

Santa Rosa High
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	1235 Mendocino Ave. Santa Rosa, CA , 95401-4312	Principal:	Kimberly Clissold, Principal
Phone:	(707) 890-3850	Grade Span:	9-12

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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Kimberly Clissold, Principal

Principal, Santa Rosa High

About Our School



Established in 1874, Santa Rosa High School is the 7th chartered High School in California and the oldest of the District's schools. We are a comprehensive high school serving students in grades 9–12. The facilities feature graceful, gothic-revival buildings on 44 acres, immediately adjacent to the Santa Rosa Junior College. We also have 60 acres of farm and vineyard grounds on Alba Lane. Proud of its history, Santa Rosa High School maintains strong traditions. Santa Rosa High School has a solid academic core curriculum and is home to award-winning programs like the ArtQuest Program, Santa Rosa FFA Chapter, and Career Technical Education Program.

Contact

Santa Rosa High
1235 Mendocino Ave.
Santa Rosa, CA 95401-4312

Phone: [\(707\) 890-3850](tel:(707)890-3850)
Email: kclissold@srcs.k12.ca.us

Contact Information (School Year 2021–2022)

District Contact Information (School Year 2021–2022)

District Name	Santa Rosa High
Phone Number	(707) 890-3800
Superintendent	Trunnell, Anna
Email Address	atrunnell@srcs.k12.ca.us
Website	www.srcschools.org

School Contact Information (School Year 2021–2022)

School Name	Santa Rosa High
Street	1235 Mendocino Ave.
City, State, Zip	Santa Rosa, CA , 95401-4312
Phone Number	(707) 890-3850
Principal	Kimberly Clissold, Principal
Email Address	kclissold@srcs.k12.ca.us
Website	https://www.santarosahighschool.net/
County-District-School (CDS) Code	49709204936803

Last updated: 3/4/22

School Description and Mission Statement (School Year 2021—2022)

Vision:

Santa Rosa High School has an uncompromising commitment to achieve powerful results for all students. Students are confident, inquisitive, principled, and respectful. All students are actively engaged, share in the responsibility for their own learning, and attain high standards. Personal and interpersonal growth, leadership, and service are valued and fostered. Each student graduates prepared for success.

Mission:

The mission of Santa Rosa High School is to produce students who are educated, productive citizens of our society prepared to enter post-secondary education and employment opportunities. They will be critical thinkers and consumers aware of the social and political consequences of their choices.

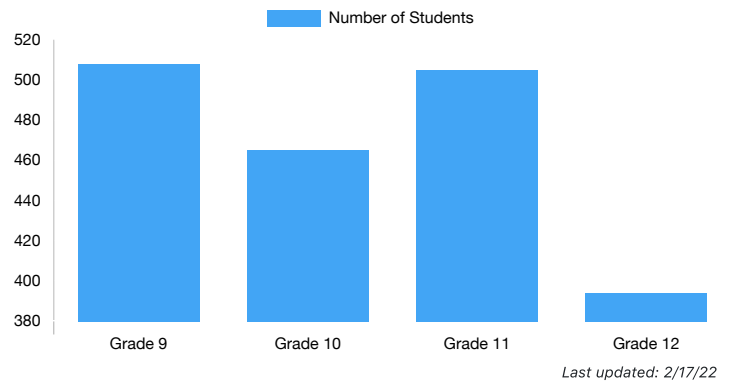
Panther Principles:

Be Safe, Be Respectful, Be Responsible, Be Accepting

Last updated: 2/17/22

Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Grade 9	508
Grade 10	465
Grade 11	505
Grade 12	394
Total Enrollment	1872



Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	54.50%
Male	45.40%
Non-Binary	0.20%
American Indian or Alaska Native	1.00%
Asian	4.00%
Black or African American	1.40%
Filipino	0.90%
Hispanic or Latino	42.10%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	6.40%
White	44.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	6.70%
Foster Youth	0.60%
Homeless	1.10%
Migrant	1.70%
Socioeconomically Disadvantaged	42.40%
Students with Disabilities	14.60%

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

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	"Prentice Hall Literature: Timeless Voices, Timeless Themes – Platinum Level; Prentice Hall, 2002, Kinsella: Board Approved 3/23/2005 Informed Argument, The 7th Ed.: HEINLE Cengage Learning 2007, Miller, R., Board Approved 2/24/2007 Norton Anthology of English Literature – Vol. 1, 7th Ed.: Norton 1999, Abrams, Board Approved 9/26/2001 Texts and Contexts; Writing About Literature Using Critical Theory – 3rd Ed.: Longman 2000, Lynn, Board Approved 9/26/2001 The Language of Composition: Bedford/St. Martin's 2013, Shea/Scanlon/Aufses, Board Approved 5/8/2013 English Grammar & Composition Complete Course: Harcourt Brace 1982, Warriner "	Yes	0%
Mathematics	"Precalculus with Limits 7E: Cengage 2016, Larson, Integrated Math 1: CPM 2015, Dietker, Board Approved 1/24/2018 Integrated Math 1: Cengage 2016, Larson, Board Approved 1/24/2018 Integrated Math 2: Cengage 2016, Larson, Board Approved 1/24/2018 Integrated Math 3: Cengage 2016, Larson, Board Approved 1/24/2018 Statistical Reasoning in Sports 9781319304843 The Practice of Statistics: W. H. Freeman 2014, Starnes Calculus of a Single Variable, 11th Ed.: Cengage 2017, Larson"	Yes	0%
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"	Yes	0%
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"	Yes	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: EnEspañol 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			0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/17/22

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 on 12/30/2021 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.

Last updated: 2/17/22

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: January 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
----------------	------

Last updated: 2/17/22

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).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **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.

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): Inspect Broad Coverage - ELA
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	513	292	56.9	43.1	8.6
Female	264	168	63.6	36.4	7.7
Male	243	123	50.6	49.4	9.8
American Indian or Alaska Native	2	0	0	0	0
Asian	26	15	57.7	42.3	6.7
Black or African American	10	7	70	30	14.3
Filipino	1	1	100	0	0
Hispanic or Latino	212	106	50	50	3.8
Native Hawaiian or Pacific Islander	1	0	0	100	0
Two or More Races	38	22	57.9	42.1	13.6
White	218	141	64.7	35.3	11.3
English Learners	27	9	33.3	66.7	0
Foster Youth	5	2	40	60	0
Homeless	4	2	50	50	0
Military	12	6	50	50	0
Socioeconomically Disadvantaged	157	87	55.4	44.6	5.7
Students Receiving Migrant Education Services	9	3	33.3	66.7	0
Students with Disabilities	58	23	39.7	60.3	4.3

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 3/3/22

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): Inspect Broad Coverage - Math
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	513	182	35.5	64.5	11.0
Female	264	105	39.8	60.2	11.4
Male	243	77	31.7	68.3	10.4
American Indian or Alaska Native	2	0	0	100	0
Asian	26	12	43.2	53.8	33.3
Black or African American	10	4	40	60	0
Filipino	1	0	0.0	100	0.0
Hispanic or Latino	212	73	34.4	65.6	2.7
Native Hawaiian or Pacific Islander	4	0	0	100	0
Two or More Races	38	12	31.6	68.4	25.0
White	218	81	37.2	62.8	13.6
English Learners	27	3	11.1	88.9	0
Foster Youth	5	1	20	80	0
Homeless	4	2	50	50	0
Military	12	5	41.7	58.3	0
Socioeconomically Disadvantaged	157	53	33.8	66.2	5.7
Students Receiving Migrant Education Services	9	0	0	100	0
Students with Disabilities	58	23	39.7	60.3	0

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 3/3/22

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

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

Parent volunteers are the cornerstone of our student's success. Opportunities abound for parents to become involved in daily activities, extracurricular activities, and student organizations and club activities. Opportunities for involvement include Site Council, Agriculture Boosters, Music Boosters, Athletic Boosters, English Learner Advisory Committee (ELAC), Student Teacher Parent Organization (STP), Friends of ArtQuest, Project Grad, concessions for Soccer, Football & Basketball, Student Senate, parent volunteers for dances and activities, volunteer coaches and activities supervisors. Our Site Council has committed to supporting the funding for EL students and students who are underperforming, based on state and local standards.

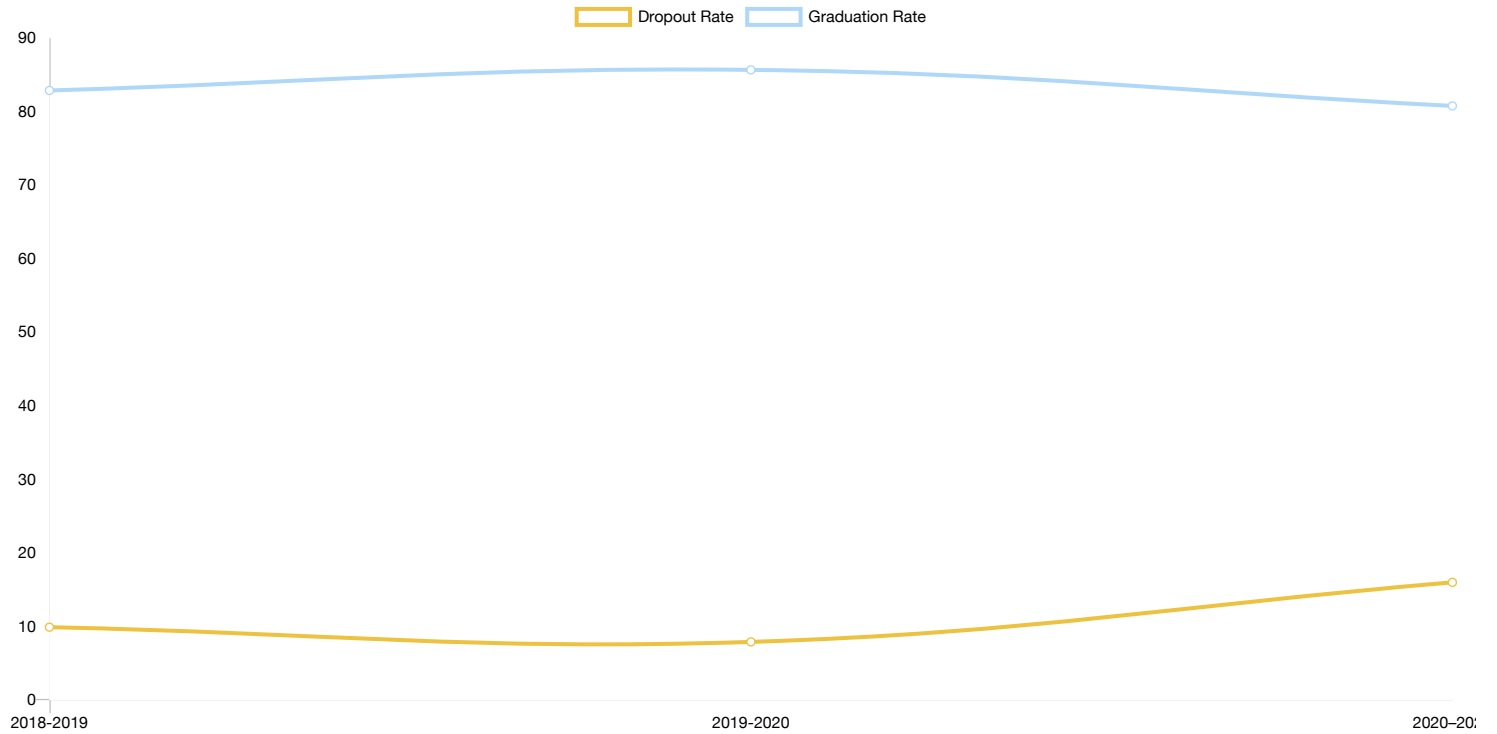
State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	9.90%	7.90%	16.00%	12.20%	9.90%	14.00%	9.00%	8.90%	9.40%
Graduation Rate	82.90%	85.70%	80.80%	81.40%	84.30%	80.40%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	407	329	80.8
Female	218	180	82.6
Male	188	148	78.7
Non-Binary	--	--	--
American Indian or Alaska Native	15	15	78.7
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	150	111	74.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	33	28	84.8
White	192	163	84.9
English Learners	29	20	69.0
Foster Youth	--	--	--
Homeless	32	25	78.1
Socioeconomically Disadvantaged	199	151	75.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	70	49	70.0

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>.

Last updated:

**Chronic Absenteeism by Student Group
(School Year 2020—2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1927	1895	452	23.9
Female	1044	1032	223	21.6
Male	879	859	228	26.5
American Indian or Alaska Native	74	74	9	26.5
Asian	18	18	8	44.4
Black or African American	27	27	6	22.2
Filipino	17	16	1	6.3
Hispanic or Latino	817	797	261	32.7
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	125	124	28	22.6
White	844	834	137	16.4
English Learners	131	126	62	49.2
Foster Youth	14	14	8	57.1
Homeless	25	23	14	60.9
Socioeconomically Disadvantaged	853	836	285	34.1
Students Receiving Migrant Education Services	34	34	19	55.9
Students with Disabilities	297	287	95	33.1

Last updated:

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	4.05%	0.00%	7.15%	0.08%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.07%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	3.62%	6.03%	2.45%
Expulsions	0.10%	0.11%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 3/14/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

The Santa Rosa High staff monitors school grounds 30 minutes before the start of school and immediately after dismissal. We have a closed campus and require all visitors to register with the office. We hold monthly safety drills and have earthquake and crisis response drills twice a year. School safety plans are updated as needed.

Last updated: 3/14/22

D. Other SARC information

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

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.60
Social Worker	0.00
Nurse	0.80
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 3/15/22

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7127.41	\$6803.09	\$324.32	\$83624.63
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 3/10/22

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

Types of Services Funded (Fiscal Year 2020–2021)

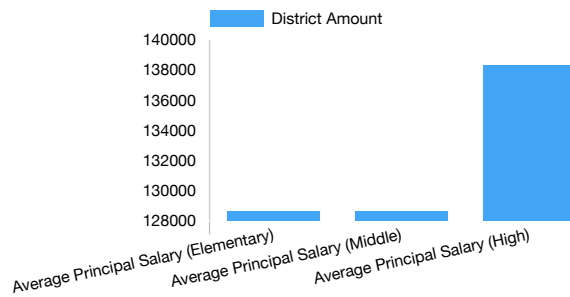
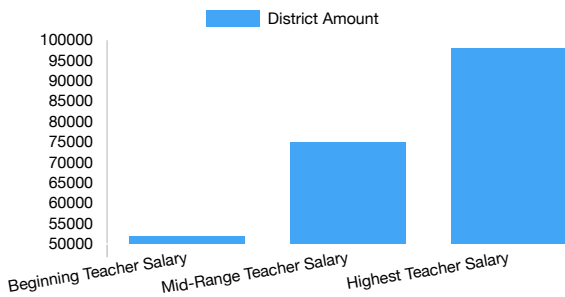
The Santa Rosa High School Foundation was established in 1988 as a non-profit 501c3, including over 1600 graduates, faculty, staff & friends of the school who share a joint commitment of support to the student activities and education goals. This corporation's primary objectives and purposes are to serve as a charitable organization that unites SRHS graduates, parents of current & past students, faculty, staff, and interested community members for preserving and documenting the history and traditions of Santa Rosa High School. The SRHS Foundation focuses on providing financial support to the school and promoting community involvement in events at Santa Rosa High School. The Foundation has donated over two million dollars directly to Santa Rosa High School, distributed via our School Board to support teachers, students, and programs by purchasing materials and supplies.

Last updated: 2/17/22

Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51895.00	--
Mid-Range Teacher Salary	\$75057.00	--
Highest Teacher Salary	\$98021.00	--
Average Principal Salary (Elementary)	\$118974.00	--
Average Principal Salary (Middle)	\$128663.00	--
Average Principal Salary (High)	\$138329.00	--
Superintendent Salary	\$235000.00	--
Percent of Budget for Teacher Salaries	38.47%	--
Percent of Budget for Administrative Salaries	4.92%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated:

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	2	8	

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s: Inspect Broad Coverage - ELA
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	4876	2690	55.2	44.8	12.1
Female	2322	1346	58	42	11.9
Male	2494	1332	53.4	56.6	12.2
American Indian or Alaska Native	34	13	38.2	61.8	7.7
Asian	246	169	68.7	31.3	28.4
Black or African American	105	58	55.2	44.8	10.3
Filipino	46	36	78.3	21.7	13.9
Hispanic or Latino	2484	1212	48.8	51.2	4.4
Native Hawaiian or Pacific Islander	35	12	34.3	65.7	0
Two or More Races	308	178	57.8	42.2	23
White	1562	1002	64.1	35.9	17
English Learners	542	199	36.7	63.3	0
Foster Youth	35	13	37.1	62.9	0
Homeless	38	12	31.6	68.4	0
Military	88	52	59.1	40.9	0
Socioeconomically Disadvantaged	1826	895	49.0	51.0	4.7
Students Receiving Migrant Education Services	66	22	33.3	66.7	9.1
Students with Disabilities	687	268	39.0	61.0	2.2

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 3/25/22

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s: Inspect Broad Coverage - Math
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	4876	2694	55.3	44.7	10.3
Female	2322	1337	57.6	42.4	9.4
Male	2494	1335	53.5	46.5	11.2
American Indian or Alaska Native	34	10	29.4	70.6	10.0
Asian	246	173	70.3	29.7	34.7
Black or African American	105	63	60.0	40	6.3
Filipino	46	38	82.6	17.4	26.3
Hispanic or Latino	2484	1257	50.6	49.4	3.3
Native Hawaiian or Pacific Islander	35	14	40	60	0
Two or More Races	308	181	58.8	41.2	14.4
White	1562	938	60.1	39.9	14.3
English Learners	542	236	43.5	56.5	0.4
Foster Youth	35	14	40.0	60	0
Homeless	38	11	28.9	71.1	0.0
Military	88	56	63.6	36.4	0
Socioeconomically Disadvantaged	1826	932	51.0	49.0	3.5
Students Receiving Migrant Education Services	66	23	34.8	65.2	4.3
Students with Disabilities	687	301	43.8	56.2	2.3

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 3/25/22