

Santa Rosa High School
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 1235 Mendocino Ave.
Santa Rosa, CA , 95401-4312

Principal: Kimberly Clissold

Phone: 707-890-3850

Grade Span:

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 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

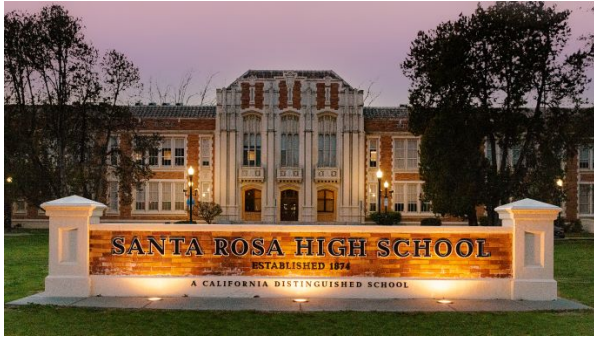
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, 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.

About This School

Kimberly Clissold

Principal, Santa Rosa High School

About Our School



Established in 1874, Santa Rosa High School opened its doors as the eighth 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 School
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 2022–23)

District Contact Information (School Year 2022–23)

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

School Contact Information (School Year 2022–23)

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

Last updated: 2/2/23

School Description and Mission Statement (School Year 2022–23)

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.

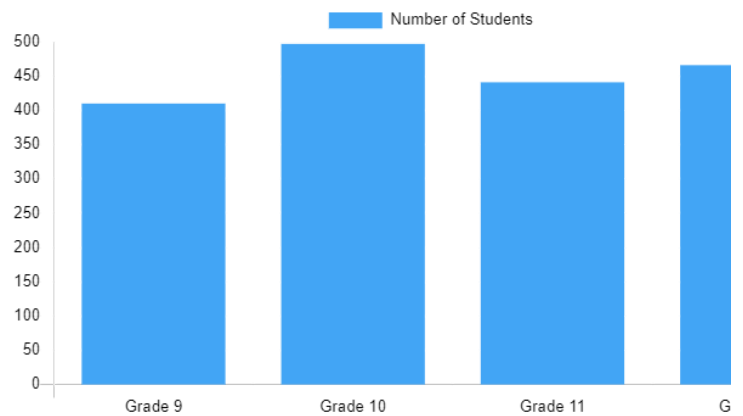
Panther Principles:

Be Safe, Be Respectful, Be Responsible, Be Accepting

Last updated: 2/1/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 9	410
Grade 10	497
Grade 11	441
Grade 12	466
Total Enrollment	1814



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 2/1/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	53.90%
Male	45.80%
Non-Binary	0.30%
American Indian or Alaska Native	0.80%
Asian	3.70%
Black or African American	1.30%
Filipino	1.00%
Hispanic or Latino	44.00%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	6.20%
White	42.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	7.40%
Foster Youth	0.70%
Homeless	0.60%
Migrant	1.30%
Socioeconomically Disadvantaged	38.70%
Students with Disabilities	15.70%

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

Teacher Preparation and Placement (School Year 2020–21)

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)	71.70	86.08	391.70	79.66	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	2.40	12.30	2.51	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.80	3.42	21.60	4.41	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	0.76	15.20	3.09	12115.80	4.41
Unknown	6.10	7.34	50.80	10.33	18854.30	6.86
Total Teaching Positions	83.30	100.00	491.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/2/23

Teacher Preparation and Placement (School Year 2021–22)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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.

Last updated: 2/2/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	2.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.80	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.20	
Local Assignment Options	0.40	
Total Out-of-Field Teachers	0.60	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.00	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: December 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	?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%
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: 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?	Yes	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: 2/2/23

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 12/31/2022 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: 2/1/23

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: December 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: December 2022

Overall Rating	Good
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Last updated: 2/1/23

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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	50%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	22%	N/A	25%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated 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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 2/2/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	394	321	81.47	18.53	50.47
Female	214	177	82.71	17.29	54.86
Male	178	143	80.34	19.66	44.76
American Indian or Alaska Native	--	--	--	--	--
Asian	19	15	78.95	21.05	53.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	147	115	78.23	21.77	35.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	22	78.57	21.43	59.09
White	186	159	85.48	14.52	62.26
English Learners	28	16	57.14	42.86	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	11	10	90.91	9.09	--
Socioeconomically Disadvantaged	146	120	82.19	17.81	44.17
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	80	58	72.50	27.50	12.50

Note: 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 CAAs divided by the total number of students who participated in both assessments.

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

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.

Last updated: 2/1/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	394	289	73.35	26.65	21.88
Female	214	154	71.96	28.04	20.78
Male	178	134	75.28	24.72	23.31
American Indian or Alaska Native	--	--	--	--	--
Asian	19	13	68.42	31.58	23.08
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	147	113	76.87	23.13	12.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	20	71.43	28.57	26.32
White	186	133	71.51	28.49	30.83
English Learners	28	18	64.29	35.71	0.00
Foster Youth	--	--	--	--	--
Homeless				--	
Military	11	10	90.91	9.09	--
Socioeconomically Disadvantaged	146	112	76.71	23.29	21.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	80	54	67.50	32.50	1.85

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Last updated: 2/1/23

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	NT	29.42	--		28.72	29.47

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

Last updated: 2/1/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	834	694	83.21	16.79	29.42
Female	445	370	83.15	16.85	27.45
Male	386	322	83.42	16.58	31.56
American Indian or Alaska Native	--	--	--	--	--
Asian	41	35	85.37	14.63	47.06
Black or African American	12	10	83.33	16.67	--
Filipino	--	--	--	--	--
Hispanic or Latino	324	266	82.10	17.90	15.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	61	48	78.69	21.31	41.67
White	383	325	84.86	15.14	39.01
English Learners	44	28	63.64	36.36	3.70
Foster Youth	--	--	--	--	--
Homeless					
Military	22	19	86.36	13.64	10.53
Socioeconomically Disadvantaged	310	248	80.00	20.00	22.18
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	124	98	79.03	20.97	9.28

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

Last updated: 2/1/23

Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	563
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	91.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/1/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.12%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 2/1/23

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

California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	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
5					
7					
9	85.5%	87.7%	87.5%	81.8%	87.5%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

Last updated: 2/1/23

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

Opportunities for Parental Involvement (School Year 2022–23)

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.

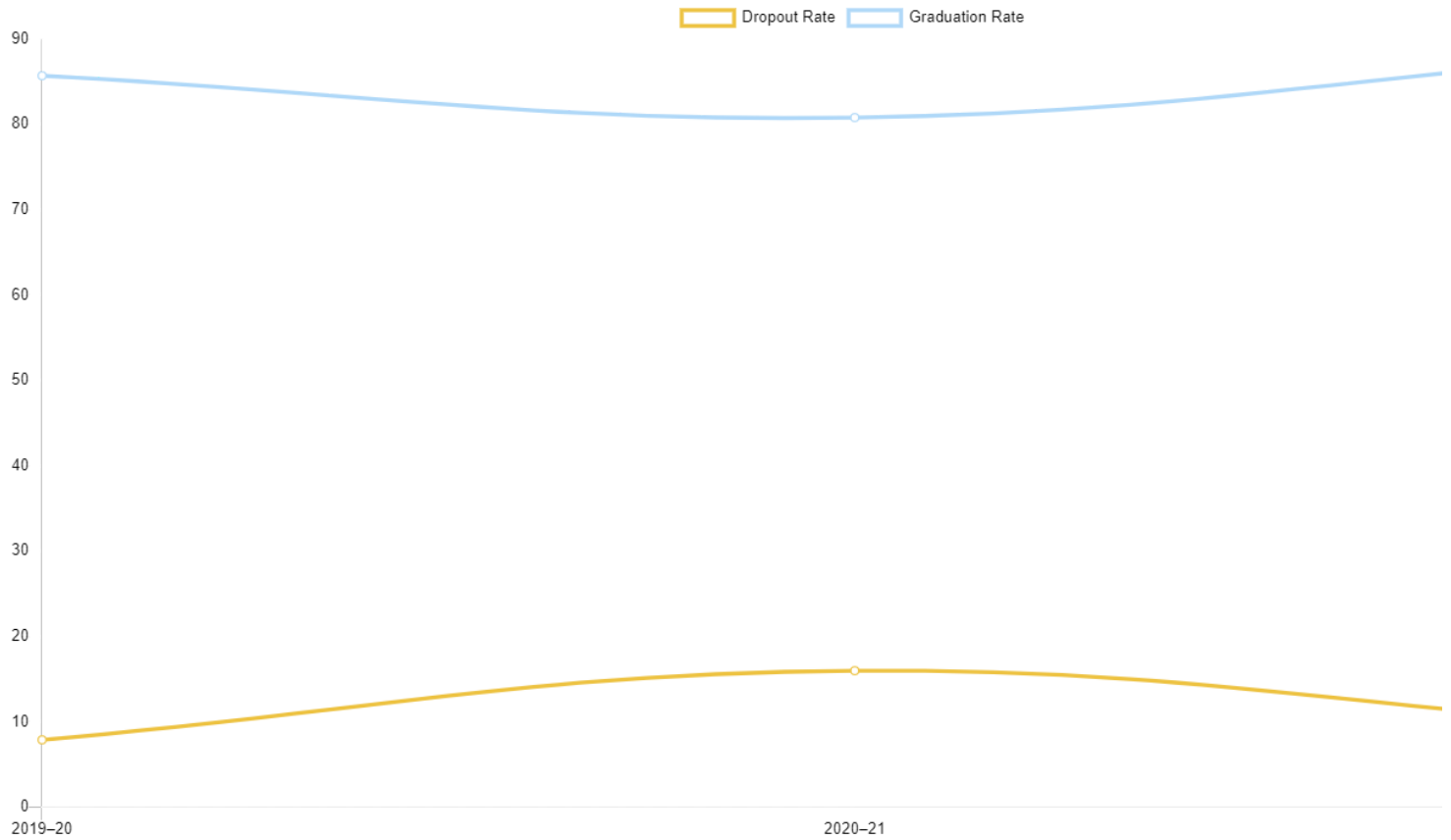
State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	7.9%	16.0%	9.2%	9.9%	14.0%	11.5%	8.9%	9.4%	7.8%
Graduation Rate	85.7%	80.8%	88.5%	84.3%	80.4%	84.2%	84.2%	83.6%	87.0%



Last updated: 2/1/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	480	425	88.5
Female	259	236	91.1
Male	220	188	85.5
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	24	23	95.8
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	198	168	84.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	32	28	87.5
White	210	192	91.4
English Learners	35	24	68.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	267	222	83.1
Students Receiving Migrant Education Services	11	5	45.5
Students with Disabilities	67	54	80.6

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: 2/1/23

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1943	1868	586	31.4
Female	1039	995	317	31.9
Male	894	863	264	30.6
American Indian or Alaska Native	16	15	9	60.0
Asian	70	69	15	21.7
Black or African American	27	24	6	25.0
Filipino	20	19	6	31.6
Hispanic or Latino	857	826	283	34.3
Native Hawaiian or Pacific Islander	4	3	1	33.3
Two or More Races	126	119	39	32.8
White	815	785	221	28.2
English Learners	157	148	60	40.5
Foster Youth	17	15	11	73.3
Homeless	13	13	9	69.2
Socioeconomically Disadvantaged	904	871	299	34.3
Students Receiving Migrant Education Services	24	24	10	41.7
Students with Disabilities	322	310	130	41.9

Last updated: 2/1/23

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 for School Year 2019–20 Only

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

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	3.62%	6.03%	2.45%
Expulsions	0.10%	0.11%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	4.22%	0.08%	6.40%	0.20%	3.17%
Expulsions	0.00%	0.05%	0.00%	0.05%	0.00%	0.07%

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.

Last updated: 2/1/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.22	0.05
Female	2.69	0.10
Male	5.82	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	1.43	0.00
Asian	0.00	0.00
Black or African American	11.11	0.00
Filipino	5.00	0.00
Hispanic or Latino	4.78	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.76	0.00
White	3.68	0.12
English Learners	5.10	0.00
Foster Youth	11.76	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.31	0.11
Students Receiving Migrant Education Services	8.33	0.00
Students with Disabilities	9.01	0.00

Last updated: 2/1/23

School Safety Plan (School Year 2022–23)

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: 2/1/23

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17.00	57	45	8
Mathematics	23.00	24	32	12
Science	25.00	14	31	8
Social Science	21.00	28	28	17

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	50	36	18
Mathematics	23.00	29	30	13
Science	24.00	15	35	4
Social Science	24.00	16	28	15

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	15.00	81	44	4
Mathematics	15.00	69	43	1
Science	18.00	35	30	3
Social Science	17.00	47	30	15

* Number of classes indicates how many classrooms 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.

Last updated: 2/1/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	151.17

* 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.

Last updated: 2/2/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	12.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	1.60
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.00

* 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.

Last updated: 2/2/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13274.00	\$4093.00	\$9181.00	\$95039.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/3/23

Types of Services Funded (Fiscal Year 2021–22)

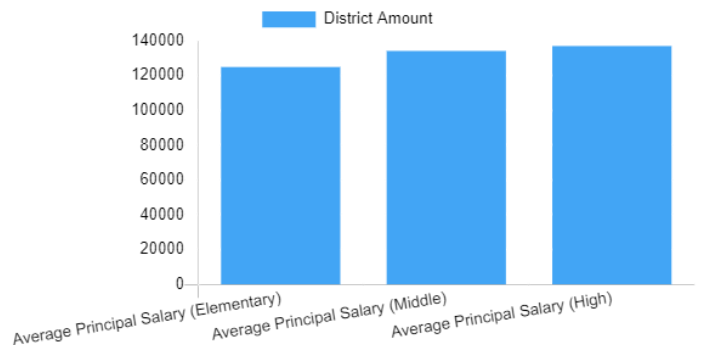
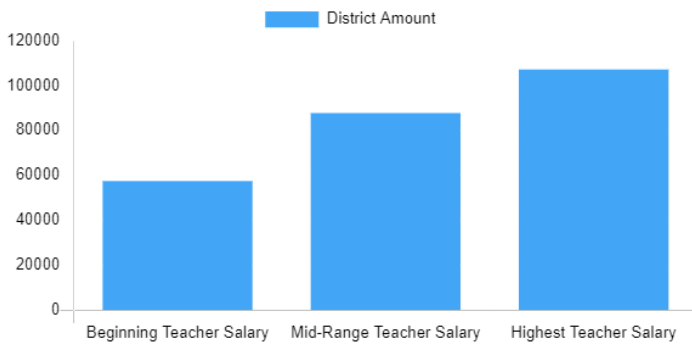
The Santa Rosa High School Foundation was established in 1988 as a non-profit 501c3, including over 1600 graduates, faculty, staff & friends of the school who share a joint commitment of support to the student activities and education goals. This corporation's primary objectives and purposes are to serve 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: 2/2/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57477.00	--
Mid-Range Teacher Salary	\$87798.00	--
Highest Teacher Salary	\$107235.00	--
Average Principal Salary (Elementary)	\$124961.00	--
Average Principal Salary (Middle)	\$134218.00	--
Average Principal Salary (High)	\$137042.00	--
Superintendent Salary	\$235000.00	--
Percent of Budget for Teacher Salaries	33.21%	--
Percent of Budget for Administrative Salaries	3.63%	--

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



Last updated: 2/1/23

Advanced Placement (AP) Courses (School Year 2021–22)**Percent of Students in AP Courses**

Subject	Number of AP Courses Offered*
Computer Science	0
English	4
Fine and Performing Arts	4
Foreign Language	3
Mathematics	2
Science	4
Social Science	4
Total AP Courses Offered*	21.00%

* Where there are student course enrollments of at least one student.

Last updated: 2/1/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	8	2	2

Last updated: 2/1/23