

**Educating Santa Rosa  
since 1875**

**Panther Athletics  
We'll win this game!**

**Once a Panther,  
Always a Panther!**

**Santa Rosa High School**

**Kimberly Johnson-Clissold, Ph.D.**

**April 10, 2019**



**ArtQuest  
Art is life!**

**CTE  
We build it, so you can use it!**

**SRHS Ag  
We grow for the future!**

# Santa Rosa High School Admin Team



Smiling at the end of 2018 & ready for the second semester



First day of school



# Santa Rosa High School Site Council Members

- Dr. Kimberly Clissold (Principal)
- Angelica Montalvan (School Staff)
- Nightsnow Vogt (Teacher)
- Veronica Hernandez (Teacher)
- Dawn Stornetta (Teacher)
- Connie Rice (Teacher)
- Ann Pride (Parent)
- Lissa Provost (Parent)
- Heidi Runyon (Parent)
- Jordan Pride (Student)
- Alana Macken (Student)
- Seamus Fallon (Student)



# ELAC, DELAC, & DAC Representatives

Socorro Monarez, ELAC Vice President

Veronica Martinez, ELAC President resigned in December 2019

Jose Martinez, DELAC President

In our transition, Gissell Jacomensoto, our Family Engagement Facilitator is serving as the secretary for our ELAC.

# We are Santa Rosa High School

## SRHS 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 the 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.



# SRCS Theory of Action

**If** we improve the quality of practice **through the** continuous development of Leadership capacity to:

**A. Assure warm, safe, dry schools and facilities**

**C. Confront and address issues of equity and access**

E. Engage in problem-solving through an inquiry cycle for growth

F. Facilitate the development of a sense of purpose

L. Lead and guide focused professional learning

P. Provide and strengthen social and emotional supports

R. Recognize and implement quality instruction

**T. Target and align resources**

**U. Utilize data to inform the inquiry cycle for growth**

**Then,** we have much work to do as a district. No longer will student outcomes be predicted based on race, differently abled, socioeconomic status, and/or the language spoken at home.

# Inquiry Cycle

›Instructional Leadership

## Phase 4 Analyze Impact

Teachers and leaders analyze the results of the instructional inquiry and reflect on the process and new learning

## Phase 3 Implement & Support

Teachers and leaders engage in study and learning and then take actions centered on an area of focus



## Phase 1 Analyze Evidence

Gather and analyze evidence to identify student learning problems and problems of teaching or leading practice

## Phase 2 Determine a Focus

Teachers and leaders analyze evidence to identify an instructional focus area

## At Santa Rosa High School:

- ★ Data are used to help track progress and identify areas to target for intervention.
- ★ Consistent discipline referral processes & procedures are utilized
- ★ Introduction of explicit school-wide expectations to remind students about appropriate behavior.
- ★ Encourage appropriate behavior and consequences and supports to discourage inappropriate behavior.



# SRCS LCAP Goals

**Goal 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.**

**SRHS Goal 1: Graduate all students, 100% of each cohort starting in 9th grade, college and career ready with steady improvement of graduation rate.**

**Goal 2: Increase student and family wellness and engagement through the full service community school model.**

**SRHS Goal 2: Provide services to students and families to increase wellness as evidenced by lower truancy rates, fewer disciplinary incidences, and increased success for ELLs, foster youth and homeless students.**

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## Focus → Implementation → Impact

- Department planning and professional development
- CCC Counselor met with all juniors and seniors attending on campus
- FAFSA Completion Rates
  - SY 2018 (47%)
  - SY 2019 (77% overall, 86%\* adjusted)

\*Adjusted for student who do not attend on campus or who do not need the FAFSA for their post-secondary career plans.

# SRCS LCAP Goals

**Goal 2: Increase student and family wellness and engagement through the full service community school model.**

**SRHS Goal 2: Provide services to students and families to increase wellness as evidenced by lower truancy rates, fewer disciplinary incidences, and increased success for ELLs, foster youth and homeless students.**



*Visual tools support ELL students and all learners.  
How do we create a welcoming and visual learning environment that supports all students and families?*

## Focus → Implementation → Impact

- EL Welcome Center
- Extended Hours College & Career Center
- MTSS Counselor - School Based Therapy Support
- SARB Meetings (Attendance Contracts)
- Work-based Learning Activities
  - Jan-March 2019 - 28 sessions
  - 647 Student Engagements
  - 204 Unduplicated Students
  - 39 Career Prep Certificates Earned
- Parent & Student Workshops
- Weekly Principal's Newsletter / Panther.Net

# Attendance Interventions

## Attendance Data

- Truancy 1 & 2 Letters = 2,054
  - Data Entry Errors
  - Unreported excused absences
  - Truant Students

## Interventions

- Teachers, Counselors, Staff
- SART Meetings - 332
- Truancy 3 Letters = 136
- SARBs = 47
- DA referrals = 30

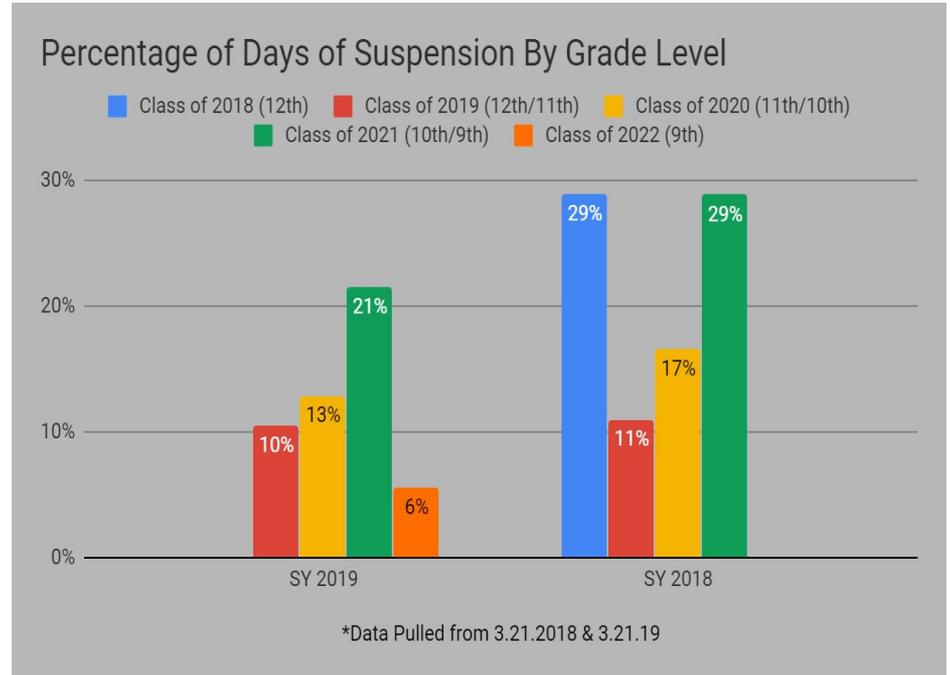


# Student Intervention Data - Major Incidents

School Year	2019	2018
<b>Total Days of Suspension</b>	68	83
<b>Percentage of Total Enrollment</b>	3.63%	4.35%
<i>Data taken on 3.21.19 &amp; 3.21.18</i>		

## Interventions used to advert and support suspensions:

- 40 Formal Restorative Interventions
- Restorative Circles
- Various Contracts and Agreements
- Parent Conference
- Re-entry Meetings & Individualized Student Support Plan



# Schoolwide Challenges

- Balancing our traditions with innovation to prepare students for College and Career in the 21st century
- Updating our facilities to be warm, dry and welcoming spaces for instruction, support, and extracurricular activities
- Navigating previous, current, and future turnover in administration and staff in order increase continuity of instruction and support for all students.





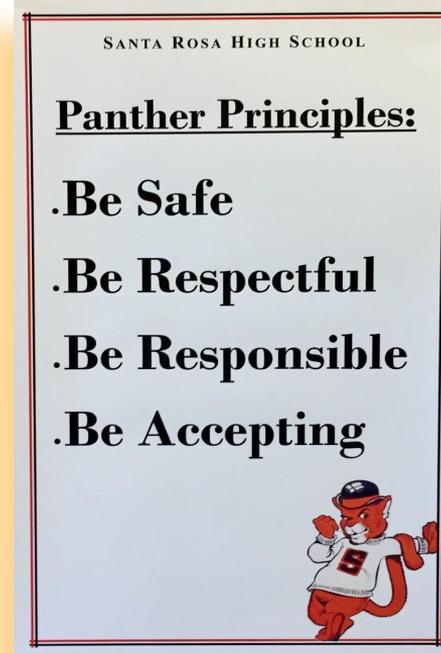
# Panther Principals in Action

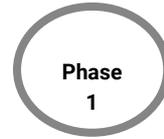


# Santa Rosa High Indicators & Metrics for Growth

## What does student success mean to Santa Rosa High School?

- Graduation Rates (SY 2017- 90%, SY 2018 - 88%)
- Time to Completion
  - Early Graduates
  - 5th Year Seniors
- Academic Performance
  - Pass rates
  - Performance in core subjects
- Tracking Educational Goals
  - Meeting with Counselors/CCC
  - Assistance with academic life & work flow
  - Curricular planning to increase student engagement





### Implement & Support

- ★ New Administration
- ★ New Support Staff
- ★ New Faculty
- ★ Tradition & Innovation

### Analysis of Impact

- ★ WASC Visit Spring 2020
- ★ Completion of 5+ year self-study cycle

### Analysis of Evidence

- ★ SY 2019
- ★ Phases 3 & 4

### Refinement of Focus

- ★ Our needs and principals define our focus for supporting all students to be College & Career ready.

# Our Mid-Cycle of Inquiry



*Santa Rosa Foundation*



Thank you for your support

Questions?



 @SRHSPanthers