

# St. Helena High School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<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>Email Address</b>	bscinto@sthelenaunified.org
<b>Website</b>	<a href="https://www.sthelenaunified.org/Domain/140">https://www.sthelenaunified.org/Domain/140</a>
<b>County-District-School (CDS) Code</b>	28-66290-2837102

Entity	Contact Information
District Name	St. Helena Unified School District
Phone Number	707.967.2708
Superintendent	Dr. Marylou Wilson
Email Address	mwilson@sthelenaunified.org
Website	www.sthelenaunified.org

## School Description and Mission Statement (School Year 2019-20)

### Principal's Message

St. Helena High School (SHHS) is a WASC 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 schools with large student populations. SHHS staff provide students with a quality education in a safe and nurturing environment.

At SHHS, we strive to equip our students with an outstanding education that ensures each student will be prepared to meet the demands of their chosen post-secondary option. The importance placed upon perseverance and hard work is echoed 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 goal is to assist students in finding their voice in a community of learners while exploring areas of interest, ultimately ensuring college and career readiness.

SHHS offers Advanced Placement, Honors, college preparatory, Dual Enrollment, and elective courses and six CTE pathways. The school teaches students to be globally competitive citizens armed with the necessary 21st-century skills to be successful in post-secondary 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-emotional counseling with the assistance of two academic counselors and Student Support Services mental health professionals.

The school maintains a two-day block schedule and incorporated weekly time for students to meet with their teachers for remediation, review, or enrichment. SHHS continues 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.

SHHS is an incredible and balanced 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

SHHS provides academic rigor within a safe and supportive learning environment where students can explore their creativity, collaboratively problem solve, and fully develop as resilient, caring and responsible individuals, learners, and citizens.

### School Vision Statement

Our vision is to provide an engaging and dynamic learning environment that inspires a passion for learning and prepares every student to adapt and thrive as a responsible citizen in a rapidly changing world.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	128
Grade 10	119
Grade 11	113
Grade 12	115
<b>Total Enrollment</b>	<b>475</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.8
Asian	0.8
Filipino	0.2
Hispanic or Latino	43.7
White	53.7
Two or More Races	0.2
Socioeconomically Disadvantaged	38.2
English Learners	5
Students with Disabilities	9.7
Homeless	1.2

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	34	35	101
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** August 2019

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 this is mainly teachers but principals have a say in the whole process
  - Teachers (minimum two)
  - Parent(s) and additional staff, as deemed necessary (two to three) This is part of the public review process. We now provide information for review at the curriculum, innovation and technology committee. Student voice is solicited at MS and HS levels.
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 approximately 6-8 weeks for each pilot or one trimester
  - 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
  - Textbook committee meets to discuss evaluations and select one textbook to go up to the superintendent
  - 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Collections 11, 2015 - 47102000388701, Houghton Mifflin Harcourt, 2018</p> <p>Everything's an Argument with Readings, 2007 - 9780312447502, Bedford/St. Martins, 2007</p> <p>Literature &amp; Composition: Reading, Writing, Thinking, 2011 - 9781457682513, Bedford/St. Martin's, 2013</p> <p>Collections 9, 2017 - 9780544503304, Houghton Mifflin Harcourt, 2018</p> <p>California Collections, 2017 - 9780544503311, Houghton Mifflin Harcourt, 2016</p> <p>Collections 10, 2017 - 9780544503311, Houghton Mifflin Harcourt, 2016</p> <p>Collections 11, 2015 - 47102000388701, Houghton Mifflin Harcourt, 2018</p> <p>EDGE: Fundamentals, 2014, 128543960-0 - A, 2014, 9781285439481 - B, 2014, 9781285439587 - C, 2014, 9781285439594, National Geographic Learning, 2019</p>	Yes	0%
<b>Mathematics</b>	<p>Stats: Modeling the World, AP Edition, 4th Edition, 2015 9780133151541, Pearson, 2014</p> <p>Calculus: Early Transcendentals, 8th Ed. AP/HS + WebAssign (1-year access), 20 16, 9781305470668, Cengage Learning 2019</p> <p>Integrated Math I Student Text, 2016 - 9781680331127, Big Ideas Learning LLC, 2018</p> <p>Integrated Mathematics II, 2016 - 9781680330687, Big Ideas Learning LLC, 2018</p> <p>Integrated Math III Student Text, 2016 - 9781680330878, Big Ideas Learning LLC, 2018</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Financial Algebra: Advanced Algebra with Financial Applications, Second Edition, 9781337271790, Cengage Learning 2019</p> <p>Course 3, A Common Core Curriculum, 2015 - 9781608406722, Big Ideas Learning LLC, 2018</p> <p><a href="https://openstax.org/details/books/precalculus">https://openstax.org/details/books/precalculus</a>, OpenStax, 2019</p> <p>Stats in Your World, 2nd Edition, 2016 - 9780133995299, Pearson, 2018</p>		
<b>Science</b>	<p>Introductory Chemistry: A Foundation, 7th Edition, 2011 9780538740524, Brooks/Cole/Cengage Learning, 2013</p> <p>Chemistry: A Molecular Approach, AP Edition, 2014 - 9780133099942 and web-based, Pearson, 2014</p> <p>Holes Human Anatomy &amp; Physiology, 15th Ed., 2019 - 9781259864568, McGraw Hill, 2019</p> <p>Environmental Science for the AP Course, 3rd ed., 2019, 9781319113292, Bedford, Freeman, &amp; Worth, 2019</p> <p>Modern Biology, 2002, 9780030565410, Holt, Rinehart, Winston, 2006</p> <p>Environmental Science: Your World, Your Turn, 2011 - 9780133724752, Pearson, 2016</p> <p>Physics, 2007 - 9780030922107, Holt, Rinehart &amp; Winston, 2011</p>	Yes	0%
<b>History-Social Science</b>	<p>Magruder's American Government, 2019, 9781418281694, Pearson Education, Inc.</p> <p>Comparative Politics: Domestic Responses to Global Challenges, 10th Ed., 2019, 9781337554848, Wadsworth/Cengage Learning, 2018</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>The American Pageant, AP Edition, 16th Edition, 2015 - 9781111831066, Cengage Learning, 2015</p> <p>The Earth and Its People: A Global History, AP Edition, 6th Edition, 2014 - 9781285436838, Cengage Learning, 2014</p> <p>Economics: Principles in Action, 2019, - 9780328987023, Pearson Education, Inc., 2019</p> <p>United States History: The Twentieth Century, 2019 9780328986910, Pearson Education, Inc., 2019</p> <p>World History: The Modern Era, 2016 - 9780133332599, Pearson Education, Inc., 2015</p>		

### 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 and as of April 2019 maintains a School Resource Officer (SRO) in partnership with the city of St. Helena. 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 nine 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 Olympic size swimming pool, and a 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

**Year and month of the most recent FIT report:** 4 September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	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
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	93	87	64	67	50	50
Mathematics (grades 3-8 and 11)	43	42	45	50	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	111	110	99.10	0.90	87.27
Male	60	59	98.33	1.67	79.66
Female	51	51	100.00	0.00	96.08
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	55	55	100.00	0.00	81.82
Native Hawaiian or Pacific Islander					
White	52	51	98.08	1.92	96.08

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	41	40	97.56	2.44	82.50
<b>English Learners</b>	11	11	100.00	0.00	63.64
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Foster Youth</b>					
<b>Homeless</b>	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	111	110	99.10	0.90	42.20
<b>Male</b>	60	59	98.33	1.67	34.48
<b>Female</b>	51	51	100.00	0.00	50.98
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Filipino</b>					
<b>Hispanic or Latino</b>	55	55	100.00	0.00	32.73
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	52	51	98.08	1.92	56.00
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	41	40	97.56	2.44	32.50
<b>English Learners</b>	11	11	100.00	0.00	9.09
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**Career Technical Education Programs (School Year 2018-19)**

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

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

The CTE pathways focus on developing skills that prepare students for a variety of post-secondary 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 PowerSchool page that helps students and parents navigate their post-secondary 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. He also sat on the state board for the Public School Accountability Act because of his CTE focus.

### Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	354
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	30.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.8
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	56.84

### 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	13.5	15.9	61.9

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

## 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 2019-20)

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 Arts 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, PowerSchool Learning Management System, email messages, and school-wide 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](mailto:yvosti@sthelenaunified.org)
- Catherine Durand, president of the SHHS Parent Group, at [cdurand4shusd@gmail.com](mailto:cdurand4shusd@gmail.com)
- VACANCY, English Language Advisory Council (ELAC), at
- Cecilia Raffo, St. Helena Public Schools Foundation High School liaison, treasurer and St. Helena Performing Arts Boosters treasurer, at [craffo18242@gmail.com](mailto:craffo18242@gmail.com)
- Connie Wilson, Saints Athletic Association Parent rep., at (707) 963-1811, [clw1956@comcast.net](mailto:clw1956@comcast.net)
- Ted Hall, Agricultural Advisory Group, at [tedhall@longmeadowranch.com](mailto:tedhall@longmeadowranch.com)
- Randy Mendes, Agricultural Boosters, at [info@agboosters.org](mailto: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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
<b>Dropout Rate</b>	4.8	3.4	4	4.8	3.4	4	9.7	9.1	9.6
<b>Graduation Rate</b>	94.4	91.6	94.1	94.4	91.6	94.1	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	2.3	6.3	5.1	1.7	3.4	3.0	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The school comprehensive Safety Plan and site level Crisis Plans (condensed plan for teachers and staff) are proactive guides outlining emergency response procedures and crisis preparation with the primary focus of keeping the students and staff safe and healthy. The SHHS Safety Committee oversees the implementation of the safety plans and regularly updates emergency strategies and procedures. Additionally, the Safety Committee is responsible for assigning specific functions and safety duties to key staff members, including 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.

The Safety Committee oversees the implementation of Positive Behavioral Interventions and Supports (PBIS) strategies and procedures; moreover, the principals of PBIS have been interwoven into the St. Helena High School Progressive Discipline Plan. The Progressive Discipline Plan focuses on applying fair and appropriate consequences for student classroom disruptions and attendance issues. The Progressive Discipline Plan includes Restorative Justice, Alternative Means of Correction, 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 school-wide 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, at all school activities (home and away), and at any time on school or district property.

The High School Comprehensive School Safety and Crisis Plans are living documents in that they are reviewed and updated every year.

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	20	15	9		19	18	6		21	12	11	
Mathematics	20	17	7		20	17	6		22	12	10	
Science	19	12	4		19	12	4		19	14	2	
Social Science	20	17	10		22	12	9	3	23	10	12	3

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	211.1

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.25
Social Worker	0
Nurse	.25

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19,476.42	\$2,713.07	\$16,763.35	\$127,882.00
District	N/A	N/A	\$22,388.72	\$123,191.00
Percent Difference - School Site and District	N/A	N/A	-28.7	2.2
State	N/A	N/A	\$7,506.64	\$64,732.00
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 2018-19)

#### 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$69,731	\$43,574
Mid-Range Teacher Salary	\$100,583	\$63,243
Highest Teacher Salary	\$143,971	\$86,896
Average Principal Salary (Elementary)	\$153,176	\$103,506
Average Principal Salary (Middle)	\$166,946	\$108,961
Average Principal Salary (High)	\$185,027	\$108,954
Superintendent Salary	\$231,125	\$136,125
Percent of Budget for Teacher Salaries	34%	30%
Percent of Budget for Administrative Salaries	5%	6%

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

### Advanced Placement (AP) Courses (School Year 2018-19)

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	1	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	7	N/A
All courses	14	28.9

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	1	1

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.