

Elsie Allen High

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2024-25 School Contact Information

School Name	Elsie Allen High
Street	599 Bellevue Avenue
City, State, Zip	Santa Rosa, CA 95407
Phone Number	(707) 890-3810
Principal	Gabriel Albavera
Email Address	galbavera@srcs.k12.ca.us
School Website	https://eahs.srcschools.org
Grade Span	9-12
County-District-School (CDS) Code	49709204930160

2024-25 District Contact Information

District Name	Santa Rosa High
Phone Number	(707) 890-3800
Superintendent	Dr. Daisy Morales
Email Address	dmorales@srcs.k12.ca.us
District Website	www.srcschools.org

2024-25 School Description and Mission Statement

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

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

Unique to Santa Rosa City Schools, the California Golden Bell Award winning University Center at Elsie Allen High School provides intensive preparatory and college education. Student participants accelerate their learning and begin taking

2024-25 School Description and Mission Statement

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.

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

GRADUATE PROFILE

When I graduate,

I will be motivated to connect to my purpose to overcome obstacles and reach my goals

I will be able to navigate educational and job opportunities so that I feel empowered to reach my goals

I will be open-minded so that I can embrace global ideas and experiences in the community and world around me

I will be able to communicate so that I can build empathy, trust, and respect with others

I will be educated so that I can be financially empowered

PERFIL DE EGRESADO

Cuando me gradúe,

Estaré motivado para conectarme con mi propósito para que yo tenga las ganas de superar los obstáculos y alcanzar mis metas.

Podré navegar oportunidades educativas y laborales para sentirme capacitado para alcanzar mis metas.

Mantendré una mente abierta para poder experimentar ideas y experiencias globales en la comunidad y el mundo que me rodea.

Seré capaz de comunicarme para poder generar empatía, confianza y respeto con los demás.

Tendré la educación para poder empoderarse económicamente.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	208
Grade 10	275
Grade 11	256
Grade 12	241
Total Enrollment	980

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.1
Non-Binary	0.3
American Indian or Alaska Native	0.8
Asian	2.9
Black or African American	1.5
Filipino	0.7
Hispanic or Latino	85.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	2
White	6.4
English Learners	32.2
Foster Youth	0.7
Homeless	3.4
Migrant	4.4
Socioeconomically Disadvantaged	65.5
Students with Disabilities	20

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.

2020-21 Teacher Preparation and Placement

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.

2021-22 Teacher Preparation and Placement

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.

2022-23 Teacher Preparation and Placement

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)	43.70	75.15	409.90	82.49	231142.40	100.00
Intern Credential Holders Properly Assigned	1.60	2.85	8.80	1.77	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.60	6.29	21.30	4.29	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.20	7.23	22.80	4.60	11746.90	4.23
Unknown/Incomplete/NA	4.90	8.45	33.90	6.84	14303.80	5.15
Total Teaching Positions	58.20	100.00	496.90	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.20	1
Misassignments	1.50	1.10	2.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.50	1.30	3.6

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.10	1.10	2.8
Local Assignment Options	0.40	1.70	1.3
Total Out-of-Field Teachers	0.60	2.90	4.2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.30	6	7.5
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	1.9

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 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	Yes	0

	Cengage Exploring Environmental Science for AP® Updated, 1st Student Edition Miller/Spoolman 1st Edition 9780357492888		
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 Principles 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 McConnell, 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; Holt, Rinehart & Winston; 2003 Ven CoVistas 1nmiigo Nuevas	Yes	0
Health	Health: Making Life Choices; Glencoe; 2000		0
Visual and Performing Arts	N/A		0

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

School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good, fair, or poor" The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary" good, fair or poor. Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office. This school was inspected in September 2024 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.

Year and month of the most recent FIT report

September 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	31	23	38	39	46	47
Mathematics (grades 3-8 and 11)	7	5	24	25	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	250	218	87.20	12.80	23.04
Female	119	109	91.60	8.40	22.22
Male	131	109	83.21	16.79	23.85
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	211	185	87.68	12.32	21.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	14	11	78.57	21.43	18.18
English Learners	79	63	79.75	20.25	0.00
Foster Youth	--	--	--	--	--
Homeless	13	8	61.54	38.46	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	156	133	85.26	14.74	23.48
Students Receiving Migrant Education Services	11	10	90.91	9.09	--
Students with Disabilities	49	44	89.80	10.20	0.00

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	250	215	86.00	14.00	5.12
Female	119	107	89.92	10.08	2.80
Male	131	108	82.44	17.56	7.41
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	211	182	86.26	13.74	3.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	12	85.71	14.29	16.67
English Learners	79	64	81.01	18.99	0.00
Foster Youth	--	--	--	--	--
Homeless	13	8	61.54	38.46	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	156	131	83.97	16.03	4.58
Students Receiving Migrant Education Services	11	11	100.00	0.00	18.18
Students with Disabilities	49	43	87.76	12.24	0.00

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	10.42	9.62	24.05	25.17	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	498	442	88.76	11.24	10.53
Female	244	218	89.34	10.66	10.75
Male	254	224	88.19	11.81	10.31
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	31.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	425	377	88.71	11.29	9.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	24	85.71	14.29	20.83
English Learners	161	137	85.09	14.91	1.47
Foster Youth	--	--	--	--	--
Homeless	24	19	79.17	20.83	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	304	265	87.17	12.83	9.16
Students Receiving Migrant Education Services	23	21	91.30	8.70	9.52
Students with Disabilities	100	91	91.00	9.00	6.74

2023-24 Career Technical Education Programs

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

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

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

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	369
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.69
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	15.71

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	59.31%	69.12%	70.10%	67.65%	66.67%

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.

2024-25 Opportunities for Parental Involvement

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

2024-25 Opportunities for Parental Involvement

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.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	21.9	25.1	18.4	11.5	12.5	9.8	7.8	8.2	8.9
Graduation Rate	69.4	66.3	75.5	84.2	82.6	86.3	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	245	185	75.5
Female	119	100	84.0
Male	126	85	67.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	214	162	75.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	15	10	66.7
English Learners	99	66	66.7
Foster Youth	--	--	--
Homeless	16	10	62.5
Socioeconomically Disadvantaged	214	163	76.2
Students Receiving Migrant Education Services	17	10	58.8
Students with Disabilities	58	37	63.8

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1107	1053	460	43.7
Female	525	492	231	47.0
Male	579	558	228	40.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	11	--	--	--
Asian	32	30	13	43.3
Black or African American	17	15	3	20.0
Filipino	--	--	--	--
Hispanic or Latino	937	897	396	44.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	20	10	50.0
White	73	68	23	33.8
English Learners	382	359	173	48.2
Foster Youth	--	--	--	--
Homeless	62	57	29	50.9
Socioeconomically Disadvantaged	780	744	328	44.1
Students Receiving Migrant Education Services	57	55	15	27.3
Students with Disabilities	226	214	112	52.3

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
7.55	14.07	6.68	6.4	10.12	7.74	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.24	0.33	0.09	0.05	0.21	0.21	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.68	0.09
Female	6.67	0.19
Male	6.74	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	18.18	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.62	0.11
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	14.29	0.00
White	8.22	0.00
English Learners	8.90	0.26
Foster Youth	0.00	0.00
Homeless	12.90	0.00
Socioeconomically Disadvantaged	6.67	0.13
Students Receiving Migrant Education Services	5.26	0.00
Students with Disabilities	8.41	0.00

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

2024-25 School Safety Plan

The 2024-2025 School Safety Comprehensive Framework by Santa Rosa City Schools emphasizes creating a safe, inclusive, and empowering environment that supports both academic success and emotional well-being. Grounded in the values of embrace, engage, and empower, the framework outlines nine focus areas: campus security enhancements like controlled

2024-25 School Safety Plan

access and surveillance, sufficient safety equipment, and professional development for staff regarding safety protocols and wellness. It also highlights mental health supports such as counseling services and conflict resolution programs, and collaboration with first responders and community partners for coordinated incident responses. A multidisciplinary threat assessment protocol, standardized emergency responses, and the implementation of an Incident Command System (ICS) ensure the district is prepared for various emergencies. Finally, reunification and recovery protocols aim to restore normalcy post-crisis, focusing on emotional and logistical support for students and families.

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

Site-Based Safety Plan Information:

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

Elsie Allen High School's safety plan was presented to the Elsie Allen High School Site Council on May 30, 2024 and presented to staff on August 12, 2024.

Elsie Allen High School's Title I, Part A School-Level Parent and Family Engagement Policy for the 2024-25 school year was also passed on August 30th 2024 and presented to the School Site Council on September 26th 2024.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	52	26	6
Mathematics	22	26	8	16
Science	19	23	11	4
Social Science	19	26	14	12

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	245

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$18,606.14	\$6,641.42	\$11,964.72	\$99,584.10
District	N/A	N/A	\$94,861.69	
Percent Difference - School Site and District	N/A	N/A	-155.2	
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	10.5	

Fiscal Year 2023-24 Types of Services Funded

The Elsie Allen High School Foundation, comprised of local business owners and professionals has engaged the greater community to raise over \$2,000,000 for scholarships, mentoring, and student services. They 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.

Fiscal Year 2023-24 Types of Services Funded

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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	8.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	2
Mathematics	1
Science	1
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	9

Professional Development

District Level Professional Development:

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

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

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

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

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

Professional Development

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

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

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

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

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

Equity Based Grading PD
 Equity Based Grading - OTUS Training

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

ESN Curriculum Planning
 Pro Act Training
 CNC Table Training

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	