

Santa Rosa High
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

| | | | |
|-----------------|--|-------------------|-----------|
| Address: | 1235 Mendocino Avenue Santa Rosa, CA , 95401- 4312 | Principal: | Mark Ryan |
| Phone: | (707) 890-3850 | Grade | 9-12 |
| | | 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

Mark Ryan

Principal, Santa Rosa High

About Our School



I am honored to be the Principal of Santa Rosa High School, home of the Panthers. This school has a wonderful and proud tradition of excellence dating back 149 years. As we plan for our 150th anniversary, we celebrate the high-quality education we offer for our students. That education includes rigorous academics, a world-class fine arts program, top notch athletics and extracurriculars, and a wide array of student support services to help all students achieve and be college and career ready. I encourage you to visit our website and learn more about the many offerings here, and you are most welcome to reach out to me directly for assistance or information at mryan@srcs.k12.ca.us.

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
1235 Mendocino Avenue
Santa Rosa, CA 95401-4312

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

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

| | |
|-----------------------|--|
| 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 2023–24)

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

Last updated: 1/31/24

School Description and Mission Statement (School Year 2023–24)

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.

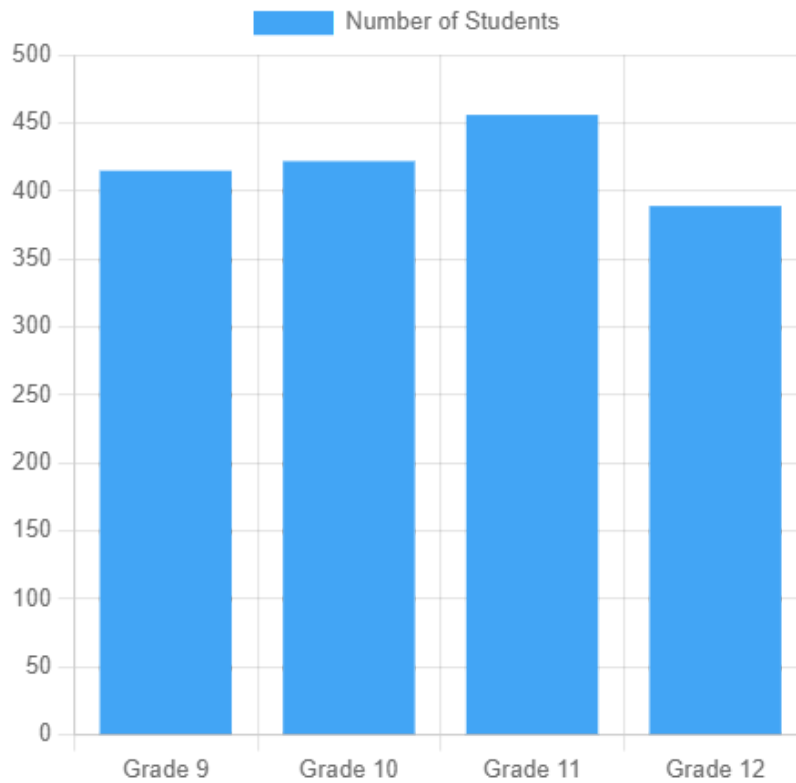
Panther Principles:

Be Safe, Be Respectful, Be Responsible, Be Accepting

Last updated: 1/31/24

Student Enrollment by Grade Level (School Year 2022–23)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 415 |
| Grade 10 | 422 |
| Grade 11 | 456 |
| Grade 12 | 389 |
| Total Enrollment | 1682 |



Last updated: 1/31/24

Student Enrollment by Student Group (School Year 2022–23)

| Student Group | Percent of Total Enrollment |
|---------------|-----------------------------|
| Female | 54.10% |
| Male | 44.90% |
| Non-Binary | 1.00% |

| Student Group (Other) | Percent of Total Enrollment |
|-----------------------|-----------------------------|
| English Learners | 8.00% |
| Foster Youth | 0.50% |
| Homeless | 1.30% |

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| American Indian or Alaska Native | 0.80% |
| Asian | 2.90% |
| Black or African American | 1.30% |
| Filipino | 1.00% |
| Hispanic or Latino | 46.40% |
| Native Hawaiian or Pacific Islander | 0.20% |
| Two or More Races | 6.50% |
| White | 40.60% |

| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Migrant | 1.20% |
| Socioeconomically Disadvantaged | 45.80% |
| Students with Disabilities | 16.90% |

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/Incomplete/NA | 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: 1/26/24

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) | 68.20 | 81.98% | 359.50 | 78.28% | 234405.20 | 84.00% |
| Intern Credential Holders Properly Assigned | 0.50 | 0.61% | 5.60 | 1.23% | 4853.00 | 1.74% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 2.60 | 3.12% | 14.60 | 3.19% | 12001.50 | 4.30% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 3.10 | 3.82% | 26.80 | 5.84% | 11953.10 | 4.28% |
| Unknown/Incomplete/NA | 8.70 | 10.45% | 52.60 | 11.46% | 15831.90 | 5.67% |
| Total Teaching Positions | 83.20 | 100.00% | 459.20 | 100.00% | 279044.80 | 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: 1/26/24

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

| Authorization/Assignment | 2020-21 Number | 2021-22 Number |
|---|-------------------|-------------------|
| Permits and Waivers | 0.00 | 0.80 |
| Misassignments | 2.80 | 1.70 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 2.80 | 2.60 |

Last updated: 11/2/23

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 | 0.40 |
| Local Assignment Options | 0.40 | 2.70 |
| Total Out-of-Field Teachers | 0.60 | 3.10 |

Last updated: 11/2/23

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% | 1.6% |
| 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% | 1% |

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: January 2024

| 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 | Yes | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|--|
| | 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 | | |
| 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 | Yes | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------|---|----------------------------|--|
| | 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 | | |
| 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; | Yes | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------------------|---|----------------------------------|---|
| | 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; Travaux Pratiques de Grammaire for Allez Viens; Travaux Pratiques 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 | | |
| Health | N/A | | 0 |
| Visual and Performing Arts | N/A | | 0 |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0 |

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

Last updated: 1/31/24

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 1/02/24 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 insolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Last updated: 1/31/24

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 2024

| 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 2024

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

Last updated: 1/31/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2021– 22 | School 2022– 23 | District 2021– 22 | District 2022– 23 | State 2021– 22 | State 2022– 23 |
|--|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 50% | 50% | 41% | 38% | 47% | 46% |
| Mathematics (grades 3-8 and 11) | 22% | 28% | 25% | 24% | 33% | 34% |

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.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/31/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|-----------------------------|--------------------------|---------------------------|-----------------------------------|--|
| All Students | 418 | 339 | 81.10% | 18.90% | 49.55% |
| Female | 236 | 185 | 78.39% | 21.61% | 56.59% |
| Male | 180 | 152 | 84.44% | 15.56% | 41.06% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Hispanic or Latino | 187 | 151 | 80.75% | 19.25% | 34.46% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 30 | 24 | 80.00% | 20.00% | 70.83% |
| White | 173 | 140 | 80.92% | 19.08% | 61.15% |
| English Learners | 26 | 17 | 65.38% | 34.62% | 0.00% |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 199 | 165 | 82.91% | 17.09% | 38.18% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 68 | 39 | 57.35% | 42.65% | 15.79% |

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 CAA divided by the total number of students who participated in both assessments.

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.

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: 1/31/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 418 | 303 | 72.49% | 27.51% | 27.76% |
| Female | 236 | 162 | 68.64% | 31.36% | 26.88% |
| Male | 180 | 139 | 77.22% | 22.78% | 29.20% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 187 | 139 | 74.33% | 25.67% | 17.39% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 30 | 22 | 73.33% | 26.67% | 50.00% |
| White | 173 | 121 | 69.94% | 30.06% | 36.67% |
| English Learners | 26 | 15 | 57.69% | 42.31% | 6.67% |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 199 | 147 | 73.87% | 26.13% | 18.49% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 68 | 42 | 61.76% | 38.24% | 2.50% |

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 CAA divided by the total number of students who participated in both assessments.

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.

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: 1/31/24

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 2021– 22 | School 2022– 23 | District 2021– 22 | District 2022– 23 | State 2021– 22 | State 2022– 23 |
|--|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| Science (grades 5, 8, and high school) | 29.42% | 30.85% | 26.52% | 24.05% | 29.47% | 30.29% |

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 CAA divided by the total number of students who participated in both assessments.

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.

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: 1/26/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 782 | 671 | 85.81% | 14.19% | 30.82% |
| Female | 435 | 362 | 83.22% | 16.78% | 27.93% |
| Male | 344 | 307 | 89.24% | 10.76% | 34.44% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 27 | 23 | 85.19% | 14.81% | 31.82% |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 12 | 10 | 83.33% | 16.67% | -- |
| Hispanic or Latino | 316 | 277 | 87.66% | 12.34% | 19.85% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 54 | 47 | 87.04% | 12.96% | 47.83% |
| White | 352 | 297 | 84.38% | 15.62% | 39.66% |
| English Learners | 48 | 35 | 72.92% | 27.08% | 0.00% |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 17 | 15 | 88.24% | 11.76% | 26.67% |
| Socioeconomically Disadvantaged | 350 | 302 | 86.29% | 13.71% | 23.83% |
| Students Receiving Migrant Education Services | 15 | 13 | 86.67% | 13.33% | 7.69% |
| Students with Disabilities | 131 | 100 | 76.34% | 23.66% | 10.31% |

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.

Last updated: 1/26/24

Career Technical Education (CTE) Participation (School Year 2022–23)

| Measure | CTE Program Participation |
|---|----------------------------------|
| Number of Pupils Participating in CTE | 507 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 54.5 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | -- |

*Last updated: 1/26/24***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

| UC/CSU Course Measure | Percent |
|---|----------------|
| 2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.23% |
| 2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission | 26.42% |

Last updated: 1/26/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

| Grade | Component 1: | Component 2: | Component 3: | Component 4: | Component 5: |
|-------|------------------|----------------------------------|---|-----------------------------------|--------------|
| | Aerobic Capacity | Abdominal Strength and Endurance | Trunk Extensor Strength and Flexibility | Upper Body Strength and Endurance | Flexibility |
| 9 | 93.49% | 90.00% | 91.40% | 83.95% | 92.79% |

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

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.

Last updated: 1/31/24

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 2023–24)

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

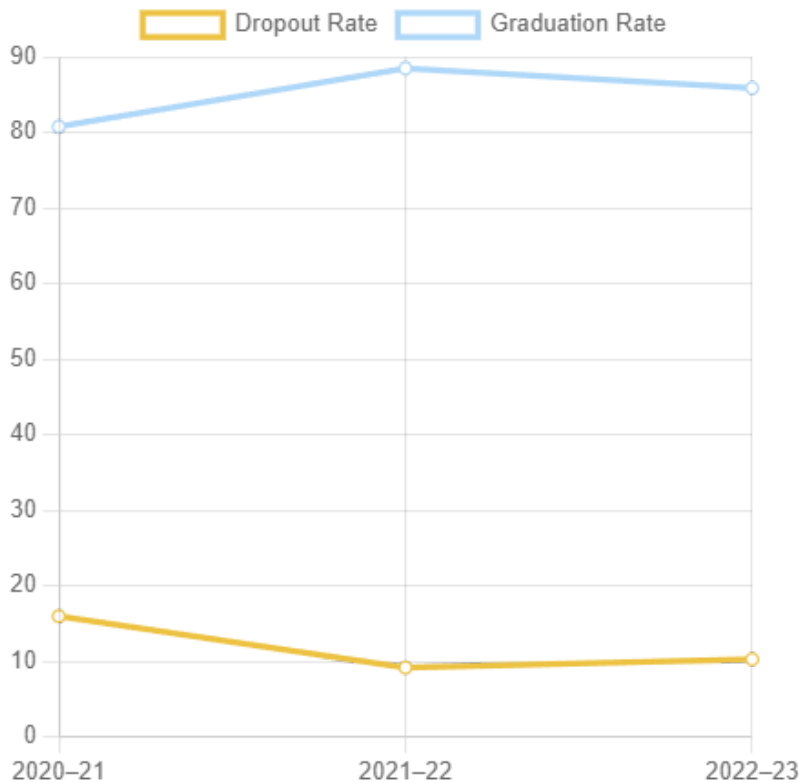
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

| Indicator | School 2020–21 | School 2021–22 | School 2022–23 | District 2020–21 | District 2021–22 | District 2022–23 | State 2020–21 | State 2021–22 | State 2022–23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 16.0% | 9.2% | 10.3% | 14.0% | 11.5% | 12.5% | 9.4% | 7.8% | 8.2% |
| Graduation Rate | 80.8% | 88.5% | 85.9% | 80.4% | 84.2% | 82.6% | 83.6% | 87.0% | 86.2% |

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



Last updated: 1/26/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | 390 | 335 | 85.9% |
| Female | 214 | 185 | 86.4% |
| Male | 175 | 149 | 85.1% |
| Non-Binary | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 20 | 19 | 95.0% |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 141 | 112 | 79.4% |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 25 | 24 | 96.0% |
| White | 189 | 170 | 89.9% |
| English Learners | 33 | 20 | 60.6% |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 228 | 185 | 81.1% |
| Students Receiving Migrant Education Services | 11 | 5 | 45.5% |
| Students with Disabilities | 85 | 61 | 71.8% |

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 student population is ten or fewer.

Last updated: 1/26/24

Chronic Absenteeism by Student Group (School Year 2022–23)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1778 | 1740 | 557 | 32.0% |
| Female | 956 | 936 | 309 | 33.0% |
| Male | 804 | 786 | 243 | 30.9% |
| Non-Binary | 18 | 18 | 5 | 27.8% |
| American Indian or Alaska Native | 15 | 13 | 5 | 38.5% |
| Asian | 53 | 52 | 8 | 15.4% |
| Black or African American | 26 | 23 | 7 | 30.4% |
| Filipino | 19 | 18 | 4 | 22.2% |
| Hispanic or Latino | 835 | 817 | 290 | 35.5% |
| Native Hawaiian or Pacific Islander | 4 | 4 | 1 | 25.0% |
| Two or More Races | 113 | 110 | 36 | 32.7% |
| White | 708 | 698 | 203 | 29.1% |
| English Learners | 151 | 144 | 58 | 40.3% |
| Foster Youth | 14 | 12 | 4 | 33.3% |
| Homeless | 30 | 28 | 23 | 82.1% |
| Socioeconomically Disadvantaged | 919 | 899 | 329 | 36.6% |
| Students Receiving Migrant Education Services | 25 | 24 | 8 | 33.3% |

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|----------------------------|------------------------------|--|----------------------------------|---------------------------------|
| Students with Disabilities | 327 | 319 | 133 | 41.7% |

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

Last updated: 1/26/24

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

| Rate | School 2020–21 | School 2021–22 | School 2022–23 | District 2020–21 | District 2021–22 | District 2022–23 | State 2020–21 | State 2021–22 | State 2022–23 |
|-------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Suspensions | 0.00% | 4.22% | 7.14% | 0.08% | 6.40% | 10.12% | 0.20% | 3.17% | 3.60% |
| Expulsions | 0.00% | 0.05% | 0.06% | 0.00% | 0.05% | 0.21% | 0.00% | 0.07% | 0.08% |

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.

Last updated: 1/26/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

| Student Group | Suspensions Rate | Expulsions Rate |
|---|-------------------------|------------------------|
| All Students | 7.14% | 0.06% |
| Female | 4.29% | 0.10% |
| Male | 10.57% | 0.00% |
| Non-Binary | 0.00% | 0.00% |
| American Indian or Alaska Native | 20.00% | 0.00% |
| Asian | 1.89% | 0.00% |
| Black or African American | 11.54% | 0.00% |
| Filipino | 0.00% | 0.00% |
| Hispanic or Latino | 8.86% | 0.12% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% |
| Two or More Races | 9.73% | 0.00% |
| White | 4.94% | 0.00% |
| English Learners | 10.60% | 0.00% |
| Foster Youth | 14.29% | 0.00% |
| Homeless | 13.33% | 0.00% |
| Socioeconomically Disadvantaged | 9.68% | 0.11% |
| Students Receiving Migrant Education Services | 12.00% | 0.00% |
| Students with Disabilities | 12.84% | 0.00% |

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

Last updated: 1/26/24

School Safety Plan (School Year 2023–24)

?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: 1/26/24

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 2020–21) (HIGH SCHOOL)

| 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) (HIGH SCHOOL)

| 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | 15.00 | 84 | 31 | 6 |
| Mathematics | 17.00 | 53 | 33 | 2 |
| Science | 20.00 | 22 | 35 | 2 |
| Social Science | 17.00 | 43 | 33 | 2 |

* 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: 1/26/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

| Title | Ratio |
|-------------------------------|--------|
| Pupils to Academic Counselor* | 210.25 |

* 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: 1/26/24

Student Support Services Staff (School Year 2022–23)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 8.00 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.50 |
| Social Worker | |
| Nurse | 0.60 |

| Title | Number of FTE* Assigned to School |
|------------------------------------|-----------------------------------|
| Speech/Language/Hearing Specialist | 0.00 |
| Resource Specialist (non-teaching) | |
| Other | 2.40 |

* 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: 1/26/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$15422.00 | \$4324.00 | \$11098.00 | \$100216.00 |
| District | N/A | N/A | -- | -- |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$7606.62 | -- |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

Last updated: 1/26/24

Types of Services Funded (Fiscal Year 2022–23)

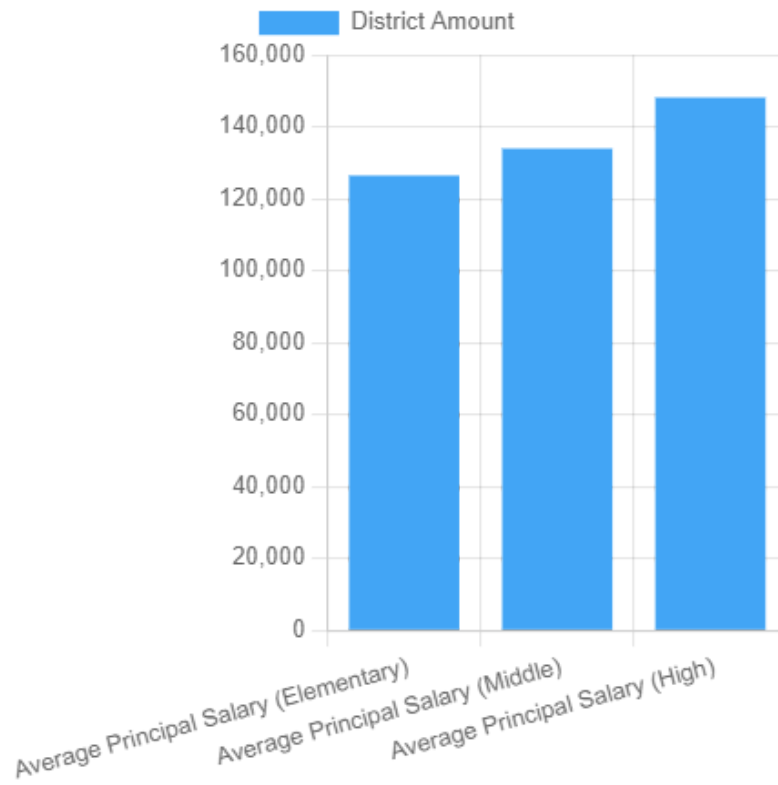
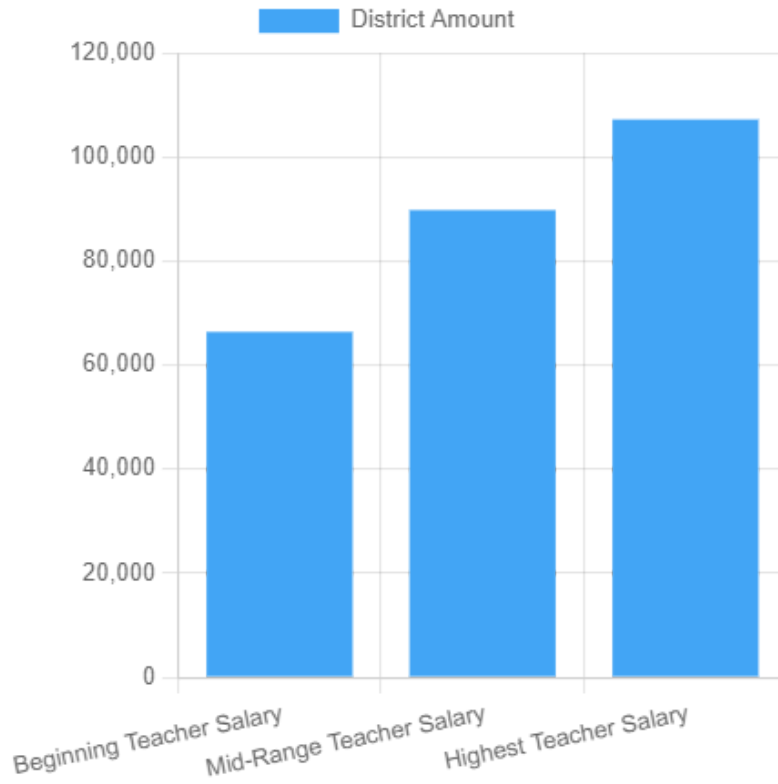
The Santa Rosa High School Foundation was established in 1988 as a non-profit 501(c)(3), including over 1600 graduates, faculty, staff & friends of the school who share a joint commitment of support to the student activities and education goals. This corporation's primary objectives and purposes are 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: 1/31/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$66412.00 | \$0.00 |
| Mid-Range Teacher Salary | \$89824.00 | \$0.00 |
| Highest Teacher Salary | \$107235.00 | \$0.00 |
| Average Principal Salary (Elementary) | \$126503.00 | \$0.00 |
| Average Principal Salary (Middle) | \$134014.00 | \$0.00 |
| Average Principal Salary (High) | \$148194.00 | \$0.00 |
| Superintendent Salary | \$250275.00 | \$0.00 |
| Percent of Budget for Teacher Salaries | 0.00% | 0.00% |
| Percent of Budget for Administrative Salaries | 0.00% | 0.00% |

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



Last updated: 1/31/24

Advanced Placement (AP) Courses (School Year 2022–23)**Percent of Students in AP Courses** 13.5 %

| Subject | Number of AP Courses Offered* |
|---------------------------|--------------------------------------|
| Computer Science | 0 |
| English | 4 |
| Fine and Performing Arts | 1 |
| Foreign Language | 4 |
| Mathematics | 2 |
| Science | 5 |
| Social Science | 4 |
| Total AP Courses Offered* | 20 |

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

Last updated: 1/31/24