

# Elsie Allen High School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

School Name	Elsie Allen High School
Street	
City, State, Zip	
Phone Number	(707) 890-3810
Principal	Casey Cunningham
Email Address	ccunningham@srcs.k12.ca.us
School Website	<a href="https://eahs.srcschools.org">https://eahs.srcschools.org</a>
Grade Span	
County-District-School (CDS) Code	49709204930160

## 2025-26 District Contact Information

District Name	Santa Rosa City Schools
Phone Number	(707) 890-3800
Superintendent	Lisa August
Email Address	laugust@srcs.k12.ca.us
District Website	<a href="http://www.srcschools.org">www.srcschools.org</a>

## 2025-26 School Description and Mission Statement

Elsie Allen High School's Mission Statement: Elsie Allen High School provides a dynamic academic curriculum to prepare all students for college and career success in partnership with our families and community.

Elsie Allen High School Vision: Elsie Allen High School is an inclusive community that challenges and supports students to achieve their personal, academic and career potential.

Unique to Santa Rosa City Schools, the California Golden Bell Award winning University Center at Elsie Allen High School provides intensive preparatory and college education. Student participants accelerate their learning and begin taking transferable college courses during their junior and senior years of high school, thus earning up to a full year of college credit

## 2025-26 School Description and Mission Statement

before graduating from Elsie Allen High School. Graduates of this program are now graduates from Harvard, Stanford, Dartmouth, and MIT. A University Center graduate was the first ever Sonoma County high school student to be awarded the very prestigious Presidential Scholar Award. This highly acclaimed Jack London Award talent development program supports students through the college preparation process that provides participants with the skills they need to be successful at the university level.

We also have a robust CTE program including Agriculture, Public Safety, Health Science and Public Safety. Further, we have a thriving arts program including a Mariachi class, photography, band, ceramics, drama and art offerings.

In 2021 Elsie Allen High School along with stakeholders came up with the school's Graduate Profile. The Graduate Profile was created to inform the community of the school's clear vision of the skills, knowledge, and characteristics that Elsie Allen High School's aims for its students to acquire by the time they graduate, essentially outlining the desired qualities that will prepare them for future success in college and career, acting as a shared understanding between the school, students, and community. Because of the focus on bilingualism the Graduate Profile has been presented in both English and Spanish.

### GRADUATE PROFILE

Resilient Learners - I am motivated to overcome obstacles and reach my goals.

Goal Oriented Achievers - I am able to navigate educational and job opportunities so that I feel empowered to reach my goals.

Globally Aware Citizens - I can embrace global ideas and experiences in the community and world around me.

Effective Communicators - I am able to communicate effectively.

Financially Empowered Individuals - I am educated so that I can be financially empowered.

### PERFIL DE EGRESADO

Estudiantes resilientes: estoy motivado para superar obstáculos y alcanzar mis metas.

Triunfadores orientados a objetivos: puedo explorar oportunidades educativas y laborales para sentirme capacitado para alcanzar mis metas.

Ciudadanos con conciencia global: puedo adoptar ideas y experiencias globales en la comunidad y el mundo que me rodea.

Comunicadores eficaces: Soy capaz de comunicarme eficazmente.

Personas con poder financiero: Estoy capacitado para poder tener poder financiero.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	307
Grade 10	229
Grade 11	263
Grade 12	230
<b>Total Enrollment</b>	<b>1,029</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	52.7
Non-Binary	0.3
American Indian or Alaska Native	0.9
Asian	3.5
Black or African American	1.5
Filipino	0.7
Hispanic or Latino	84.2
Native Hawaiian or Pacific Islander	0.9
Two or More Races	2.5
White	5.9
English Learners	30.5
Foster Youth	0.2
Homeless	6.2
Migrant	2.9
Socioeconomically Disadvantaged	75.9
Students with Disabilities	20.5

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	36.6	73.25	359.5	78.28	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0.5	1.06	5.6	1.23	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.3	2.72	14.6	3.19	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.9	5.9	26.8	5.84	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	8.5	17.02	52.6	11.46	15831.9	5.67
<b>Total Teaching Positions</b>	49.9	100	459.2	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	43.7	75.15	409.9	82.49	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1.6	2.85	8.8	1.77	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.6	6.29	21.3	4.29	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.2	7.23	22.8	4.6	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	4.9	8.45	33.9	6.84	14303.8	5.15
<b>Total Teaching Positions</b>	58.2	100	496.9	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	44.7	79.53	410.9	82.14	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	1.7	3.04	10.3	2.07	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.6	8.34	27.9	5.59	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.2	2.22	21.4	4.29	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	3.8	6.83	29.5	5.91	13705.8	4.91
<b>Total Teaching Positions</b>	56.2	100	500.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.20	1	0.9
<b>Misassignments</b>	1.10	2.6	3.7
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.30	3.6	4.6

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.10	2.8	0.8
<b>Local Assignment Options</b>	1.70	1.3	0.3
<b>Total Out-of-Field Teachers</b>	2.90	4.2	1.2

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6	7.5	8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.2	1.9	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	Not Available	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Prentice Hall Literature: Timeless Voices, Timeless Themes – Platinum Level; Prentice Hall, 2002, Kinsella: Board Approved 3/23/2005 Prentice Hall Literature: Timeless Voices, Timeless Themes – Gold Level 2002, Prentice Hall, Kinsella, Board Approved 3/23/2005 The Language of Composition, 2nd ed.; Bedford/St. Martins, Shea, Scanlon, Dissin-Aufses, 2013: Board Approved 5/9/2007 Edge: Fundamentals, Levels A, B, & C, Cengage Inside the USA, Cengage	0
<b>Mathematics</b>	Precalculus with Limits 7E: Cengage 2016, Larson, Integrated Math 1: Core Connections Integrated I, CPM, 2017 Integrated Math 2: Big Ideas Math Integrated Mathematics II, Larsen 1st Edition Integrated Math 3: Big Ideas Math Integrated Mathematics III, Larson 1st Edition Statistical Reasoning in Sports 9781319304843 The Practice of Statistics: W. H. Freeman 2014, Starnes Calculus of a Single Variable, 11th Ed.: Cengage 2017, Larson Statistics, CPM, 2020 Personal Financial Literacy, Pearson, 2020 Mathematics for Business and Personal Finance, McGraw Hill, 2020	0
<b>Science</b>	Living Earth (Biology) Savaas Miller & Levine Biology 9781418283087, 2020 Earth Science McGraw Hill INSPIRE SCIENCE EARTH 978-0-07-692895-8, 2021 Chemistry McGraw Hill INSPIRE SCIENCE CHEMISTRY CALIFORNIA STUDENT EDITION 978-0-07-674695-8, 2021 Physics, McGraw Hill, INSPIRE PHYSICS, 2022 Campbell Biology, AP Edition, Pearson, 2025	0

<b>History-Social Science</b>	Savvas, World History and the modern world. 9780328986903, 2019 Savvas, United States History: The Twentieth Century (California Edition) 9780328986910, 2019 Savvas, Magraders Amer Govt. 9780328987115, 2019 Savvas-Economic Principles in action. 9780328987023, 2019 Cengage The American Pageant 9781337692090, 2019 Cengage American Gov't: Institutions and policies 9781337613507, 2019 McGraw Hill-Economics McConnel, Brue, and Flynn 9780079001573, 2019 BFW-Thinking about psychology 9781464186547, 2019	0
<b>Foreign Language</b>	Prentice Hall, Realidades 1, 2010 Prentice Hall, Realidades 2, 2010 Prentice Hall, Realidades 3, 2010 VHL, Temas, 2017 VHL, Galerias 1, 2022 VHL, Gaberias 2, 2022	0
<b>Health</b>	Health: Making Life Choices; Glencoe; 2000	0
<b>Visual and Performing Arts</b>	N/A	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	0

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good, fair, or poor" The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary" good, fair or poor. Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.

This school was inspected in October 2025 and had an overall rating of "Good".

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

<b>Year and month of the most recent FIT report</b>	October 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

## School Facility Conditions and Planned Improvements

### External:

Playground/School Grounds, Windows/  
Doors/Gates/Fences

X

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	23	33	39	40	47	48
<b>Mathematics</b> (grades 3-8 and 11)	5	4	25	24	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	239	224	93.72	6.28	32.59
<b>Female</b>	109	103	94.50	5.50	36.89
<b>Male</b>	130	121	93.08	6.92	28.93
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	198	187	94.44	5.56	32.09
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	14	12	85.71	14.29	50.00
<b>English Learners</b>	59	55	93.22	6.78	1.82
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	18	17	94.44	5.56	11.76
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	139	127	91.37	8.63	29.13
<b>Students Receiving Migrant Education Services</b>	11	11	100.00	0.00	18.18
<b>Students with Disabilities</b>	52	47	90.38	9.62	4.26

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	239	224	93.72	6.28	3.57
<b>Female</b>	109	102	93.58	6.42	2.94
<b>Male</b>	130	122	93.85	6.15	4.10
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	198	186	93.94	6.06	2.15
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	14	13	92.86	7.14	15.38
<b>English Learners</b>	59	54	91.53	8.47	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	18	17	94.44	5.56	0.00
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	139	127	91.37	8.63	3.94
<b>Students Receiving Migrant Education Services</b>	11	11	100.00	0.00	0.00
<b>Students with Disabilities</b>	52	48	92.31	7.69	2.08

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	9.62	11.11	25.17	24.54	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	475	447	94.11	5.89	10.54
<b>Female</b>	223	212	95.07	4.93	7.55
<b>Male</b>	252	235	93.25	6.75	13.25
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	16	15	93.75	6.25	20.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	397	377	94.96	5.04	9.28
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	11	91.67	8.33	9.09
<b>White</b>	26	23	88.46	11.54	21.74
<b>English Learners</b>	134	122	91.04	8.96	0.82
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	35	33	94.29	5.71	3.03
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	278	258	92.81	7.19	10.08
<b>Students Receiving Migrant Education Services</b>	21	21	100.00	0.00	9.52
<b>Students with Disabilities</b>	100	91	91.00	9.00	3.30

## 2024-25 Career Technical Education Programs

Career Technical Education (CTE) provides students with the academic, technical, and real-world knowledge, skills and experience they need to be prepared for college, career, and life. A CTE program involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Several CTE courses are college-preparatory and/or are articulated with the local community college, where students can earn college units through the Credit by Exam process. In addition, some CTE Programs provide students the opportunity to earn industry-recognized certifications. Below is a list of CTE Programs at our site:

- Agriculture
- Education
- Public and Community Health
- Public Safety

For more information, please visit the Santa Rosa City School website at <https://www.srcschools.org/departments/educational-services/educational-programs>.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	462
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	28.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	97.57
Graduates Who Completed All Courses Required for UC/CSU Admission	19.6

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	89.70%	86.00%	89.40%	86.90%	80.10%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2025-26 Opportunities for Parental Involvement

Over 30 support programs and resources are coordinated through the efforts of staff, community groups, and categorical programs. The School Site Council advises on school wide programs and the School Plan for Student Achievement to ensure coordination. Under the direction of the principal, programs and their funding sources such as LCAP and Title I, are regularly reviewed and discussed with appropriate groups including School Site Council and English Language Advisory Committee.

## 2025-26 Opportunities for Parental Involvement

Monthly ELAC meetings provide parent specific programming on a range of topics. Specialized college and career programming occurs in the evenings to support both Parents and Students including Cash for College Nights. New Parent Welcome Night occurs at the beginning of the school year providing information about the school and ways to get involved. Parents involvement also includes participation in athletic food sales, community events, chaperoning field trips and volunteering in the classroom.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
<b>Dropout Rate</b>	25.1	18.4	15.6	12.5	9.8	7	8.2	8.9	8
<b>Graduation Rate</b>	66.3	75.5	80.6	82.6	86.3	89.7	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	237	191	80.6
<b>Female</b>	111	97	87.4
<b>Male</b>	126	94	74.6
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	200	163	81.5
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	11	10	90.9
<b>English Learners</b>	107	78	72.9
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	22	15	68.2
<b>Socioeconomically Disadvantaged</b>	211	171	81.0
<b>Students Receiving Migrant Education Services</b>	18	15	83.3
<b>Students with Disabilities</b>	45	33	73.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1153	1085	407	37.5
Female	537	512	204	39.8
Male	612	569	201	35.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	37	10	27.0
Black or African American	22	21	8	38.1
Filipino	--	--	--	--
Hispanic or Latino	964	910	344	37.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	26	8	30.8
White	73	65	23	35.4
English Learners	380	356	150	42.1
Foster Youth	--	--	--	--
Homeless	95	87	35	40.2
Socioeconomically Disadvantaged	924	877	335	38.2
Students Receiving Migrant Education Services	43	43	15	34.9
Students with Disabilities	234	223	94	42.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
14.07	6.68	7.55	10.12	7.74	6.83	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.33	0.09	0.69	0.21	0.21	0.29	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.55	0.69
Female	6.89	0.00
Male	8.01	1.31
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.63	0.00
Black or African American	13.64	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.88	0.73
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.45	0.00
White	5.48	1.37
English Learners	8.68	0.53
Foster Youth	0.00	0.00
Homeless	4.21	1.05
Socioeconomically Disadvantaged	8.01	0.76
Students Receiving Migrant Education Services	4.65	0.00
Students with Disabilities	10.26	1.28

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The 2025-2026 School Safety Comprehensive Framework by Santa Rosa City Schools emphasizes creating a safe, inclusive, and empowering environment that supports both academic success and emotional well-being. Grounded in the values of embrace, engage, and empower, the framework outlines nine focus areas: campus security enhancements like controlled access and surveillance, sufficient safety equipment, and professional development for staff regarding safety protocols and wellness. It also highlights mental health supports such as counseling services and conflict resolution programs, and collaboration with first responders and community partners for coordinated incident responses. A multidisciplinary threat assessment protocol, standardized emergency responses, and the implementation of an Incident Command System (ICS) ensure the district is prepared for various emergencies. Finally, reunification and recovery protocols aim to restore normalcy post-crisis, focusing on emotional and logistical support for students and families.

The plan also integrates continuous improvement measures, such as regularly updating emergency plans and conducting drills, and is aligned with the district's Facilities Master Plan to ensure feasibility and sustainability. The framework underscores the collective responsibility of staff, families, students, and community partners in fostering a culture of safety and readiness. By addressing physical, emotional, and systemic aspects of school safety, the framework sets the foundation for nurturing an environment where students feel secure and empowered to achieve their full potential. It reaffirms the district's commitment to collaborative, data-driven approaches to enhance safety across all campuses.

### Site-Based Safety Plan Information:

The Elsie Allen High School Safety Plan addresses the rules and regulations that can be found in the Student Handbook and the Parent/Student Handbook. It enables students to clearly understand what is expected from them at Elsie Allen High School. The Safety Plan outlines training or workshops its school staff and administrators have taken in order to better address the needs of the students. Included in the Safety Plan are the Mission Statement, Expected Schoolwide Learning Results (ESLRS), dress code expectations, and the goals and objectives for a safe and orderly environment.

Elsie Allen High School's safety plan was presented to the Elsie Allen High School Site Council and passed on 4/25/25

Elsie Allen High School's Title I, Part A School-Level Parent and Family Engagement Policy for the 2024-25 school year was approved by the Elsie Allen Site Council on 4/10/25 and approved by the community on 9/18/25.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	44	18	11
Mathematics	25	20	18	9
Science	20	15	21	0
Social Science	21	23	9	17

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	27	26	6
Mathematics	26	16	15	10
Science	21	15	18	1
Social Science	21	24	10	9

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	46	18	11
Mathematics	24	20	15	10
Science	19	19	15	3
Social Science	19	27	13	5

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	196

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	5
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.6
<b>Social Worker</b>	
<b>Nurse</b>	0.7
<b>Speech/Language/Hearing Specialist</b>	0.8
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$11,857.03	\$4,177.14	\$7,679.90	\$79,542.30
<b>District</b>	N/A	N/A	\$8,203.39	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-6.6	
<b>State</b>	N/A	N/A	\$11,146	
<b>Percent Difference - School Site and State</b>	N/A	N/A	-33.5	

## Fiscal Year 2024-25 Types of Services Funded

The Elsie Allen High School Foundation, comprised of local business owners and professionals has engaged the greater community to raise over \$2,000,000 for scholarships, mentoring, and student services. They also provide financial support for college testing, tuition, application fees and AP testing fees. Anything to help level the playing field so that all students have access to a college or trade school education. All educational programs assist students to become college and career ready and are supported by our Elsie Allen High School Foundation.

Our award-winning University Center @ Elsie Allen High School guarantees admission to Sonoma State University and offers an annual savings of over \$20,000 in college tuition. Student participants are able to accelerate their learning and begin taking transferable college courses during their junior and senior years of high school, thus earning up to a full year of college credit before graduating from Elsie Allen High School. Students are granted priority college registration and have enrolled in Sonoma State University courses, such as Anthropology, Psychology, Computer Science and Cultural Geography. This school within-a-school environment provides students with the needed support and attention to succeed at college while still in high school. A coordinator provides individual attention and counseling to each student. Students have access to time management, study skills, SAT preparation, postsecondary planning and college and career exploration. Parents will realize an annual savings of

## Fiscal Year 2024-25 Types of Services Funded

over \$15,000 in college tuition.

Graduates of this unique program have graduated from Harvard, Stanford, Dartmouth, and MIT.

The University Center is the recipient of the prestigious California Golden Bell Award.

Secondly, our Compact for Success Program offers guaranteed admission to Sonoma State University for students who commit to the 7th-12th grade program and maintain a 3.00 GPA and complete A-G college preparation classes.

In addition, the Advancement Via Individual Determination (AVID) program prepares first generation college bound students for entrance into 2 or 4 year colleges. Ninety-six percent of students who graduate within 3+ years in the EAHS AVID program attend colleges of their choice. Ninety percent of EAHS AVID graduates are the first in their family to attend college.

We offer numerous Advanced Placement and Honors classes in every curricular area, various electives, and career pathways including our award-winning Agriculture, Public Safety, Health Science and Visual and Performing Arts. Recognized throughout Sonoma County, our Public Safety students receive hands-on training for the following careers: police officer, firefighter, emergency medical technician, dispatcher, and community emergency response personnel. Our Agriculture and FFA pathway has earned national award recognition for instilling students with leadership, responsibility, and service skills to community and self. The acclaimed Visual and Performing Arts department has won numerous honors, for their original playwriting, musical prowess, and creative artwork. Students have won the Congressional Art Competition twice, been accepted into the National Council on the Education for Ceramics Art Exhibit, and performed on international stages.

Our incomparable Mariachi and Band performs regularly for business and community events.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	10.4
------------------------------------------	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

<b>Subject</b>	<b>Number of AP Courses Offered</b>
<b>Computer Science</b>	0
<b>English</b>	2
<b>Fine and Performing Arts</b>	1
<b>Foreign Language</b>	1
<b>Mathematics</b>	2
<b>Science</b>	0
<b>Social Science</b>	2
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	8

## Professional Development

District Level Professional Development:

Secondary department chairs participate in quarterly meetings to discuss curriculum and instructional practices, analyze data, build districtwide coherence around instructional practices, receive professional learning on equity based strategies to increase academic achievement for all students. The district offers opportunities for staff to engage in Ethnic Studies professional development at three levels: Ethnic Studies 1.0, 2.0 and 3.0. Math Redesign professional learning focused on building district-wide coherence in grades Elementary -12th through professional learning with an emphasis on teaching to big ideas, culturally relevant math modeling, Building Thinking Classrooms, formative assessment, and Boaler's strategies for growth mindset and positive math identity. Redesign efforts included professional learning support to sites and leaders with a focus on implementation of the New California Math Framework. Wellness and Engagement staff provide professional development to site Restorative staff and School Safety Advisors. Opportunities to be part of a collaborative focusing on supporting the needs of our multilingual learners is offered multiple times throughout the year.

Secondary Principals participate in Instructional Rounds of professional development five times a year. Vice Principals participate in professional learning specific to their roles and responsibilities, equity, master schedule, instructional leadership, SRCS Mission, Vision, and Priorities, data analysis for improving schools, using data in support of an aligned assessment system, supervision and evaluation, along with specific district and site based programs and initiatives. All instructional administrators participate monthly in professional development on topics ranging from Essential 5, Incident Command, Data Protocols, and Differentiated Instruction.

The district offers 2 full days of professional development for all Classified and Certificated staff.

Site Specific Professional Development: CAP Sonoma Network- that has provided an Elsie Allen team the opportunity to deepen understanding and implementation of professional learning community practices, which are among the most powerful levers to improve student outcomes, equitable educational systems, and continuous improvement. We have had 5 teachers who have participated in this PD along with a counselor. Our site has also been supported with Professional Learning Community (PLC) Support. Those trainings include work with PLC Conference/Solution Tree conference in San Antonio Texas.

Our Dual Language Professional Development has included opportunities for staff to attend La Cosesha Conference in New Mexico. ATDLE in Riverside California and also CABE in Long Beach California. We had 10 staff members attend these opportunities.

## Professional Development

Our Math Department has also participated in Asilomar Math Conference. Asilomar is a math conference held at the Asilomar Conference Grounds in Pacific Grove, California. The conference is a premier event in California that brings together math leaders, speakers, and attendees from across the country to support math teachers in supporting students in Math. They have also participated in Math PD at District

Our teachers and administrators have also participated in District and County Ethnic Studies PD  
 Ethnic Studies 1.0  
 Ethnic Studies 2.0  
 Ethnic Studies 3.0  
 Ethnic Studies Continuum Practice PD - SCOE

There has also been numerous professional Development in support of our pathways that include Health and Science, Agriculture and Public Safety. Those PD opportunities include:

Pathway Improvement PD  
 AG Teacher PD - FFA  
 Regional FFA PD  
 CATA Regional Professional Development  
 CATA PD National FFA Meeting  
 ACTE And NAAE Teacher Conference  
 Health Care Job Shadowing

We have also supported our staff to look at other grading practices by supporting their learning with Equity Based Grading Practices opportunities from SCOE as well as OTUS (online equitable grading platform). Teachers have attended and changed their grading practices to support student academic growth. The two opportunities are:

Equity Based Grading PD  
 Equity Based Grading - OTUS Training

Below are a few more trainings that we supported our staff with:

ESN Curriculum Planning  
 Pro Act Training  
 CNC Table Training

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2		2