



Santa Rosa Foundation



Educating Santa Rosa
since 1875

Santa Rosa High School

Once a Panther,
Always a Panther!



Kimberly Clissold, Ph.D.
Principal

 @SRHSPanthers

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**
- B. Confront and address issues of equity and access**
- C. Engage in problem-solving through an inquiry cycle for growth
- D. Facilitate the development of a sense of purpose
- E. Lead and guide focused professional learning
- F. Provide and strengthen social and emotional supports
- G. Recognize and implement quality instruction
- H. Target and align resources**
 - I. 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.

Santa Rosa City Schools Strategic Plan

2019-2024

Vision: SRCS will send students into the world who are empowered to work together, find purpose, think critically, embrace diversity, adapt to our changing planet, and live healthy and fulfilling lives.

Mission: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

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.



Santa Rosa City Schools Strategic Plan Priorities

2019-2024

Priority 1- Life Ready Learners

Priority 2- Whole Person Focus

Priority 3- High Quality Staff

Priority 4- Teaching and Learning Environment and Resources

Priority 5- Equity and Excellence

Priority 6- Family Engagement and Community Partnerships

Priority 7- Sustainable Funding

Santa Rosa City Schools Strategic Plan Priorities

2019-2024

Priority 2- Whole Person Focus

- A focus on academic development and positive affective development

Priority 4- Teaching and Learning Environment and Resources

- Access to clean and functional resources for students and staff on our campus

Priority 5- Equity and Excellence

- Engaging and supporting all students to develop academically and emotionally



Inquiry Cycle

Instructional Leadership and the MVP



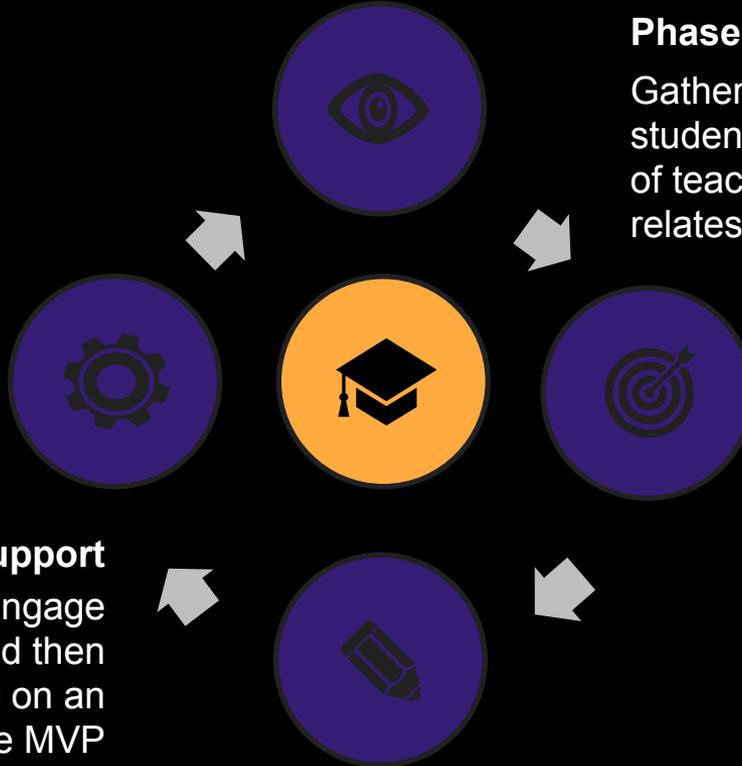
Phase 4 Analyze Impact

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



Phase 3 Implement & Support

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



Phase 1 Analyze Evidence

Gather and analyze evidence to identify student learning problems and problems of teaching or leading practice as it relates to the MVP

Phase 2 Determine a Focus

Teachers and leaders analyze evidence to identify an instructional focus area to meet the MVP



At Santa Rosa High School:

- ★ Data are used to track grade-level and individual progress to identify and target interventions that support both student achievement and positive affective outcomes for all students.



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: Increase the number of students successfully completing A-G courses with a C or better in all grade levels, with a special emphasis on 9th and 10th graders. Santa Rosa High School will continue to extend and refine current student supports, investigating and analyzing possible new supports, and deciding on and implementing new interventions for students who are struggling. As part of implementing supports, the staff will also be engaged in considering a school wide instructional framework and their impacts on student performance.

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

SRHS Goal 2: Santa Rosa thrives to have a safe, welcoming and inclusive climate for all students and families so that all students are in their classes and ready to learn. With focuses on BEST Plus (PBIS, Restorative practices and behavioral health services) through restorative practices, centralizing attendance letters and the addition of our School Based Therapist.

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Focus → Implementation

→ Impact

- Link Crew, 2 day orientation for incoming 9th graders
- After school tutoring
- Panther Persistence Program
- Panther Principles
- ArtQuest Counselor grades 9-11
- Student Intervention Team
- Academic Review Team

FOCUS: Student outcomes → Student Achievement (Mathematics, English Language Arts)

SRCS LCAP Goals

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FOCUS: Student outcomes → Affective outcomes (Student motivation, anxiety, bullying victimization)

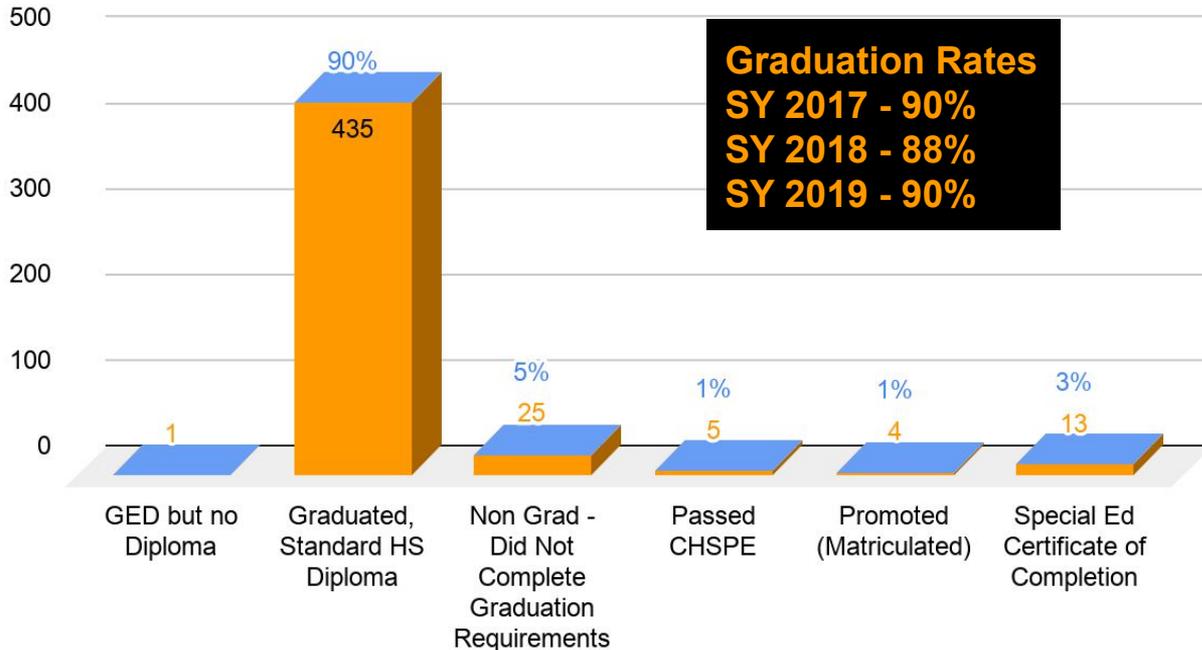
Focus → Implementation → Impact

- MTSS Counselor - School Based Therapy Support
- SARB Meetings (Attendance Contracts)
- Weekly Principal's Newsletter and Weekly



Graduation Data

Graduation Status Class of 2019



CAASP (SBAC) Results 2019 & 2017

- Performance on the SBAC improved in both English Language Arts and Math
- More data are needed to establish a trend and also to focus in on specific areas of the SBAC that require more focus in the classroom to improve performance.
- Data needs to be disaggregated to focus resources to struggling students

| 2019 | SRHS | SRCS District | State |
|------|-------|---------------|-------|
| ELA | 62% | 47.7% | 50.9% |
| Math | 32.4% | 31.5% | 39.7% |

| 2017 | SRHS | SRCS District | State |
|------|-------|---------------|-------|
| ELA | 54.4% | 48.1% | 59.8% |
| Math | 30.1% | 33.7% | 32.1% |

SRHS Suspension Rates

Santa Rosa High Suspension Rate

3.3% suspended at least once Declined 3.2%

State Suspension Rate

3.5% suspended at least once Maintained -0.1%



Suspension Rate By Year

- 2016 5.3 %
- 2017 6.5 %
- 2018 3.3 %

Behaviors by Incidents

Top 3 reported behavior incidents

1. Tardy (n=231)
2. Defiance (n=88)
3. Skip/Cut Class (n=47)

Class avoidance behaviors

Sexual Harassment Investigations

- Harassment Investigations in 2018-19 SY
- Total cases investigated +/- 34 cases
- Harassment substantiated in 23 cases
- Bullying 8 cases substantiated

Attendance for Success - Tardy Data

- Attendance data are reviewed at mid-quarter, quarter and semesters to determine school wide interventions to focus on.
- Current data indicates an overall issue with tardies across all periods and in particular period 1 (first class) and period 5 (after lunch).
- Absence data for quarter 1 showed a similar trend with period 1 as the most missed period of the day.

| <i>Timeblock Data</i> 8/14-11/20/19 | Tardy - Excused | Tardy-30 minutes or | Grand Total |
|--|-----------------|---------------------|--------------|
| Period 0 | 1 | 93 | 94 |
| Period 1 | 110 | 4913 | 5023 |
| Period 2 | 26 | 1017 | 1043 |
| Period 3 | 16 | 983 | 999 |
| Period 4 | 9 | 1068 | 1077 |
| Period 5 | 4 | 1514 | 1518 |
| Period 6 | 6 | 1017 | 1023 |
| Period 7 | | 18 | 18 |
| Grand Total | 172 | 10623 | 10795 |

Identifying Needs for Increased Student Support

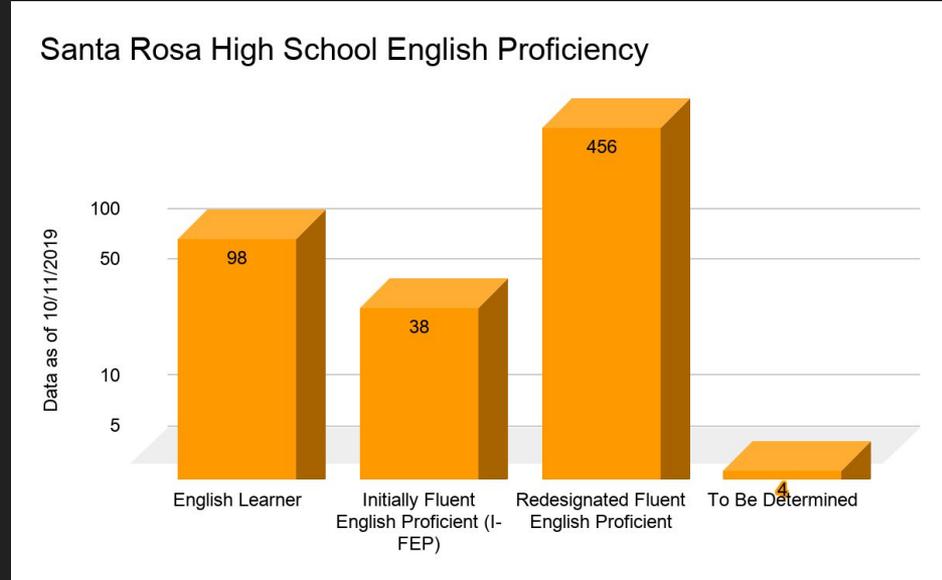
Students receiving special education services

- SPED n= 290 (15%)
- 504 n= 178 (9.3%)

Homeless Youth and Foster Care (2.6%)

- Homeless n= 34
- Foster Youth n= 16

Enrollment 1899



Grade Data

Over all Quarter 1 Pass Rate at SRHS

D or higher = 88%

Overall Quarter 1 Failure Rate

F = 12%

**Increase in quarter progress reporting of D 's increased by 36%
F's increased by 8%**

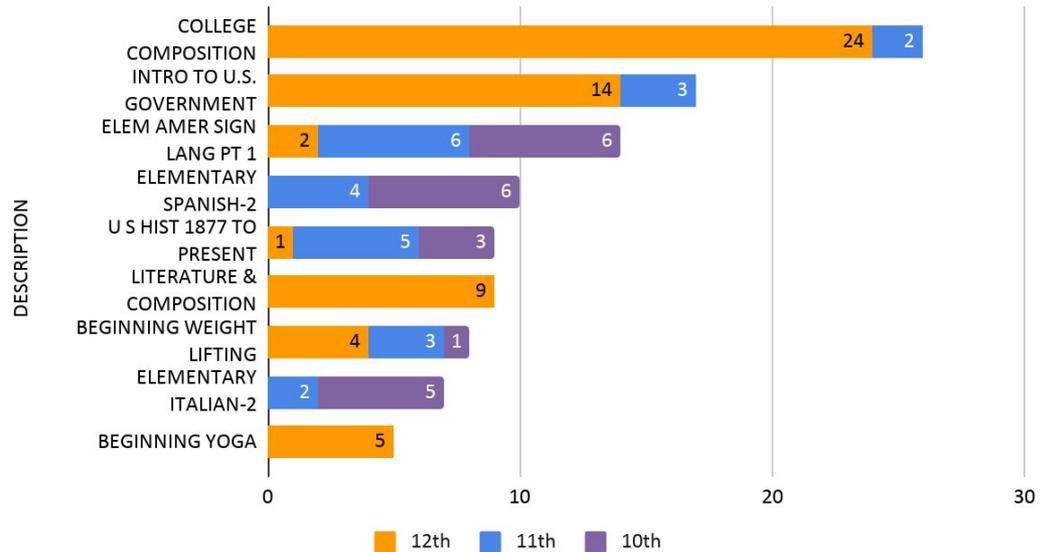
| Grade | Q1 Progress Grades | Q1 Report Cards | Q2 Progress Grades | Grand Total |
|--------------------|--------------------|-----------------|--------------------|--------------|
| A | 2529 | 2796 | 1802 | 7127 |
| A- | 336 | 830 | 502 | 1668 |
| A+ | 321 | 288 | 194 | 803 |
| B | 1148 | 1634 | 1322 | 4104 |
| B- | 210 | 425 | 281 | 916 |
| B+ | 228 | 468 | 364 | 1060 |
| C | 790 | 1080 | 880 | 2750 |
| C- | 164 | 298 | 240 | 702 |
| C+ | 148 | 310 | 199 | 657 |
| D | 498 | 584 | 661 | 1743 |
| D- | 157 | 221 | 215 | 593 |
| D+ | 103 | 133 | 157 | 393 |
| Grand Total | 6632 | 9067 | 6817 | 22516 |

Concurrent Enrollment Program - SRJC

- Introduction to US Government and English Composition are the top two courses taken

| Grade | Total Enrolled By Grade |
|--------------|-------------------------|
| 12 | 117 |
| 11 | 45 |
| 10 | 42 |
| 9 | 1 |
| Total | 205 |

Fall 2019 SRJC Top Concurrent Enrollment Courses



Equity & Access

- Underrepresented proportion of ethnic subgroups in AP and Honors courses
- Focus: Interventions aimed at addressing the achievement and affective barriers for all students

AP/Honors Enrollment By Ethnicity





Analyze Evidence

- ★ Utilizing time to review and share evidence among staff and stakeholders

Determine Focus

- ★ Can't to use data to determine interventions and review efficacy of interventions

Analyze Impact

- ★ How are our interventions working?

Reflection & Learning

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

Our Continued Cycle of Inquiry

Schoolwide Challenges

- Addressing both supports for student affective outcomes and academic outcomes within the school day
- Addressing the 'Everyone Vapes' climate on our campus
- Continuing to update student supports and facilities to keep pace and with educating for the 21st century by providing access to technology
- Navigating turnover and change in administration and staff in order increase continuity of instruction and support for all students.
- Lack of collaborative meeting time, which affects planning for:
 - Student Intervention and Support
 - Budgeting & Spending for the SPSA
 - School Safety Preparedness
 - Professional Development

'Best Of Sonoma County Award
2019 winners honored in Santa
Rosa



Panther Principles in Action

