

## Chapter 3

# School-Wide Action Plan: Summary of Progress And Significant Developments

## School-wide Action Plan -- Summary of Progress

The Santa Rosa High School staff addressed various parts of the School-wide Action Plan during each of the last six years. Beginning in 2000-01, the staff used the Expected School-wide Learning Results (ESLRs) and the Action Plan as guiding forces to develop annual school-wide goals and the Comprehensive School Plan (CSP). The ESLRs served as the underpinning for the implementation of standards and the examination of assessment data. Annual school-wide goals reflecting the Action Plan were communicated via the Student Annual Report Card (SARC), the Principal's section of the school newsletter, the *Panther Purr*, and in various parent/booster meetings.

Given the intensive demands associated with the alignment of curriculum to standards, the follow-up process has been embedded in the school's overall effort to have students master the standards established by the State of California, the administration of state and locally mandated tests, and the establishment of remedial/intensive support for those students unsuccessful on the CAHSEE and STAR tests.

The midterm progress report (2002) was prepared cooperatively by the school leadership team and received input from all stakeholders including, but not limited to, the School Site Council, Student Teacher Parent organization (STP), site Technology Committee, the Safety Committee, GATE and ELL Advisory Committees, and the faculty, staff and students.

Since 2004-05, the WASC self-study leadership team has set up focus groups to meet and address each part of the self-study. The administrative team, with support from the overall WASC coordinator, asked faculty and classified staff to submit their focus-group preferences. Whenever possible, assignments were made based on these preferences. Additionally, all teachers and counselors were asked about their willingness to serve in leadership roles during the process and focus group team leaders were assigned from those willing and able. Departments represented "home groups" and each department chairperson served as the leader of the departmental group.

The entire WASC Self-Study process was conducted pursuant to the guidelines suggested in the "Focus on Learning" process guide. This chapter was prepared by a small sub-committee of the leadership team using input from key members of the teaching staff. Each focus group had the opportunity to review the information and provide feedback and/or additional input before its completion.

### *Progress Report*

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| <p><b>Goal 1: Communication – To improve communication with and among all SRHS stakeholders and partner schools.</b></p> |
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#### **All teachers consistently post assignments:**

This has been fully accomplished as visits to classrooms attest. The sole exception is Physical Education, which lacks appropriate facilities to post assignments. Many instructors also post assignments on the internet, thus allowing access to both parents and students.

**Create system to mail home progress/report cards upon request:**

This has been fully accomplished. All progress reports, quarter grades, and semester grades are mailed home by the school district, alleviating significant parental concerns over lack of contact by school personnel.

**Signboard for upcoming events:**

Added in 2002, and located on Mendocino Avenue, the information is changed about once a week, prominently displaying all upcoming major school events.

**PAC and faculty feedback:**

With the exception of the WASC self-study year, in which almost all faculty meetings have been devoted to the self-study, this activity is nearly accomplished.

Department chairpersons serve as a primary conduit for communication between faculty and the administrative team, as well as between faculty and the school district.

- Department chairs meet with the administrative team one Wednesday per month
- Principal's Advisory Committee (PAC) members submit agenda items for discussion and problem-solving during monthly meetings with the administrative team
- Ad hoc committees are formed to explore issues and solutions in detail. Ad hoc study committees have proven very successful in resolving faculty issues.
- Faculty members submit agenda items for monthly staff meetings. These may be discussed and voted on
- Administrators attend department meetings;
- Department chairs meet with district Curriculum and Instruction teams periodically, and disseminate updates and feedback to department members
- ELAC committee formed which meets monthly with administrative staff
- New and consolidated booster clubs meet monthly with administrative team members
- **Item:** Re-creation of the Staff Advisory Committee has been discussed, approved, and will be implemented during 2006-2007

**Reconvenes school-to-school articulation meetings:**

Advanced Placement and Honors course teachers were able to participate in vertical teaming with Santa Rosa Middle School, our major feeder, through an Advanced Placement grant. The addition of upper-level courses made imperative careful articulation between the two schools. However, this is an ongoing issue.

Administrative teams continue to meet to discuss ways to increase the effectiveness of student transitioning between middle and high school. These include:

- The Counselor Watch Referral Sheet, created for those students who need additional support
- Continued development of a list for grade 9 Advancement Via Individual Determination (AVID)
- Development of a co-curricular handbook and co-curricular faire for incoming 9<sup>th</sup> graders
- Continue and expand the 8<sup>th</sup> grade visitation/tour at SRHS
- Development of a Senior/Freshman mentor program through Student Government
- Establishment of an intramural athletic program during the lunch break

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| <b>Goal 2: Technology – To implement technology through increased staff proficiency and increased student access.</b> |
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**Staff received instruction in email, word processing, and internet usage:**

Staff buyback days were and are used to train and update staff computer knowledge. Email use has become the preferred form of communication, superceding voice-mail for most staff. Each classroom has at least one computer dedicated for use by each teacher to access grading programs (Grade Machine/Easy Grade Pro), WebTools for access to district attendance program and student information (Online Access Record System OARS) and, to input term and semester grades. Most classrooms have at least one student computer and several teachers have in-class, student computer labs. Faculty uses email for parent, student and community contact; several departments have informational web pages.

**Scanners:** The initial goal of one scanner per teacher was not implemented. Further understanding of computer-based technology indicated that those already purchased are sufficient.

**Connection of every classroom to the local access network:**

This has been completed. The entire school has been linked by high-speed optical cable, allowing all staff members access to reasonably dependable, high-speed cable. School Site Council has committed funding for three years to upgrade and/or replace failing staff computers.

**Technology labs for student use:**

Student access to computers and dedicated student use computer labs has increased steadily in the last six years. All labs are available by teacher sign-up.

- Library lab - 22 Pentium™ computers (also available for drop-in during lunch and after school)
- Main building second-floor lab – 32 computers
- Room 58 lab (proximate to DeSoto Hall and Ag. and Math wings) – 30 computers
- Dedicated Science Department lab with server, “Pascoe” e-measure software and equipped for use by biology, chemistry and physics. Individual “dyna-vue” cd-rom sets have been purchased for student review for each chemistry and biology unit
- Two business labs – 30 computers in each. The ROP lab was updated in 2005.
- Digital arts lab – 30 Apple™ computers
- Video arts lab – 12 computers for video editing

Student access to technology and technologically enhanced curriculum has increased. In the Cisco Systems Academy class, students receive training directed toward acquisition of Cisco certification. Video and digital arts classes increased from four to ten during the past six years. A fully outfitted black and white photography lab and fully equipped darkroom were installed in the newly remodeled photography classroom. Perkins funds have been utilized to update technological equipment in the auto, wood and welding shops. A state-of-the-art welding shop was completed and outfitted in 2002. Updated and expanded lighting and sound systems were installed in the remodeled 900 seat auditorium. Santa Rosa Foundation has provided funds to several departments and teachers for the purchase of digital projectors that can be linked to instructors’ computers.

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| <b>Goal 3: Safety - To continue to provide and enhance a safe and secure campus environment.</b> |
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**Implement school-wide safety plan with inservice for staff:**

SRHS has made great strides these past few years in implementing the plan. Formally-scheduled series of disaster/fire/lockdown drills occur and the entire campus, both staff and students, participate in these drills. Escape routes are posted in all classrooms.

Safety/emergency packs have been placed in all classrooms. In the fall and spring of 2005-2006, almost an entire day was devoted to a practice emergency drill. Each staff member, assigned a specific job by leaders of the Safety Committee, evaluated the entire process after the drill was completed. Continued drills are planned for each semester.

**Create Safety Committee that meets monthly:** A seven-person Safety Committee meets monthly under the direction of one Assistant Principal. Safety information, updates, and concerns are presented and discussed at the meetings. This information is shared with the entire staff through memos and at the monthly faculty meetings held in the multi-purpose room. In addition to the meetings, the Safety Committee revises and updates The Comprehensive Safety Plan on a yearly basis. This plan is shared with the district office staff members in charge of the district safety plans, which allows for a more effective articulation between and among the various schools in the district.

**Develop hot-line communications plan for emergency situations:**

The school pager/intercom system is connected to all rooms on the campus. In addition, a number of speakers, strategically placed around the quad and athletic fields, communicate effectively during the snack break or lunch. In any emergency, the administrative team members are able to communicate directly with all staff and students on the 40-acre campus. A TTY phone is available for the deaf and hard of hearing students in Rm. 102. As a county center for the deaf and hard of hearing, a second TTY telephone was purchased and placed in the staff room of the main building. As per the Action Plan, a dedicated safety line was installed in the main office. The two secretaries in the main office share responsibility for the maintenance of the emergency line during the entire school day.

**Train staff in student-at-risk behaviors:** This activity has not been fully implemented. However, the school embarked upon a student-driven Safe School Ambassador program for the 2005-06, enlisting students from a variety of diverse backgrounds and training them in tactics that can diffuse potentially explosive situations. Unfortunately, funding for the program was terminated at the end of the school year. Funding cuts also resulted in the loss of one Student Advisor in 2003-04. Presently, the school is developing a Conflict Manager system to replace the Safe School Ambassador program. Evidence of attention to this goal include:

- The schedule of Safe School Ambassador meetings, and the expenditure of Safety Money to fund the program (not currently funded)
- STP/Student Government program offered at the start of each year to provide a smoother transition from middle school to high school for new 9<sup>th</sup> grade students.
- Peer Counseling, Peer Educator, and Cross-Age tutoring programs are available to work with students on campus and provide mentoring/tutorial assistance for students at our partner feeder schools. At present, we have 39 students trained to participate in these programs

- Two sections of Life Skills are offered for students who wish to have a curriculum-based knowledge of the challenges and obstacles that they will face in the future
- “Every 15 Minutes”, a program designed to educate students and staff about the dangers of drinking and driving, was implemented for the whole campus in Spring 2005

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| <p><b>Goal 4: Provide enhanced opportunities for student success.</b></p> |
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**Continue student support groups:**

All student support groups that were in place during the time of the last WASC visit remain viable and in place, including but not limited to Peer Counselors, Peer Educators, Sonoma State Tutorial Program, Upward Bound/Talent Search programs, AVID, and community outreach programs. Additional programs are in place as a result of the CAHSEE requirements. A Content Area Reading/Writing Support (CARWS) class for students who need additional help in meeting the standards required to pass the English part of CAHSEE is offered every fall. In the Fall of 2006, two after-school classes, one in math and one in English, will be offered to those seniors who have not passed a part of the CAHSEE. We will receive \$26,000 from the State of California for this purpose.

Continuation of after-school Law Enforcement Program: Santa Rosa High School has not been able to continue this program. Lack of funding and the shortage of police officers in the Santa Rosa Police Department made this program expendable. The shortage of officers led to the removal of the School Resource Officer (SRO) from the campus as well. For the past two years we called resource officers from other schools when support was needed.

**Maintain comprehensive curriculum offerings:**

Santa Rosa High School has the most comprehensive curricular offerings among the five Santa Rosa City Schools high schools. Evidence of this can be referenced in the school’s master schedule. We have maintained a full array of AP and Honors offerings, fully operational and practical shops in Auto Technology, Construction Resources and Welding Technology, an expansive Business Education program (Cisco Networking Certificate program), Agriculture program and ArtQuest program (with over 550 students), the Life Skills component, and all core classes required for graduation. The following areas offer Career Pathways:

- Agriculture
- Automotive
- Business
- Communications Studies
- Fine Arts
- Performing Arts
- Welding
- Wood Construction

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| <b>Goal 5: Facilitate student achievement by implementing district standards.</b> |
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**Align curriculum to district standards:**

Development and implementation of the CSTs in all core areas, in combination with state standards, made separate district standards and assessments redundant and confusing.

From 2002 through 2006, each teacher received a copy of the standards in the four core areas: English, Mathematics, Science, and Social Science. Each core-area department chair was inserviced on district assessment and accountability standards. A mapping of grade articulation from the CAHSEE test was done in both reading and writing in order to provide teachers information pertinent to grades at which the standards were taught and where standards overlapped grades and courses. A comparison of district-adopted mathematics standards and those needed to pass the CAHSEE was developed. Similarly, a comprehensive matrix was developed to define commonalities of addressed standards in the CAHSEE and Stanford 9 tests (replaced by California Standards Tests - CST in all four core areas).

Horizontal articulation on all grade levels within core subject departments occurred regularly as teachers worked together to embed district/state standards into the instructional delivery, and as teachers worked to prepare students for testing, on both the local/district level, as well as for the state Stanford 9 and CAHSEE assessments. Four Social Studies department members served on committees to draft district standards, writing and publishing Board of Education approved curriculum standards in World History, U.S. History, American Government, and Economics. All Science course outlines referenced standards on both a local and state level. Department members participated in district alignment meetings to discuss practices of implementation.

Before the state's development of the CST, the system of district and state standards made a great deal of sense. Santa Rosa City Schools' Board of Education was convinced to abandon all of the local assessments on April 26, 2006, in favor of the two state assessments, the CAHSEE and STAR tests. Faculty efforts to realign curriculum to state standards is ongoing but not complete.

**Align instructional practices to support district standards:**

For the past five years, the Santa Rosa City Schools had exit exams in all core areas. These included exams in Algebra, Geometry, Biology, World History, U.S. History, and English grades 9, 10 and 11. These, as indicated above, have been eliminated.

**Provide staff development to incorporate standards into curriculum, including teacher training:**

Before 2003, Santa Rosa High School's Comprehensive School Plan had embedded in the core areas activities that allowed for release time and training/conference attendance. Numerous teachers and department chairpersons were able to take advantage of district sponsored and individual training opportunities. Beginning Teacher Support and Assessment (BTSA) provided mentors, who assisted new teachers to incorporate standards into the curriculum. The district provided standards staff development in each Science discipline. Modern language teachers attended trainings offered by the Foreign Language Association of Northern California (FLANC). Advanced Placement seminars were provided for all new teachers of AP courses.

Subsequent to 2002, the school district found it difficult to fund the various training sessions necessary to keep the certificated staff at a high level of efficiency. The district was able to provide a few buyback days for those teachers who wanted to collaborate on departmental and cross-departmental activities. Unfortunately, this gave teachers a limited ability to collaborate, and/or receive and implement training and updating for those failing to embed and successfully teach state standards.

**Goal 6: Develop a process to review ESLRs regularly.**

Although the school community spent a great deal of time attempting to review the ESLRs on a regular basis for about a year, the focus changed for a number of significant reasons. First, the focus moved toward the improvement of test scores, with particular emphasis on the high stakes CAHSEE test. The desire to get every senior to secure a passing score of 350 or above in both English and math prior to graduation, led to the development and implementation of course-specific and tutorial-specific programs on site. Consequently, ninety-eight percent of enrolled seniors passed both parts of the exam. In addition to the CAHSEE, the STAR test took on increasing importance. With CSTs in four core areas, English, math, science and social science, the faculty and staff had the daunting task of increasing API and AYP scores on a yearly basis. This led to a heavy concentration of effort on the core subjects to the exclusion of other worthy activities.

The second focal shift involved the integration of a large number of new students into the school culture. At the time of the last WASC review, SRHS had an enrollment under 1400. Currently (2006-07), the student enrollment is 2030, an overall increase of 40%. Many of these students attend from outside the SRHS attendance area.

The third shift involved the impact of the rate of change in administrative personnel. Although Dr. Negri, the principal for the past three years, has been a site administrator for the past 14 years, there has been significant turnover (every year or two) in the vice-principal and assistant principals' positions, thus there has been a lack of the continuity necessary to maintain a consistent programmatic effort.

Ultimately, the ESLRs were reviewed by staff in both 2004 and 2005, and it was determined they continue to represent SRHS core values. Each department "customized" the ESLRs, and handed them out with syllabi at the beginning of the 2006-2007 school year. Most faculty members believe the ESLRs are valuable and incorporate them into the manner of instruction as well as into outcomes.

**Devise practices to infuse ESLRs into curriculum, instructional practices, and extra curricular activities:**

Infusion of ESLRs took place systematically for one year. During that time, the various departments, including core and electives, linked the ESLRs to curriculum development. This was supported by the former principal, who served as the driving force. His resignation coincided with the programmatic shift in emphasis. No formal practices exist for this infusion.

**Devise rubrics to assess incorporation of ESLRs into curriculum, instructional practices and extra-curricular activities:** The school did not create rubrics to assess the incorporation

of ESLRs into the curriculum. As noted in the previous sections, the school-community became focused on state standards, test preparation, testing, and test analysis. Although no formal rubric or incorporation of ELRSs was developed, the current WASC study notes that most teachers do link curriculum and curriculum delivery to the ESLRs.

**Train teachers to employ ESLRs as the foundation for instruction:**

There has been no specific training for teachers to employ ESLRs as the foundation for instruction.

**Assess staff, students, and parents about effectiveness of the ESLR infusion:**

A tool that assesses effectiveness of the ESLR infusion has not been developed. Student and parent awareness of the ESLRs as a formal part of SRHS curriculum is lacking, as shown on the recent student and parent surveys.

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| <p><b>Goal 7: To improve student performance through infusion of technology into the curriculum and instruction program.</b></p> |
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**Continue training necessary to infuse technology into curriculum and instructional practices throughout the school:**

The staff has not had formal training in specialized workshops and seminars during the past few years relating to the use of technology to support student improvement.

However, the infusion of technology into curriculum is evident throughout the school. Most teachers include internet research, PowerPoint projects, and word processing elements into the general curriculum. Many staff incorporate technology such as digital projectors and the internet for lesson delivery. The Social Sciences department will install data projection equipment in the ceilings of all the classrooms, allowing for the effective use of PowerPoint and multi-media demonstrations.

The district has made a serious effort to provide the schools with the data necessary to make critical decisions about assessment and accountability issues. Recently, the district purchased the OARS, a computer-accessed program used by all district schools. Minimal trainings took place at each site before the start of the 2005-06 school year; not all staff received sufficient training to “data mine” effectively. This system allows each instructor access to academic information on individual students. Further training is necessary.

Renewed interest has recently emerged regarding reestablishing the site-based Technology Committee. Although this could take many forms, ideally, as part of the effort to include more stakeholders, the membership should include parents and students. The committee, meeting on a monthly basis, will survey the staff’s technology needs, and schedule buy-back days to provide training in the areas identified. Special emphasis will be placed on specific ways to infuse technology into the curriculum.

**Determine technology leadership post-Digital High School Grant in order to maintain technical services:**

Currently no formal leadership exists to maintain technical services, although the school and District maintain technical services in several ways. Through a combination of District and

School Improvement Program (SIP) money, the school has access to a technology assistant three days per week. A number of staff members with a wealth of experience have provided guidance and support with hardware and software systems. These provide the certificated and classified staff with ongoing support, usually in the form of one-on-one tutorials. Although this is not entirely adequate for a school with over 400 computers, it does make it possible to keep the system functioning.

At the site level, a Staff Advisory Council subcommittee will meet monthly to assess the technology needs of the campus, plan trainings as appropriate, and make recommendations for major purchases.

**Develop and disseminate technology-based curriculum within departments:**

This has occurred informally. Successful curricula, usually developed by individuals, is shared inter- and intra-departmentally.

**Devise assessment plan for technology implementation in accordance with Project Achieve and district goals:**

As part of its function, the Technology Committee will develop a comprehensive method of assessment that will respond to the needs of the school for the 2006-2007 school year and beyond.

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| <p><b>WASC and California Department of Education identified areas for follow-up:</b></p> |
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**The administration and staff need to develop and implement a long-range planning process that encompasses staff development and resource utilization to accomplish major priorities in a timely manner:**

Ongoing district and site administrator turnover has resulted in the lack of long-range planning and implementation. The recent stability in the principal's position has allowed the following plans to begin implementation.

- As part of the current self-study, the administration and staff are in the process of implementing a long-range planning process that encompasses timely staff development and resource utilization. This will be implemented through the Staff Advisory Committee (SAC) that will meet once per month during each school year. The SAC will be a permanent curriculum organization fully supported by the site administrative team.
- The administration will implement a comprehensive system to train staff in the analysis and utilization of a variety of data as the basis of curriculum development and assessment.
- Santa Rosa High School's School Site Council has a "Comprehensive School Plan" (CSP) addressing school goals, activities to support these goals, and student performance. The CSP is reviewed and approved by the School Site Council (SSC) and the Board of Education. The "End of the Year Report" (EYPR) detailing the extent to which these goals have been met has not been provided by the district

office. SSC set specific and site-measurable goals at the end of the 2005-2006 school year to allow program assessment.

**The administration and staff will revisit the ESLRs to consider further development of the ESLRs, making certain they are operational and measurable and will drive the program for all students:**

After much discussion and debate surrounding the five ESLRs developed by the entire school staff during the 1999-2000 school year, consensus was reached that the ESLRs should be maintained in their present form; the ESLRs selected by the staff represent the guiding beliefs of the entire school community. With this knowledge, all of the departments spent a great deal of time reflecting on how the ESLRs guide the curricular program of the school. As reflected in the self-study, each department identified the ESLRs as operational and measurable.

**The administration and staff define and communicate clear criteria for students to enter particular programs to assure accurate and successful placement of students:**

The Course Catalog sets forth for each course offered at Santa Rosa High School a detailed description of the course, and the required prerequisites for that course. These course descriptions and entrance requirements are now standardized across the district as state and district standards are firmly in place.

The ArtQuest Program, with approximately 550 students, is now the largest program in the school. To gain acceptance into the program, students must go through an extensive application/audition/portfolio assessment/interview process. This process, along with the requirement that the students remain successfully in the program for three (3) years, allows for the accurate and successful placement of most students.

Board of Education and district emphasis on “Career Pathways” requires that students be placed in one of four pathway sequences:

- University Pathway
- Career Pathway
- Specialized Program (ArtQuest)
- Translator Pathway

Site counselors, in collaboration with parents and students, develop Individualized Learning Plans (ILPs), taking into consideration the students’ chosen Career Pathway for the four years of high school. This allows for a more comprehensive approach to the placement of students.

Placement in Honors and Advanced Placement classes is based upon a number of factors, including skill development, prerequisites, academic achievement and career goals. In addition, the district, per Board policy, has a “right to challenge” approach, stating that: “should parents request their students be assigned to classes of a higher skill level than recommended by staff, the request shall be honored and appropriate counseling about risks of failure and competitive evaluation.”

**The administration and staff will design and implement a process to expand the involvement of all stakeholders in the “Focus on Learning” process and other decision-making processes of the school:**

In the past three (3) years, the school has made significant progress in this area. The mantra -- shared decision-making -- is now a reality for those with the interest and inclination. Several significant additions have been made to the pre-existing and active stakeholder groups and committees.

Under the leadership of the ASB Advisor, the Student Government class has been restructured in order to give more representation to underclassmen and other subgroups on campus.

A major parent group, the English Language Advisory Committee (ELAC), is very active on the campus. Meeting monthly, the group has solid attendance. Major topics of parental interest and concern are addressed in the two-hour evening activities. The principal meets with the President of ELAC before each meeting, to create an agenda that reflects the concerns of the parent community. Whenever possible, all four administrators are present for the monthly meetings. The ELAC parents, new to public schools in the United States, are hungry to learn about our system of education. To that end, the administrative team member assigned to the committee, Monica Baldenegro, a Spanish speaker, invites speakers from various departments, including counseling, to provide the parents with helpful information on all school-related matters, including college preparation and funding sources.

Four years ago, for the first time in its 132-year history, the parents of all athletes of SRHS were united under one booster club, the Panther Athletic Club (PAC). As with ELAC, the principal and president of PAC meet to set a relevant agenda. This club, organized to support both young men and women, is responsible for raising between \$15,000 and \$20,000 per year. The funds, allocated by a finance committee, provide much needed equipment, uniforms and supplies. When the school decided to place lights on Nevers Field, the PAC organized two major fundraisers entitled “Light Up the Night.” In all, the PAC raised \$39,000 for the light project. As with all booster clubs on campus, the Principal and Assistant Principal are active members.

SRHS has devoted 35 sections to career education. A number of active Advisory Committees and booster groups are involved in career planning. Whenever possible, the school, located next to the Santa Rosa Junior College, works on articulation agreements between the two institutions. With the active support of the District Career Pathway Coordinator, the school is developing advisory committees in each pathway strand. In order to maintain our status as the major comprehensive high school in the district, strong emphasis is placed on Career Pathways.

The agriculture community is actively involved in the Agriculture Advisory Committee, the Vineyard Advisory Committee and the Agriculture Booster Club. The Vineyard Advisory Committee is very active in the development of the 60-acre vineyard/farm located five miles north of the school. At present, seven acres of chardonnay grapes are under production. Last year, for the first time, the farm produced almost six tons of grapes for sale. The Agriculture Booster Club built a barn facility in the spring of 2006. Presently, they are working on the purchase of a new greenhouse and the refurbishment of the Agriculture workshop. This will allow for the expansion of the plant science strand of the program. It is impressive to note that almost all of the facilities have been funded through private donations.

Most pre-existing committees and booster groups continue as excellent examples of shared decision-making and broad-based stakeholder participation.

The School Site Council (SSC) and the Gifted and Talented Education (GATE) program have active parent and student members, in addition to faculty and staff. Meeting once per month, the two programs provide nearly \$50,000 for SRHS each fiscal year. The principal meets with the leadership of the SSC to plan the agenda at least three days prior to meeting with the entire committee. The GATE committee, responsible for allocating funds for Honors, AP and Arts classes, has certificated staff members serving as chairpersons. Although the committee does have parent and student members, it does not include a member of the administrative team.

Friends of ArtQuest (FAQ) is a parent booster group which supports students in the ArtQuest program. The FAQ meets one evening per month, with about 12 members in attendance, including the principal. In addition to fundraising and allocating of funds per teacher request, the FAQ provides support for all ArtQuest activities on and off the campus. For the fall and spring showcase, the FAQ members provide all logistical support for the hundreds of visiting parents.

The Choral and Instrumental boosters operate as separate entities from the Friends of ArtQuest. With over 200 students in each area of music and two full-time teachers employed, the boosters believe that they need to focus attention on the many concerts, competitions and fundraisers for national and international field trips/concerts. In particular, fundraising takes a great deal of time and energy. Although neither school-sponsored or district-approved, more than 100 students are enriched by travel to various parts of the world during any given summer. The boosters use creative techniques in order to raise money for all those who have a desire to travel, regardless of ability to pay.

Unfortunately, the classified staff has not had the opportunity to meet in a formalized manner, with specific topics addressed at each meeting. Meetings tend to be individual, ad hoc, and on an as-needed basis. Although this situation should be changed for the start of the 2006-07 school year, currently no formal plans have been made. The recommendation is that the administrative team meet with the classified staff at least once per month to address issues ranging from school safety to work environment ergonomics.

The soon-to-be reconstituted Staff Advisory Committee (SAC) will meet on a monthly basis to discuss aspects of the self-study action plan. The committee, in addition to administrators, certificated and classified staff, will include parents and student members. The parent members will be recruited from the various standing committees and booster clubs on the campus. The student members will come from the ASB Student Government class, the elected representatives of the school. Ultimately, the SAC will reflect the makeup of the self-study Leadership Team organized for the WASC review.

## **Significant Developments**

### **Project Achieve 1997-2006**

Beginning in the 1997 school year, the Board of Education of the Santa Rosa City School District set very ambitious goals to provide excellence in education well into the 21st Century. *Project Achieve* included changes in curriculum and instruction, standards and assessments and student services.

In the area of curriculum and instruction, the School Board encouraged schools to add more AP and honors course sections to the master schedule, as well as establish and implement a remedial/intervention plan for students who were at risk of failing graduation requirements. Additionally, schools were directed to adopt a career/vocational plan for the district, a clear pathway program for all students in the district, a master plan for educating Limited English Proficient students, and to implement the comprehensive district technology plan.

The standards and assessment section of the document included a number of specific proposals, including the establishment of detailed district-wide content and performance standards for all courses, the development of rigorous English and Mathematics proficiency tests, and the establishment of district-wide, end-of-course examinations known as Standards Based Examinations (SBEs) for core academic courses.

The student services component included techniques to increase student motivation and the development, with parental and counselor support, of a four-year career/vocational or college/university plan. For those students who were not on the college track, district level certification of a career plan was to be part of the graduation requirement.

Project Achieve was eliminated by the Board of Education in May 2006.

### **California High School Exit Exam (CAHSEE)**

The CAHSEE has driven many curricular and instructional changes at SRHS, specifically targeting the two major areas of academic need, English/Language Arts and mathematics. To prepare the students to pass the exam, the main instructional emphasis has been directed toward the following:

- Establishment of a CAHSEE Preparation Committee, the careful alignment of English and mathematics standards to the CAHSEE
- Creation of intensive English and math courses
- Development of comprehensive study guides for both English and math
- Development of CAHSEE after-school and lunchtime tutorials for those who did not pass the test as sophomores
- Use of OARS for score analysis
- Expansion of support from Santa Rosa Junior College and Sonoma State University for the juniors and seniors not receiving a passing score on the English and/or math section of the test

SRHS has a passing rate of 89% on both parts of the CAHSEE during the students' sophomore year—their first attempt. This allows opportunities to concentrate energy toward the remaining 11% , primarily students with disabilities and English Language Learners (ELL). The Resource Specialist Program (RSP) teachers, during the junior and senior years, concentrate on identified deficiencies in English and math for two periods per day. Additionally tutorials are provided during lunchtime and after school for those who avail themselves of the opportunities. ELL students are provided assistance by ELD teachers, teachers of sheltered classes, and CLAD-trained English and Mathematics teachers.

For those few seniors who have not passed one or both sections of the exam during that school year, intensive efforts are made to provide one last opportunity to graduate with their classmates. These include:

- Regular communication with parents by letter and telephone calls
- Intensive English and math tutorials
- CAHSEE prep software
- Special lunchtime tutorials for ELL students

In order to ensure good attendance, the tutorial teachers call parents if the enrolled students fail to attend sessions.

### **Standardized Testing and Reporting Program (STAR)**

The STAR testing program has a major impact on the way schools do business in California. For all of the instructors in the core subjects, the knowledge and understanding of the frameworks and standards has become essential. Teachers have and continue to realign curriculum. The district office has implemented the OARS program so teachers can access student scores and weaknesses, but the increased availability of data has led to the need for extensive analysis and action, often without time for comprehensive planning.

The selection and use of specific textbooks, the use of pacing guides, and the use of formative assessments have become standard practices in the core areas. Our district has begun to use Language!™ and the Prentice Hall English Language Arts texts were introduced at SRHS this fall. This has necessitated additional teacher training.

### **No Child Left Behind (NCLB)**

Our administration has worked numerous hours with the human resources department to ensure that our teachers meet the “highly qualified” requirements of the legislation. As of this school year, all of the teachers at SRHS meet the requirements.

Although the graduation rate and participation rate required by (AYP) portion of the NCLB legislation are manageable as achievable goals, the standardized testing goals are more daunting. High schools must see an increasing percentage of students secure a “proficient” or above on the CSTs in English and Mathematics. Increasing the percentages of students who reach “proficient” ignores the on-going influx of new students, who may struggle with both language and socio-economic issues.

### **English Language Learners**

In the last comprehensive WASC report (2000), SRHS had an English Language Learner (ELL) population of 155 students. With a total population of fewer than 1400, more than ten percent of the students were classified as ELL. In 2006, SRHS has more than 240 ELL students in a total student population of 2030. Although the ratios remain the same, the increased total number of ELL students continues to climb at a consistent rate. In order to address the needs of this growing population and the requirements of local, state and federal educational agencies, the school has devised a number of strategies to assure academic success.

The school needed to develop a supportive relationship with the parents of ELL students. This was achieved through the creation of the English Language Advisory Committee (ELAC). One evening per month, the parents on the ELAC committee work with the administrative team members and faculty ELL advisory committee on a number of major curricular initiatives. These include the establishment of the Achievement Via Individual Determination (AVID) program and the Dynamy™ Youth Academy. These programs focus on ELL students who show potential for

college success. With the assistance of Santa Rosa Middle School, SRHS' major feeder, each year 25-30 students are selected for inclusion in these two programs. For those students who are considering employment directly after high school, SRHS has developed a bilingual translator program to assist in securing jobs.

For those students who need comprehensive support, SRHS has developed a program that moves students through carefully organized sequences of classes. These include ELL classes for students who are in California English Language Development Test (CELDT) levels 1 and 2, sheltered classes in all of the core subjects for students in CELDT levels 3-4, and survey classes for CELDT levels 5 and beyond. In specialized Language Arts classes, teachers use Language!, "Step Up to Writing" and the "Accelerated Reader Program" to gain fluency in English. In the other core classes, CLAD trained teachers use a number of scaffolding techniques to assist in mastery of subject matter.

Outside of the classroom, the school provides a number of specific supports for the ELL students. Free breakfast is provided through a partnership with the local Lutheran church, organized activities at lunchtime and a number of after school activities, including tutorial support three days per week.

### **Updated Facilities**

A total remodel of Santa Rosa High School is occurring as the result of two major bond elections. Thus far, the district has spent more than \$44 million dollars on construction throughout the campus. A new cafeteria/snack bar, a new science building and a new library were built during the last WASC report. In 2000-2001, the music building, auditorium, and main building were remodeled. Since 2003, the entire sports complex has been modernized, including the remodel of the two gyms, completion of the all-weather track and football/soccer venue and the construction of the eight court tennis complex. In January of 2006, the 25-classroom DeSoto Building was opened for occupancy. This \$13 million dollar jewel is now the visual focal point.

In addition to the bond money, the Santa Rosa High School Foundation has raised private funds to remodel the agriculture area on campus. To date, the Foundation has raised over \$36,000 to build a new barn and greenhouse near the agriculture building, on the west side of the campus. When the work is complete, the agriculture department will be able to offer pathways and certificates in both animal and plant science.

### **Expansion of ArtQuest**

A major draw for students from all parts of Sonoma County is the school's ArtQuest program. Opened in 1994, ArtQuest is a specialized program in the visual and performing arts. Initially funded by a state grant, this program has solidified SRHS's standing as the "arts high school" of Sonoma County, with over 550 students in attendance. Students who love the arts — fine arts, photography, video arts, digital arts, theater arts, dance, choir, band, and orchestra — come to the high school to access modern technology, work with instructors who are experts in their field, and spend ten hours per week (instead of five) in their specialty area, while taking an integrated academic/arts based core curriculum. Many of these students' attendance areas are outside of the Santa Rosa City Schools, so it is difficult to anticipate their scholastic needs prior to their registration.

### **Increase in Student Population**

Santa Rosa High School has grown in the past six years from nearly 1400 students to over 2000. This increase of 600 students has positive and negative effects on the culture of the school. Currently, the school can and does offer a wide variety of programs and classes that could not be offered when enrollment was low. In particular, ArtQuest, the reason for much of the growth, has benefited from the expansion of the school population. From a very small program of 50 students (with two specialties) 11 years ago, ArtQuest now has over 550 students, with eight major specialties. The number and quantity of Advanced Placement (AP) classes has also increased. 7 years ago, SRHS had one AP class in science, AP Biology. Now AP classes in both Physics and Chemistry are offered.

Increased size has at least one decided disadvantage. From a school in which every student was recognized by a majority of staff, students have become increasingly anonymous to faculty members who have not taught them.

### **Increasing Urbanization in Santa Rosa**

The increasing urbanization of Santa Rosa has had an impact on Santa Rosa High School. Technology has improved in the last few years. The school is fortunate to have fiber optic cable available throughout the school providing high-speed connections that are the envy of smaller communities. The television station on the campus, funded by the junior college, City of Santa Rosa, and the Santa Rosa City Schools, allows for professional work in the video and digital programs.

As in many urban areas, the increase in the size of the city has had some negative impacts on the school as well. Specifically, gangs have impacted the school community, requiring more resources, both financial and personnel. In addition to gang activity, graffiti is an issue, with custodial time and energy devoted to maintaining a clean, healthy environment.

### **The Telecom Valley Failure**

The 2002-2003 stock market downturn impacted our student population in several ways. Hewlett-Packard's (Agilent) partial move from Santa Rosa caused many families with highly educated parents to relocate to areas more likely to provide employment. Additionally, the state, county and city tax base was reduced by the closing of many businesses in our "telecom valley" and throughout the state. Obviously, the loss of the tax base caused substantial change in school funding. During this time, Santa Rosa High School lost one counselor, one student advisor, one clerical assistant, and all bi-lingual aides. There were reductions in ArtQuest funding, staff development funding, and technology grants. Taken individually, the impact would have been minimal, but collectively these losses had a significant impact on the services of the school.