WEST SONOMA COUNTY UNION HIGH SCHOOL DISTRICT

TO: Ted Walker, Board President

FROM: Steve Charbonneau, Assistant Superintendent

DATE: January 25, 2017

ITEM: **CONSIDERATION OF APPROVAL OF SCHOOL ACCOUNTABILITY REPORT CARDS PUBLISHED IN 2016-2017**

Background Information:
California Education Code requires every public school that receives state funds to prepare an annual School Accountability Report Card (SARC) and post it on the Internet. The purpose of the SARC is to provide parents and community members with important information about each public school. SARCs usually include a profile of the school, including the school's mission, goals and accomplishments. SARCs are required to report demographic data, information on school safety and climate for learning, academic achievement data, school completion rates, class sizes, teacher and staff information, descriptions of curriculum and instruction, information on student preparation for career and college, and fiscal and expenditure data. Most data reported in SARCs is extracted from reports available to the public on the California Department of Education website. Most SARC data published in a given year are from the previous year. Some data are two years old.

Current Consideration:
At this time, the Board will consider approving the School Accountability Report Cards for Analy High, El Molino High and Laguna High School published in 2016-2017. Once approved, the SARCs will be posted on the school websites.

Recommendations:
The administration respectfully recommends the Board approve the School Accountability Report Cards for District schools published in 2016-2017.

Attachments:
Yes

Analy High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Analy High School
Street	6950 Analy Ave.
City, State, Zip	Sebastopol, CA 95472
Phone Number	(707) 824-2314
Principal	Raul Guerrero
E-mail Address	rguerrero.ahs@wscuhsd.k12.ca.us
Web Site	www.analyhighschool.org
CDS Code	49 70607 4930400

District Contact Information	
District Name	West Sonoma County Union High School District
Phone Number	(707) 824-6403
Superintendent	Dr. Steven Kellner
E-mail Address	skellner.do@wscuhsd.k12.ca.us
Web Site	www.wscuhsd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Analy High School is located on the beautiful Laguna de Santa Rosa midway between the busy 101 Highway corridor and the wild woods and beaches of the Sonoma Coast. Analy is located just off the small, busy highway that cuts through the town of Sebastopol; a city of 8000 people surrounded by small farms, open space and dairy land. The town's rural tradition is giving way to a more professional population, and many Analy parents commute to work. While the community is affluent and well educated, the population is 80% white and over 70% have a college degree, about 20.1% of Analy students are eligible for Free Lunch. Many Analy graduates stay in the community as business people who, in turn, contribute to the school. A growing population of Latino families contribute to the increasing diversity of the Analy campus. The community is fairly progressive; Analy's drama department was one of the first high schools in the state to produce The Laramie Project. Analy is well supported by the community, parents, and business. We have an active Booster Club and Educational Foundation as well as groups serving specific needs, such as the Band Wagon. Analy is the geographic and symbolic heart and soul of Sebastopol. Analy is part of the West Sonoma County Union High School District (WSCUHSD), which is comprised of two comprehensive high schools, Analy and El Molino. Analy has three feeder elementary school districts, each with its own programs and population. Studies have been conducted by the community to consider the possibility of consolidating some districts, or at least using the same calendar in order to maximize student attendance. Analy has a unique situation. 81% of students' parents have some college, with 21% reporting their parents have a master's degree. Our students are high performing, with 60% proficient or above on the API, well above the state average, and in line with other schools of our type. The new CAASPP test replaced STAR testing in Spring 2014 implementing a "testing the test" format. Data will become baseline for future growth. During our previous WASC process, Analy received a 6 year accreditation with a 3 year follow up visit which took place in March of 2015.. Our Focus on Learning report was tremendously useful to us as a school, helping us design a vision for change and improvement. Analy High School is over 100 years old and rich in a tradition of academic excellence; we are proud of our students and they treat the school staff with respect. Our ESLR's – Cooperation, Thinking and Problem Solving, Communication, Technology, Career Preparation, and Diversity and Social Personal Responsibility, are born out of a desire to make a whole student and a lifelong learner.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	310
Grade 10	302
Grade 11	337
Grade 12	324
Total Enrollment	1,273

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.4
Asian	3.1
Filipino	0.5
Hispanic or Latino	16.7
Native Hawaiian or Pacific Islander	0.2
White	74.6
Two or More Races	3
Socioeconomically Disadvantaged	19.3
English Learners	2.4
Students with Disabilities	9.1
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	65	64	64	110
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	8	2	2	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.2	0.8
High-Poverty Schools in District	89.3	10.7
Low-Poverty Schools in District	100.0	0.0

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2012

WSCUHSD collected data regarding quality, currency and availability of textbooks and instructional materials in August 2011 and August 2012. The District Board of Education certified that each student in the district was provided a textbook, aligned to current state curriculum standards, in each core class required for graduation in English, math, science, social studies, foreign language, and health; and that all districts students had adequate laboratory science equipment.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website under "About WSCUHSD" at .	Yes	0%
Mathematics	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website under "About WSCUHSD" at .	Yes	0%
Science	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website under "About WSCUHSD" at .	Yes	0%
History-Social Science	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website under "About WSCUHSD" at .	Yes	0%
Foreign Language	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website under "About WSCUHSD" at .	Yes	0%
Health	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website under "About WSCUHSD" at .	Yes	0%
Visual and Performing Arts	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website under "About WSCUHSD" at .	No	
Science Laboratory Equipment (grades 9-12)	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website under "About WSCUHSD" at .	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Based on the Facility Inspection Tool, developed by the State of California Office of Public School Construction, the school facility is in "exemplary" condition.

Although the school site was rated exemplary, efforts of our school district community, a bond was successfully passed in November of 2010 to modernize the West Sonoma Union High School District campuses.

Projects to modernize the Analy High School campus from June 2015 to June 2016 were:

- New band classroom
- Modernization of stadium to synthetic turf, all weather track, new home bleachers and press box

In addition the Director of Maintenance & Operations is developing a short and long term deferred maintenance program to take care of routine maintenance needs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/5/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/5/16				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	77	81	73	73	44	48
Mathematics	51	56	46	44	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	326	308	94.5	81.2
Male	11	167	157	94.0	77.1
Female	11	159	151	95.0	85.4
Asian	11	11	11	100.0	90.9
Hispanic or Latino	11	48	45	93.8	57.8
White	11	244	229	93.8	84.3
Two or More Races	11	17	17	100.0	94.1
Socioeconomically Disadvantaged	11	58	54	93.1	64.8
Students with Disabilities	11	27	25	92.6	32.0

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	326	307	94.2	55.7
Male	11	167	158	94.6	57.0
Female	11	159	149	93.7	54.4
Asian	11	11	11	100.0	81.8
Hispanic or Latino	11	48	45	93.8	33.3
White	11	244	228	93.4	58.8
Two or More Races	11	17	17	100.0	70.6
Socioeconomically Disadvantaged	11	58	53	91.4	37.7
Students with Disabilities	11	27	25	92.6	16.0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	68	77	73	66	71	70	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	294	281	95.6	73.3
Male	144	138	95.8	73.2
Female	150	143	95.3	73.4
Hispanic or Latino	53	52	98.1	59.6
White	220	210	95.5	75.2
Socioeconomically Disadvantaged	59	56	94.9	60.7
Students with Disabilities	30	28	93.3	32.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

In addition to providing a challenging academic program, Analy High School also offers a strong vocational program. Through the creation of a 7 period day, we have been able to offer our students the rigors of UC requirements and a practical connection between the educational experience and essential requirements of the "work world". During the 2015-2016 school year, students entered Career Technical classes such as: Auto Shop, Video, Advanced Ag, Advanced Foods, Graphic Arts and Computer Programming. These classes allow students to enrich their academic skills by also providing them the practical connection to the everyday work world and the skills they will need to be successful after graduation.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	779
% of pupils completing a CTE program and earning a high school diploma	12.4%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	86.6%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	97.89
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	52.2

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.8	22.6	63.3

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Analy Athletic Booster Club: Board President – Sheila Johnson 707.272.0997
Analy Education Foundation: President – Kelly Seringer 415.867.5722
Analy Band Wagon: President – Denise Zukowski 707.228.6066
Analy Ag Boosters: President - Byron Wilson 707.326.2660

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.60	0.70	0.70	5.20	5.00	4.60	11.40	11.50	10.70
Graduation Rate	97.73	96.55	97.66	91.71	90.56	91.24	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	99	94	86
Black or African American	100	91	78
American Indian or Alaska Native	100	100	78
Asian	100	100	93
Filipino	100	100	93
Hispanic or Latino	94	91	83
Native Hawaiian/Pacific Islander	0	100	85
White	99	94	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	97	74	66
English Learners	0	57	54
Students with Disabilities	43	40	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.1	2.6	4.1	3.8	3.5	4.9	4.4	3.8	3.7
Expulsions	0.2	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Spring 2012 was the last update of Compliance School Safety Plan, it will be updated again the Fall of 2016. A committee of administrators, teachers, parents, classified staff and students developed this plan and the plan is reviewed every year by the police and our Site Council.

- Our administration works hard to protect the safety of students on campus. We have sustained Sebastopol Police Department, the station is nearby and they are quick to respond to our needs.
- Our staff has received District provided training on how to identify students that may be "under the influence". Additionally, AHS provides a Drug/Alcohol counselor on staff

Analy is a safe campus. Gang related activity is minimal to non – existent and the administration diligently works to keep trouble off of our campus; however the Analy campus is quite spread out, so not all corners can be watched. Teachers have a rotating schedule of supervision duty.

The school has taken several steps to make the campus more secure. These steps include: Utilization of security badges for faculty and staff, check in procedures for campus visitors, developing and practicing emergency procedures for "intruder on campus" (in coordination w/ the local police department) drills, fire drills, earthquake drills, and shelter in place drills. Our campus also maintains multiple security cameras.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	26	10	32	10	25	13	38	3	25	13	38	3
Mathematics	27	7	30	8	27	9	25	12	27	9	25	12
Science	29	4	18	15	29	1	31	5	29	1	31	5
Social Science	32	1	14	27	31	1	22	19	31	1	22	19

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.8	306
Counselor (Social/Behavioral or Career Development)	.875	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.8	N/A
Social Worker	0	N/A
Nurse	.16	N/A
Speech/Language/Hearing Specialist	.11	N/A
Resource Specialist		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6538	1054	5484	62632
District	N/A	N/A	7534	$63,813
Percent Difference: School Site and District	N/A	N/A	-27.2	-1.9
State	N/A	N/A	$5,677	$75,859
Percent Difference: School Site and State	N/A	N/A	-3.4	-17.4

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

Types of Services Funded (Fiscal Year 2015-16)

- English Language Learners Education (ELL)
- LCAP Funding Grant to engage parents and students through AHS Site Council
- Agricultural Grant
- Grant for Drug and Alcohol Counselor
- No Child Left Behind (NCLB) federal funding that includes technology and staff development
- Educator Effectiveness Funding for Staff Development
- CTE Grant

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,889	$45,265
Mid-Range Teacher Salary	$59,622	$72,281
Highest Teacher Salary	$75,654	$94,342
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	$107,741	$127,317
Superintendent Salary	$156,148	$168,625
Percent of Budget for Teacher Salaries	31%	34%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	4	N/A
All courses	13	17.6

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

The district provided two Staff Development days that did not include student participation. Additionally, our site offers two (2) Common Planning Time (CPT) days per week which allow individual departments to meet to develop curriculum, plan common lessons and assessments, and collaborate interdepartmentally. Our certificated staff is encouraged to attend conferences and various programs that are offered for which funding is made available through the Educator Effectiveness Grant.

El Molino High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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

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

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	El Molino High School
Street	7050 Covey Rd.
City, State, Zip	Forestville, CA 95436
Phone Number	707-824-6570
Principal	Matt Dunkle
E-mail Address	mdunkle.ehs@wscuhsd.k12.ca.us
Web Site	http://www.elmolino.org
CDS Code	49706074931507

District Contact Information	
District Name	West Sonoma County Union High School District
Phone Number	(707) 824-6403
Superintendent	Steven Kellner
E-mail Address	skellner.do@wscuhsd.k12.ca.us
Web Site	www.wscuhsd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

El Molino High School was recently honored as a California Gold Ribbon School for 2015, one of only three high schools in Sonoma County to receive this honor. El Molino was also selected as one of US News and World Reports' "Best High Schools" in the nation.

El Molino High School is located in western Sonoma County, in the small unincorporated town of Forestville. Our 41 acre campus sits in the heart of a world-renowned wine-producing region. Our geographical location incorporates the best of rural living with the urban amenities afforded by Santa Rosa, located 12 miles from El Molino. El Molino High School serves a large geographic area extending from Sebastopol to Fort Ross, from Santa Rosa to the Pacific Ocean. Towns encompassed by our attendance area include: Forestville, Fort Ross, Cazadero, Graton, Guerneville, Occidental, Monte Rio, and Bodega, as well as parts of Sebastopol and a small section of Santa Rosa. Eighty-five percent of our students commute long distances to school each day. About 51% of our students use the school bus service. While long commutes and the availability of transportation sometimes limit participation, many students participate in a variety of athletics and extra-curricular activities.

El Molino students are economically, culturally, and socially diverse. Our minority population is approximately 40% of our student body; 58% of our minority population is Hispanic (23% of the student body). The majority of our students are from middle-income families; however, a number of our students come from affluent families and 31% of our students are enrolled in the Free and Reduced Lunch Program. Politically and socially our students represent families that span the range from conservatism to those practicing alternative lifestyles. We consider this diversity to be one of the strengths of El Molino High School because students from many backgrounds are blended to create an accepting school culture.

Nine schools from nine small elementary school districts send students to El Molino High School. This is both a challenge and a strength. Students begin each year with different educational experiences, in terms of curricular background and school culture. This diversity of elementary school experience enriches our student body. Since many students come from small schools, they are immediately exposed to a variety of new people and develop new friendships associated with their curricular, social, and athletic interests. Throughout their four years at El Molino the student population becomes increasingly unified as members of the El Molino student body. Pride in our school is a community tradition.

The mission of El Molino High School:

El Molino High School will provide a high quality education focused on helping students to maximize their potential and achieve lifelong goals. To reach the objective, El Molino High School will foster an appreciation of diversity and respect and empower students to make informed judgments, accept responsibility for their actions, grow intellectually, achieve academic success, and practice the social skills necessary to be productive members of the globalized world community.

We have developed a school culture that focuses on academic success, combined with athletic participation, multidimensional student activities and service learning. Cooperative efforts with the local community have created and continue to support several career path programs.

We believe that all students have the right to live and learn in a healthy and safe environment that fosters success. We take pride in our safe, clean and secure campus.

The El Molino 3 R's guide students, staff, and faculty on a daily basis. The El Molino 3 R's are: 1) Respectful and Compassionate People, 2) Responsible and Ethical Citizens, and 3) Resourceful and Articulate Students. El Molino High School students are expected to develop and use effective work habits, and be self-motivated, independent and creative thinkers.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	154
Grade 10	158
Grade 11	133
Grade 12	140
Total Enrollment	585

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	1.4
Asian	1.4
Filipino	0.5
Hispanic or Latino	24.4
Native Hawaiian or Pacific Islander	0.2
White	69.9
Two or More Races	1
Socioeconomically Disadvantaged	37.1
English Learners	3.4
Students with Disabilities	9.9
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	33	33	38	110
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	7	3	3	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.2	0.8
High-Poverty Schools in District	89.3	10.7
Low-Poverty Schools in District	100.0	0.0

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Collections. Orlando, FL: Houghton Mifflin Harcourt, 2015. (2015) 9th Grade ISBN: 978-0-544-09100-9. 10th Grade ISBN: 978-0-544-09020-0. 11th Grade ISBN: 978-0-544-08806-1 Arp, Thomas and Greg Johnson. Sound & Sense: An Introduction to Poetry. Boston, MA: Heinle & Heinle, 2002. (2011) Lunsford, Andrea A., et. al. Everything's An Argument. Boston, MA: Bedford/St. Martin's, 2007. (2011) Meyer, Michael. The Compact Bedford Introduction to Literature. Univ. of Connecticut: Bedford/St. Martins, 2003. ISBN 0-312-39881-6. Sixth Edition or Seventh Edition. (2011)	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Walch Education. Mathematics I. J. Weston Walsh, Portland, ME. 2014 (2015). ISBN 978-0-8251-7102-4 Walch Education. Mathematics II. J. Weston Walsh, Portland, ME. 2014 (2015). ISBN 978-8251-7168-0 Walch Education. Mathematics III. J. Weston Walsh, Portland, ME. 2014 (2015). ISBN 978-0-8251-7455-1-V1 Pearson Learning Group. Pacemaker Basic Mathematics. Globe Fearon, 2000. ISBN 0- 835-93583-3 (2007) Larson, Bosell, Karnold, Stiff. Algebra II. McDougall Littell, 2007. ISBN13:978-0-618- 81181-6 (2007) Lial, Hornsby, Schneider. Trigonometry. Pearson-Addison Wesley, 2005. ISBN 0-321- 24543-1 (2007) Sullivan. Pre Calculus Enhanced with Graphing Utilities. Prentice Hall, 2006. ISBN 0-13- 192496-6 (2007) Larson, Hostetler, Edwards. Calculus of a Single Variable. Houghlin Mifflin, 2006. ISBN 0- 618-50304-8 (2007) Foerster. Calculus: Concepts and Applications. Key Curriculum Press, 2005. ISBN 1- 55953-654-3 (2007) Larson, Hostetler. Algebra and Trigonometry. Houghton Mifflin, 2007. ISBN 978-0-618- 64321-9 (2007)	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Miller-Levine. Biology. Prentice-Hall, 2007. ISBN 0-13-201352-5 (2007) Lee and Turner. Agriscience. Pearson Prentice Hall, 2006. ISBN 0-13-117216-6 (2007) Lee, Biondo, Hutter, Westron, and Pattrick. Plants & Animals Biology and Production. Pearson Prentice Hall, 2004. ISBN 0-13-036402-9 (2007) Hewitt, Paul. Conceptual Physics. Prentice Hall, 2006. ISBN 0-13-166301-1 (2007) Wilbraham et al. Chemistry. Pearson/Prentice Hall, 2007. ISBN 0-13-201304-5 (2007) Merrill. Physics: Principles and Problems. Glencoe, 1995. ISBN 0-02-826721-4 (2007) Brown, LeMay and Burston. Chemistry: The Central Science. Pearson/Prentice Hall, 2006. ISBN 0-13-193719-7 (2007) Daugherty, Ellyn. Biotechnology: Science for the New Millennium. EMC Paradigm, 2006. ISBN 978-0-76383-379-4 (2008) Withgott, J. and S. Brennan. Environment: The Science Behind the Stories, Third Edition. Pearson Benjamin Cummings, 2008. ISBN 978-0-13-135705-1 (2010) Reece, Jane, et al. Campbell: Biology. Pearson Publishing, 2011 (2011) Borrero, F., et al; Earth Science – Geology, the Environment and the Universe, Glencoe- McGraw Hill 2013 (2013)	Yes	0.0
History-Social Science	Ellis & Esler. World History: The Modern World, Pearson Prentice Hall, 2007. ISBN 0-13- 1299978-6 (2007) Kennedy, et. al. The American Pageant, Houghton Mifflin, 2002. ISBN 0-618-24732-7 McClenaghan. American Government, Prentice-Hall, 2003. ISBN 0130370487 (2003) Patterson, Thomas E. The American Democracy, McGraw-Hill College, 7th edition, 2005. ISBN 007286803-1 (2005) Teachers' Curriculum Institute. Econ Alive!: The Power to Choose. Rancho Cordova, CA. ISBN 978-1-934534-45-8 Boehm. World Geography and Cultures, Glencoe. ISBN 978-0-07-874529-4 (2008) Meeks, et. al. Health and Wellness. Glencoe. ISBN 978-0-07-876026-6 (2008) Goff, Brent, History Alive: Pursuing American Ideals, Teachers Curriculum Institute ISBN 978-1-934-534-88-5 (2013)	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Blanco, Jose A. and Donley, Phillip Redwine; Descubre 1, 2 &3, Vista High Learning, 2014 DeMado, John, et. al; Bien Dit 1& 2, Holt McDougal Publishing, 2013 Blanco, Jose, D'Accord (3), Vista Publishing, 2011 (2013) Diaz, Jose M., Abriendo Paso Temas y Lecturas, Pearson Publishing, 2014 (2013) Diaz, Jose M. and Nadel, Maria, Abriendo Paso Gramática, Pearson Publishing, 2012 (2013) Valette, Rebecca M. and Renjilian-Burgy, Joy; Álbum, D. C. Heath and Company, 1993 (used for Spanish IV/ AP)	Yes	0.0
Health	Meeks, Heit and Page, Health and Wellness, McGraw Hill / Glencoe, 2008. ISBN 978-0- 07-876026-6 (2008)	Yes	0.0
Visual and Performing Arts	N/A	No	0.0
Science Laboratory Equipment (grades 9-12)	All science laboratories are fully equipped.	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Based on the Facility Inspection Tool, developed by the State of California Office of Public School Construction, the school facility is in "exemplary" condition.

Although the school site was rated exemplary, efforts of our school district community, a bond was successfully passed in November of 2010 to modernize the West Sonoma Union High School District campuses.

Potential construction projects to modernize the El Molino campus include, but are not limited to, the following:

- Construct a performing arts center

Projects to modernize the El Molino High School campus from June 2015 to June 2016 were:

- Modernization of stadium to synthetic turf, all weather track, new home bleachers and press box

In addition, the Director of Maintenance & Operations is developing a short and long term deferred maintenance program to take care of routine maintenance needs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/5/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/5/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/5/16				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	69	70	73	73	44	48
Mathematics	42	34	46	44	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	132	126	95.5	70.4
Male	11	54	54	100.0	63.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	11	78	72	92.3	76.1
Hispanic or Latino	11	29	29	100.0	41.4
White	11	96	90	93.8	78.7
Socioeconomically Disadvantaged	11	45	42	93.3	52.4
Students with Disabilities	11	16	16	100.0	18.8

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	132	126	95.5	33.6
Male	11	54	54	100.0	37.0
Female	11	78	72	92.3	31.0
Hispanic or Latino	11	29	29	100.0	17.2
White	11	96	90	93.8	38.2
Socioeconomically Disadvantaged	11	45	42	93.3	19.1
Students with Disabilities	11	16	16	100.0	12.5

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	66	67	64	66	71	70	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	158	142	89.9	64.1
Male	82	74	90.2	71.6
Female	76	68	89.5	55.9
Hispanic or Latino	48	45	93.8	51.1
White	105	92	87.6	70.7
Socioeconomically Disadvantaged	73	64	87.7	51.6
Students with Disabilities	18	15	83.3	33.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

Culinary Arts

770559 Culinary Arts.....10 credits
Grade: 9-12
Grad Req: Practical Arts
Prerequisite: None
Culinary Arts is designed to explore eating habits in relation to good nutrition through the study and practice of all phases of cooking and the concept of teamwork is emphasized throughout the course. Industry standards for safety and sanitation will be practiced regularly in the classroom and kitchen. Students will: understand knife cuts required by industry standards and how to maintain knives and safety with other kitchen tools; develop stocks and sauces from the five (5) mother sauces using ingredients from Farm to Table; participate and gain knowledge in home canning and preserving fruit, vegetables, and other food items, as well as the basic principles of pickling and curing; learn the science of exact measurements in baking bread, pizza, and fresh pies and how to use different types of flours; learn about the different types of poultry, meat, game, and seafood used in the restaurant industry; learn to prepare fresh pasta from scratch, as well as develop skills using other starches such as potatoes, rice, corn, and barley; understand the scope and complexity of the industry by composing an employment portfolio which will contain photos of their finished projects, a resumé, Letters of Recommendation, a cover letter, and job applications, as well as develop job interview skills. Students will also be introduced to the farming aspect of the culinary world by expanding their knowledge of how crops are grown and harvested, how to know what to plant and when, as well as what food grows well together and what crops will fight for their nutrients. It is important for the next generation to develop "Farm to Table" skills that will help them through life. They will have a better outlook on where their food comes from if they are the ones growing it. (Cooking at home is required).

770561 Advanced Culinary Arts.....10 credits
Grade: 10-12
Grad Req: Practical Arts

Prerequisite: Culinary Arts and instructor's approval
The Advanced Culinary Arts program not only is designed to continue to explore eating habits in relation to good nutrition through the study and practices of all phases of cooking but will: 1. Emphasize the history and culture of various parts of the world and also the techniques and cooking methods of international foods from French Cuisine, Italian Cuisine, Spanish Cuisine, and other cuisines of the world, 2. Prepare and understand the different desserts from countries such as Austria, Switzerland, Germany, and France, 3. Understand and practice serve safe regulations, food handler's requirements, and health code procedures, 4. Welcome students into the exciting and diverse hospitality and tourism industry by covering key hospitality issues, management definitions, and career opportunities available in restaurants, hotels, food and beverage operations, wineries, casinos, theme venues, entertainment centers, cruise lines, and countless other hospitality and tourism businesses, 5. Experience quantiiy cooking and concept of teamwork through community service events, and 6. Have hands-on experience at special events including field trips, planning and attending local events as staff, and visiting key businesses in Sonoma County to assist in the understanding process. (Cooking at home and community service are required.)

770565 Hospitality.....10 credits
Grade: 10-12
Grad Req: Practical Arts
The Hospitality Program is designed to prepare students for the hospitality, recreation, and tourism industry after high school and will include: 1. understanding small business operations and management, 2. developing professional customer service skills, 3. understand and practice serve safe regulations, food handler's requirements, and health code procedures, 4. welcome students into the exciting and diverse hospitality and tourism industry by covering key hospitality issues, management definitions, and career opportunities available in restaurants, hotels, food and beverage operations, wineries, casinos, theme venues, entertainment centers, cruise lines, and countless other hospitality and tourism businesses, 5. experience quantity cooking and concept of teamwork through community service events, and 6. have hands-on experience at special events including field trips, planning and attending local events as staff, and visiting key businesses in Sonoma County to assist in the understanding process. (Community service is required.)

Industrial Arts

770520 Wood I.....10 credits
Grade: 9-12
Grad Req: Practical Arts
Prerequisite: None
This course is designed to acquaint students who have little or no woodworking construction experience. Students will construct assigned projects and at least one project of their own choice. Students will be asked to cover the cost of materials if they plan on taking their project home. Students are evaluated according to the Woodworking Standards-of-Expectation in Attitude, Safety, and Performance.

770524 Construction Technology.....10 credits
Grade: 11-12
Grad Req: Practical Arts
Prerequisite: None
This course will introduce and train students in the basic skills necessary to pursue a career in construction. This course covers foundations, flooring, framing, plumbing, electrical, sheet rock, windows, doors, cabinetry, blue print reading, use of hand tools, and construction math. Models to full sized partitions are constructed in the shop. Projects at actual job sites are included. Upon completion of this course, students will have the opportunity to apply for summer work with several industry partners.

770550 Project MAKE.....10 credits
Grade: 9-12
Grad Req: Practical Arts
Prerequisite: None
Project MAKE introduces students to a variety of skills and equipment that can be used to design, fabricate, and modify products of all kinds. Subjects of study will include: simple machines, materials, graphic and 3D design, flight, electronics, computer programming, and much more. The class requires that all students report their progress through a weekly personal blog. Students will have the opportunity to work on projects of their own design.

770551 Advanced Project Make.....10 credits
Grade: 10-12
Grad Req: Practical Arts

Prerequisite: Project Make or recommendation and instructor approval
Students work on projects of their own design and in areas of personal interest. Acceptable areas of advanced study include career exploration and the practice of skills and techniques employed in an industry not covered by other courses at El Molino, such as robotics, AutoCAD, 3D modeling, programming, jewelry making, garment construction, or sign making. The class also may also serve as a STEAM (Science, Technology, Engineering, Art, and Math) Lab, where students can design, perform, and present experiments and projects for competition in the Sonoma County Science Fair or other competitive events. The ongoing development of an online portfolio is a major component of this class. Please consult the instructor to ensure that your specific goals can be met through this course.

770611 Stagecraft Technology.....10 credits
Grade: 9-12
Grad Req: Practical Arts or Fine Arts
Prerequisite: None
This course is designed to prepare students for theater, stage, and movie production technology. Students interested in set, costume, makeup, lighting and sound design, and production should take this course. It is coordinated with the entire Fine Arts Department and affords opportunities to work backstage at performing arts productions. Students also design and build all aspects of the productions. This course may be taken for four (4) years and more difficult and technically demanding work is assigned each successive year.

770648 Photography.....10 credits
Grade: 10-12
Grad Req: Practical Arts or Fine Arts
Prerequisite: Art Studio I (P) and good citizenship.
This is a beginning class that includes an introduction to both film and digital photography. Students will learn about the history of photography from the beginning of the simplest cameras, through film cameras to the digital cameras of today. Students will start out with pinhole cameras, and then move on to using the 35 mm film camera and the development of film and photos. Finally, digital cameras and the use of Photoshop to produce an image will be taught. There is a fee to cover equipment, paper, film, development chemicals, inks, etc.

770464 Digital Filmmaking (P).....10 credits
Grade: 10-12
Grad Req: Practical Arts or Fine Arts
Prerequisite: None
This competency-based course provides students an introduction to creating digital video projects, using digital camcorders and non-linear editing software. This project-based course emphasizes confidence and competence building strategies to train students on these digital video tools, as well as video techniques, pre production planning, scripting, and story organization. Student projects are showcased at the annual El Molino Film Festival, as well as other local film festivals. In addition to class hours, additional hours and homework will be required outside of class time. The course operates in a working environment that is flexible, creative, self-paced, and provides off-campus privileges for students to complete video projects.

770461 Web Design.....10 credits
Grade: 9-12
Grad Req: Practical Arts or Fine Arts
Prerequisite: None
Students will learn how to design and publish pages for the World-Wide Web that includes text, graphics, animation, video, and audio. They will learn the fundamentals of HTML and CSS code, as well as the available WYSIWYG (what-you-see-is-what-you-get) programs that make web page development easy for both Macintosh and PC platforms. Students will learn fundamentals of graphic and screen design using Adobe Photoshop. Projects will be organized and published to the Internet. Students will also be given the opportunity to develop their own pages designed with their individual interests and expertise in mind. The object of the course is for students to learn how to provide reliable information and creative projects for the rest of the world to see and use.

770466 Digital Marketing.....10 credits
Grade: 10-12
Grad Req: Practical Arts or Fine Arts
Prerequisite: None
Digital Marketing is an advanced class that is designed for students who have successfully completed either Filmmaking or Web Design. The Digital Marketing class will offer advanced digital media students an opportunity to create professional-level content for web and video in a work like environment. Students will be in charge of maintaining and updating the school's web. Students will work with outside clients to develop web and video content for real businesses and organizations.

770468 Advanced Media / Broadcasting.....10 credits
Grade: 10-12
Grad Req: Practical Arts or Fine Arts
Prerequisite: Completion of Digital Filmmaking with a
grade of "C" or better.
This Advanced video/media class offers students a hands-on training in Television production and advanced digital video skills. Students will learn advanced skills in digital camcorders, non-linear editing software and Television Studio equipment. The emphasis will be on refining advanced skills and techniques including planning, producing, directing, editing, and performing for video. Team and individual productions will be produced, as well as a daily video bulletin and Television program broadcast to the entire student body. Students will tape, produce, and broadcast videos of school and community events. The course will emphasize creating a flexible and creative working atmosphere that stresses profession productivity and responsible and mature broadcasting standards.

770649 Yearbook.....10 credits
Grade: 10-12
Grad Req: Practical Art or Fine Art
Prerequisite: Students must qualify through a selection process.
Students will perform all aspects necessary to the production of the school yearbook including writing, photography, business management, and digital graphic design. Students will become proficient in using Photoshop and InDesign computer applications and are expected to attend some school events, such as sports, drama, or dance productions.

770470 Floral Design.....10 credits
Grade: 9-12
Grad Req: Fine Arts or Practical Arts
Prerequisite: None
The Art and History of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and a variety of research reports and reflective papers. Students are also introduced to the elements and principles of design such as line, shape/form, color, texture, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations. Course includes FFA activities and SAE project.

770320 Viticulture and Plant Sciences (P).....10 credits
Grade: 10-12 or instructor's approval
Grad Req: Physical Science or Practical Arts
Prerequisite: Biology
This course will provide the student with theories and principles related to viticulture and plant science. This course will provide local viticulture industry tours and guest speakers and explore viticulture careers. This course is intended to successfully prepare those students who need high school science graduation credits.

770439 Agricultural Mechanics.....10 credits
Grade: 9-12
Grad Req: Practical Arts
Prerequisite: None
This competency-based course prepares students for entry-level positions in the Agriculture industry. Students will study farm equipment operation, repair welding, general farm maintenance including fence and shed construction, electricity, plumbing, concrete, surveying, and rope work. This course includes classroom instruction, FFA activities, and a Superivised Agricultural Experience (SAE) project. Integrated throughout the course are career preparation standards, which include: basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology,
and employment literacy.

770328 Biotechnology (P) .....10 credits
Grade: 11-12
Grad Req: Life Science or Practical Arts

Prerequisite: Completion of one year of Life Science and one year of Physical Science.
Biotechnology is the study and manipulation of living things or their component molecules, cells, tissues, or organs. This course is focused on laboratory skills and experimental investigations. Students learn about pharmaceutical development, agriculture, forensics, genetic testing, industrial products, and scientific research. The emphasis of this course is for students to learn Standard Laboratory Operating Procedures to perform techniques employed in any wet lab and in biotechnology labs. Biotechnology is aligned with the Biotechnology program at Solano Community College.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	422
% of pupils completing a CTE program and earning a high school diploma	12%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	30%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	93.13
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	26.5

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.5	29.6	57

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents and community members support El Molino through their participation in seven organizations: Ag Boosters, Boosters, El Molino High School Foundation, English Language Advisory Committee, Friends of Music, Project Graduation, and Site Council. Members of each of these organizations work with faculty and staff members to strengthen curricular and extracurricular programs. The El Molino High School Boosters have been an active group since 1964. The organization has enjoyed strong ties to the Forestville Youth Park and Russian River Rotary. The Ag Boosters support our agriculture program with an annual fundraiser that has enabled them to purchase two vehicles, an animal trailer, an upgraded garage and classroom equipment. This organization partners with the Russian River Winegrowers Association to maintain our vineyard and to support activities and acquisition of equipment. They also provide student scholarships for colleges and trade schools. Friends of Music support field trips, on-campus concerts, and special activities.

An overview of each of the seven opportunities is as follows:

- El Molino Ag Boosters – Supports agriculture and viticulture programs and FFA, especially through active involvement in career exploration and fundraising. Contact: Jennifer Clark: (707) 824-6550, jclark.ehs@wscuhsd.k12.ca.us, and Stephanie Stornetta: (707) 824-6550, sassy7412@comcast.net
- El Molino Boosters – Supports El Molino sports and educational programs through active involvement and fundraising. Contact: President: Glenn Fricker: (707) 824-6550, elmolinoboosters@yahoo.com
- El Molino High School Foundation – Support sports and educational programs though fundraising efforts by promoting community involvement in the school, providing financial support for the school and its programs and preserving and documenting the history and traditions of El Molino High School. Contact: President: Chris Carver: (707) 824-6550, crvrlaw@aol.com
- English Language Advisory Committee – Supports El Molino High School's English Learners. Contact: Alexis Tunney: (707) 824-6550, atunney.ehs@wscuhsd.k12.ca.us
- El Molino Friends of Music Foundation – Supports El Molino music program. Contact: Sadie Sonntag: (707) 824-6550, ssonntag.ehs@wscuhsd.k12.ca.us and Parent Contact: Pete Stoufer: pstoufer@gmail.com
- Project Graduation – Supports the activities for the seniors on the evening of the graduation. Contact: Max Ming: (707) 824-6550, mx51@aol.com
- The School Site Council – Composed of representatives from the entire community, the purposes of the Council include (1) serve as an advisory to the principal and (2) directly participate in decisions that affect curricular and instructional practices Contact: Principal: Matt Dunkle: (707) 824-6570, mdunkle.ehs@wscuhsd.k12.ca.us

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	3.70	3.20	2.60	5.20	5.00	4.60	11.40	11.50	10.70
Graduation Rate	94.65	91.08	91.67	91.71	90.56	91.24	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	93	94	86
Black or African American	0	91	78
American Indian or Alaska Native	0	100	78
Asian	100	100	93
Filipino	0	100	93
Hispanic or Latino	100	91	83
Native Hawaiian/Pacific Islander	100	100	85
White	90	94	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	59	74	66
English Learners	75	57	54
Students with Disabilities	39	40	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.3	3.9	4.0	3.8	3.5	4.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.2	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

El Molino High School maintains a closed campus. One campus supervisor monitors the campus before, during, and after school. In coordination with the campus supervisor, administrators and staff assist in monitoring the campus throughout the day, especially during breaks and lunch. The school safety plan is updated annually by administrators and staff, and the entire staff and student body participate in monthly safety, evacuation, and disaster drills in conjunction with local emergency services. As part of the school safety plan, emergency supplies and information resources are maintained on campus. El Molino school personnel are frequently in communication with local law enforcement, fire and rescue, and community agencies in order to maintain and improve safety for our students and staff.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	22	15	13	3	20	20	12	1	20	20	12	1
Mathematics	21	13	7	5	23	9	7	8	23	9	7	8
Science	20	9	8	2	24	4	9	2	24	4	9	2
Social Science	27	4	12	5	28	6	5	10	28	6	5	10

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	292.5
Counselor (Social/Behavioral or Career Development)	.875	N/A
Library Media Teacher (Librarian)	.9875	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.43	N/A
Social Worker	0	N/A
Nurse	0.11	N/A
Speech/Language/Hearing Specialist	0.11	N/A
Resource Specialist		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8625	$1561	$7064	$72813
District	N/A	N/A	$7534	$63,813
Percent Difference: School Site and District	N/A	N/A	-6.2	14.1
State	N/A	N/A	$5,677	$75,859
Percent Difference: School Site and State	N/A	N/A	24.4	-4.0

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

Types of Services Funded (Fiscal Year 2015-16)

Supplemental Support classes for unduplicated pupils
Credit Make up after school program and Summer school
Carl Perkins Vocational Education
Agricultural Vocational Education
NCLB – Title II
Title III – Limited English Proficiency

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,889	$45,265
Mid-Range Teacher Salary	$59,622	$72,281
Highest Teacher Salary	$75,654	$94,342
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	$107,741	$127,317
Superintendent Salary	$156,148	$168,625
Percent of Budget for Teacher Salaries	31%	34%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	3	N/A
All courses	12	1.0

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

There are two common planning periods (CPT) each week. This time is for teachers to work together either in large or small groups. CPT is a time for teachers to discuss student achievement, align programs, develop instructional practices, and discuss issues of the day. One CPT each month is designated for department meetings. Staff development participation is supported by the Districtwide Educator Effectiveness Grant as well as Teacher Quality funds provided through No Child Left Behind. Teachers participate in a wide range of professional development activities: conferences sponsored by professional subject matter organizations, local, state and national symposiums and conferences providing training in subject matter areas, curriculum and instructional practices, and student learning. New teachers are given a two-day on site orientation to the campus and an introduction into the Beginning Teacher Support and Assessment (BTSA) program. A support provider is assigned to each new teacher for their first two years, participating through ongoing observations, feedback and monthly training. The district offers support for current teachers to complete their CLAD or SDAIE training. El Molino teachers, counselors, and administrators articulate with the local Junior College, Sonoma State University, and West County partner schools.

In 2013-2014, teachers participated in many professional development opportunities aligned to common core transition strategies and technology integration. Trainings included a school garden training workshop, a maker workshop, a national association of broadcasters workshop, a construction seminar, project based learning workshops, workshops on reading informational texts and close reading, a Google Digital Classroom Applications training, the eLearning Strategies Symposium, the National Conference of Participants in Mathematics, an Illustrative Mathematics lecture series, and numerous common core preparation workshops. School wide Professional Development activities included a 21st Century training, a 21st Century Skills and Technology training including Google Docs, an Aeries Gradebook training, a 21st Century Skills/Common Core workshop, a Smarter Balanced Assessment workshop, a Common Core Annotation and Literacy Workshop, and a Common Core Mathematics workshop.

In 2014-2015, Schoolwide Professional Development sessions encompassed Professional Learning Communities (PLC), Project Based Learning, and Technology Integration (Google Tools). A team attended a PLC conference over the summer and has been working to increase school wide participation in PLCs. Staff members attended numerous conferences including the eLearning Strategies symposium, the Computer Using Educators conference, Common Core Standards trainings, legal workshops, Aeries trainings, and numerous subject specific workshops.

In 2015-2016, we cotinued Schoolwide Professional Development sessions around Technology Integration (Google Tools), Professional Learning Communities (PLC), and Project Based Learning. Individual teachers and departments participated in a wide variety of outside professional development including the Equity at the Core Conference, a Turnitin Training, Dance Pedagogy classes, a Dance Kinesiology and Injury prevention training, a Chroeographic principles class, an ERWC training, Intermediate Spanish Language classes, Special Education Legal Trainings, the AVID Summer Institute and Implementation training, AP US History Test Scoring, the CUE Conference, a Maker training, the California Math Council Conference, the National Council on Teachers of Mathematics Annual Conference, and a local EdTech Conference.

Laguna High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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

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

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Laguna High School
Street	445 Taft St.
City, State, Zip	Sebastopol, Ca, 95472
Phone Number	707-824-6484
Principal	Mr. Kent Cromwell, Principal
E-mail Address	kcromwell.lhs@wscuhsd.k12.ca.us
Web Site	www.lagunahs.org
CDS Code	49706074930327

District Contact Information	
District Name	West Sonoma County Union High School District
Phone Number	(707) 824-6403
Superintendent	Dr. Steven Kellner
E-mail Address	skellner.do@wscuhsd.k12.ca.us
Web Site	www.wscuhsd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Laguna High school has been repeatedly recognized by the California Department of Education as a Model Continuation High School. Laguna recognizes the need for all students to achieve academic standards that create post-high school opportunities. The courses are aimed at addressing the academic standards and the expected school-wide learning results. Students participate in a meaning-centered curriculum that encourages them to think conceptually, solve problems, and communicate their ideas effectively. The curriculum emphasizes connecting new learning to prior knowledge, constructing new knowledge, and applying learning in real-life contexts. Students can choose sequences in the curriculum that lead to a basic, general education. Learning is both textbook-oriented and project-based. Laguna consistently challenges students to raise their academic expectations and achieve the Expected School Wide Learning Results (ESLRs). Although we are a small staff, electives are available for students who want to explore applications of academics to real-world learning, gain field experiences, or pursue some subjects in depth.

All district graduation requirements are offered at Laguna. Upon registration, students and parents meet with the principal for a orientation to the school and the counselor to individually determine the courses needed to graduate and/or achieve their future goals. Every student is given a personal, quarterly update on their graduation/credit status with personalized notes on how to make further progress. Students' plans and programs are regularly monitored and changes are made as needed.

Students are helped with transitions between the continuation high school and the traditional high schools, between high school and job opportunities, and between high school and junior college, as well as other post-high school options (i.e. military, trade schools, apprenticeships). A district career technician is on site one day a week. All seniors receive an orientation to Santa Rosa Junior College. We have a practical construction class teaching trade skills.

Our vision is to create an educational environment which provides an enrichment process for students and staff, one which nurtures the ever-changing needs of each individual. In this sensitive, supportive, responsive environment, self-esteem flourishes, positive attitudes are reinforced, team-work is the norm and community involvement is valued and appreciated.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 10	14
Grade 11	37
Grade 12	40
Total Enrollment	91

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	2.2
Asian	0
Filipino	0
Hispanic or Latino	24.2
Native Hawaiian or Pacific Islander	2.2
White	67
Two or More Races	1.1
Socioeconomically Disadvantaged	46.2
English Learners	5.5
Students with Disabilities	19.8
Foster Youth	2.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	7	7	8	110
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	2	1	1	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	89.3	10.7
All Schools in District	99.2	0.8
High-Poverty Schools in District	89.3	10.7
Low-Poverty Schools in District	100.0	0.0

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2013

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website under "About WSCUHSD".	Yes	0.0
Mathematics	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website under "About WSCUHSD" .	Yes	0.0
Science	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website under "About WSCUHSD" .	Yes	0.0
History-Social Science	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website under "About WSCUHSD".	Yes	0.0
Foreign Language	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website under "About WSCUHSD".		0.0
Health	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website under "About WSCUHSD".	Yes	0.0
Visual and Performing Arts	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website under "About WSCUHSD".	Yes	0.0
Science Laboratory Equipment (grades 9-12)	A current list of all District-adopted textbooks and instructional materials used at our school is posted on the West Sonoma County Union High School District website under "About WSCUHSD".	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Based on the Facility Inspection Tool, developed by the State of California Office of Public School Construction, the school facility is in "exemplary" condition.

In addition the Director of Maintenance & Operations is developing a short and long term deferred maintenance program to take care of routine maintenance needs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/5/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/5/16				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	20	31	73	73	44	48
Mathematics	0	3	46	44	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	48	33	68.8	31.3
Male	11	29	20	69.0	36.8
Female	11	19	13	68.4	23.1
Hispanic or Latino	11	16	11	68.8	9.1
White	11	27	19	70.4	44.4
Socioeconomically Disadvantaged	11	25	17	68.0	11.8

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	48	32	66.7	3.2
Male	11	29	19	65.5	5.6
Female	11	19	13	68.4	
Hispanic or Latino	11	16	11	68.8	
White	11	27	18	66.7	5.9
Socioeconomically Disadvantaged	11	25	17	68.0	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	29	15	45	66	71	70	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	22	11	50.0	45.5
Male	16	10	62.5	40.0
White	15	5	33.3	40.0
Socioeconomically Disadvantaged	14	7	50.0	57.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

No Career Technical Education Programs offered at Laguna High School

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Laguna provides opportunities for meetings with all parents regularly. In addition, at the student intake meeting, parents are encouraged to stay actively involved in their child's education. An open door policy is emphasized. This view is reinforced whenever contact is made with the parent, either by phone or in person. Every parent is given a personal call by a staff member inviting them to attend "Back-to-School Day" where a barbeque, classroom tours, and informal meetings with staff can occur. A volunteer form is given to every parent indicating the various ways parents can participate and contribute to the school. Parents are welcome at school functions and often attend sports events, student of the month Rotary breakfasts, and fundraising activities.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	5.20	5.00	4.60	5.20	5.00	4.60	11.40	11.50	10.70
Graduation Rate	91.71	90.56	91.24	91.71	90.56	91.24	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	74	94	86
Black or African American	50	91	78
American Indian or Alaska Native	100	100	78
Asian	0	100	93
Filipino	0	100	93
Hispanic or Latino	83	91	83
Native Hawaiian/Pacific Islander	0	100	85
White	75	94	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	56	74	66
English Learners	0	57	54
Students with Disabilities	38	40	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.5	13.5	14.6	3.8	3.5	4.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The School Safety Plan was updated this year, involving all staff members. The administration and staff view school safety as paramount. Staff members have recently attended training on school safety and crisis management. These issues are a regular part of staff meeting agendas. Students cannot learn in an environment in which they don't feel safe. Parents need to feel comfortable that their children are in a safe, supportive environment. With this in mind, an ongoing review of and focus on school safety is an integral part of Laguna's culture. The School Safety Plan is available in the office to anyone wishing to review it.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	13	14			8	10			8	10		
Mathematics	10	5			11	4			11	4		
Science	12	5			9	5			9	5		
Social Science	14	7			13	6			13	6		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.60	91
Counselor (Social/Behavioral or Career Development)	.40	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.10	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0.0	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	15769	1437	14332	75987
District	N/A	N/A	7534	$63,813
Percent Difference: School Site and District	N/A	N/A	90.2	19.1
State	N/A	N/A	$5,677	$75,859
Percent Difference: School Site and State	N/A	N/A	152.5	0.2

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

Types of Services Funded (Fiscal Year 2015-16)

CAHSEE support program
Credit Make up after school program and Summer school
Grant for Drug and Alcohol Counselor and Crisis Counselor Grant for Staff Development for Continuation school teaching staff
NCLB – Title II
Title III – Limited English Proficiency

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,889	$45,265
Mid-Range Teacher Salary	$59,622	$72,281
Highest Teacher Salary	$75,654	$94,342
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	$107,741	$127,317
Superintendent Salary	$156,148	$168,625
Percent of Budget for Teacher Salaries	31%	34%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

For the 2016-2017 school year there were three designated staff development days. Sites used common planning period (CPT) to provide time for additional staff development on various topics such as using student achievement data to inform instruction, developing curriculum and improving instructional practices.

Teachers are given release time through Title II and grant funding to participate in approved professional development activities such as conferences and training sessions in specific subject matter areas, classroom management, English Learner programs, and support for student learning.

New teachers are given direct support through the Beginning Teacher Support and Assessment (BTSA) program. A support provider is assigned to each new teacher for their first two years, participating through ongoing observations, feedback and monthly training.