

**Elsie Allen High**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

**Address:** 599 Bellevue Ave.  
Santa Rosa, CA , 95407-7713

**Principal:** Gabriel Albavera, Principal

**Phone:** (707) 890-3810

**Grade Span:** 9-12

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, 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 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.

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## About This School

### Gabriel Albavera, Principal

Principal, Elsie Allen High

### About Our School

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Elsie Allen High School was founded in 1994 and was named after Pomo basket weaver and educator Elsie Allen who was a Native American Pomo basket weaver from the Cloverdale Rancheria of Pomo Indians of Northern California.

Elsie Allen High School is nestled on 22 acres in the Southwest area of Santa Rosa California. We are a comprehensive high school serving students in grades 9–12. It has a strong academic core curriculum and is home to award winning Arts, Career Technical Education and Special Education programs. Elsie Allen High school also has a strong Restorative Justice program where students learn about Restorative practices as well as an active AVID (Advance Via Individual Determination) program that prepares students for post high school education for 1st generation college students.

The school community focuses on relationships, rigor and relevance in all of its course offerings and we will continue to offer a broad range of electives and courses which fulfill the college preparatory experience

### Contact

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Elsie Allen High  
599 Bellevue Ave.  
Santa Rosa, CA 95407-7713

Phone: [\(707\) 890-3810](tel:(707)890-3810)  
Email: [galbavera@srcs.k12.ca.us](mailto:galbavera@srcs.k12.ca.us)

## Contact Information (School Year 2021–2022)

### District Contact Information (School Year 2021–2022)

<b>District Name</b>	Santa Rosa High
<b>Phone Number</b>	(707) 890-3800
<b>Superintendent</b>	Trunnell, Anna
<b>Email Address</b>	<a href="mailto:atrunnell@srcs.k12.ca.us">atrunnell@srcs.k12.ca.us</a>
<b>Website</b>	<a href="http://www.srcschools.org">www.srcschools.org</a>

### School Contact Information (School Year 2021–2022)

<b>School Name</b>	Elsie Allen High
<b>Street</b>	599 Bellevue Ave.
<b>City, State, Zip</b>	Santa Rosa, CA , 95407-7713
<b>Phone Number</b>	(707) 890-3810
<b>Principal</b>	Gabriel Albavera, Principal
<b>Email Address</b>	<a href="mailto:galbavera@srcs.k12.ca.us">galbavera@srcs.k12.ca.us</a>
<b>Website</b>	<a href="https://eahs-santarosa-ca.schoolloop.com/">https://eahs-santarosa-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	49709204930160

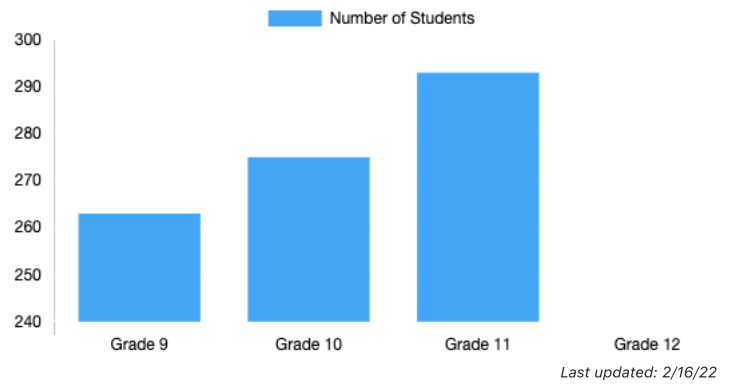
## School Description and Mission Statement (School Year 2021—2022)

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 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. A 2.7-million-dollar grant was awarded to the Agriculture Department to completely modernize the facility to include an agricultural mechanics shop, a brand new agriculture science lab, classrooms, and a new computer lab. Through community donations and support, a school farm was erected in 2015 with facilities for raising chickens, goats, and pigs. An Art Start mural commemorating notable Latinos in Sonoma County resides in our Library. The \$3.5-million-dollar athletic stadium, Elmer Brown Field, with artificial turf and all-weather track, is home to our winning Lobo football, soccer and rugby teams. A state of the art Performing Arts Center houses our ground-breaking music, theatre, and dance programs. Chromebooks, Interactive SMART board technology and enhanced audio capabilities throughout the campus ensure student engagement. Fifty flags adorn our lobby, welcoming our community, and demonstrating honor and respect for our students' varied nationalities.

*Last updated: 2/16/22*

### Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Grade 9	263
Grade 10	275
Grade 11	293
Grade 12	240
Total Enrollment	1071



### Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	47.30%
Male	52.60%
Non-Binary	0.10%
American Indian or Alaska Native	0.80%
Asian	4.70%
Black or African American	0.90%
Filipino	0.90%
Hispanic or Latino	82.50%
Native Hawaiian or Pacific Islander	0.90%
Two or More Races	0.90%
White	8.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	30.90%
Foster Youth	0.90%
Homeless	1.30%
Migrant	4.20%
Socioeconomically Disadvantaged	70.20%
Students with Disabilities	21.60%

## **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

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

*Last updated:*

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	"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 50 Essays: A Portable Anthology, 3rd Ed.; 50 Essays: A Portable Anthology, 3rd Ed.; S. Cohen 2011; 2011,"	Yes	0%
Mathematics	"Precalculus with Limits 7E: Cengage 2016, Larson, Integrated Math 1: CPM 2015, Dietker, Board Approved 1/24/2018 Integrated Math 2: Cengage 2016, Larson, Board Approved 1/24/2018 Integrated Math 3: Cengage 2016, Larson, Board Approved 1/24/2018 Statistical Reasoning in Sports 9781319304843 The Practice of Statistics: W. H. Freeman 2014, Starnes Calculus of a Single Variable, 11th Ed.: Cengage 2017, Larson"	Yes	0%
Science	"Living Earth (Biology)Savaas Miller & Levine Biology 9781418283087 Earth Science McGraw Hill INSPIRE SCIENCE EARTH 978-0-07-692895-8 Chemistry McGraw Hill INSPIRE SCIENCE CHEMISTRY CALIFORNIA STUDENT EDITION 978-0-07-674695-8 Physics: Principals & Problems: Glencoe McGraw-Hill 2008, Zitzwitz Cengage Exploring Environmental Science for AP® Updated, 1st Student Edition Miller/Spoolman 1st Edition9780357492888"	Yes	0%
History-Social Science	"Pearson, World History and the modern world. 9780328986903 Pearson United States History: The Twentieth Century (California Edition) 9780328986910 Pearson Magruder's Amer Govt. 9780328987115 Pearson-Economic Prins in action. 9780328987023 BFW-A History of Western Society 9781319035983 Cengage The American Pageant 9781337692090 Cengage American Gov't: Institutions and policies 9781337613507 McGrawHill-Economics McConnel, Brue, and Flynn 9780079001573 BFW-Thinking about psychology 9781464186547"	Yes	0%
Foreign Language	"Allez Viens! 1, 2, 3; Holt, Rinehart & Winston; 2006 Paso a Paso 1, 2, 3; Prentice Hall; 2000 Sendas Literarias 1; Heinle & Heinle; 1995 Nuevas Vistas Uno, Dos; Hot, Rinehart & Winston; 2003 Ven Conmigo Nuevas Vistas 1"		0%
Health	Health: Making Life Choices; Glencoe; 2000	Yes	0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/16/22

## 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 on 12/31/2021 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.

Last updated: 2/16/22

## School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
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Last updated: 2/16/22

## 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).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

    - Aligned with CA CCSS for ELA and mathematics;
    - Available to students in grades 3 through 8, and grade 11; and
    - Uniformly administered across a grade, grade span, school, or district to all eligible students.
  - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;
    - Other assessments meeting the SBE criteria; or
    - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
  - **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.

**Local Assessment Test Results in ELA by Student Group**  
**Assessment Name(s): Inspect Broad Coverage - ELA**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	306	53	17.3	82.7	0
Female	122	27	22.1	77.9	0
Male	137	19	13.9	86.1	0
American Indian or Alaska Native	6	2	33.3	66.7	0
Asian	16	4	25	75	0
Black or African American	1	0	0	100	0
Filipino	2	1	50	50	0
Hispanic or Latino	204	35	17.2	82.8	0
Native Hawaiian or Pacific Islander	5	0	0	100	0
Two or More Races	7	01	14.3	85.7	0
White	18	3	16.7	83.3	0
English Learners	69	1	1.4	98.6	0
Foster Youth	2	0	0	100	0
Homeless	9		1	11.1	88.9
Military	0	0	0	0	0
Socioeconomically Disadvantaged	124	22	17.7	82.3	0
Students Receiving Migrant Education Services	8	0	0	0	0
Students with Disabilities	65	1	1.5	98.5	0

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 3/3/22

**Local Assessment Test Results in Mathematics by Student Group**  
**Assessment Name(s): Inspect Broad Coverage - Math**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	306	109	35.6	64.4	1.8
Female	122	51	41.8	58.2	2.0
Male	137	40	29.2	70.8	2.5
American Indian or Alaska Native	6	2	33.3	66.7	0.0
Asian	16	7	43.8	56.3	14.3
Black or African American	1	0	0	100	0
Filipino	2	2	100	0	0
Hispanic or Latino	204	77	37.7	62.3	1.3
Native Hawaiian or Pacific Islander	5	2	40	60	0
Two or More Races	7	0	0	100	0
White	18	1	5.6	94.4	0
English Learners	69	13	18.8	81.2	0
Foster Youth	2	1	50	50	0
Homeless	9	0	0	100	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	124	44	35.5	64.5	2.3
Students Receiving Migrant Education Services	8	2	25	75	0
Students with Disabilities	65	14	24.5	78.5	7.1

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 3/3/22

## **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

## 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2021-2022)

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. Parenting workshops such as College Night and Financial Aid Night are offered through our College and Career Center and by coordinating efforts with outside agencies, such as Migrant Education, 10,000 Degrees, Santa Rosa Junior College, and Sonoma State University.

As an example:

The Interact Club, sponsored by Santa Rosa Sunshine Rotary, has been voted best Interact Club in past years. Many students have participated in the SSU Summer Search Program, embarking on adventures in Asia, South America and North America.

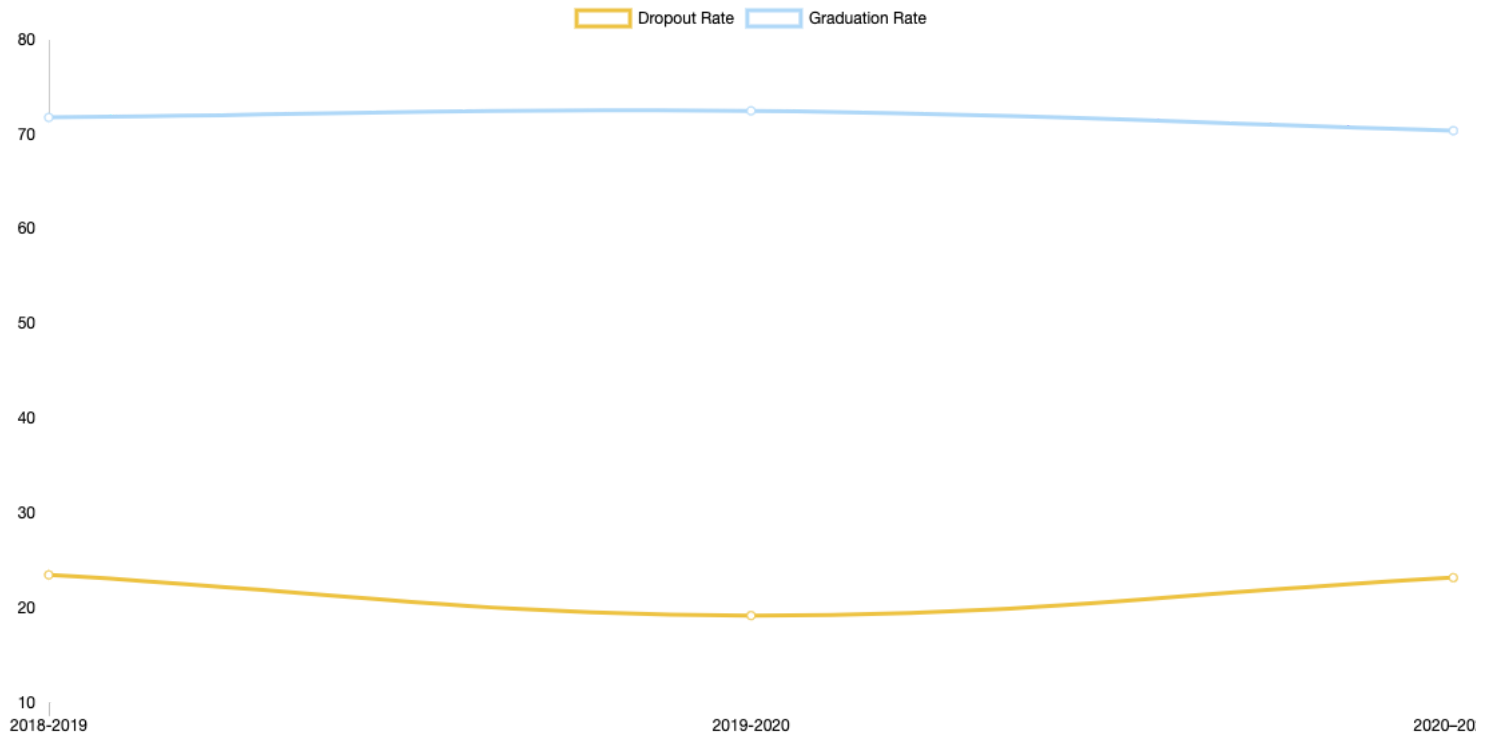
## State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	23.50%	19.20%	23.20%	12.20%	9.90%	14.00%	9.00%	8.90%	9.40%
Graduation Rate	71.80%	72.50%	70.40%	81.40%	84.30%	80.40%	84.50%	84.20%	83.60%



**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2020—2021)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	233	164	70.4
Female	108	81	75.0
Male	125	83	66.4
Non-Binary	0	0	0.0
American Indian or Alaska Native	15	12	66.4
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	183	131	71.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	21	11	52.4
English Learners	73	43	58.9
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	186	131	70.4
Students Receiving Migrant Education Services	16	8	50.0
Students with Disabilities	56	32	57.1

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>.

*Last updated:*

**Chronic Absenteeism by Student Group  
(School Year 2020—2021)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	1152	1109	587	52.9
Female	541	524	264	50.4
Male	610	584	323	55.3
American Indian or Alaska Native	51	51	21	55.3
Asian	13	12	6	50.0
Black or African American	11	11	7	63.6
Filipino	10	10	2	20.0
Hispanic or Latino	943	911	491	53.9
Native Hawaiian or Pacific Islander	11	10	5	50.0
Two or More Races	14	13	6	46.2
White	99	91	49	53.8
English Learners	369	350	212	60.6
Foster Youth	15	14	9	64.3
Homeless	21	19	13	68.4
Socioeconomically Disadvantaged	839	815	444	54.5
Students Receiving Migrant Education Services	51	47	37	78.7
Students with Disabilities	251	246	127	51.6

*Last updated:*

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	9.32%	0.09%	7.15%	0.08%	3.47%	0.20%
Expulsions	0.08%	0.00%	0.07%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

### Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	6.31%	6.03%	2.45%
Expulsions	0.08%	0.11%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 3/14/22

**Suspensions and Expulsions by Student Group  
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.09	0
Female	0.18	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.11	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.12	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.4	0

*Last updated:*

**School Safety Plan (School Year 2021-2022)**

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.

*Last updated: 2/16/22*

## D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.50
Psychologist	1.50
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0.00
Other	0.00

*Last updated: 12/31/99*

\* 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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8429.25	\$7899.96	\$529.29	\$81576.08
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

*Last updated: 3/15/22*

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

**Types of Services Funded (Fiscal Year 2020–2021)**

The Elsie Allen High School Foundation, comprised of local business owners and professionals has engaged the greater community to raise over \$600,000 for scholarships, mentoring, and student services. They have provided over 300 college tours and multiple career internships for students. All educational programs assist students to become college and career ready and are supported by our Elsie Allen High School Foundation.

First, the award-winning University Center @ Elsie Allen High School guarantees admission to Sonoma State University and offers an annual savings of over \$12,000 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 over \$12,000 in college tuition.

One hundred percent of University Center students were accepted to 4 year colleges.

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.

The first cohort of Compact for Success students will graduate Spring, 2017. The Finley Endowment Scholarships, through the EAHS Foundation, are earmarked for Compact for Success students.

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. One hundred percent of EAHS AVID graduates complete A-G entrance coursework and take the SAT/ACT.

We offer numerous Advanced Placement and Honors classes in every curricular area, various electives, and career pathways including our award-winning Agriculture, Public Safety, 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.

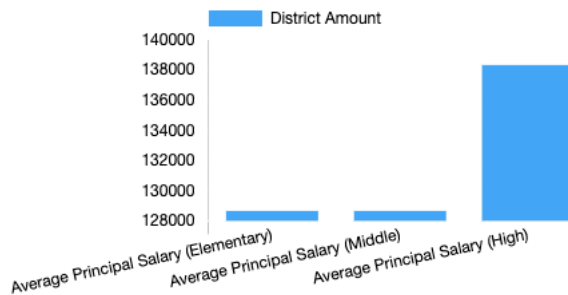
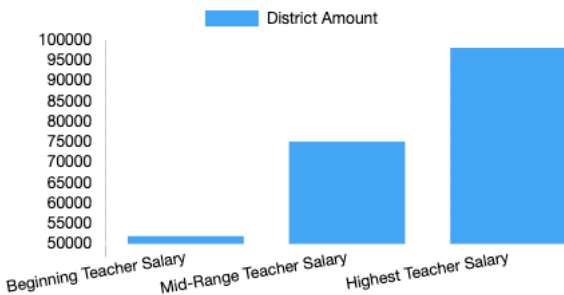
The Metropolitan Opera in New York City offers our music students the opportunity to experience live opera performed simultaneously at the Metropolitan Opera House and at a local movie theater. Our incomparable Drumline performs regularly for visiting dignitaries at business and community events.

*Last updated: 3/14/22*

**Teacher and Administrative Salaries (Fiscal Year 2019–2020)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51895.00	--
Mid-Range Teacher Salary	\$75057.00	--
Highest Teacher Salary	\$98021.00	--
Average Principal Salary (Elementary)	\$118974.00	--
Average Principal Salary (Middle)	\$128663.00	--
Average Principal Salary (High)	\$138329.00	--
Superintendent Salary	\$235000.00	--
Percent of Budget for Teacher Salaries	38.47%	--
Percent of Budget for Administrative Salaries	4.92%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



*Last updated:*

**Professional Development**

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	2	8	

## **Addendum**

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level Local Assessment Test Results in ELA by Student Group**  
**Assessment Name/s: Inspect Broad Coverage - ELA**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
LEAwide	4876	2690	55.2	44.8	12.1
Female	2322	1346	58	42	11.9
Male	2494	1332	53.4	56.6	12.2
American Indian or Alaska Native	34	13	38.2	61.8	7.7
Asian	246	169	68.7	31.3	28.4
Black or African American	105	58	55.2	44.8	10.3
Filipino	46	36	78.3	21.7	13.9
Hispanic or Latino	2484	1212	48.8	51.2	4.4
Native Hawaiian or Pacific Islander	35	12	34.3	65.7	0
Two or More Races	308	178	57.8	42.2	23
White	1562	1002	64.1	35.9	17
English Learners	542	199	36.7	63.3	0
Foster Youth	35	13	37.1	62.9	0
Homeless	38	12	31.6	68.4	0
Military	88	52	59.1	40.9	0
Socioeconomically Disadvantaged	1826	895	49.0	51.0	4.7
Students Receiving Migrant Education Services	66	22	33.3	66.7	9.1
Students with Disabilities	687	268	39.0	61.0	2.2

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 3/25/22

**LEA-Level Assessment Test Results in Mathematics by Student Group**  
**Assessment Name/s: Inspect Broad Coverage - Math**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
LEAwide	4876	2694	55.3	44.7	10.3
Female	2322	1337	57.6	42.4	9.4
Male	2494	1335	53.5	46.5	11.2
American Indian or Alaska Native	34	10	29.4	70.6	10.0
Asian	246	173	70.3	29.7	34.7
Black or African American	105	63	60.0	40	6.3
Filipino	46	38	82.6	17.4	26.3
Hispanic or Latino	2484	1257	50.6	49.4	3.3
Native Hawaiian or Pacific Islander	35	14	40	60	0
Two or More Races	308	181	58.8	41.2	14.4
White	1562	938	60.1	39.9	14.3
English Learners	542	236	43.5	56.5	0.4
Foster Youth	35	14	40.0	60	0
Homeless	38	11	28.9	71.1	0.0
Military	88	56	63.6	36.4	0
Socioeconomically Disadvantaged	1826	932	51.0	49.0	3.5
Students Receiving Migrant Education Services	66	23	34.8	65.2	4.3
Students with Disabilities	687	301	43.8	56.2	2.3

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 3/25/22