

## Chapter 4

### A: Organization: Vision and Purpose, Governance, Leadership and Staff and Resources

**A1: To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?**

### **Our Vision**

Santa Rosa High School has an uncompromising commitment to achieve powerful results for all students. Students are confident, inquisitive, and principled. All students are actively engaged, share in the responsibility for their own learning, and achieve high standards. Personal and interpersonal growth, leadership and service are valued and fostered. Each student graduates prepared for success.

### **Our Mission**

The mission of Santa Rosa High School is to produce students who are prepared to enter post-secondary employment opportunities and educational institutions with a high level of academic, technical, personal and social competence.

The school's former vision statement was generally consistent with the curriculum and reflected state standards. Developed with some input from the faculty and members of the school and community during the last WASC, it reflected school goals, which focused on gaining the knowledge necessary to meet graduation and college preparatory requirements, and on the school maintaining a curriculum, that supported that focus. Our updated vision of what students should know and be able to do upon exiting from high school is consistent with national, state and local standards, curriculum frameworks and current educational research and practice. All faculty and staff members and some members of the community have worked together to update and clarify both the vision and the mission statements based on changing student populations and needs. All staff, both faculty and classified, voted on the final selections.

### **Supporting Evidence**

- Vision Statement
- ESLRs developed by the staff and community and posted in classrooms
- Lesson Plans: Faculty are aware of, and utilize CDE standards in most classes
- Course Catalog: A large and diverse offering of courses each year meets the needs of our diverse student population.
- A comprehensive curriculum including diverse offerings such as ArtQuest, agriculture, vocationally related classes such as welding, auto mechanics, wood shop, Cisco Academy, computer-related business classes, and fine arts
- Three strands of academic challenge exist to suit the needs of our diverse student population: the *Regular* strand is directed toward diploma and certificate programs at Santa Rosa Junior College or other vocational training programs; the *Academic* strand provides access to “P” rated classes accepted by universities; and the *Honors/AP* strand allow students to earn college credits while in high school. Students may move between these levels by teacher/counselor recommendation and/or with the permission of parents/guardians
- Classes are designed for ELL students to integrate into mainstream classes within one to three years of successful English language acquisition
- Core courses are offered at three different levels for students with learning disabilities: Resource Specialist Program and Special Day Classes- two levels

- Lesson plans and administrative observations indicate teachers follow pedagogically sound lesson plans for classroom instruction
- Most teachers provide instruction using multiple modalities to ensure understanding and facilitate successful student learning
- Staff members refer to and follow state curriculum standards and ESLRs to guide lesson planning and expectations
- STAR and CASHEE scores are available to all faculty through the OARS program
- AVID program
- Wide variety of co-curricular and extra-curricular activities that reflect our diverse student population

#### **Key Issues**

- Further refinement of both vision and mission statement is desired by some faculty

**A1a: To what extent is the school’s purpose supported by the governing board and the central administration and further defined by expected school-wide learning results and academic standards?**

The district and board generally issue the vision, goals and philosophy with which district schools are expected to comply. School-wide learning results and academic standards define the methodologies by which the school’s purpose is implemented.

#### **Supporting Evidence**

- Board policies pertaining to governance
- Education Code pertaining to governance
- Board policies outlined in *Project Achieve*
- Board policies outlined in *Pathways*
- *New Directions*, a private firm hired by the Board of Education, provides district-wide policies and programs to improve annual performance objectives as measured by the STAR tests
- District/board implementation of the new Prentice Hall English Exam
- Subject Based Exams developed by the district and required by the Board in addition to classroom teacher-developed end-of-course exams (dropped by the district May 2006)
- ESLRs, developed on site, are integrated thoroughly.
- OARS reports available online to all faculty, counselors and administrators

#### **Key Issues**

- Misalignment between grade level curriculum (district standards) and STAR testing has affected STAR scores since 2002
- Texts to teach the Prentice Hall program were not provided until Fall 2006.
- District financial support for the ArtQuest program not aligned with its growth
- Lack of coordination and dialogue between the school site, district office and the Board of Education

**A2: To what extent does the governing board have policies and by-laws aligned with the school's purpose and support the achievement of the expected Schoolwide learning results and academic standards based on data-driven instructional decisions for the school?**

The governing board has policies and bylaws that comply with state and federal mandates.

Authority and responsibility are allocated in a manner intended to promote effective functioning of staff at all levels; however, the high turnover rate at the district office hinders this effort.

The school leadership team and the principal maintain effective communication within the school, the school community, and the Board of Education. Site leadership involves school leaders to facilitate mutual support and commitment to the school's expectation of high academic standards for all students. Parent participation in the school's governance is evident in School Site Council, Student, Teacher, Parent organization (STP) and English Learners Advisory Committee (ELAC). Appropriate complaint and conflict resolution policies and procedures are in place.

**A2a: To what extent does the governing board delegate implementation of these policies to the professional staff?**

The school's governance structure functions with clear lines of authority and responsibility. However, clarity regarding aspects of the relationship between the vision statement, Board of Education, and district policies is needed. Some central office personnel participate, and board members participate, when applicable, in the development of the vision and expected school-wide learning results of the school.

**A2b: To what extent does the governing board regularly monitor results and approve the single school-wide action plan and its relationship to the Local Educational Associate (LEA) plan?**

The principal meets routinely with the district staff to present school plans and needs, and the district communicates these needs to the board. The school's expected school-wide learning results and academic standards are informally acknowledged and not central in the development of district policy. The principal receives input from the School Site Council on the Comprehensive School Plan. The governing board has not monitored the Single School Action Plan. The governing authority has delegated implementation of this to the administrative staff.

However, due to federal and state requirements and board actions, the professional staff has less flexibility and creative academic freedom to implement policy. The single school-wide action plan is presented to the site by the governing board. The board sets strict parameters limiting School Site Council funds, often limiting necessary and desired staff development. There seems to be limited articulation between the school-wide action plan and that of the LEA.

### **Strengths**

- Parents participate in the school's governance. Complaint and conflict resolution policies and procedures are in place
- The school has a functioning governance structure, with clear lines of authority and responsibility. There is limited participation of central office personnel and the board in the development of the vision and expected school-wide learning results of the school
- The principal meets routinely with the district staff to present school plans and needs, and the district communicates these needs to the board. The principal receives input from the School Site Council on the school plans

### **Supporting Evidence**

- Single school-wide action plan
- Santa Rosa City Schools' Board of Education minutes
- Santa Rosa High School Site Council minutes 2005-06
- Principal's Advisory Council minutes

### **Key Issues**

- The school's expected school-wide learning results and academic standards are informally acknowledged in district policy
- Clarity regarding the relationship between the vision, board and district policies is needed
- Turnover rate of teaching staff
- Significant turnover rate of site administrators hinders ongoing planning
- Loss of classified staff: student advisor, custodians, and secretaries
- Due to federal and state requirements and board actions, the professional staff has less flexibility and creative academic freedom to implement policies.
- There seems to be limited articulation between the school-wide action plan and the LEA
- School Site Council has had limited input in selection of funding areas for single school-wide action plan because of district mandates

**A3: To what extent, based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school wide learning results and academic standards?**

School leaders and staff work cooperatively to ensure that the expected school-wide learning results and the academic standards are the focus of the school's effort.

Using CAHSEE and STAR results, administrators create the master schedule, implement programs, and hire staff. Staff has internet access to OARS (Online Assessment of Student Results) through the district.

Ideas, innovation, and input from the school community are valued, are considered in the review and revision of administrative and educational policies and procedures, and are linked to school goals, the school-wide learning results, academic standards, and program improvements.

The leadership team communicates regularly with members of the school community, encourages and celebrates excellence, and makes decisions and allocates resources in order to support the expected learning results.

**A3a: To what extent does the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?**

The SRHS Site Council, consisting of faculty, administrators, students and community members, annually review and revise the Comprehensive School plan within the parameters of District Office mandates. Departments annually monitor and refine departmental action plans. Student support groups provide anecdotal feedback. School Site Council implements the plan as modified by the District Office. The last single school-wide action plan was poorly conceived, not lending itself either to analysis or alignment with student needs. Midterm WASC and CDE recommendations remain incomplete, most staff having little knowledge of them.

**Strengths**

- Standards drive the curriculum and resource allocation.
- All stakeholders participated in the WASC process
- Development of the current single school action plan was tied to focus groups' "key issues"
- All departments have created departmentally customized SRHS' ESLRs emphasizing their importance to student academic success
- District standards have increased academic expectations of students
- Goal setting is usually based on student needs
- 65% of classified/certified staff felt students are encouraged to take an active part in extra-curricular activities
- 60% of classified/certified staff believed students are encouraged to take an active part in school decisions and activities (See staff survey in appendix)
- 70% of students knew their pathway and felt it is relevant to their interests and goals
- Most certificated staff agreed with the statement: "The administration empowers me to give input and be heard on virtually any subject." (Unclear whether this referred to district or site administration)
- Very involved School Site Council
- ESLRs and Standards continue to drive curriculum and resource allocation

**Supporting Evidence**

- Testing
- Portfolios
- Performances
- Department, site council, staff and principal's advisory council meetings and minutes
- WASC Parent and Student surveys
- SAT scores
- AP scores
- College admission rates
- Increasing enrollment led by specialty programs
- Staff meetings
- ELAC committee minutes

- Parent group minutes (ELAC, STP, Friends of ArtQuest, PAC, Agriculture Advisory, Music)

### **Key Issues**

- 3 principals in 6 years
- Failure to review and implement key and relevant areas of prior single school action plan
- Most staff disagreed with the statement that school goals are supportive of the Board of Education and district office goals (See staff survey)
- 21.9% of classified/certified staff believe the ESLRs are in alignment with the Board of Education and the district office
- Only 47% of staff knew the ESLRs at the time of the survey
- 35% believed ESLRs drive daily curriculum

**A4: To what extent does a qualified staff facilitate achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and on-going professional development?**

Despite a tremendous turnover in district and school site administration over the past ten years, the focus of the district and Santa Rosa High School remains firmly on the achievement of academic standards. With the district on the cusp of Program Improvement designation, the school realizes the importance of standards based performance by all SRHS students. Considerable effort has been made to examine the strengths and weaknesses of school programs and make positive changes as much as limited resources will allow. All members of the learning community remain cognizant of the reputation of Santa Rosa High School and its pursuit of excellence. Underlying most curriculum is the expectation that students will develop the qualities contained in the school's ESLRs.

During the 1997-98 school year, the district adopted "Project Achieve: A Five-Step Program for Student Success." This action plan resulted in:

- Establishment of district content and performance standards for all core courses
- Adoption of a master plan for educating English Language Learners
- Included efforts to ensure that School Improvement Plans were consistent with board goals
- District/SIP expenditures coordinated with the plan, improved programs for at-risk youth
- Early intervention programs for students with special learning needs

At the conclusion of the 2000-01 school year, the aforementioned components were implemented. As of May 2006, Project Achieve was eliminated.

The most recent site and staff efforts to facilitate student achievement include the introduction of an AVID program, expansion of the Accelerated Reader program, hosting an after-school Sonoma State University tutoring program, and the Migrant Education program. Additional student support includes CAHSEE tutoring program taught by CLAD certified faculty. CLAD and SDAIE training has been district sponsored for several years; Santa Rosa High School has made it a priority that all new hires have CLAD/SDAIE certification.

Employment policies/practices related to qualification/statutory requirements are primarily the responsibility of the district office. Information on staff background, training and preparation are generally kept confidential.

Administration and faculty are apprised of their roles and responsibilities through various instruments: the California Ed. Code, Human Resources Guide for Secondary Administrators, SRTA and other union contracts, Santa Rosa High Administrative Duties list, New Teacher's Handbook, and the School Safety Plan.

The vice-principal takes recommendations from the department chairmen for class assignments but retains the final say in teacher placement. Generally, faculty are assigned schedules including classes that cover the spectrum of academic ability and socio-economic levels.

Sixty of the ninety-seven staff members listed in the 2001 yearbook, are no longer at Santa Rosa High School. This turnover of staff, mainly due to retirement and transfers, may account for the fact that only 28% of the surveyed staff knew of the ESLRs. Current staff numbers in excess of one hundred twenty -- a significant change in personnel in a very short time span. The replacement procedure has occurred through a mixture of transfers and new hires. In both instances, the department chair generally has significant involvement in the hiring process. At the department's discretion, other members of the department may be involved. One recent hiring involved administrators, staff, and a cadre of parents who are members of the department's booster club.

New teachers are given a half-day general orientation to SRHS by the site administrative team, and then meet with department chairs for specific direction. All new hires are given copies of the standards and expected school-wide learning results. All new teachers are observed by administrative staff each year until permanent employment status is gained. All new teachers receive two years of support through the district's Beginning Teacher Support and Assistance program (BTSA). Regular intra-departmental contact between staff is encouraged.

The district's PAR/BTSA program consists of three administrators and three FTE Consulting Teachers. One member of the program is a former Santa Rosa High School teacher. Her familiarity with the school and faculty increases the staff's involvement in the program.

The staff has a history of professionalism and concern for student achievement. Buy-back days, directed toward specific areas of academic concern are offered by the district. A recent buy-back day was devoted to a new English program in its initial year of implementation at Program Improvement-designated schools in the district. Although SRHS is not in PI status, twelve members of the Santa Rosa High School staff attended: eight English teachers, two RSP English teachers, the library media teacher, and the principal. Sadly, the program was not geared to the audience. Several members of the Social Sciences Department attended the California Council for the Social Studies annual conference in San Diego in February 2006 to gather input for textbook selection and obtain standards based materials. In addition to the travel and housing funds obtained from the School Site Council, instructors donated a weekend and considerable personal monies toward professional growth. During the summer of 2005, the principal and those teachers involved in the newly formed AVID program received training in Sacramento. AP teachers regularly attend day and summer institutes. All staff achieves CTE required professional development standards.

The completion of the new DeSoto Building has allowed for the unification of departments that had become scattered about the campus as enrollment soared and portable classrooms were added. The proximity should support greater interdepartmental collaboration, curriculum development, and shared support of student learning.

Staff were approached with interview questions. The feelings of those questioned are generally summed up by the following:

- Teachers new to the profession who have completed CLAD training, and are involved in the PAR/BTSA program, feel very qualified to address achievement of the standards while veteran teachers tend to feel it is a non-issue (that's what they do!)
- Intra-departmental communication and sharing of ideas was common
- Involvement in student learning is high, both on an individual and departmental level, but is somewhat lacking when it comes to cross-curricular or "non-mainstream" student learning
- The focus has shifted from the ESLRs to the academic standards as testing becomes a driving issue
- Professional development generally occurs at the time and expense of the individual, but acquired knowledge and skill tends to be shared with other colleagues in the department
- Respondents were asked to rate the level of actual staff involvement on a scale of 1 to 5, 1 = poor and 5 = superior. The mean score was 4. Pride and commitment were evident in the majority of those interviewed

Collaboration takes place to some degree throughout the school. Recent examples include Shop students welding the scoreboard for the new football field and repairing broken chairs in the library; and Agriculture students, student government, the cheerleaders, the band, the SRHS Foundation, and alumni lending support to the opening of the new Desoto Building. The ArtQuest program and English department worked closely addressing last year's theme, "Atticus" from *To Kill A Mockingbird*. The shadowing program for prospective ArtQuest students requires the cooperation of all members of the faculty. The student peer-counseling program finds widespread support. Friday's "Orange and Black" participation is evidence of school unity and spirit; the majority of staff dress in the school colors. Campus clean-up day brings together staff, members of the foundation, booster clubs, parents and students. The Auto Show and Country Day Fair are co-sponsored by the chairs of the Social Science department and the Vocational Education departments.

Organizations such as the Agriculture Advisory Committee provide guidance and input to ensure that our programs meet the needs of the students and the community. The English department chairman is a member of the Board of Community Services. This unique circumstance provides an opportunity for input from the school's perspective to the city officials, and from them to the school via the department chairman, and through his input at faculty meetings.

The current SRHS administrators are amiable, approachable and supportive, visible on campus, and open to constructive criticism. Concerns expressed by the faculty regarding last year's test procedures caused the CAHSEE test administration to be completely reworked.

The greatest indicator of a qualified staff is the fact that students want to come to this school, perform well, and contribute to the school's legacy. The school has tremendous support from the Foundation, regularly receives positive reviews from the press and the community, maintains a good working relationship with neighboring Santa Rosa Junior College, and has a waiting list for students who want to enroll here. Diversity is regarded as an asset because the various cultures, genders, and socio-economic backgrounds add to the educational experience. There is a familial sense on campus and the general impression is that faculty, staff and students feel safe when they are here.

### **Strengths**

- Nearly 82% of students surveyed feel SRHS prepares them for the future
- District standards in the core courses were adopted before state standards
- AVID program
- Accelerated Reader program
- Tutorial services

### **Supporting Evidence**

- Project Achieve documentation
- California Ed. Code
- Human Resources Guide for Secondary Administrators
- Union contracts
- Administrative duties list
- New Teacher's Handbook
- School Safety Plan
- STP minutes
- Parent survey
- Staff survey
- Student survey
- 2001 Echo Yearbook
- School Fact Sheet
- School Accountability Report Card

### **Key Issues**

- Lack of common planning time (for specific departments)
- Impact of faculty and administrative staff turnover (transfers and retirements) on job knowledge and transmission of school culture
- Lack of time and finances for professional development
- Professional training days directed to one district goal do not meet the needs of all faculty
- Administration needs to spend more time formally collaborating/meeting with individual teachers
- Staff interaction via peer shadowing/observation for professional development
- Equitable staffing, particularly classified personnel. One daytime custodian for two thousand students, as compared to one per twelve hundred at another school site in the same district, is neither fair nor reasonable.
- The need to build staff unity outside of curricular responsibilities.

**A5: To what extent are leadership and staff involved in on-going research or data-based correlated professional development that focuses on identified student learning needs?**

Generally, the results of analyzed student data from STAR California Standards Tests, School-Based Exams (SBEs), and CAHSEE tests are available to faculty members through the (Online Assessment Review System (implemented in school year 2005-06). The District Office's website contains pertinent information about school-wide and individual sub-category scores and trends. This information drives district decisions regarding professional development.

Budget constraints and district restrictions have limited the number of buy-back and professional training/ workshop days available to staff. Administration and staff have utilized alternate resources and considerable ingenuity to create professional development opportunities and implement programs correlative to identified student needs,

Teacher monitoring is based on the teacher evaluation system required by the district. Evaluation follow-up with staff is used primarily to correct deficiencies of the individual teacher. Coaching, mentoring and other forms of staff support are limited by resources, time and workload. The school makes every attempt to have teachers fully qualified for assigned areas.

**Strengths**

- Teachers trained for the English Department's "Accelerated Reader" program, begun by staff, to address the needs of "reluctant readers" as identified by English CST and Santa Rosa City School's School-based Exams"
- Inception, by teachers, of Science "intervention" and SDAIE program based on CST and SBE results
- Institution of AVID program in English and Mathematics, and professional development training of staff for this program
- Summer district training to utilize newly- purchased Prentice Hall textbooks in a district-sponsored English program. Beginning in school-year 2006-2007, the program will be primarily used in 9<sup>th</sup> and 10<sup>th</sup> grade "regular" English classes
- Data assessment of results will determine efficacy and scope of use throughout the department
- Advanced Placement faculty regularly attends professional development seminars, classes, and institutes
- ArtQuest's cross-disciplinary curriculum based upon demonstrated student needs and the ESLRs. Cross-disciplinary faculty meetings, monthly after school, during the summer and release days, include strategies for engaging student interest and fostering student learning
- The Structure Review Committee, an ArtQuest sub-committee has met since Fall of 2004 in a self-study of ArtQuest using a methodology similar to the one used in WASC
- BTSA (Beginning Teacher Support Assistance) and Teacher Induction program provides guidance, monitoring and feedback for new teachers from all disciplines at SRHS. This is a district-wide program
- Departmental buy-back days: English, Fine Arts, Math, ESL, RSP
- Ongoing personal and professional development by faculty in standards and curriculum related areas

### Supporting Evidence

- Department meetings' minutes
- Support staff ie: counselors attend college readiness workshops, financial aid workshops, crisis response training.
- College Readiness workshop agendas
- Financial workshop agenda
- Crisis Response Training Manual
- BTSA Guidelines Manual
- Sample teacher evaluation form
- Buy Back agendas
- ArtQuest staff meeting agendas
- SBE scoring
- OARS
- Student and parent surveys

### Key Issues

- Data analysis, particularly classroom, needs to direct student achievement
- District office staff development offerings often reflect needs other than those germane to site issues
- Release of staff-development monies (buy-back funds) to sites has been delayed by district office.
- Lack of planning time for department staff meetings
- Lack of release time for WASC and other school-wide assessments
- Buy Back days are not funded for counselors or librarians

**A6: To what extent are the human, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the programs to support students in accomplishing the academic standards and the expected school wide learning results?**

Santa Rosa High School does a credible job of meeting the expectations placed on it given a difficult budget environment. The district office oversees all financial resources and audits all programs as necessary and appropriate. Financial resources are allocated according to state and federal laws and guidelines. Departments receive yearly allocations from the district office, and some elective classes have voluntary materials fees and donations. Site Council receives and disburses monies according to the mandates of the comprehensive school plan.

Fortunately, recently passed bond issues have eased the financial restrictions placed on the construction of new facilities. The recently completed DeSoto Hall added 25 permanent classrooms to the campus, enabling a number of temporary (portable) classrooms to be closed. Currently, Santa Rosa High School's facilities are among the most utilized in the county. Santa Rosa Junior College offers night classes on our campus, and the auditorium, and state-of the art track and field facilities are in constant use.

Textbook purchases rotate yearly between departments. The Williams Act has been fully implemented for textbook purchases.

Human resources are generally stretched to the limit. Classified personnel staffing has been targeted during tight budget years, leaving both offices and custodial resources painfully short of staff. Counseling ratios have gone from 400:1 in SY 2003-2004, to 500:1 in SY 2004-2006. Class sizes average 26-1, although certain classes (Special Day, RSP, and some AP) have fewer, consequently other classes exceed this ratio. All certificated staff is responsible for supervisory duties beyond the regular classroom day. Site administrators regularly work 80-90 hour weeks.

### **Strengths – Human Resources**

- SRHS employs “highly qualified” teachers in accordance with NCLB
- SRHS enjoys significant intra-department curriculum collaboration
- Moral is positive among students, staff, parents and alumni
- Teachers and parent volunteers routinely go beyond normal expectations to create and enhance student achievement
- SRHS is the “school of choice” for nearly one-fourth of its enrollment
- Site administration’s “open door” policies
- Dedicated classified staff
- Dedicated community support for the arts and vocational areas

### **Supporting Evidence**

- Number of highly qualified certificated teaching staff
- Number of teachers with advanced degrees
- Number of teachers in the process of getting National Board Certification
- Number of CLAD certified teachers

### **Key Issues**

- The Site Council lacks autonomy to address site needs has been severely impacted by local district and Board of Education mandates. The financial resources of the SIP are not used according to the legal intent
- Human resources are severely stretched
- Perceived lack of regard for site input into district planning and decision-making
- Lack of planning and implementation time seriously impedes inter- and intra-department collaboration
- Since the last WASC, SRHS has lost several classified positions (secretary, career counselor, campus supervisor, tech. support) despite a 20% increase in student population
- Turnover rate of administrative staff
- Technology support on campus only three days a week
- Lack of funding for teacher training
- Computer labs are no longer staffed for student use during the day
- Lack of common planning time for those departments desiring it
- Loss of Link Crew program for incoming freshmen
- Loss of Career Center and Comprehensive Career Guidance program
- Library teacher/media specialist only 80% FTE
- Excessive core class size

### **Strengths – Material Resources**

- Standards based texts have been, or are being purchased for most departments. These include support materials for all learning levels
- Implementation of the Accelerated Reader Program in the English Department has been/is yielding promising results among our “reluctant reader” population
- Volunteer organizations who fund equipment, supplies and programs otherwise unfunded
- Commitment from site administration to support appropriate acquisitions
- Staff has computer access to student test scores via OARS and MISTS-generated reports

### **Key Issues**

- Reduced state and district funding places a greater burden on volunteer groups
- Fund-raising, with the exception of the SRHS Foundation, rarely goes to core academic programs and classes
- Computer labs, both staff and student are aging, unreliable and in need of replacement and upgrades
- No formal district plan to replace equipment purchased by Digital Technology Grant
- District has increased its role in curricular decisions, particularly regarding uniformity of textbook resources district-wide, limiting site targeted selections and resources

### **Strengths – Physical Plant**

- Construction of new DeSoto building, a state-of-the-art learning facility
- Additional and appropriate parking for staff and students
- Creating of welding shop
- Significant capital equipment investment in vocational classes and programs
- Renovation of Agriculture facilities, including new barn and animal pens
- Significant upgrades of Nevers Field, our football, soccer, and track facilities

### **Key Issues**

- Art complex facilities are not adequate. The 550 students have outgrown the space originally designed for 250 students
- Art complex lacks adequate restroom facilities
- Concern that restroom maintenance may be out of Williams Act compliance as it relates to frequency of bathroom checks (as a result of inadequate custodial staffing, not from a lack of effort by the devoted custodial staff)
- SRHS does not have a covered eating area
- Custodial support is very limited, and teachers and students routinely clean the facilities

### **Strengths - Financial**

- Money has been allocated to add:
  - two AVID support classes
  - a journalism class and restart *The Santa Rosan*, our school newspaper
  - after-school CAHSEE tutorials
- SRHS enjoys great financial support from our community and alumni. Notable programs include SRHS Foundation, Panther Athletic Club, Friends of ArtQuest, Music Boosters Club (both vocal and instrumental), and Agriculture Boosters

**Supporting Evidence**

- Budgets showing donations made from the SRHS Foundation and other community donors to support teacher efforts in helping students achieve success

**Key Issues**

- District cuts have not affected teacher staffing to the same extent as non-teaching staff and some supply budgets;
- Office supplies for teachers are limited, and most teachers subsidize classroom expenses
- Replacement of dated equipment relies on Site Council funding
- District funding cutbacks in significant growth programs
- Changing student demographics have created the need for more support/intervention classes