

# St. Helena High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	St. Helena High School
<b>Street</b>	1401 Grayson Avenue
<b>City, State, Zip</b>	St. Helena, CA 94574
<b>Phone Number</b>	707.967.2740
<b>Principal</b>	Benjamin L. Scinto
<b>E-mail Address</b>	bscinto@sthelenaunified.org
<b>Web Site</b>	www.shhs.sthelenaunified.org
<b>CDS Code</b>	28-66290-2837102

<b>District Contact Information</b>	
<b>District Name</b>	St. Helena Unified School District
<b>Phone Number</b>	(707) 967-2708
<b>Superintendent</b>	Dr. Marylou Wilson
<b>E-mail Address</b>	mwilson@sthelenaunified.org
<b>Web Site</b>	www.sthelenaunified.org

## School Description and Mission Statement (School Year 2018-19)

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### Principal's Message

St. Helena High School (SHHS) is a small accredited school that offers rigorous coursework in both academic and Career Technical Education (CTE) arenas. Although our student population is small, the school boasts scholastic offerings similar to those of schools with large student populations. SHHS staff provides students with a quality education in a safe and nurturing environment.

At SHHS, we strive to provide our students with an outstanding education that ensures each student will be prepared to meet the demands of their chosen postsecondary option. The importance placed upon perseverance and hard work echoes in every aspect of the curriculum and school culture. Students are encouraged to develop their unique abilities and interests in an atmosphere that celebrates their successes while challenging their intellectual, social and physical capacity. Our ultimate goals are to assist students in finding their voice in a community of learners while exploring areas of interest, ultimately ensuring college and career readiness.

St. Helena High School offers Advanced Placement, Honors, college preparatory, Dual Enrollment, and elective courses and five CTE pathways. The school teaches students to be globally competitive citizens armed with the necessary 21st-century skills to be successful in postsecondary educational institutions or the workforce. The school has a vibrant CTE program as well as an AVID (Advancement Via Individual Determination) program that boasts a 95 percent college acceptance rate. Students are able to receive academic and social counseling with the assistance of two counselors and Student Support Services coordinator.

In the 2011-12 school year, the high school implemented a two-day block schedule and incorporated weekly time for students to meet with their teachers for remediation, review or enrichment. In the 2012-13 school year, the high school continued to target students with academic difficulties and/or students in need of additional support to help them achieve their academic goals. Through ACCESS period, the continual monitoring of student progress and assessment data, adoption of PowerSchool Learning Management System, and Aeries Gradebook, the high school is working to increase student learning and school-to-home communication.

St. Helena High School is an incredible educational institution with an outstanding teaching staff committed to student academic and personal success. Teachers receive professional development regularly, focusing on improving instructional practices through the Gradual Release of Responsibility model, Advanced Placement, infusing technology into the curriculum, etc.

### School Mission Statement

The St. Helena Unified School District community is dedicated to providing opportunities and resources for all students to achieve their highest academic and social potential in a global society.

### School Vision Statement

Our vision is to be an inspiring and innovative learning environment with the highest expectations for all students and staff so that they are successful academically, socially, emotionally and physically.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	120
Grade 10	122
Grade 11	120
Grade 12	101
Ungraded Secondary	4
<b>Total Enrollment</b>	<b>467</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.6
Asian	1.1
Filipino	0.0
Hispanic or Latino	47.1
Native Hawaiian or Pacific Islander	0.0
White	50.1
Socioeconomically Disadvantaged	38.1
English Learners	6.6
Students with Disabilities	8.6
Foster Youth	0.0

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	34	34	34	91
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments *</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** June 2018

The textbook-adoption process includes these steps:

1. The principal meets with the director of curriculum and instruction
  - Review process
  - Establish a timeline resulting in board action
  - Select Instructional Materials Evaluation Committee
  
2. Instructional Materials Evaluation Committee
  - Director of curriculum and instruction
  - Principal
  - Teachers (minimum two)
  - Parent(s) and additional staff, as deemed necessary (two to three)
  
3. Text-review process
  - Committee reviews state-adopted list
  - Committee screens adopted texts for quality and alignment to state standards and selects two to four texts for further review
  - Publisher representatives for each selected text make presentations to the committee
  - Publisher representative presents district with costs for piloting textbook (in writing)
  - Publisher representative presents district with costs for entire adoption, if selected (in writing)
  - Teachers pilot text for two semesters
  - Piloting teachers meet with other staff at least two times to discuss text and make recommendations
  - Evaluation form is completed by each teacher piloting text
  - Recommendation is made to superintendent
  - Community display of recommended text(s) (30 days)
  - Superintendent recommends approval of adoption to board of trustees
  - Board of trustees meeting for first reading of adoption recommendations
  - Board of trustees approval of recommended texts (second reading)

Each student, including English learners, has access to current standards-based textbooks and other instructional materials to use in class and to take home.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Adventures in American Literature; Holt, Rinehart and Winston 2006 A Patriot’s Handbook, Hyperion 2007 Everything’s an Argument With Readings, Bedford/St. Martin’s 2007 California Collections, Houghton Mifflin Harcourt 2015 (10th grade) 2017 (9th and 11th grades) CSU Expository Reading and Writing Curriculum (Expository Reading and Writing Course) 2014 Literature & Composition 2nd edition, Bedford/St. Martin’s 2017	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	Course 3, Big Ideas, 2015 Integrated Math I, Big Ideas 2017 Integrated Math II, Big Ideas 2017 Integrated Math III, Big Ideas 2017 Stats in your World 2nd ed., Pearson 2016 Stats: Modeling the World, AP Edition; Pearson 2015 Calculus: Graphical, Numerical, Algebraic; Pearson/Prentice Hall 2012 Blitzer Algebra and Trig., Pearson 2018 Trigonometry, 8th ed., Cengage 2017 Financial Algebra: Advance Algebra w/ financial Applications, 2nd ed., Cengage, 2018	Yes	0%
<b>Science</b>	Introductory Chemistry: A Foundation; Brooks/Cole, Cengage Learning 2013 Chemistry: A Molecular Approach, AP Edition; Pearson/Prentice Hall 2014 Modern Biology; Holt, Rinehart and Winston 2002 Physics, California; Holt, Rinehart and Winston 2011 Campbell Biology, AP Edition; Benjamin Cummings/Pearson 2013 Essentials of Anatomy & Physiology, Benjamin Cummings/Pearson 2010 Environmental Science, Pearson, 2011	Yes	0%
<b>History-Social Science</b>	World History: Connections to Today, The Modern Era; Pearson/Prentice Hall 2016 The American Vision: Modern Times, Glencoe/McGraw-Hill 2006 The Earth and Its People: A Global History, AP Edition; Cengage Learning 2014 The American Pageant, AP Edition; Cengage Learning 2015 Magruder's American Government, Pearson/Prentice Hall 2006 Comparative Politics: Domestic Responses to Global Challenge, 10th ed., Cengage 2019	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

At St. Helena High School (SHHS), student safety is of the highest importance. The school has positive working relationships with local law enforcement and emergency services in the Napa Valley. Every classroom is equipped with a first-aid kit, a SHHS Emergency Crisis handbook, and an ER Safety and Lockdown Survival kit. Drills occur regularly to prepare students and staff for emergencies. SHHS has participated in The Great California ShakeOut drill for the last eight years. Evacuation routes are clearly outlined in every classroom and building on campus. Immediate contact can be made with families through our emergency automated phone system.

St. Helena High School was established in 1914, and its facilities include a gymnasium, a multipurpose field house, three state-of-the-art science laboratories, a library, amphitheater, performing arts classroom, four recently completed and updated turf athletic fields, five Career Technical Education buildings, an Olympicsize swimming pool, and the new Performing Arts Center. The school is equipped with a computer lab, and students have access to the internet through a much-improved wireless connection. All students have been issued laptops to achieve the district’s goal of a 1:1 computer-to-student ratio.

The school facilities support teaching and learning. The condition of our buildings reflects the care and concern the staff and community has for students. Great attention is given to ensure the facilities are in excellent condition.

St. Helena High School prides itself on campus aesthetics. Students are surrounded by trees and grounds that highlight the changing of the seasons and the stature of the Napa Valley.

Students experience a clean and safe campus where they can actively participate in their academic learning. The school is maintained by a custodial staff of 4.0 full-time equivalent (FTE) personnel, a maintenance crew of 0.75 FTE and a 0.5 FTE groundskeeper (custodial, grounds and maintenance workers are shared between the district’s four schools).

In 2012-13, an additional classroom was modernized to create a state-of-the-art facility for students with special needs. This room serves as a hub for our California Services for Technical Assistance and Training (CalSTAT) award-winning transition program.

The new facilities were funded through private community donations, industry sector and pathways grants given by the California Department of Education, and the passage of Measure B and C bonds. Private donations also contributed to various projects.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>		
<b>Year and month of the most recent FIT report: 9/5/2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Various classrooms have water stains on ceiling tiles, and various door frames have chipped paint. Replace the ceiling tiles.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Trip hazard at door entry. Repair planned

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 9/5/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 9/5/2018	
Overall Rating	Good

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	90.0	93.0	63.0	64.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	50.0	43.0	49.0	45.0	37.0	38.0

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

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	111	109	98.20	92.66
<b>Male</b>	54	53	98.15	86.79
<b>Female</b>	57	56	98.25	98.21
<b>Black or African American</b>	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	--	--	--	--
Hispanic or Latino	45	45	100.00	86.67
White	64	63	98.44	96.83
Socioeconomically Disadvantaged	38	37	97.37	89.19
English Learners	11	11	100.00	54.55
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	114	110	96.49	42.73
Male	57	53	92.98	39.62
Female	57	57	100	45.61
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	48	45	93.75	22.22
White	64	63	98.44	57.14
Socioeconomically Disadvantaged	40	38	95	23.68
English Learners	14	11	78.57	0
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

**Career Technical Education Programs (School Year 2017-18)**

St. Helena High School hosts five pathway options for students in:

- Agricultural Mechanics Pathway (Ag Mechanics, Survival Ag, AutoCAD, Advanced Ag Mechanics)
- Agriscience Pathway (Ag Biology, Ag Chemistry, Honors Advanced Ag Systems)
- Hospitality, Tourism and Recreation Pathway (Culinary Arts 1, Culinary Arts 2, Culinary Arts 3)
- Ornamental Horticulture Pathway (Floral Design, Ornamental Horticulture, Viticulture)
- Software and Systems Development Pathway (Exploring Computer Science, Computer Science Principles)

SHHS is also expanding in the Information and Communication Technology Sector in the pathway of Software and Systems Development.

The CTE pathways focus on developing skills that prepare students for a variety of postsecondary experiences. Recognizing our college-going culture, a majority of CTE courses are A-G approved. SHHS requires 50 elective credits and 10 CTE credits for graduation, which leads to a high level of participation in CTE classes.

Students’ needs for career preparation are reinforced by the school counselors with additional support for our students with special needs through our award-winning transition program. Our counselors have generated a College and Career Blueprint Haiku page that helps students and parents navigate their postsecondary options. It provides resources to help students explore colleges and careers and highlights important steps students must take to prepare for college, how to apply to college, important dates and deadlines, and what students need to know regarding financial aid. Students interested in pursuing a career right out of high school are guided through career inventories that project best and fitting options for the individual student.

With a 99 percent graduation rate, a college-going culture (90 percent of students) and many students pursuing careers in agriculture and culinary-related fields, the influence of our local economy and educational program is evident.

Principal Benjamin L. Scinto is the primary representative of the district’s Career Technical Education advisory committee and sits on the Napa County CTE Advisory Committee as well as the state board for the Public School Accountability Act because of his CTE focus.

**Career Technical Education Participation (School Year 2017-18)**

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	328
<b>% of pupils completing a CTE program and earning a high school diploma</b>	19
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	20

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.5
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	44.0

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.9	22.6	48.7

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 State priority: Parental Involvement (Priority 3):

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

**Opportunities for Parental Involvement (School Year 2018-19)**

At St. Helena High School, we experience a tremendous and consistent amount of parental support. Parents are active in the Parent Group, School Site Council, St. Helena Public Schools Foundation, Saints Athletic Association, Agricultural Boosters, Agricultural Advisory Group, Culinary Art Advisory Group, Performing Arts Boosters, and the English Learner Advisory Committee. Communication is highly valued and encouraged. Parents receive information through a monthly e-newsletter, the school and district’s website, Aeries parent grade book viewer, Haiku Learning management system, email messages, and schoolwide phone calls. The parents of students at St. Helena High School work cooperatively with the staff to assist the school in providing rigorous academic programs and enriching extracurricular activities for students.

For more information on how to become involved at the school, please refer to the list of contacts below:

- Yvonne Vosti, SHUSD Community Liaison, at yvosti@sthelenaunified.org
- Catherine Durand, president of the SHHS Parent Group, at cdurand4shusd@gmail.com
- Cecilia Sanchez Romero, English Language Advisory Council (ELAC), at ceciliaadonay6633@gmail.com
- Cecilia Raffo, St. Helena Public Schools Foundation High School liaison, treasurer and St. Helena Performing Arts Boosters treasurer, at craffo18242@gmail.com
- Connie Wilson, Saints Athletic Association Parent rep., at (707) 963-1811, clw1956@comcast.net
- Ted Hall, Agricultural Advisory Group, at tedhall@longmeadowranch.com
- Randy Mendes, Agricultural Boosters, at info@agboosters.org

**State Priority: Pupil Engagement**

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	2.4	4.8	3.4	2.4	4.8	3.4	10.7	9.7	9.1
<b>Graduation Rate</b>	92.9	94.4	91.6	92.9	94.4	91.6	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
<b>All Students</b>	90.8	90.8	88.7
<b>Black or African American</b>	100.0	100.0	82.2
<b>American Indian or Alaska Native</b>	0.0	0.0	82.8
<b>Asian</b>	100.0	100.0	94.9
<b>Filipino</b>	100.0	100.0	93.5
<b>Hispanic or Latino</b>	87.7	87.7	86.5
<b>Native Hawaiian/Pacific Islander</b>	100.0	100.0	88.6
<b>White</b>	94.1	94.1	92.1
<b>Two or More Races</b>	0.0	0.0	91.2
<b>Socioeconomically Disadvantaged</b>	87.1	87.1	88.6
<b>English Learners</b>	55.6	55.6	56.7
<b>Students with Disabilities</b>	75.0	75.0	67.1
<b>Foster Youth</b>	100.0	100.0	74.1

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	4.3	2.3	6.3	3.3	1.7	3.4	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2018-19)

The school safety plan is a proactive guide to dealing with emergency and crisis situations with the primary focus of keeping the students and staff safe and healthy. The school safety plan includes a school safety committee that has assigned specific functions and duties to key staff members with CPR and first-aid training. Emergency drills are conducted regularly, and evacuation routes, school and community services guides and emergency procedures are displayed in every classroom.

In 2014-15, the Safety Committee was changed to the Positive Behavioral Interventions and Supports (PBIS) Committee. The PBIS Committee collaboratively monitors and updates the St. Helena High School Progressive Discipline Plan that focuses on applying fair and appropriate consequences for student classroom disruptions and attendance issues. The Progressive Discipline Plan includes Restorative Justice and Positive Behavioral Interventions and Support strategies that have been proven to lower suspension rates and enhance school climate and culture. The plan was built around four essential goals:

- Establishing and maintaining consistent schoolwide behavior expectations
- Teaching and modeling behavior expectations uniformly, fairly and consistently
- Implementing proven, researched-based management methods
- Building positive relationships with our students, thereby increasing the overall positive climate and culture of St. Helena High School

The school has the responsibility and authority to issue disciplinary consequences to students who violate behavioral expectations while on their way to school, at school, during lunch, going home, at all school activities (home and away), and at any time on school or district property.

A new districtwide lockdown procedure and active-shooter protocol was recently added to the High School Comprehensive School Safety and Crisis Plans and was the focus of districtwide professional development and site faculty meetings in August and September 2016. The new SHUSD Lockdown and Active Shooter Protocol was developed in cooperation with the City of St. Helena and the St. Helena Police Department.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.0	19	6	0	20.0	15	9	0	19.0	18	6	0
Mathematics	21.0	17	8	0	20.0	17	7	0	20.0	17	6	0
Science	20.0	10	5	0	19.0	12	4	0	19.0	12	4	0
Social Science	20.0	17	8	2	20.0	17	10	0	22.0	12	9	3

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 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.00	241
Counselor (Social/Behavioral or Career Development)	0.25	N/A
Library Media Teacher (Librarian)	0.00	N/A
Library Media Services Staff (Paraprofessional)	1.00	N/A
Psychologist	0.25	N/A
Social Worker	0.00	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.50	N/A
Resource Specialist (non-teaching)	0.00	N/A
Other	1.00	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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,266,014	\$1,343,611	\$6,922,403	\$117,330
District	N/A	N/A	\$23,488,819	\$114,774
Percent Difference: School Site and District	N/A	N/A	-108.9	2.2
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	199.6	59.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

Types of Services Funded

These Federal Program Participation services are provided at the school:

- Title II: Improving Teacher Quality
- Title III: Limited English

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$66,411	\$42,990
Mid-Range Teacher Salary	\$66,290	\$61,614
Highest Teacher Salary	\$137,116	\$85,083
Average Principal Salary (Elementary)	\$142,481	\$100,802
Average Principal Salary (Middle)	\$153,831	\$105,404
Average Principal Salary (High)	\$170,476	\$106,243
Superintendent Salary	\$210,000	\$132,653
Percent of Budget for Teacher Salaries	36.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	4	N/A
All courses	13	23.6

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)

This year, the staff had one day prior to the start of the school year for professional development. Professional development is also done throughout the year on eight minimum days, using release time for teachers, and in the summer.

The district is committed to providing the highest quality professional development for all teachers. Principals encourage teachers to seek advanced degrees, credentials and other certifications. The district participates and supports new teachers through the Beginning Teacher Support and Assessment (BTSA) program.

Certificated representatives from all district schools meet periodically throughout the school year to discuss, among other things, district professional development initiatives. Current areas of focus are differentiated instruction, Units of Study in Writing, literacy strategies for English language learners, Common Core Math strategies and Advanced Placement. Depth of Knowledge (DOK) and Multi-Tiered Systems of Support (MTSS). A districtwide commitment supports teacher implementation via conferences, in-service training and coaching.

\* Due to the wildfires and no school held from 10/9/17-10/20/17 and additional two professional development days were added after the academic year to address topics planned for the cancelled Vertical Articulation Days. Due to the Instructional Time Recovery Plan, Vertical Articulation days were canceled to make those days full instructional days.