

Executive Summary School Accountability Report Card, 2009–10

Elsie Allen High School

Address: 599 Bellevue Ave., Santa Rosa CA 95407-7713
Principal: Mary Gail Stablein

Phone: 707-528-5020
Grade Span: 9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Unique to Santa Rosa City Schools, the 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 attending Harvard, Stanford, Dartmouth, and MIT. In 2009, 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 with a series of seminars that provide participants with the skills they need to be successful at the university level.

Student Enrollment

Group	Enrollment
Number of students	1,151
Black or African American	3%
American Indian or Alaska Native	1%
Asian	7%
Filipino	1%
Hispanic or Latino	70%
Native Hawaiian/Pacific Islander	0%
White (not of Hispanic origin)	16%
Two or More Races	2%
Socioeconomically Disadvantaged	78%
English Learners	28%
Students with Disabilities	11%

Teachers

Indicator	Teachers
Teachers with full credential	53
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	1

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	33%
Mathematics	7%
Science	32%
History-Social Science	21%

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	654
Statewide Rank (from 2009 Base API Report)	2
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 10 of 18
2010–11 Program Improvement Status (PI Year)	Year 5

School Facilities

Summary of Most Recent Site Inspection

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 (08.25.10) 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.

Repairs Needed

Any areas in need of repair or correction of deficiencies are noted in section IV of the SARC.

Corrective Actions Taken or Planned

Work requests were submitted for all deficiencies identified at the FIT inspection. Maintenance and Operations prioritized all work requests and completed all work listed in the inspection report.

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Completion

Indicator	Result
Graduation Rate (if applicable)	69.23%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,889
District	\$5,752
State	\$5,681

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	93%
Graduates Who Completed All Courses Required for University of California or California State University Admission	12%

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Elsie Allen High	District Name	Santa Rosa High
Street	599 Bellevue Ave.	Phone Number	707-528-5181
City, State, Zip	Santa Rosa, CA 95407-7713	Web Site	www.srcs.k12.ca.us
Phone Number	707-528-5020	Superintendent	Dr. Sharon Liddell
Principal	Mary Gail Stablein	E-mail Address	sliddell@srcs.k12.ca.us
E-mail Address	mstablein@srcs.k12.ca.us	CDS Code	49-70920-4930160

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

Elsie Allen High School is a Western Association of Schools and Colleges accredited high school which earned the highest ranking. It is a multi-cultural learning community built on dignity, integrity, and responsibility. Our community of learners works for and contributes to the betterment of society through applying knowledge and critical thinking skills for lifelong learning in an ever-changing society.

Elsie Allen High School's stunning, modern campus opened in 1994 as "A 21st Century School of Excellence." The award-winning high school reflects the cultural, ethnic and economic diversity of Santa Rosa. The school's namesake, Elsie Allen (1899-1990) was a native of Santa Rosa and a fourth generation Pomo Indian recognized by the Smithsonian Institution for her masterful basket weaving. As a Pomo tribal scholar, she was awarded an Honorary Doctorate of Divinity and her efforts as an educator and artist helped to preserve the Pomo culture and language. Mrs. Allen's family has generously gifted Elsie Allen High School some of her basketry, which is proudly displayed in our school library. Staff and students at Elsie Allen High School have a strong school spirit and sense of community. The staff and administration collaborate very well and share leadership responsibilities. Teachers are willing to try new ideas and support changes at the school, always focused on improving student achievement.

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Programs are coordinated through the efforts of staff parent groups, and categorical programs. The School Site Council advises on school wide programs and the comprehensive school plan to ensure coordination. Under the direction of the principal, programs and their funding sources such as SLIP, Title I, Title II, EIA/LEP, CAHSEE, GATE, Support Counseling, K-12 Voucher, and Site Discretionary are regularly reviewed and discussed with appropriate groups, including University Center, Site Council, ELAC, PACK Boosters and Team Leaders. Parenting workshops such as College Night and Financial Aid Night are offered by coordinating efforts with outside agencies, such as Migrant Education and Sonoma State Pre-College Programs.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	266
Grade 10	267
Grade 11	306
Grade 12	312
Total Enrollment	1,151

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3%	White	16%
American Indian or Alaska Native	1%	Two or More Races	2%
Asian	7%	Socioeconomically Disadvantaged	78%
Filipino	1%	English Learners	28%
Hispanic or Latino	70%	Students with Disabilities	11%
Native Hawaiian/Pacific Islander	0%		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.2	42	19	8	20.1	34	28	4	22.4	23	21	4
Mathematics	22.0	24	18	8	18.9	33	15	5	19.5	24	12	7

Science	21.8	11	15	5	25.2	8	17	6	27.1	8	14	6
Social Science	25.2	9	13	11	26.0	7	16	9	30.7	5	10	12

III. School Climate

School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive safety plan.

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 trainings 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.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	24	3.0	4.6	22	3.9	3
Expulsions	2	1.6	2.2	1	1.7	2

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Student athletes enjoy track meets, football, rugby and soccer on a new artificial turf field and track which has recently been installed in the Elmer Brown Stadium. This multi-million dollar project also provides a place for community group involvement.

The Elsie Allen High School physical plan was designed to mimic a town square with a central quad surrounded by the administrative offices, modern Library containing a Multimedia Center, 365 seat Visual and Performing Arts Theater with dance, choral, band and practice rooms, and a physical education center with a fully equipped fitness room, two gymnasiums, male and female locker rooms, and weight room. There are 94 classrooms, some of which were specially designed to facilitate instruction in science and visual, industrial, agricultural, welding, and performing arts. The six computer labs, four portable laptop computer labs and all classrooms with Internet access offer an average of two computers per four students. The outdoor facilities include a covered and heated outdoor dining area, a ceramics patio with kiln, eight tennis courts, six basketball courts, two baseball diamonds, two softball diamonds, three practice fields for football and soccer (one of which is lighted to allow for evening games), and an all weather 400 meter track. Situated on the Elsie Allen High School campus is the Elsie Allen Health Center, the only school-based health center north of San Francisco. Owned and operated by the Southwest Community Clinic, the Elsie Allen Health Center offers low or no-cost medical care to all local students with a full time doctor on staff Monday through Friday.

This school was inspected on (08.25.10) 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.

School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		√			In rm. 7 the AC shuts off at 2:00 p.m. No AC in rms. 22, E3, N2, I3. Heater stuck on rm. I3 and M2.
Interior: Interior Surfaces		√			

Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		√			
Electrical: Electrical		√			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		√			
Safety: Fire Safety, Hazardous Materials		√			
Structural: Structural Damage, Roofs		√			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		√			
Overall Rating		Good			n/a

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	67	67	53	722
Without Full Credential	1	2	0	2
Teaching Outside Subject Area of Competence	0	4	3	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	5	1	1
Total Teacher Misassignments	5	5	1
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99%	1%
All Schools in District	99%	1%
High-Poverty Schools in District	99%	1%
Low-Poverty Schools in District	99%	1%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	287
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	0.2	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
0%Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Prentice Hall Literature-Platinum & Gold; Prentice Hall; 2002 Writing & Grammar, Platinum & Gold; Prentice Hall; 2002 Daybook of Critical Reading & Writing; Great Source; 2007 Language of Composition; VHPS; 2008 Perrine's Sound & Sense; Thomson; 2005 Writer's Reference 6e; VHPS; 2007 Language! A, B, C, D; Sopris West; 2005	0%	Local Governing Agency Approved
Mathematics	In grades 9-12, students have Board approved texts that support instruction based on California Content Standards. Every student has access to his or her own textbooks. In 2008, each secondary site reviewed and adopted math textbooks Algebra 2, Calif. 2008; Bellman, Bragg, Charles, Hall; Pearson/Prentice hall; 2008	0%	Local Governing Agency Approved

	Algebra readiness; Charles, Illingworth McNemar et al; Pearson/Prentice Hall; 2009 Algebra 1; Bellman, Bragg, Charles, et al; Pearson/Prentice Hall; 2009 Momentum Math; McCombs, Emily; Kaplan K12 Learning, Inc.; 2007 Pre-Calculus with Limits, A Graphing Approach, 5 th Edition; Larson, Hostetler, Edwards; Houghton Mifflin/McDougal Little; 2008		
Science	Biology; Glencoe; 2007 Biology; McGraw Hill; 2008 Life Science Concepts & Challenges; Globe Fearon; 2003 Chemistry; Prentice Hall; 2007 Earth Science; Prentice Hall; 2006 Earth Science Concepts & Challenges; Globe Fearon; 2003 Physical Science Concepts & Challenges; Globe Fearon; 2003 Conceptual Physics; Prentice Hall; 2006	0%	Local Governing Agency Approved
History-Social Science	Economics Principals & Practices; Glencoe McGraw Hill; 2003 Macroeconomics; McGraw-Hill; 2006 AGS Economics; AGS; 2005 Magruder's American Government; Prentice Hall; 2006 American Government; Houghton Mifflin; 1998 AGS US Government; AGS; 2001 The Americans; McDougal Littell; 2006 The American Pageant; Houghton Mifflin; 2006 AGS History of Our Nation; AGS; 2005 Modern World History; McDougal Littell; 2006 The Earth & Its People; McDougal Littell; 2005 AGS World History; AGS; 2001 Understanding Psychology, 2008; Human Anatomy and Physiology, 2010	0%	Local Governing Agency Approved
Foreign Language	Allez Viens! 1, 2, 3; Holt, Rinehart & Winston; 2006 Paso a Paso 1, 2, 3; Prentice Hall; 2000 Sendas Literarias; Heinle & Heinle; 1995 Nuevas Vistas Uno, Dos; Holt, Rinehart & Winston; 2003	0%	Local Governing Agency Approved
Health	Health: Making Life Choices; Glencoe; 2000	0%	Local Governing Agency Approved
Visual and Performing Arts		0%	Local Governing Agency Approved
Science Laboratory Equipment (grades 9-12)	Health: Making Life Choices; Glencoe; 2000; Understanding Psychology, 2008 Human Anatomy & Physiology, 2010	0%	Local Governing Agency Approved

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information

regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7497	\$1,608	\$5,889	\$73,280
District	\$7030	\$1,277	\$5,752	\$74,826
Percent Difference – School Site and District	3.21%	11.47%	1.18%	-1.04%
State	n/a	n/a	\$5,681	\$65,808
Percent Difference – School Site and State	n/a	n/a	1.80%	n/a

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Elsie Allen High School is committed to a quality educational environment, based on personal dignity, integrity and responsibility of its members. Staff meets the individual needs and learning styles of all students through careful placement, counseling guidance, and the identification of individual needs. Curricula, instructional strategies, and materials are supplied that respond to the needs and learning styles of all students, including the Gifted and Talented student. For example, The University Center at Elsie Allen High School, a specialized program, is a partnership between Santa Rosa City Schools and Sonoma State University. 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 enrolled in Anthropology, Psychology, Computer Science and Cultural Geography college courses, to name a few. These students are provided with access to support courses focusing on time management, study skills, SAT preparation, postsecondary planning and college and career exploration. One hundred percent of the University Center students were accepted to four year colleges and graduates of this unique program are now attending Harvard, Stanford, Dartmouth, and MIT.

In addition, AVID courses provide academic support to students who are the first members of their family to attend college. All AVID students were accepted to college. During the school day students who need intervention are scheduled into English and/or Math CAHSEE support classes, Intensive and/or Strategic English, Algebra Readiness and/or Algebra Tutorial Lab. Our bell schedule reflects a weekly common planning time for teachers to work together on curriculum, planning and strategies to improve student success and a weekly Advisory period in which the focus is goal setting, individualized mentoring, and monitoring of grades, attendance and credit completion. CyberHigh, a Title I funded computer-based distance learning program, allows students to make up credit deficiencies at their own pace through online courses.

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$107,116	\$35,288
Mid-Range Teacher Salary	\$112,279	\$66,643
Highest Teacher Salary	\$122,533	\$97,998
Average Principal Salary (Elementary)	\$216,356	\$107,116
Average Principal Salary (Middle)	39.47%	\$112,279
Average Principal Salary (High)	5.55%	\$122,533
Superintendent Salary	\$107,116	\$216,356
Percent of Budget for Teacher Salaries	\$112,279	39.47%
Percent of Budget for Administrative Salaries	\$122,533	5.55%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	29	28	32	48	50	52	46	50	52
Mathematics	13	8	6	38	38	60	43	46	48
Science	23	24	32	49	51	49	46	50	54
History-Social Science	22	19	21	37	41	37	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Students at the School	32	6	32	21
Male	28	8	33	23
Female	38	7	31	20
Black or African American	45	17		

American Indian or Alaska Native				
Asian	51	9	31	39
Filipino				
Hispanic or Latino	24	5	23	15
Native Hawaiian or Pacific Islander				
White	54	15	58	34
Two or More Races				
Socioeconomically Disadvantaged	29	6	27	17
English Learners	8	3	9	3
Students with Disabilities	13	15	3	2
Students Receiving Migrant Education Services	11	0	15	5

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	42.7	35.5	51	63.5	59.2	67	52.9	52.0	54
Mathematics	41.3	43.0	55	64.0	62.5	71	51.3	53.3	54

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	49	26	25	46	43	12
All Students at the School						
Male	56	27	17	44	39	17
Female	42	24	33	47	46	7
Black or African American						
American Indian or Alaska Native						
Asian	31	31	38	19	69	13
Filipino						
Hispanic or Latino	61	21	18	55	34	11
Native Hawaiian/Pacific Islander						
White	18	38	45	28	50	23
Two or More Races						

Socioeconomically Disadvantaged	56	24	20	50	39	11
English Learners	66	19	14	56	36	8
Students with Disabilities	100	0	0	100	0	0
Students Receiving Migrant Education Services				73.3	26.7	0

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.0%	28.6%	29.5%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	3	3	2
Similar Schools	7	4	4

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	-5	-22	14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	1	-23	5

Native Hawaiian/Pacific Islander			
White	-8	10	
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged	7	-20	2
English Learners	11	-14	4
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	654	770	729
Black or African American		699	638
American Indian or Alaska Native		660	703
Asian		844	856
Filipino		821	812
Hispanic or Latino	618	692	672
Native Hawaiian/Pacific Islander			706
White	750	839	801
Two or More Races		810	747
Socioeconomically Disadvantaged	631	686	668
English Learners	595	664	627
Students with Disabilities		577	494

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	No	No

Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2001-2002	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	n/a	11
Percent of Schools Currently in Program Improvement	n/a	34.4%

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	4.1	6.2	24.5	3.0	4.2	4	4.4	3.9	4.5
Graduation Rate	81.6	81.2	69.2	86.1	85.5	80.3	80.6	80.2	78.6

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2008–09 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State

All Students	79	87%	n/a
Black or African American		86%	n/a
American Indian or Alaska Native		74%	n/a
Asian	93	94%	n/a
Filipino		*	n/a
Hispanic or Latino	76	80%	n/a
Native Hawaiian/Pacific Islander		*	n/a
White	81	91%	n/a
Two or More Races		80%	n/a
Socioeconomically Disadvantaged	72	77%	n/a
English Learners	62	79%	n/a
Students with Disabilities	69	87%	n/a

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Career Pathways are integrated sets of courses designed to benefit all students by meeting the training needs of the majority of students entering the workforce, making high school more relevant and thus decreasing the drop-out rate, providing courses that align with programs at local colleges to encourage students to continue their education after high school, and by providing an arena for students to learn about and experience potential careers to assist in choosing a major for college. Students must complete the requirements of a career pathway, the university pathway, a specialized program or design their own course of study through the individual pathway in order to graduate. Elsie Allen High School offers Career Pathways in Agriculture & Natural Resources with emphasis areas in Ag Mechanics, Animal Science and Ornamental Horticulture; Arts & Communication with emphasis areas in Performing Arts, Technical Arts and Visual Arts; Building Trades & Construction with an emphasis in Residential and Commercial Construction; Business, Computers & Information Technology emphasizing basic computer applications and Web Design; and Child Development. In each pathway students are prepared to take an industry certification exam or equivalent measure of skill to demonstrate achievement to potential employers or colleges. Arts & Communications Pathway students demonstrate proficiency by participating in public performances, art shows, film festivals and other contests.

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	635
Percent of pupils completing a CTE program and earning a high school diploma	93%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

Courses for University of California and/or California State University Admission (School Year 2009–10)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	94%
Graduates Who Completed All Courses Required for UC/CSU Admission	12%

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	4.2%
Fine and Performing Arts	1	0.2%
Foreign Language	2	0.7%
Mathematics	1	1.5%
Science	1	1.3%
Social Science	2	2.7%
All courses	9	7.4%

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Not only is the faculty considered to be highly qualified, but the school is also providing state-approved, standards-aligned curriculum for its students, and the master schedule reflects appropriate use of instructional time geared towards preparation for English language acquisition and the California High School Exit Exam. Also all administrators and instructors of English Language Arts and Math have received state-approved training related to instructional programs.

Overall, as a result of coordinated efforts on the part of the SIOP Coach, English Coach, Math Coach, the teachers, the administrators, and classified staff, the students at Elsie Allen High school are benefitting from enhanced collaboration that is focused on data analysis, standards-based instruction, pacing guides and increased student achievement. Specifically, English teachers have participated in the AB466 Prentice Hall English Language Arts training. Intervention and Special Education teachers have been trained in Language!. All math teachers have been SB 472 math trained. All teachers have or will be SIOP trained. All administrators have completed the AB75 training; the University Center teachers have received training in differentiated curriculum instructional strategies and science teachers have aligned the Earth Science state standards with the class curriculum. All Team Leaders have been trained in DuFour's Professional Learning Communities model, have provided input in creating a Pyramid of Intervention, CAHSEE Intervention Plan and have adhered to the SMART, Specific & Strategic Measurable, Attainable, Results-oriented, Timebound, goal setting system. SMART goals are submitted regularly and reviewed by the principal, providing ongoing feedback.