

Elsie Allen High School
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

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

Principal: Gabriel Albavera

Phone: 707-890-3810

Grade Span:

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 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.

About This School

Gabriel Albavera

Principal, Elsie Allen High School

About Our School



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

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

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

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Santa Rosa High
Phone Number	707-890-3800
Superintendent	Trunnell, Anna
Email Address	atrunnell@srcs.k12.ca.us
Website	https://eahs-santarosa-ca.schoolloop.com

School Contact Information (School Year 2022–23)

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

School Description and Mission Statement (School Year 2022–23)

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.

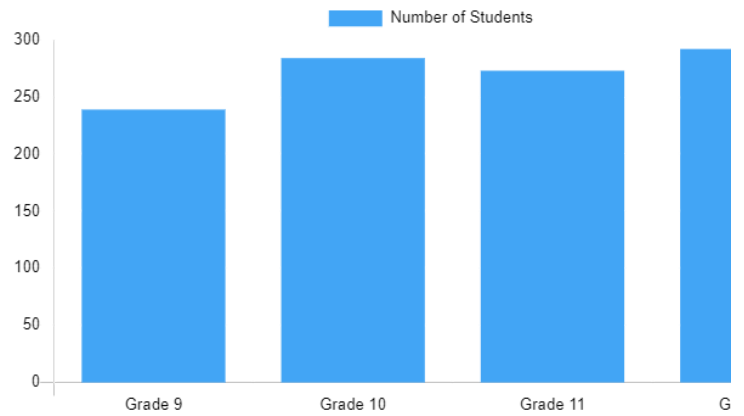
An Art Start mural commemorating notable Latinos in Sonoma County resides in our Library. The \$3.5-million-dollar athletic stadium, Elmer Brown Field, with artificial turf and all-weather track, is home to our winning Lobo football, soccer and rugby teams. A state of the art Performing Arts Center houses 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: 2/1/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 9	239
Grade 10	284
Grade 11	273
Grade 12	292
Total Enrollment	1088



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/31/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	47.40%
Male	52.50%
Non-Binary	0.10%
American Indian or Alaska Native	0.90%
Asian	4.20%
Black or African American	0.60%
Filipino	0.80%
Hispanic or Latino	83.80%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	1.30%
White	7.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	31.60%
Foster Youth	1.00%
Homeless	1.60%
Migrant	2.10%
Socioeconomically Disadvantaged	53.10%
Students with Disabilities	21.30%

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.80	75.48	391.70	79.66	228366.10	83.12
Intern Credential Holders Properly Assigned	1.10	2.37	12.30	2.51	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	3.05	21.60	4.41	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	1.20	15.20	3.09	12115.80	4.41
Unknown	8.90	17.85	50.80	10.33	18854.30	6.86
Total Teaching Positions	50.10	100.00	491.80	100.00	274759.10	100.00

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.

Last updated: 2/2/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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.

Last updated: 2/2/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	1.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.50	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.10	
Local Assignment Options	0.40	
Total Out-of-Field Teachers	0.60	

Last updated: 1/11/23

Class Assignments

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.40	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: December 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 Magruders 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 CoVistas 1nmigo Nuevas?	Yes	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: 1/31/23

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 12/30/2022 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: 2/1/23

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: December 2022

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

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/31/23

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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	27%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	9%	N/A	25%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated 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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Last updated: 2/1/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	267	178	66.67	33.33	27.43
Female	125	84	67.20	32.80	30.49
Male	142	94	66.20	33.80	24.73
American Indian or Alaska Native	--	--	--	--	--
Asian	12	10	83.33	16.67	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	216	140	64.81	35.19	22.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	20	71.43	28.57	50.00
English Learners	95	50	52.63	47.37	8.00
Foster Youth	--	--	--	--	--
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	150	98	65.33	34.67	26.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	38	71.70	28.30	21.05

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the 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: 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.

Last updated: 1/31/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	266	175	65.79	34.21	9.20
Female	124	84	67.74	32.26	10.84
Male	142	91	64.08	35.92	7.69
American Indian or Alaska Native	--	--	--	--	--
Asian	12	11	91.67	8.33	27.27
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	215	136	63.26	36.74	6.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	21	75.00	25.00	19.05
English Learners	95	48	50.53	49.47	4.17
Foster Youth	--	--	--	--	--
Homeless				--	
Military	--	--	--	--	--
Socioeconomically Disadvantaged	149	95	63.76	36.24	7.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	52	38	73.08	26.92	5.26

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the 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: 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.

Last updated: 1/31/23

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	NT	8.73	--		28.72	29.47

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

Last updated: 1/31/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	513	355	69.20	30.80	8.73
Female	244	171	70.08	29.92	7.60
Male	269	184	68.40	31.60	9.78
American Indian or Alaska Native	--	--	--	--	--
Asian	28	23	82.14	17.86	4.35
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	417	288	69.06	30.94	7.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	41	29	70.73	29.27	20.69
English Learners	151	96	63.58	36.42	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	272	180	66.18	33.82	8.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	97	73	75.26	24.74	4.11

Note: Double dashes (--) appear in the 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.

Last updated: 1/31/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.06%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	1.18%

Last updated: 2/1/23

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

California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	78.70%	66.10%	53.50%	61.80%	70.10%
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

Last updated: 1/31/23

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

Opportunities for Parental Involvement (School Year 2022–23)

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.

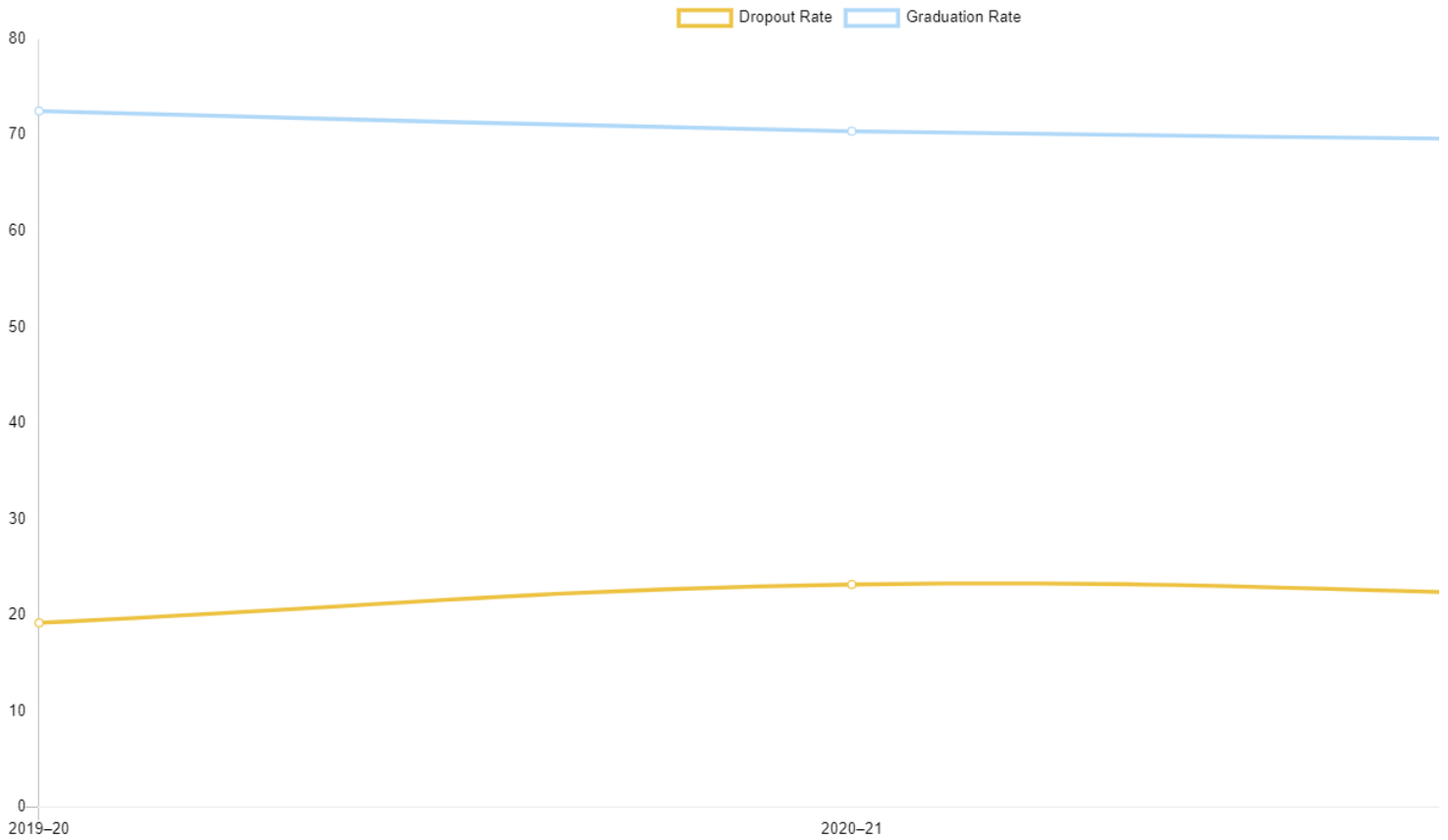
State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	19.2%	23.2%	21.9%	9.9%	14.0%	11.5%	8.9%	9.4%	7.8%
Graduation Rate	72.5%	70.4%	69.4%	84.3%	80.4%	84.2%	84.2%	83.6%	87.0%



Last updated: 2/1/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	288	200	69.4
Female	138	102	73.9
Male	150	98	65.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	18	15	83.3
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	234	163	69.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	17	10	58.8
English Learners	93	54	58.1
Foster Youth	--	--	--
Homeless	12	2	16.7
Socioeconomically Disadvantaged	251	178	70.9
Students Receiving Migrant Education Services	16	7	43.8
Students with Disabilities	69	38	55.1

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: 1/31/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1232	1158	653	56.4
Female	582	550	327	59.5
Male	649	607	326	53.7
American Indian or Alaska Native	15	12	8	66.7
Asian	47	47	19	40.4
Black or African American	12	9	8	88.9
Filipino	11	10	4	40.0
Hispanic or Latino	1015	965	548	56.8
Native Hawaiian or Pacific Islander	8	7	4	57.1
Two or More Races	18	17	11	64.7
White	100	85	48	56.5
English Learners	408	388	238	61.3
Foster Youth	14	12	8	66.7
Homeless	18	17	15	88.2
Socioeconomically Disadvantaged	736	687	409	59.5
Students Receiving Migrant Education Services	30	26	17	65.4
Students with Disabilities	272	256	167	65.2

Last updated: 2/1/23

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 for School Year 2019–20 Only

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

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	6.31%	6.03%	2.45%
Expulsions	0.08%	0.11%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.09%	7.55%	0.08%	6.40%	0.20%	3.17%
Expulsions	0.00%	0.24%	0.00%	0.05%	0.00%	0.07%

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.

Last updated: 1/31/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.55	0.24
Female	4.98	0.00
Male	9.86	0.46
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	16.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.88	0.30
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.56	0.00
White	9.00	0.00
English Learners	10.05	0.25
Foster Youth	7.14	0.00
Homeless	5.56	0.00
Socioeconomically Disadvantaged	8.02	0.41
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.87	0.74

Last updated: 2/1/23

School Safety Plan (School Year 2022–23)

?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: 2/1/23

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	43	24	7
Mathematics	23.00	18	17	8
Science	24.00	10	13	6
Social Science	23.00	16	16	8

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	39	13	17
Mathematics	24.00	21	9	13
Science	22.00	13	8	12
Social Science	21.00	17	16	7

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	16.00	52	26	6
Mathematics	22.00	26	8	16
Science	19.00	23	11	4
Social Science	19.00	26	14	12

* Number of classes indicates how many classrooms 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.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	272.00

* 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.

Last updated: 2/2/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.40
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.00

* 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.

Last updated: 2/2/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14886.00	\$5193.00	\$9693.00	\$100334.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/2/23

Types of Services Funded (Fiscal Year 2021–22)

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.

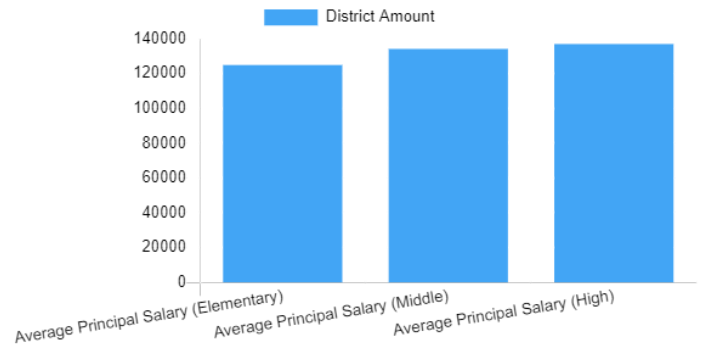
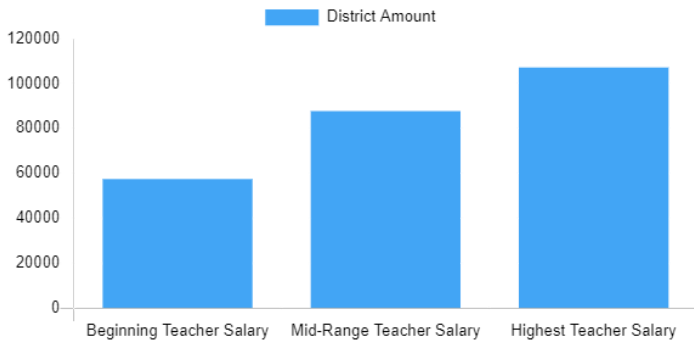
The Metropolitan Opera in New York City offers our music students the opportunity to experience live opera performed simultaneously at the Metropolitan Opera House and at a local movie theater. Our incomparable Drumline performs regularly for visiting dignitaries at business and community events.

Last updated: 2/2/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57477.00	--
Mid-Range Teacher Salary	\$87798.00	--
Highest Teacher Salary	\$107235.00	--
Average Principal Salary (Elementary)	\$124961.00	--
Average Principal Salary (Middle)	\$134218.00	--
Average Principal Salary (High)	\$137042.00	--
Superintendent Salary	\$235000.00	--
Percent of Budget for Teacher Salaries	33.21%	--
Percent of Budget for Administrative Salaries	3.63%	--

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



Last updated: 2/2/23

Advanced Placement (AP) Courses (School Year 2021–22)**Percent of Students in AP Courses**

Subject	Number of AP Courses Offered*
Computer Science	0
English	4
Fine and Performing Arts	2
Foreign Language	1
Mathematics	2
Science	1
Social Science	2
Total AP Courses Offered*	12.00%

* Where there are student course enrollments of at least one student.

Last updated: 2/2/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement			

Last updated: 2/1/23