

Elsie Allen High
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

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

Principal: Gabriel Albavera,
Principal

Phone: (707) 890-3810

Grade 9-12
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

📍 Principal, Elsie Allen High

About Our School



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null

Contact

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

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Santa Rosa High
Phone Number	(707) 890-3800
Superintendent	Trunnell, Anna
Email Address	atrunnell@srcs.k12.ca.us
Website	www.srcschools.org

School Contact Information (School Year 2023–24)

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

Last updated: 1/31/24

School Description and Mission Statement (School Year 2023–24)

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

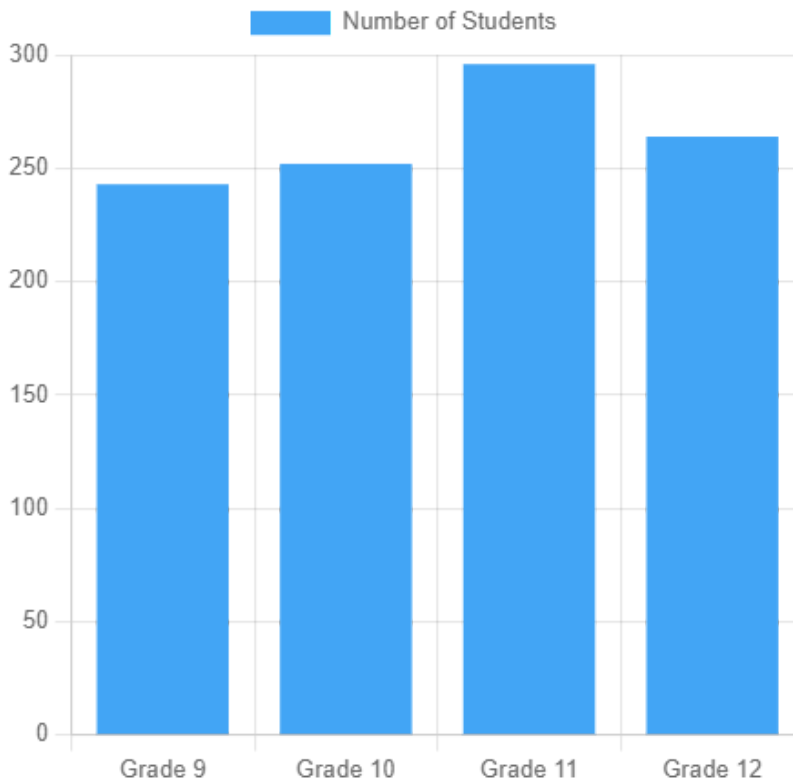
the university level.

This past year Elsie Allen High School became the first Dual Language High School in Sonoma County. The Dual Language program offers Spanish speaking and English speaking students an exciting, enriching and challenging educational opportunity. All students will learn to read, write, and communicate effectively in Spanish and English while achieving high levels of academic success. Students will have the bilingual skills and cross-cultural competencies needed to succeed in our multicultural society and global economy. These are priceless gifts that will serve all of our students for a life-time.

Last updated: 1/31/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	243
Grade 10	252
Grade 11	296
Grade 12	264
Total Enrollment	1055



Last updated: 1/31/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	48.00%
Male	51.80%
Non-Binary	0.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	32.80%
Foster Youth	0.90%
Homeless	1.70%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.90%
Asian	3.20%
Black or African American	1.10%
Filipino	0.80%
Hispanic or Latino	84.80%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	1.30%
White	6.80%

Student Group (Other)	Percent of Total Enrollment
Migrant	3.90%
Socioeconomically Disadvantaged	60.80%
Students with Disabilities	19.70%

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/Incomplete/NA	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: 1/31/24

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)	36.60	73.25%	359.50	78.28%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.50	1.06%	5.60	1.23%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	2.72%	14.60	3.19%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.90	5.90%	26.80	5.84%	11953.10	4.28%
Unknown/Incomplete/NA	8.50	17.02%	52.60	11.46%	15831.90	5.67%
Total Teaching Positions	49.90	100.00%	459.20	100.00%	279044.80	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: 1/31/24

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

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	0.20
Misassignments	1.50	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.50	1.30

Last updated: 11/2/23

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	1.10
Local Assignment Options	0.40	1.70
Total Out-of-Field Teachers	0.60	2.90

Last updated: 11/2/23

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%	6%
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%	4.2%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: Not Available

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	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	The Practice of Statistics: W. H. Freeman 2014, Starnes Calculus of a Single Variable, 11th Ed.: Cengage 2017, Larson		
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		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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		
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 1n amigo Nuevas	Yes	0
Health	Health: Making Life Choices; Glencoe; 2000	Yes	0
Visual and Performing Arts	N/A		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/31/24

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 12/31/23 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 insolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Last updated: 1/31/24

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 2024

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: January 2024

Overall Rating	Good
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Last updated: 1/31/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	27%	31%	41%	38%	47%	46%
Mathematics (grades 3-8 and 11)	9%	7%	25%	24%	33%	34%

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.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/31/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	271	202	74.54%	25.46%	31.34%
Female	136	100	73.53%	26.47%	42.00%
Male	134	102	76.12%	23.88%	20.79%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	237	173	73.00%	27.00%	31.98%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	12	85.71%	14.29%	33.33%
English Learners	95	62	65.26%	34.74%	1.61%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	166	123	74.10%	25.90%	30.89%
Students Receiving Migrant Education Services	14	9	64.29%	35.71%	--
Students with Disabilities	57	44	77.19%	22.81%	9.09%

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 CAA divided by the total number of students who participated in both assessments.

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.

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: 1/31/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	271	196	72.32%	27.68%	7.18%
Female	136	101	74.26%	25.74%	5.94%
Male	134	95	70.90%	29.10%	8.51%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	237	165	69.62%	30.38%	6.10%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	12	85.71%	14.29%	16.67%
English Learners	95	62	65.26%	34.74%	1.61%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	166	117	70.48%	29.52%	6.84%
Students Receiving Migrant Education Services	14	6	42.86%	57.14%	--
Students with Disabilities	57	44	77.19%	22.81%	4.55%

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 CAA divided by the total number of students who participated in both assessments.

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.

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: 1/31/24

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 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	8.73%	10.42%	26.52%	24.05%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.

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.

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: 1/31/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	502	393	78.29%	21.71%	11.03%
Female	242	187	77.27%	22.73%	10.87%
Male	259	206	79.54%	20.46%	11.17%
American Indian or Alaska Native	--	--	--	--	--
Asian	19	18	94.74%	5.26%	11.11%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	423	325	76.83%	23.17%	10.25%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	31	81.58%	18.42%	19.35%
English Learners	166	117	70.48%	29.52%	0.86%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	295	224	75.93%	24.07%	9.91%
Students Receiving Migrant Education Services	21	16	76.19%	23.81%	0.00%
Students with Disabilities	95	75	78.95%	21.05%	9.46%

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.

Last updated: 1/31/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	379
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/31/24***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.43%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	22.77%

Last updated: 1/31/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
9	73.72%	67.92%	73.38%	69.97%	73.04%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

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.

Last updated: 1/31/24

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 2023–24)

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

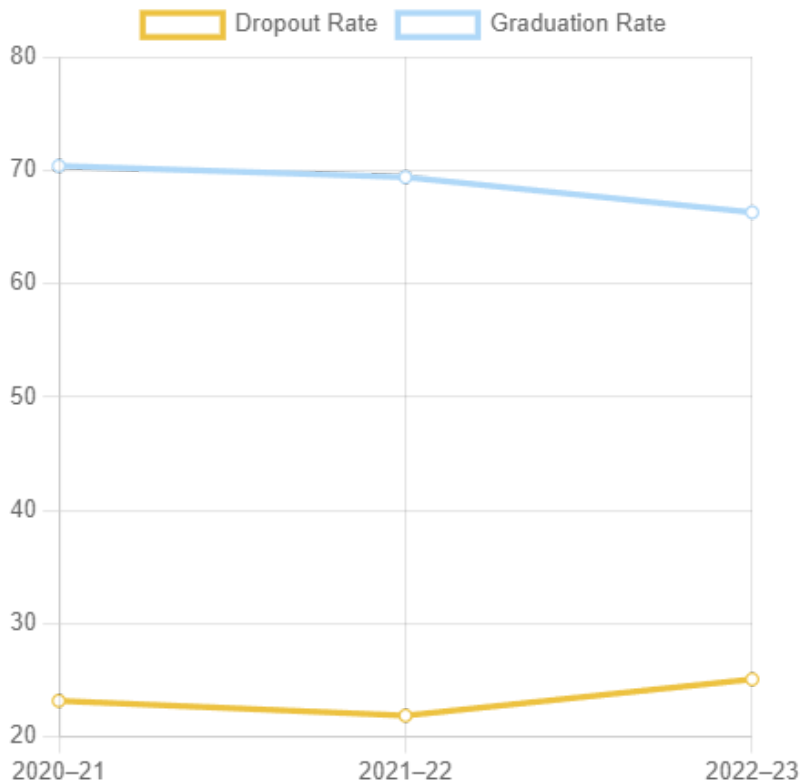
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	23.2%	21.9%	25.1%	14.0%	11.5%	12.5%	9.4%	7.8%	8.2%
Graduation Rate	70.4%	69.4%	66.3%	80.4%	84.2%	82.6%	83.6%	87.0%	86.2%

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



Last updated: 1/31/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	255	169	66.3%
Female	116	83	71.6%
Male	139	86	61.9%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0%
Asian	11	10	90.9%
Black or African American	0	0	0%
Filipino	0	0	0%
Hispanic or Latino	208	132	63.5%
Native Hawaiian or Pacific Islander	0	0	0%
Two or More Races	0	0	0%
White	27	21	77.8%
English Learners	95	44	46.3%
Foster Youth	0	0	0%
Homeless	14	7	50.0%
Socioeconomically Disadvantaged	215	145	67.4%
Students Receiving Migrant Education Services	15	5	33.3%
Students with Disabilities	50	24	48.0%

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 student population is ten or fewer.

Last updated: 1/31/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1230	1153	614	53.3%
Female	586	546	319	58.4%
Male	643	606	295	48.7%
Non-Binary	1	1	0	0.0%
American Indian or Alaska Native	9	9	9	100.0%
Asian	36	34	10	29.4%
Black or African American	17	14	8	57.1%
Filipino	8	8	4	50.0%
Hispanic or Latino	1033	974	530	54.4%
Native Hawaiian or Pacific Islander	9	9	4	44.4%
Two or More Races	21	18	6	33.3%
White	93	83	43	51.8%
English Learners	425	394	226	57.4%
Foster Youth	17	12	10	83.3%
Homeless	34	30	22	73.3%
Socioeconomically Disadvantaged	797	743	425	57.2%
Students Receiving Migrant Education Services	51	47	21	44.7%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	252	236	142	60.2%

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.

Last updated: 1/31/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.09%	7.55%	14.07%	0.08%	6.40%	10.12%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.24%	0.33%	0.00%	0.05%	0.21%	0.00%	0.07%	0.08%

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.

Last updated: 1/31/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.07%	0.33%
Female	11.60%	0.17%
Male	16.33%	0.47%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	11.11%	0.00%
Black or African American	23.53%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	13.46%	0.29%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	14.29%	0.00%
White	17.20%	1.08%
English Learners	15.29%	0.00%
Foster Youth	29.41%	0.00%
Homeless	26.47%	0.00%
Socioeconomically Disadvantaged	14.93%	0.25%
Students Receiving Migrant Education Services	7.84%	1.96%
Students with Disabilities	18.65%	0.00%

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

Last updated: 1/31/24

School Safety Plan (School Year 2023–24)

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: 1/31/24

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 2020–21) (HIGH SCHOOL)

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) (HIGH SCHOOL)

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	44	18	11
Mathematics	25.00	20	18	9
Science	20.00	15	21	0
Social Science	21.00	23	9	17

* 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.

Last updated: 1/31/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	251.19

* 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: 1/31/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.20
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	1.50
Social Worker	
Nurse	1.00

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	2.00
Other	0.30

* 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: 1/31/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16851.00	\$5536.00	\$11315.00	\$102173.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/24

Types of Services Funded (Fiscal Year 2022–23)

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 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 \$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 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 graduated in the Spring of 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.

Our incomparable Drumline performs regularly for visiting dignitaries and at business and community events.

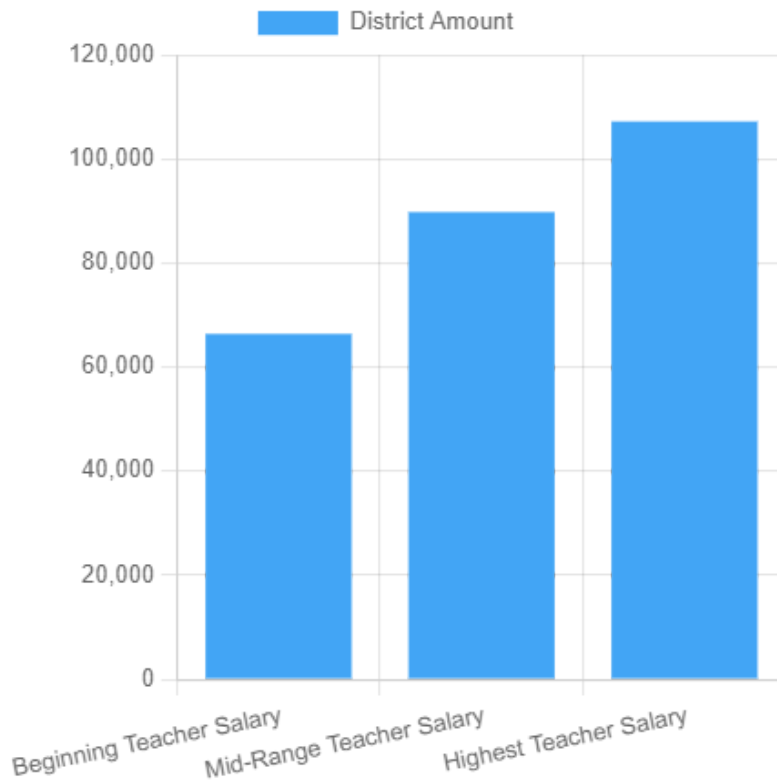
Last updated: 1/31/24

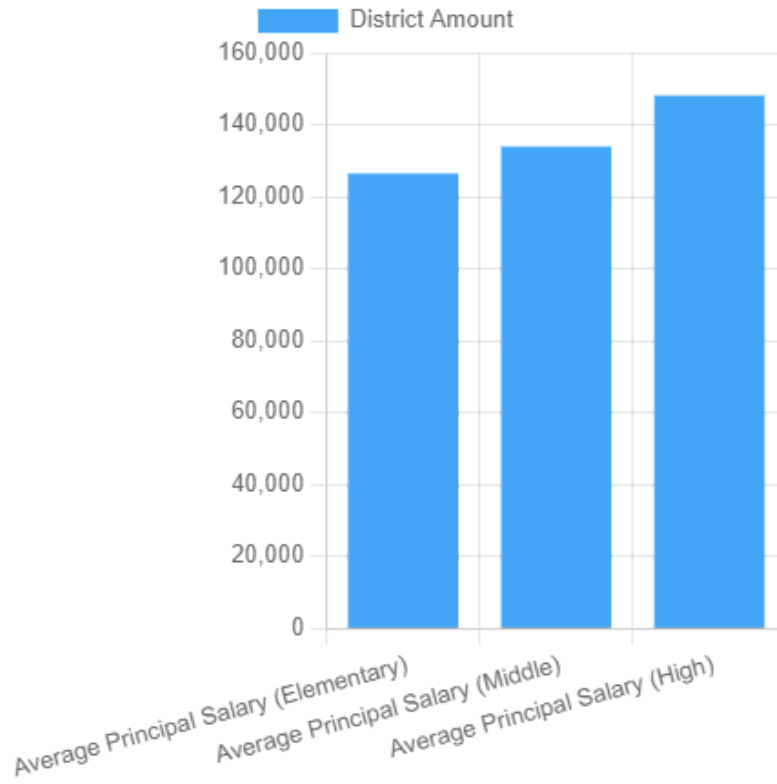
Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$66412.00	\$0.00
Mid-Range Teacher Salary	\$89824.00	\$0.00
Highest Teacher Salary	\$107235.00	\$0.00
Average Principal Salary (Elementary)	\$126503.00	\$0.00
Average Principal Salary	\$134014.00	\$0.00

Category	District Amount	State Average For Districts In Same Category
(Middle)		
Average Principal Salary (High)	\$148194.00	\$0.00
Superintendent Salary	\$250275.00	\$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

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





Last updated: 1/31/24

Advanced Placement (AP) Courses (School Year 2022–23)**Percent of Students in AP Courses** 8.5 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	1
Science	2
Social Science	2
Total AP Courses Offered*	9

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

*Last updated: 1/31/24***Professional Development**

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Last updated: 1/31/24