I; Holt 2003 Nosotros y Nuestro Mundo; Glencoe; 1997 Nuevas Vistas I; Holt 2003 Nosotros y Nuestro Mundo; Glencoe; 1997; 5-6 Nosotros y Nuestro Mundo; Glencoe; 1997; 5-6 Nuevas Vistas II; Holt 2003 Temas; Paso a Paso 1; Allez Viens 2; T ravaux Practiques de Grammaire for Allez Viens;Travaux Practiques de Grammaire 3; Guaderno de Practica for Ven conmigo Nuevas Vistas 1 T'es Branche'? Level 1; Toni Theisen; EMC Publishing; 2015 T'es Branche'? Level 2; Toni Theisen; EMC Publishing; 2015 T'es Branche'? Level 3; Toni Theisen; EMC Publishing; 2015 T'es Branche'? Level 4; Toni Theisen; EMC Publishing; 2015	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Santa Rosa High School was inspected in October 2025 and received an overall rating of Good. The campus is maintained in good repair, with non-critical deficiencies identified through the FIT process. These items are limited in scope, primarily associated with routine wear and tear, and are being addressed through ongoing maintenance and repair schedules.

Santa Rosa High School is currently undergoing construction and facility improvement projects as part of the district's Facilities Master Plan. Active construction areas are managed to ensure student and staff safety and to minimize disruption to

School Facility Conditions and Planned Improvements

instructional programs. Planned and ongoing improvements are intended to enhance the learning environment, address identified facility needs, and support long-term sustainability of the campus.

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
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 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)	56	49	39	40	47	48
Mathematics (grades 3-8 and 11)	24	19	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	374	332	88.77	11.23	49.39
Female	197	173	87.82	12.18	57.56
Male	165	149	90.30	9.70	39.19
American Indian or Alaska Native	--	--	--	--	--
Asian	13	11	84.62	15.38	63.64
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	189	170	89.95	10.05	34.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	19	86.36	13.64	63.16
White	139	123	88.49	11.51	69.67
English Learners	31	22	70.97	29.03	4.76
Foster Youth	0	0	0	0	0
Homeless	11	7	63.64	36.36	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	135	115	85.19	14.81	35.96
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	77	57	74.03	25.97	19.64

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	374	319	85.29	14.71	18.81
Female	197	162	82.23	17.77	18.52
Male	165	146	88.48	11.52	17.81
American Indian or Alaska Native	--	--	--	--	--
Asian	13	12	92.31	7.69	41.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	189	168	88.89	11.11	9.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	17	77.27	22.73	11.76
White	139	113	81.29	18.71	32.74
English Learners	31	24	77.42	22.58	4.17
Foster Youth	0	0	0	0	0
Homeless	11	9	81.82	18.18	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	135	116	85.93	14.07	12.07
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	77	52	67.53	32.47	5.77

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)	30.67	28.09	25.17	24.54	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	712	655	91.99	8.01	28.57
Female	373	341	91.42	8.58	28.82
Male	323	299	92.57	7.43	27.95
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	40.00
Black or African American	13	12	92.31	7.69	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	352	323	91.76	8.24	16.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	47	43	91.49	8.51	25.58
White	265	242	91.32	8.68	43.75
English Learners	58	48	82.76	17.24	0.00
Foster Youth	--	--	--	--	--
Homeless	17	15	88.24	11.76	6.67
Military	15	13	86.67	13.33	15.38
Socioeconomically Disadvantaged	264	239	90.53	9.47	19.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	133	114	85.71	14.29	10.53

2024-25 Career Technical Education Programs

Career Technical Education (CTE) at Santa Rosa High School provides students with academic, technical, and real-world skills to prepare them for college, career, and life beyond high school. CTE programs are organized as multi-year course sequences that integrate rigorous academic instruction with technical and occupational learning, supporting both postsecondary education and workforce readiness. Several CTE courses are college preparatory and articulated with the local community college, allowing students to earn college credit through Credit by Exam, and select pathways offer opportunities to earn industry-recognized certifications. Current CTE program areas at the school include Agriculture, Automotive Technology, Construction, and Manufacturing, providing students with hands-on learning experiences aligned to high-demand career fields and regional workforce needs.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	454
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	9.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	98.07
Graduates Who Completed All Courses Required for UC/CSU Admission	42.86

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 9	71.30%	85.50%	89.50%	88.60%	90.90%

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

Family and parent engagement is a key driver of student success at Santa Rosa High School. Parents and guardians are encouraged to participate through leadership and advisory groups such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), Student-Teacher-Parent Organization (STP), and Student Senate, as well as by supporting academic, arts, athletic, and enrichment programs through booster organizations, Friends of ArtQuest, Project Grad, and the

2025-26 Opportunities for Parental Involvement

Santa Rosa High School Foundation. Volunteer opportunities include tutoring through the Volunteer Center, assisting with school events and dances, supporting athletic concessions, and serving as volunteer coaches or activity supervisors. Established in 1988, the Santa Rosa High School Foundation is a nonprofit 501(c)(3) organization that has contributed more than two million dollars to enhance instructional programs and student opportunities. Through the School Site Council, parents collaborate with staff to prioritize funding and actions that support English Learners and students identified as underperforming based on state and local data, reinforcing the school's commitment to equity and continuous improvement. Parents and guardians interested in participating are encouraged to contact the Santa Rosa High School main office for current opportunities.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 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
Dropout Rate	10.3	8.7	6.3	12.5	9.8	7	8.2	8.9	8
Graduation Rate	85.9	89.1	92.3	82.6	86.3	89.7	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	352	325	92.3
Female	188	179	95.2
Male	160	142	88.8
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	11	9	81.8
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	169	155	91.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	27	26	96.3
White	131	123	93.9
English Learners	41	34	82.9
Foster Youth	--	--	--
Homeless	14	11	78.6
Socioeconomically Disadvantaged	246	227	92.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	67	59	88.1

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1644	1600	385	24.1
Female	858	836	214	25.6
Male	747	726	161	22.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	--	--	--
Asian	48	47	9	19.1
Black or African American	35	32	10	31.3
Filipino	11	11	3	27.3
Hispanic or Latino	829	813	200	24.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	131	126	42	33.3
White	575	559	117	20.9
English Learners	167	162	41	25.3
Foster Youth	--	--	--	--
Homeless	66	61	28	45.9
Socioeconomically Disadvantaged	1051	1025	276	26.9
Students Receiving Migrant Education Services	20	19	4	21.1
Students with Disabilities	300	296	100	33.8

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
7.14	5.52	4.32	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
0.06	0.46	0	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	4.32	0.00
Female	2.91	0.00
Male	6.16	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	8.33	0.00
Asian	2.08	0.00
Black or African American	11.43	0.00
Filipino	9.09	0.00
Hispanic or Latino	4.83	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.58	0.00
White	3.13	0.00
English Learners	3.59	0.00
Foster Youth	0.00	0.00
Homeless	3.03	0.00
Socioeconomically Disadvantaged	5.52	0.00
Students Receiving Migrant Education Services	5.00	0.00
Students with Disabilities	7.00	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

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 and includes assessment of current campus conditions, identification of safety concerns, and implementation of 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 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	15	84	31	6
Mathematics	17	53	33	2
Science	20	22	35	2
Social Science	17	43	33	2

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	16	75	29	10
Mathematics	17	43	28	12
Science	18	33	28	
Social Science	16	42	38	2

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	15	67	33	6
Mathematics	18	34	33	6
Science	20	18	28	2
Social Science	16	41	26	7

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	233.71

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)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.5
Social Worker	
Nurse	0.7
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
School Site	\$9,046.08	\$2,752.56	\$6,293.52	\$73,988.61
District	N/A	N/A	\$8,203.39	
Percent Difference - School Site and District	N/A	N/A	-26.3	
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	-52.5	

Fiscal Year 2024-25 Types of Services Funded

As a Title I school, Santa Rosa 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, supplemental instructional resources, and supports for English Learners, foster youth, and socioeconomically disadvantaged students to improve academic achievement and student well-being. 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. Comprising more than 1,600 graduates, parents, faculty, staff, and community members, the Foundation has contributed over two million dollars to Santa Rosa High School through School Board-approved processes to support teachers, students, and programs by funding instructional materials, supplies, and enrichment opportunities not otherwise covered by state and federal funds.

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		
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		

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	14.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	2
Foreign Language	4
Mathematics	2
Science	3
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	17

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:

At staff meetings, the administration facilitates professional development for instructional strategies.

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	2	2	2