

Santa Rosa High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Santa Rosa High School
Street	1235 Mendocino Ave.
City, State, Zip	Santa Rosa, CA 95401
Phone Number	(707) 890-3850
Principal	Dr. Monica Fong
Email Address	mfong@srcs.k12.ca.us
School Website	https://srhs.srcschools.org
Grade Span	9-12
County-District-School (CDS) Code	49709204936803

2024-25 District Contact Information

District Name	Santa Rosa High
Phone Number	(707) 890-3800
Superintendent	Dr. Daisy Morales
Email Address	dmorales@srcs.k12.ca.us
District Website	www.srcschools.org

2024-25 School Description and Mission Statement

Established in 1874, Santa Rosa High School is California's 7th chartered high school 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 adjacent to 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. Over 50% of the student population comes from outside its attendance district, mainly because Santa Rosa High School has a strong academic core curriculum and is home to award-winning arts, career technical education, and special education programs.

Program Highlights:

2024-25 School Description and Mission Statement

Selected as a 2015 California Gold Ribbon School
Selected as a 2011 California Distinguished School
Selected as a 2011 Exemplary Career Technical Education Program Award
Prestigious ArtQuest Program with eight specialty areas
Courses in Agriculture, Automotive Technology, Arts and Communication, Construction Technology, Business, Computers and Information Technology, and Welding Technology.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	423
Grade 10	415
Grade 11	396
Grade 12	402
Total Enrollment	1,636

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.8
Male	44
Non-Binary	2.2
American Indian or Alaska Native	0.7
Asian	2.9
Black or African American	1.6
Filipino	1.2
Hispanic or Latino	48.7
Native Hawaiian or Pacific Islander	0.4
Two or More Races	7
White	37.7
English Learners	7.6
Foster Youth	0.3
Homeless	1.2
Migrant	1.2
Socioeconomically Disadvantaged	40.6
Students with Disabilities	16.1

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	68.20	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	75.90	85.57	409.90	82.49	231142.40	100.00
Intern Credential Holders Properly Assigned	0.90	1.04	8.80	1.77	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.50	4.04	21.30	4.29	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	1.71	22.80	4.60	11746.90	4.23
Unknown/Incomplete/NA	6.70	7.62	33.90	6.84	14303.80	5.15
Total Teaching Positions	88.70	100.00	496.90	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.80	0
Misassignments	2.80	1.70	3.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.80	2.60	3.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.40	0
Local Assignment Options	0.40	2.70	1.5
Total Out-of-Field Teachers	0.60	3.10	1.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.00	1.6	4.2
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	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 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	Yes	0

	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		
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	Yes	0
Health	N/A		0
Visual and Performing Arts	N/A		0

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

School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good, fair, or poor" The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary" good, fair or poor. Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.

This school was inspected in September 2024 and had an overall rating of "Good".

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

Year and month of the most recent FIT report September 2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	50	56	38	39	46	47
Mathematics (grades 3-8 and 11)	28	24	24	25	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	369	307	83.20	16.80	55.74
Female	189	163	86.24	13.76	59.88
Male	175	139	79.43	20.57	51.08
American Indian or Alaska Native	--	--	--	--	--
Asian	12	9	75.00	25.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	171	142	83.04	16.96	41.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	21	77.78	22.22	52.38
White	142	124	87.32	12.68	70.73
English Learners	32	24	75.00	25.00	4.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	13	12	92.31	7.69	33.33
Socioeconomically Disadvantaged	143	113	79.02	20.98	43.75
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	67	52	77.61	22.39	21.15

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	369	292	79.13	20.87	24.40
Female	189	156	82.54	17.46	18.71
Male	175	132	75.43	24.57	31.82
American Indian or Alaska Native	--	--	--	--	--
Asian	12	9	75.00	25.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	171	139	81.29	18.71	12.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	18	66.67	33.33	33.33
White	142	116	81.69	18.31	35.65
English Learners	32	23	71.88	28.12	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	13	11	84.62	15.38	18.18
Socioeconomically Disadvantaged	143	108	75.52	24.48	16.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	67	52	77.61	22.39	3.85

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	30.85	30.67	24.05	25.17	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	775	688	88.77	11.23	30.63
Female	416	373	89.66	10.34	28.11
Male	350	306	87.43	12.57	33.89
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24	4.76	35.00
Black or African American	12	9	75.00	25.00	--
Filipino	14	14	100.00	0.00	35.71
Hispanic or Latino	352	313	88.92	11.08	19.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	55	49	89.09	10.91	35.42
White	310	276	89.03	10.97	41.76
English Learners	51	40	78.43	21.57	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	21	21	100.00	0.00	23.81
Socioeconomically Disadvantaged	282	240	85.11	14.89	20.92
Students Receiving Migrant Education Services	11	8	72.73	27.27	--
Students with Disabilities	138	110	79.71	20.29	8.49

2023-24 Career Technical Education Programs

Career Technical Education (CTE) provides students with the academic, technical, and real-world knowledge, skills and experience they need to be prepared for college, career, and life. A CTE program involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Several CTE courses are college-preparatory and/or are articulated with the local community college, where students can earn college units through the Credit by Exam process. In addition, some CTE Programs provide students the opportunity to earn industry-recognized certifications. Below is a list of CTE Programs at our site:

- Agriculture
- Automotive Technology
- Construction
- Manufacturing

For more information, please visit the Santa Rosa City School website at <https://www.srcschools.org/departments/educational-services/educational-programs>.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	493
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	59.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.57
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	39.5

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	80.36%	87.60%	89.92%	88.11%	89.41%

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.

2024-25 Opportunities for Parental Involvement

Parent volunteers remain the cornerstone of our students' success at Santa Rosa High School. There are numerous opportunities for parents to actively participate in daily activities, extracurricular programs, and student organizations.

2024-25 Opportunities for Parental Involvement

These include:

- Site Council
- Agriculture Boosters
- Music Boosters
- Athletic Boosters
- English Learner Advisory Committee (ELAC)
- Student-Teacher-Parent Organization (STP)
- Friends of ArtQuest
- Project Grad
- Volunteering in concessions for Soccer, Football, and Basketball
- Assisting through the Volunteer Center for Tutoring
- Supporting the Student Senate
- Participating as parent volunteers for dances and activities
- Contributing as volunteer coaches or activity supervisors

Parents are encouraged to contact the Santa Rosa High School office for more details on how they can make a meaningful impact in our students' lives.

Santa Rosa High School Foundation

Established in 1988, the Santa Rosa High School Foundation is a non-profit 501(c)(3) organization with over 1,600 members, including graduates, faculty, staff, and community supporters. This dedicated group works to preserve the rich history and traditions of Santa Rosa High School while providing financial and community support to enhance educational opportunities. The Foundation has donated over two million dollars to support teachers, students, and programs by funding materials and supplies. It continues to unite SRHS graduates, parents, faculty, staff, and community members in its mission to strengthen educational and extracurricular opportunities for all Panther students.

Site Council Commitments

Our Site Council prioritizes funding to support English Learners and students who are underperforming, as identified by state and local standards. This ongoing commitment ensures resources are directed toward student success and equity.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	9.2	10.3	8.7	11.5	12.5	9.8	7.8	8.2	8.9
Graduation Rate	88.5	85.9	89.1	84.2	82.6	86.3	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	403	359	89.1
Female	225	208	92.4
Male	175	148	84.6
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	189	160	84.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	22	22	100.0
White	166	152	91.6
English Learners	37	22	59.5
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	264	229	86.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	71	56	78.9

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1740	1702	453	26.6
Female	937	922	251	27.2
Male	768	745	192	25.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	13	9	69.2
Asian	52	51	8	15.7
Black or African American	28	28	12	42.9
Filipino	19	19	3	15.8
Hispanic or Latino	866	844	232	27.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	118	117	35	29.9
White	638	624	153	24.5
English Learners	158	151	55	36.4
Foster Youth	--	--	--	--
Homeless	35	33	26	78.8
Socioeconomically Disadvantaged	937	912	291	31.9
Students Receiving Migrant Education Services	25	25	10	40.0
Students with Disabilities	314	306	131	42.8

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.22	7.14	5.52	6.4	10.12	7.74	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.05	0.06	0.46	0.05	0.21	0.21	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.52	0.46
Female	3.52	0.43
Male	8.20	0.52
Non-Binary	0.00	0.00
American Indian or Alaska Native	.238	0.00
Asian	1.92	0.00
Black or African American	7.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.39	0.81
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.78	0.00
White	2.82	0.16
English Learners	8.23	0.63
Foster Youth	0.00	0.00
Homeless	5.71	2.86
Socioeconomically Disadvantaged	6.83	0.75
Students Receiving Migrant Education Services	16.00	4.00
Students with Disabilities	8.28	1.59

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

2024-25 School Safety Plan

The 2024-2025 School Safety Comprehensive Framework by Santa Rosa City Schools emphasizes creating a safe, inclusive, and empowering environment that supports both academic success and emotional well-being. Grounded in the values of embrace, engage, and empower, the framework outlines nine focus areas: campus security enhancements like controlled

2024-25 School Safety Plan

access and surveillance, sufficient safety equipment, and professional development for staff regarding safety protocols and wellness. It also highlights mental health supports such as counseling services and conflict resolution programs, and collaboration with first responders and community partners for coordinated incident responses. A multidisciplinary threat assessment protocol, standardized emergency responses, and the implementation of an Incident Command System (ICS) ensure the district is prepared for various emergencies. Finally, reunification and recovery protocols aim to restore normalcy post-crisis, focusing on emotional and logistical support for students and families.

The plan also integrates continuous improvement measures, such as regularly updating emergency plans and conducting drills, and is aligned with the district's Facilities Master Plan to ensure feasibility and sustainability. The framework underscores the collective responsibility of staff, families, students, and community partners in fostering a culture of safety and readiness. By addressing physical, emotional, and systemic aspects of school safety, the framework sets the foundation for nurturing an environment where students feel secure and empowered to achieve their full potential. It reaffirms the district's commitment to collaborative, data-driven approaches to enhance safety across all campuses.

Site-Based Safety Plan Information:

Santa Rosa High School has multiple Student Safety Advisors (SSAs) and cameras to help with campus supervision. We officially have a closed campus and require all visitors to register with the office. We hold monthly safety drills and have regular meetings of the School Safety Committee. School safety plans are updated as needed.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	81	44	4
Mathematics	15	69	43	1
Science	18	35	30	3
Social Science	17	47	30	15

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	84	31	6
Mathematics	17	53	33	2
Science	20	22	35	2
Social Science	17	43	33	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	75	29	10
Mathematics	17	43	28	12
Science	18	33	28	
Social Science	16	42	38	2

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	181.78

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.8

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,956.41	\$5,568.25	\$10,388.16	\$91,658.06
District	N/A	N/A	\$94,861.69	
Percent Difference - School Site and District	N/A	N/A	-160.5	
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	-3.6	

Fiscal Year 2023-24 Types of Services Funded

As a Title I school, the site allocates funds for services outlined in the SPSA. The site also allocates LCAP funds for the needs of specific services, these are also outlined in the SPSA.

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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	13.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	1
Foreign Language	4
Mathematics	2
Science	5
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	18

Professional Development

District Level Professional Development:

Secondary department chairs participate in quarterly meetings to discuss curriculum and instructional practices, analyze data, build districtwide coherence around instructional practices, and receive professional learning on equity based strategies to increase academic achievement for all students. The district offers opportunities for staff to engage in Ethnic Studies professional development at three levels: Ethnic Studies 1.0, 2.0 and 3.0. Math Redesign professional learning focused on building district-wide coherence in grades Elementary -12th through professional learning with an emphasis on teaching to big ideas, culturally relevant math modeling, Building Thinking Classrooms, formative assessment, and Boaler's strategies for growth mindset and positive math identity. Redesign efforts included professional learning support to sites and leaders with a focus on implementation of the New California Math Framework. Wellness and Engagement staff provide professional development to site Restorative staff and School Safety Advisors. Opportunities to be part of a collaborative focusing on supporting the needs of our multilingual learners is offered multiple times throughout the year.

Secondary Principals participate in Instructional Rounds of professional development five times a year. Vice Principals participate in professional learning specific to their roles and responsibilities, equity, master schedule, instructional leadership, SRCS Mission, Vision, and Priorities, data analysis for improving schools, using data in support of an aligned assessment system, supervision and evaluation, along with specific district and site based programs and initiatives. All instructional administrators participate monthly in professional development on topics ranging from Essential 5, Incident Command, Data Protocols, and Differentiated Instruction.

The district offers 2 full days of professional development for all Classified and Certificated staff.

Site Specific Professional Development:

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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2