

Chapter 4

E: Culture and Support: Student Personal and Academic Support

E1: To what extent does the school leadership employ a wide range of strategies to encourage parental & community involvement, especially with the teaching/learning process?

Santa Rosa High School utilizes a wide range of services and programs as very effective communication links with parents and the community-at-large. Students and faculty derive innumerable benefits from successful collaborations with parent booster groups, service organizations and other entities. Many of these originate at the school site; however, others have resulted from staff and community contacts.

The chief instrument for regular communication with parents is the *Panther Purr*, the bi-monthly newsletter (published by STP), mailed to every student's home. This publication provides vital information pertaining to virtually every curricular and extracurricular activity at school. It also communicates key dates with respect to testing, graduation requirements, concerts, athletic events, fundraisers, booster meetings, etc.

The automatic dialing system, the site's chief means to alert individual parents to attendance issues, grading periods and other concerns, is in service each school day. Additionally, the attendance office staff immediately addresses parental inquiries concerning absences, gets messages to students and schedules parent appointments for assistant principals.

Four full-time counselors provide information concerning scheduling, graduation requirements, scholarships and tests. To address personal concerns the counseling department sponsors the largest peer-counseling program in the district, coordinates the services of the drug and alcohol counselor who is on campus once a week, works with volunteer mental health counselors and writes college recommendation letters for hundreds of students yearly. These services are advertised through the *Panther Purr* and through the various counseling department communication links.

One full-time health technician supports students who have health emergencies and documented, ongoing medical conditions. This technician is the main communication link between the school and families concerning all student-related health issues. Work is done with students and families to find doctors, optometrists and dentists who provide *pro bono* work.

The well-attended "Back to School Night" – usually in late September – is a demonstrably successful link to parents. Typically, 900 parents attend this informational session. The highly regarded ArtQuest Department offers two major showcase events during each school year, in the fall and spring. Elective arts programs also present a yearly showcase to which the public is invited. There is an annual 8th grade parent night at which orientation information is offered to incoming freshmen and their parents. Freshman orientation occurs the week before school opening.

The site employs a wide variety of communication techniques to impart the importance of standardized testing, an increasingly important component in our school. Letters are mailed home encouraging every student to participate, and telephone contact and home visits follow the letters. The vice principal sends home letters to the parents of every student who does not

pass one of the tests with recommendations to attend math and language tutorials designed to improve student success on these tests.

The site and district collaborate to mail home report cards, progress reports, senior failure notices and other important indicators of academic progress. In addition, many instructors keep phone logs to record the frequency of contact with parents regarding any number of classroom issues, including grades, behavior, attendance, etc. Most of the faculty access email and voice mail messages on a regular basis with particular attention to timely responses to parents and guardians. ESLRs, California State Standards and syllabi are distributed during the first week of school. Many syllabi contain teacher contact information, particularly email and phone numbers. Several instructors have created web pages that list and describe assignments.

Santa Rosa High School enjoys significant parent support through various booster groups. We also have a strong STP (student, teacher, parent) club, Site Council and the Santa Rosa High School Foundation.

- Friends of ArtQuest
- Instrumental Music Boosters
- Choral Music Boosters
- Panther Athletic Club
- Agriculture Boosters

These provide significant and tangible financial support for student travel, additional classroom supplies and equipment and a host of enrichment activities. Administrators make a dedicated effort to attend each group's monthly meetings and parent/stakeholder input is solicited.

Summer trips abroad, although not sponsored by the school or the district, is a significant component for students in several departments. The Choral and Instrumental Music Boosters have made available significant fundraising opportunities for the many students who take advantage of this activity. Recently, several departments collaborated on summer trips to Europe, and Theater Arts students participated in a "theater" trip to New York.

Friends of ArtQuest also produce a periodic newsletter to keep parents, students and community members apprised of that program's full slate of offerings and activities. In addition, they maintain the ArtQuest webpage (www.artquestonline.org).

The Santa Rosa High School Foundation, whose membership ranges between 1500 and 2000 people (many of whom are former and current faculty, students and alumni), donates an average \$100,000.00 each year to programs and projects at the school. In the fall of 2005, the Community Foundation of Sonoma County donated \$3238.92 to the instrumental music department to purchase a Yamaha professional model tenor saxophone. During the previous year, this organization contributed \$3000.00 to the instrumental music department's trip to China. The SRHS Foundation distributes a quarterly, informational newsletter to all members.

The athletic and physical education departments succeeded in combining several smaller, autonomous booster groups into one larger organization, the PAC (Parent Athletic Club) that meets monthly. With substantial assistance from the SRHS Foundation, as well as significant contributions from other community benefactors, this now-cohesive organization raised over \$70,000.00 during a two-year period and was directly responsible for the installation of lights at the SRHS football stadium. This allowed the return of a vital activity to the campus. In addition,

the PAC has initiated, through the athletic director, resources to initiate necessary improvements to our baseball field.

A staff liaison and several additional faculty members, including the principal, attend each meeting of the English Learner Advisory Committee . ELAC is the principal link to the Hispanic community that comprises roughly 95% of the non-English-speaking population

This committee's officers are parents elected by fellow members/parents. Parents are informed about this organization and meeting dates in the following ways:

- Spanish language auto dialer
- ESL students receive informational handouts to take home
- A Spanish-speaking parent is hired to supplement the above with phone calls

To communicate with other non-native speakers (such as Laotians, Cambodians, Eritreans, etc.), support is requested from district ELAC personnel who often hire consultants who are fluent in the required language. This committee, which meets monthly, complies with state mandates requiring SRHS to provide services as set forth in the ELAC Checklist.

Santa Rosa High School leadership remains committed to one of the few extant Agriculture Departments in California high schools. That department, as with ArtQuest, attracts students from all over Sonoma County. Several energetic booster groups represent and advocate for this department, and they have begun to establish significant and beneficial community partnerships. During 2005-2006, a new barn and animal pens were built using booster and student labor.

Successful collaborations with the Santa Rosa Symphony led to two school-wide and community wide projects. These productions, "The War Requiem" and "Child of Our Time" were honored with significant art awards, and "A Child of Our Time" was the subject of a professionally produced documentary.

Schools Plus, a non-profit organization, created to raise funds for cash-strapped art programs throughout Santa Rosa City Schools, showcases visual and performing arts during three days in March. Broadcast live from the Santa Rosa High School auditorium on Local Cable Channel 71, the English Department chairman co-hosts this program.

Strengths

- A student-of-the-month program
- A comprehensive senior and underclassmen awards program
- A counselor driven financial aid night program, both in English and Spanish
- A counselor driven college night program, both in English and Spanish
- 8th-grade parent night for all incoming freshmen
- ArtQuest Showcase Night, both fall and spring
- Elective Arts Showcase Night during the spring semester
- Special education teacher-parent night
- Sold out instrumental and choral music concerts during the fall and spring semesters
- A comprehensive shadowing program for incoming students in October and November
- School Site Council
- Fall home visits to parents of Deaf and Hard of Hearing (DHH) students
- Work with community agencies such as Face to Face and SAY

- Active Parent and Community support groups:
- SRHS Foundation
- Friends of ArtQuest leadership group
- SDC parent focus group
- photo parent group
- Vineyard Advisory Committee
- PAC Boosters
- ELAC
- STP
- GATE committee

Supporting Evidence

- *Panther Purr*
- District and school websites
- ArtQuest website
- ArtQuest Showcase documents
- School Site Council minutes
- Panther Athletic Club website
- Booster club minutes
- SRHS Foundation minutes
- Friends of ArtQuest minutes
- Student/Teacher/Parent Association minutes
- ELAC minutes
- Report cards
- IEP documents
- School Accountability Report Cards (SARC)

Key Issues

- Additional support is needed for ELL non-Spanish speaking parents and students
- Buy-in is limited among parents whose students are taking the CAHSEE and STAR tests
- Email and/or voice mail are not sufficient for teacher/parent communication
- Parent inquires do not always receive timely responses from staff

E2: The school is a safe, clean and orderly place that nurtures learning. The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Faculty and staff work with students to create a safe, clean and orderly place that nurtures learning. Custodial staff cleans classrooms and grounds daily with student support. Custodians make every effort to see that all parts of the campus remain clean and safe. Individual teachers focus students on personal responsibility for maintaining a clean learning environment in the classes, and a clean, relaxing environment around the campus.

Student members of the Environmental Club oversee a campus-wide recycling program and members of Student Government participate in a Campus Beautification Committee. ArtQuest

students and staff maintain the Art Yard, raking leaves, weeding and picking up trash as needed.

Administrators and assistants supervise the campus during breaks and lunches, as well as after school, as a means of encouraging appropriate behavior. Supervisors and administrators maintain constant communication via walkie-talkies and announcements are made as needed, using the campus-wide PA system. Through 2006, staff recommended and trained students through the Safe Schools Ambassadors program in order to identify, address and prevent possible problems within the student community. Currently administration is considering a conflict/resolution program to replace the previous program. A School Resource Officer is available when necessary through the Santa Rosa Police Department. A Peer Counseling program offers additional conflict resolution services to students in need.

The school's Safety Committee is charged with educating staff and preparing the site for any emergency (see attached School Emergency Response Procedures). All staff and students practice monthly safety drills. Faculty and staff have established safety teams that oversee specific aspects of emergency response protocol. Team leaders meet bi-monthly and updates to the school Safety Plan are distributed regularly to staff. Each classroom is equipped with an Emergency Kit that includes: water, crowbar, flashlight, gloves, orange safety vests and a first aid kit. Facility Maintenance Request Forms are available in the main office so that staff may report any maintenance or safety issues as they arise.

A School Site Council Plan is in place, which is directly related to all students meeting the ESLRs and Academic Standards in all subject areas. This action plan is to be available to all faculty and can be found in the principal's office. This plan is utilized in the organization of professional development and departmental goals. ESLRs are posted in all classrooms.

Regular opportunities to extend knowledge and share ideas are planned. These occur frequently in some departments. Ideas and innovations are generally shared on an informal and/or departmental basis. Staff expertise is valued and supported; the faculty is given the freedom to teach subject matter as they see fit. Staff is highly qualified to teach subject matter, as is evidenced by the high percentage of faculty members who pursue continuing education, advanced degrees, and National Board Certification. Most faculty is CLAD certificated or has satisfactorily completed SB 395 (SDAIE) training.

Recognizing the value of respect and consistent and fair discipline to a safe learning environment, classroom and campus behavior expectations are addressed in our ESLRs and by all staff throughout the school year. Teachers utilize Referral Forms for students who are disruptive in class and on campus. Three campus supervisors, a student advisor and two assistant principals follow-up discipline issues. Teachers are expected to assign detentions to eliminate tardiness, and to issue hall passes for students who leave during class time. Students serve after school detentions for tardiness. If an assigned detention is missed, the student is assigned a Saturday Work Program. All students receive a Student Handbook that lists school policies and discipline rules.

The culture of the school is characterized by trust, professionalism, and high expectations for all students, and a focus on continuous school improvement.

Strengths

- Staff maintains a high degree of professionalism and classroom management skills
- Staff shares duty responsibilities for all school-related events
- Individual teachers voluntarily attend all school functions, which foster a sense of trust between staff and students
- Student programs are highly encouraged, successful, well received and a source of pride for all members of the school community
- Staff takes pride in the school site and works in groups to promote school improvement and collegiality
- Departments work together collaboratively to ensure high expectations for all students
- Teachers offer time outside of class to help students
- Free after-school tutoring is available for all students

Supporting Evidence

- ESLRs
- Mission and Vision statements
- Discipline forms
- Principal Advisory Committee minutes
- Department minutes
- Staff meeting minutes
- Suspension/expulsion data
- School Safety Plan and calendar
- Staff educational data
- List of student clubs
- District data re: intra-and inter-district transfer rates

Key Issues

- Reinstatement of district sponsored Professional Development days either through Buy Back or In Service
- Lack of custodial help
- Few Student Advisors and Campus Supervisors
- Lack of a covered student eating area, including tables, and campus garbage cans
- Lack of student bathrooms in specific areas
- Lack of sufficient on-site technical assistance
- Lack of a district/school gang prevention/intervention program on campus
- .80 FTE librarian and more library paraprofessional assistants

E3: To what extent do all students receive appropriate academic and personal support to ensure academic success?

Generally, students receive adequate opportunities for academic support to ensure academic success. However, the diversity in academic, Honors and AP courses does not reflect the diversity on the campus. Additionally, the counselor to student ratio, 500:1 prevents frequent in-depth counseling for most students. Within its means, SRHS administration has made and continues to make a strong commitment to improvement in this area.

Counselors offer information to all students, except freshmen, at assemblies specifically geared toward counseling issues including graduation requirements. Counselor-student meetings are

available by appointment, or on as-needed basis. Freshmen students meet with counselors in English classes each Spring

The school offers two sections of AVID which teaches students the strategies needed to succeed in college prep courses, provides tutoring, provides opportunities to develop critical thinking skills, and has a college awareness component.

During the 2005-2006 school year, the English Department implemented the Accelerated Reader program with a goal of improving student literacy and student love of reading, with the goal of moving students from “regular” English into academic and honors English. Site staff currently works with district staff in the implementation of this curriculum. Affected staff members have received training in use of the materials. Site Council has allocated funds to buy program materials and has made a commitment to continued funding.

Gifted and Talented students’ (GATE) needs are met through a special state program within the district. Two teacher coordinators arrange field trips, attendance at teacher conferences and the purchase of items to enrich students’ academic experiences. After a leadership hiatus during 2003-2005, enrollment in GATE soared. Although students in the program reflect the diversity of the campus, under-represented students need to be identify and served.

A small group (15/yearly) of SRHS students is supported by the DYNAMY™ Program, which operates after school and off-site, providing students with tutoring and instruction in the skills needed for success in college.

The Santa Rosa High School master schedule demonstrates a strong commitment to students in the English Language Learner Program. Currently, SRHS offers five sections of general ESL/ELD, and an additional section of content-based ELD instruction. Sheltered courses are offered in all areas of the core curriculum. Effort is made to appropriately place students with CELDT levels of 3 to 5 in the classes, and teachers of sheltered courses are certified to teach the courses. Mathematics places CELDT designated students and 1 and 2 level ELL students into sheltered classes. Progress out of sheltered courses and transition into non-sheltered courses is done by analysis of CELDT scores and strong teacher recommendations. Students in the ELL program are given priority scheduling. 59 members of the SRHS staff currently hold a CLAD credential. All who teach sheltered courses are CLAD compliant.

SRHS offers five sections of Spanish for Native Speakers with an emphasis on developing and supporting dual literacy. These classes are leveled; most students are properly placed, however, some students are not. Efforts continue to rectify this. Students in the higher levels are encouraged to take AP Spanish courses, and last year SRHS offered a Translator Pathway as a Career Pathway option geared to ELL students.

The English Language Advisory Committee, the ELL parent organization, meets monthly. Spanish language translation is available regularly, and, if requested, the school works with the district to provide translation for other languages. The meetings are attended on a regular basis by parents, students, administrators, and teachers. Meetings provide an opportunity for parents and staff to discuss how to best support the students. Guest speakers are invited to address the meeting on both educational and social topics.

All Santa Rosa High School students have access to a free, drop-in after school tutoring program sponsored by Sonoma State University. The program operates on campus twice a week. The tutoring services are publicized to all students during daily bulletins, and parents are informed about the program through the *Panther Purr* and parent meetings on campus. Teachers may recommend students attend the tutorial, but attendance is not mandatory. Students needing additional support may attend remedial classes provided by the district in summer sessions.

Support for resource specialist students is offered through specialized directed studies courses and the placement of resource specialist teachers in selected core academic classes. Resource specialist teachers work with colleagues to coordinate services for students. Parents are updated about their child's academic progress at an annual IEP meeting and through quarterly progress reports. Each resource specialist teacher maintains a caseload of 28 students. The program includes paraprofessional staff who provide students with academic support. Students in the resource specialist program are also given priority scheduling.

Parents work with the counseling staff to initiate and maintain 504 Plans. The plan specifies the support available to the student and identifies responsibility for providing the support. Teachers are involved, working with counselors, parents, and students, in establishing and reviewing 504 plans.

SRHS offers a Special Day Vocational Program approved by the Board of Education. As a part of the program each year students take both a Personal Management course and a Career course. Students successfully completing the program earn a Certificate of Vocational Education Achievement. SRHS also has a Special Day Class for students facing greater cognitive challenges.

Santa Rosa High School hosts a regional Deaf and Hard of Hearing Program (DHH). A full-time teacher works closely with both their teachers and the active parent support group. Students with ASL interpreters attend classes and participate in a variety of student activities.

To provide funding for projects, equipment and student participation that is not available through usual channels, the school turns to various booster groups.

SRHS exceeds all state and district-mandated levels of personal support to students. All staff can request testing for students who may be eligible and in need of services, and who have not yet been identified as needing resource specialist intervention. This is done through the Counseling Department. Counselors coordinate testing in conjunction with the school psychologist currently assigned to SRHS four days a week.

When needed, the school may request the services of a district Behavioral Specialist who can assist students by making observations and appropriate recommendations for additional interventions.

The Peer Counseling program allows students to seek counsel from other students trained by state licensed counselors. Students needing assistance beyond that offered by Peer Counseling are referred to an MFCC volunteer, on campus twice weekly.

Strengths

- Counselors, teachers and staff encourage all students to reach their full potential
- Level changes, both up and down, must have parent and teacher signatures
- An inclusive, culturally diverse, and friendly campus fosters a spirit of individual worth
- Multiple extra-curricular activities centered around student academic and personal growth and success
- ELSRs
- Strong parent and community stakeholder involvement ensures that all student needs are considered
- Programs in place targeting student emotional and psychological needs

Supporting Evidence

- Master schedule
- Tutoring program advertisements
- Student files show compliance with federally mandated IDEA
- Special Education/vocational programs
- Academic and extra-curricular parent/community involvement

Key Issues

- Percentage of subgroups' participation in advanced courses (academic, honors and AP) is not proportionate to percentage of subgroup enrollment.
- Lower attendance and higher failure rates in sheltered classes, and lower achievement rates in "regular" courses, suggests additional support is needed to encourage and support movement toward higher levels from all subgroups
- Graduation rates among African-American and Hispanic/Latino subgroups are significantly lower than overall graduation rates
- High drop out rates for Hispanic, African-American, and SED subgroups

E4: To what extent do students have access to a system of personal support services, activities, and opportunities at the school and within the community?

Santa Rosa High School offers an extensive breadth and depth of course offerings. Multiple levels, as well as multiple sections of most subjects are available, including AP, core and elective classes, insuring reasonable student access to a rigorous standards-based curriculum. Elective and academic classes are scheduled throughout the day to minimize course/time conflicts. Several departments offer classes that meet before or after the traditional school day. Many students also take enrichment classes at Santa Rosa Junior College. The near proximity of the campuses allows students to attend both schools during regular school hours.

Santa Rosa High School has a variety of programs and policies that support students in a systematic way, and staff has a general idea of alternatives available for student support. Staff supports students with regard to both academics and personal needs.

Staff notifies counselors or assistant principals to link students to personal support services. Referral to an assistant principal is usually done in writing, using a standard form, if the issue is discipline related, but both staff and students generally request personal support for students

verbally. Staff referral to counselors for personal support for students may be done either verbally or by written note. Students often seek help from counselors on a drop-in basis. When needed, Spanish language and ASL translators bridge communication and assist students in securing the help they need.

Assistant principals and counselors provide direct support to students working with them in a timely way to resolve personal issues that arise on a day-to-day basis. They additionally work with some students on a long-term basis to assist in resolving more complex issues. Both AP's and counselors work regularly with outside agencies, such as county mental health services, to coordinate efforts on behalf of students. When confidentiality is not an issue, and on an as-needed basis, they work with other community agencies, such as Social Advocates for Youth, to provide comprehensive and coordinated services for students.

When appropriate, counselors notify teachers when a student is dealing with a serious personal issue and often will suggest ways to provide both academic and personal support for the student. Notification is handled sensitively and confidentially.

Students may seek support from, or be referred to, the Peer Counseling Program. Peer counselors are trained by counseling staff and professional therapists to assist students in crisis in need of intervention. Peer counselors also provide academic support for students by helping them resolve personal issues which many hinder academic success.

Santa Rosa High School offers ongoing support programs for students dealing with drug and alcohol related issues in affiliation with DAAC and Ala-teen. This program includes supervised student meetings 2-3 times weekly.

School counseling services are primarily focused on academics and graduation requirements. Counselors use large group presentations to provide information about scheduling and graduation requirements to current SRHS students. Counselors first provide students with information packets, and then later meet with individual students for scheduling. However, the counselor to student ratio of 500:1 necessitates that these meetings be brief -- five to seven minutes.

Counselors utilize student records, input from parents and teachers, and discussion with students in finalizing scheduling decisions in order to develop a Four Year Plan. The plan describes the student's path to meet graduation requirements and addresses post-graduation plans. Counselors meet with each student annually to review the plan and to monitor progress towards meeting goals. The plan is reviewed each spring, and if a student has not met the goals of the plan, counselors provide the student with a Student Evaluation Form that documents problem areas and suggested interventions. If the student is a senior, a copy of the form will be sent home. Additionally, counselors meet with seniors at the beginning of the year to check progress towards graduation.

During the limited discussion with each student about educational and career goals, the student selects a graduation pathway. Pathways, mandated by Santa Rosa City Schools Board of Education policy, require an area of emphasis in the student's course of study that may affect coursework chosen.

In the spring of each school year, counselors coordinate and provide presentations at district feeder middle schools. They provide verbal and written information about graduation requirements and scheduling, and when possible they hold subsequent parent meetings in the evening. They return several days later to schedule students. Incoming freshman and their parents are invited to an orientation held before the start of the school year.

The counseling department hosts annual College Nights and Financial Aid Nights with presentations in both English and Spanish. Santa Rosa High School works with the Santa Rosa Junior College Puente program, Sonoma State EOP program and Migrant Education to provide academic support for both ELL students and students who will be the first-generation college attendees in their families. Generally, the high student to counselor ratio does not allow counselors to provide in-depth assistance to students struggling to meet standards. Counselors provide tutoring lists from SRHS, Santa Rosa Junior College, and Sonoma State University to students early on in the school year when additional support is recommended.

Counselors serve as a link between parents and teachers for both academic and personal issues. Counselors notify staff of parent concerns and questions, and, when needed, coordinate the efforts of teachers to provide information to parents. Weekly progress report forms are available in the counseling office and counselors or teachers may recommend that parents have their student use them to get regular updates.

The course offerings of SRHS provide a breadth of curricular offerings and options allowing students to connect to their education in a personal and meaningful way. Recognizing vital vocational training needs for the personal development of a diverse student population, SRHS maintains active programs in Agriculture, Auto Shop, Welding and Wood Shop, which serve as a basis for those students who intend to pursue these very important and specific occupations. SRHS also offers the ArtQuest Program, which provides a two-hour block to allow students to explore a visual or performing arts specialty in depth. These include Digital Arts, Photography, Video Arts, Visual Arts, Dance, Vocal and Instrumental Music and Theater Arts. Students who participate in ArtQuest specialties are further motivated to focus and engage in the rest of the educational program at SRHS. An art internship program has recently been approved by the Board of Education, and art students act as docents for the DiRosa Preserve.

Students in the ELL program are linked to community health and social resources through guest presentations in the ESL and Spanish for Native Speakers courses. The SRHS English Language Advisory Committee has strong parent leadership and a high level of staff involvement. The ELAC meetings have provided a forum to work together to strengthen both academic and personal support for students. The implementation of a Translator Pathway during last school year was met with great enthusiasm from both students and parents. The pathway validates the benefits of dual literacy and allows students to see the value in strengthening this ability through education.

Extra-curricular and co-curricular clubs and sports abound, reflecting the diversity of students on the campus. Clubs on campus are very active and recruit students during "Club Week". Club activities such as debates and field trips are linked to student achievement and ELSRs, and each club has at least one faculty advisor. Santa Rosa High School offered the first Gay/Straight Club in Sonoma County, which remains, 20 years later, active as the United Sexualities Club. SRHS participates in competitive team sports, and the school administration supports informal student sports activities at lunch by ensuring the availability of field space, an

open gym, and weight room. Bi-yearly school musicals hold open auditions. Rotary Club International's Key Club members frequently serve as state officers.

Student Government sponsors many dances and campus activities that include a diversity of students. Student government class has added several non-elected slots since more effort is necessary to insure the diversity of the class reflects the diversity of the school. Student Senate members, chosen in all fourth-period classes, meet monthly with Student Government and its advisors.

Recognizing that regular school attendance is of paramount importance for student achievement and retaining students in the educational program, Santa Rosa High School encourages school attendance through use of an automated dialer system that notifies households on a daily basis of student absences. Attendance office staff notifies parents of students in danger of losing credit due to unexcused absence. Notification letters are sent on a regular basis. Since the elimination of district truancy officers, attendance office staff follows up on truancy when time permits. Letters are sent home and a copy is sent to the Sonoma County District Attorney. A series of three letters are sent and parents are encouraged to contact the school to resolve the truancy issue. Assistant principals are required to meet with parents after the second and third truancy letters. Students and parents may receive attendance printouts on a weekly basis, on request, and parents may access student attendance information by calling the school.

Students have support for health issues through the school health office. SRHS has a health technician that is available throughout the school day. The health technician provides supervision for students that have ongoing health issues and deals with health concerns that arise throughout the day. The health technician apprises staff of student health issues. The health technician makes referrals for community health services when needed. In past years a district nurse visited campus on a weekly basis, but this position is currently not filled. A district nurse is available by phone and upon request of staff.

Strengths

- Santa Rosa High School's master schedule offers a wide variety of specialized courses and programs reflecting the needs of a diverse student population
- SRHS has a strong and dedicated counseling staff who make great efforts on behalf of both students and staff
- Site administration maintains a strong disciplinary policy which supports a positive learning environment
- Students feel respected by SRHS staff
- Teachers advocate for their students and engage with students during lunch and after-school tutorials
- WebTools provides teachers with access to important student information

Supporting Evidence

- Interview with counseling staff
- Interview with health technician
- Interview with attendance office staff
- SRHS Counseling packet
- Peer Counseling
- DAAC

- Ala-teen
- ELL Parent Meeting minutes
- Clubs list
- GATE flyer
- Student Government Packet
- Attendance Letters

Key Issues

- High student/counselor ratio limits the time counselors meet with individual students and parents to provide proactive support or follow-up
- Although Santa Rosa High School staff members make an effort to know students and advocate for them when needed, in some cases large class size has limited staff ability to connect with students
- Loss of a Student Advisor position creates delays in dealing with day-to-day discipline
- Funding for the Peer Counseling program is unstable from year-to-year, requiring the Program Coordinator to seek funds yearly