



Alameda High School

2200 Central Avenue • San Rafael • 5105907961 • Grades 9-12

Robert Ithurburn, Principal

rithurburn@alamedaunified.org

<https://aus-alameda-ca.schoolloop.com/>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Alameda Unified School District

2060 Challenger Drive
Alameda, CA 94501
(510) 337-7000

<http://www.alameda.k12.ca.us>

District Governing Board

Mialisa Bonta
President

Jennifer Williams
Vice President

Gary Lym
Trustee

Megan Sweet
Trustee

Heather Little
Trustee

District Administration

Pasquale Scuderi
Superintendent

Sara Stone
Chief Academic Officer

Shariq Khan

Chief Business Officer

Timothy Erwin
Chief Human Resources Officer

Kirsten Zazo

Chief Student Support Officer

School Description

Alameda High School Vision Statement: We envision a learning community which promotes intellectual growth and encourages social responsibility. We commit ourselves to creating a place wherein all learners can demonstrate positive work habits and attitudes, think critically, and acquire knowledge and skills necessary to be effective citizens.

School-Wide Learner Outcomes

I. We demonstrate positive personal qualities, work habits and attitudes of motivated learners and informed citizens.

- We embody integrity and honesty, respect diversity and treat all people with dignity.
- We are punctual, diligent and responsible for our own actions.
- We apply organizational skills to our work and daily life.
- We participate in, and contribute to our community

II. We demonstrate knowledge and skills reflecting California State and other academic Standards.

- We read, write and speak effectively.
- We are aware of historic, social, economic and global issues.
- We value and embody physical fitness and health.
- We participate in the visual and performing arts as artists and spectators.
- We seek cross-cultural understanding through study of world cultures and languages.
- We understand and apply mathematical and scientific principles.

III. We demonstrate the skills to think and reason effectively and solve problems creatively.

- We analyze, evaluate and synthesize information.
- We think critically and engage in creative problem solving.
- We work effectively and collaborate with colleagues.

IV. We apply technology effectively to academic, vocational, and everyday needs

About Our School

Welcome to Alameda High School (AHS), home of the Hornets! We are a comprehensive public high school that serves over 1,750 students. We are a diverse learning community that fosters creative thinking and varying perspectives. AHS has a strong Advanced Placement (AP) program with a 71 percent pass rate on this year's AP exams. In the past few years, Alameda High has built up our Career Technical Education program to include: Film/Video Production, Multimedia Arts, Computer Science Principles, Sports Medicine, and Biotechnology. Students have the opportunity to study one of three world languages and/or to express their creative talents in our drama, dance, instrumental music, or visual arts programs.

Students needing additional assistance with academics or social/emotional needs can receive services through our Special Education program, our counseling department, or the on campus School Based Health Center. English language learners have the opportunity to study English language Development in a leveled program designed to help them achieve fluency.

All students explore issues relevant to youth and success throughout and post high school in our Navigating Life and Adulting classes. Topics include College and Career exploration and skills, money management, themes related to health such nutrition, sexual health in accordance with the California Healthy Youth Act, drug use and abuse, and mental health. In addition, this year and ongoing all freshmen will take a course on Ethnic Studies as part of their high school curriculum.

Although hampered during the pandemic, connections at AHS are important and our students. They have access to 22 sports programs and more than 72 clubs. In addition, we have outstanding drama and music programs that together produce professional quality productions such as last year’s production of Newsies as well as original student-written plays.

Alameda High School is located in the island community of Alameda at the foot of San Francisco Bay. This year, AHS was again rated by News and World Report in the top three percent of public high schools in the nation. As a community, we are proud of our students, their work ethic, and ongoing accomplishments.

About the SARC

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	424
Grade 10	478
Grade 11	413
Grade 12	462
Total Enrollment	1,777

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.1
Asian	35.2
Filipino	5.9
Hispanic or Latino	14.5
Native Hawaiian or Pacific Islander	0.6
White	30.6
Two or More Races	7.8
Socioeconomically Disadvantaged	21.7
English Learners	6.4
Students with Disabilities	11.9
Foster Youth	0.1
Homeless	0.3

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 for Alameda High School	18-19	19-20	20-21
With Full Credential	75	75	73
Without Full Credential	8	7	3
Teaching Outside Subject Area of Competence	1	2	2

Teacher Credentials for Alameda Unified	18-19	19-20	20-21
With Full Credential	♦	♦	409
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at Alameda High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	2
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	2	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 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Thematic Units centered around novels common across grade levels. Novel lists currently in revision. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Mathematics	Precalculus with Limits: A Graphing Approach (5th). McDougal Littell, 2008. Adopted 4.28.09 Calculus: Early Transcendental Functions (6th). Cengage Publishing, 2015. Adopted 6.28.16. Statistics: Workshop Statistics, Key College Publishing 2008. Adopted 4/28/2009; AP Statistics The Practice of Statistics (5th). Bedford, Freeman, and Worth, 2015. Adopted 6.28.16. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Science	Biology. Prentice Hall (Pearson), 2004. Adopted 5.13.08. Campbell Biology In Focus. Pearson AP Edition, 2014. Bridge Materials. AP Environmental Science. Prentice Hall (Pearson) 10th, 2007. Adopted 5.13.08. Chemistry (Zumdahl). HMH, 2000 (5th). Chemistry (Zumdahl). Brooks/Cole, 9th (AP Edition), 2014. Bridge Materials. Conceptual Physics. Prentice Hall (Pearson), 2009. Adopted 5.13.08. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
History-Social Science	MW H: World History, The Modern Era. Prentice Hall, 2007. Adopted 4.07. USH: The Americans: Rec. to the 21st Century. McDougal Littell (HMH), 2007. Adopted 4.07. AP USH: America’s History. Bedford St. Martin, 2000. Adopted 6.13.00. AP Euro: Western Civilization. Thomson Wadsworth (HMH), 2006. Adopted 6.26.07. AP Gov: American Government Institutions and Policies. HMH, 2004. AP Economics: Economics Principles & Practices. Harcourt, 2001. Adopted 4.23.02. Econ: Economics Principles & Practices. Glencoe/McGraw -Hill, 2001. Adopted 2.13.01. Gov: Magruder’s American Government. Prentice Hall (Pearson), 2003. Adopted 1.14.03. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Foreign Language	Mandarin: Mandarin I-IV. Cheng & Tsui texts/workbooks. French: Bien Dit!, French 1-3. HMH, 2018. AP Themes 1e (AP French 4-5). Vista Higher Learning, 2016. Adopted 5.23.17. Spanish: ¡Avancemos!, Spanish 1-4. HMH, 2018. Adopted 5.23.17. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Health	Health Standards guide programming Percent of students lacking their own assigned textbook: 0.0
Visual and Performing Arts	VAPA standards guide programming Percent of students lacking their own assigned textbook: 0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Alameda High School was built in 1924 on a 15.41 acres site. The building is 116,784 sf. The historic modernization project was completed in summer 2019 with work done to stabilize the foundation, restored the historic value of the windows, upgraded structure supports, and new furniture. The school is very clean.

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/3/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	C1:
Interior: Interior Surfaces	Good	C10: Wall tiles fell off. C11: Wall tiles fell off. C12: Wall tiles fell off. Restrooms: Restrooms have strong urine odor. THR: Carpet produces trip hazard.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Admin Office:
Safety: Fire Safety, Hazardous Materials	Fair	Boiler Room: Barrel of powder waste needs to be removed. C9:
Structural: Structural Damage, Roofs	Good	L/MC: East wall has water intrusion during storms.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Admin Office:
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	83	N/A	66	N/A	50	N/A
Math	62	N/A	58	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	46	N/A	48	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Alameda High greatly benefits from parents who support activities, volunteer in the media center, provide financial support through PTSA, and participate in maintaining our campus. The school has a strong base of parent volunteers who raise money, collaborate with staff and administration in providing direction for our school, and contribute both time and resources toward modernizing our facilities. Parents are also welcome to join PTSA, School Site Council, English Learner Advisory Committee, Athletic Boosters, Music Boosters, and Grad Night committees.

The school also benefits from several community partnerships, including Alameda Education Foundation and local organizations such as Elks, Rotary, and Kiwanis Clubs. Parents are also encouraged to participate in and/or support campus beautification, after school study programs, and community service programs for fulfilling graduation requirements. The best way for parents to get involved is to attend one of our monthly PTSA meetings or contact the principal, Robert Ithurburn, at (510) 337 - 7022. All information for meeting and activities can be found on the school's website at: <http://aus.alamedausd.ca.schoolloop.com/>

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.

School Safety Plan (School Year 2020-2021)

Students at Alameda High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Alameda High’s discipline program is to maintain a positive school learning environment and maximize quality instructional time. Parents and students are informed of school rules and discipline policies through the parent/student handbook, faculty communication, and other appropriate resources that are sent home at the beginning of the school year and in the principal's weekly letter to the families that is delivered electronically and posted on the school's webpage. Safety of students and staff is a primary concern of Alameda High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan was last reviewed and updated in March of 2019 and not in 2020 due to the pandemic and the Shelter in Place order last spring. The plan was approved by the Principal’s Cabinet and the School Site Council. All revisions were communicated to both the classified and certificated staff. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held at least once a year. Students are supervised before and after school, and during lunch, by certificated staff, classified staff, vice principals, and the principal. Visitors are expected to check in at the main office and are issued a visitor pass.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.5	2.3	2.9	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.4	1.3	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	444.3

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.4

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	28	13	20	38	27	18	13	41	31	13	13	40
Mathematics	28	11	25	21	29	9	21	25	29	12	18	28
Science	32	1	13	30	32		20	25	35		10	31
Social Science	30	6	12	35	25	13	24	22	31	8	13	32

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4

This year's Professional Development has been different than any other year due to our need to allow teachers time and resources to prepare for online Distance Learning. All instruction for the year up to this time and into the foreseeable future is being conducted online. Teachers use sites such as Zoom, Google Classroom, Pair Deck, Clever, Jamboard, and others in order to deliver instruction and provide students with opportunities to practice and demonstrate their learning. Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development. In the recent past, the district has offered training in the following strategies: Inquiry by Design, Systematic ELD, Close Reading, Google Docs, SIMS, Constructing Meaning, Universal Design for Learning, Restorative Practices, and Facing History, Facing Ourselves. Site specific, the school is dedicating 8 hours to Anti-Bias training during the 2020-2021 academic year. Most of this year's district professional development has focused on delivery of instruction in an online format.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,966	\$49,782
Mid-Range Teacher Salary	\$72,867	\$76,851
Highest Teacher Salary	\$95,138	\$97,722
Average Principal Salary (ES)	\$106,679	\$121,304
Average Principal Salary (MS)	\$129,891	\$128,629
Average Principal Salary (HS)	\$133,136	\$141,235
Superintendent Salary	\$230,000	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	33.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,454.61	\$4,025.98	\$8,428.63	\$71,943.29
District	N/A	N/A	\$8,905.50	\$77,156
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.5	-7.0
School Site/ State	8.4	-9.6

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

Types of Services Funded

All Alameda Unified School District (AUSD) schools are centrally funded for core services including general education, special education, and English Language Development and other English Learner services. Additionally, sites receive discretionary funding in the form of Local Control Funding Formula (LCFF) Base funding to serve ALL students and LCFF Supplemental funding to serve unduplicated students. Unduplicated students include English Learners and students who are socio-economically disadvantaged. Sites utilize their discretionary funding in a range of ways and detail their specific activities and services in their School Plan for Student Achievement (SPSA). AUSD's SPSAs can be found at the following link: <https://alameda.novusagenda.com/agendapublic/CoverSheet.aspx?ItemID=7109&MeetingID=362> Services funded centrally via LCFF Supplemental Funds include components of the ELD program (including ELD/Literacy coaches), restoration of afterschool programming to schools with high unduplicated percentages, components of the Multi-tiered System of Supports (MTSS) program, and innovative program funds for schools with high unduplicated populations. Schools identified as Title 1 receive additional funding for Professional Development and Parent Involvement. Schools in Program Improvement Status also receive Alternative Supports funding for additional academic intervention.

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)

Rate for Alameda High School	2016-17	2017-18	2018-19
Dropout Rate	1.2	0.9	0.9
Graduation Rate	95	96.6	96.2

Rate for Alameda Unified School	2016-17	2017-18	2018-19
Dropout Rate	5	3.5	5.2
Graduation Rate	87	91.4	88.9

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	697
% of pupils completing a CTE program and earning a high school diploma	60.4
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	30%

Career Technical Education Programs

ALAMEDA UNIFIED SCHOOL DISTRICT
CTE INFORMATION FOR SARC
SY 2020-2021

CTE COURSES OFFERED UC A - G

Biotechnology 1 D
Biotechnology 2 D
Computer Science Discoveries CTE 1 D
Computer Science Discoveries CTE 2 D
Digital Filmmaking 1 G
Digital Filmmaking 2
Multimedia Art 1 G
Advanced Multimedia Art 2 G
Advanced Multimedia Projects
Sports Medicine 1 G
Sports Medicine 2
Marketing Education 1 G

**Career Technical Education Pathways
SY 2020-2021**

Industry Sector CTE Pathway Course 1 Course 2
Health Science & Medical Technology - Biotechnology: Biotech 1; Biotech 2
Health Science & Medical Technology - Sports Medicine: Sports Medicine 1; Sports Medicine 2
Information Computer Technology - Computer Science: Computer Science Discoveries CTE 1; Computer Science Discoveries CTE 2
Arts Media & Entertainment - Multimedia: Multimedia Art 1 Advanced Multimedia Art 2
Arts Media & Entertainment - Digital Filmmaking: Digital Filmmaking 1; Digital Filmmaking 2

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	96.96
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	62.8

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	8	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	7	N/A
Science	12	N/A
Social Science	13	N/A
All courses	46	40.1

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

AUSD CTE Advisory Council Title/Affiliation CTE Pathway

=Nicole Kidd, Chair Owner, NK Insights Marketing

Ana Bagtas Parent and Community Development Staff, City of Alameda All Sectors

Susan Haworth Owner, Cambios Life Coaching All Sectors

Madlen Saddik Exec. Director, Alameda Chamber of Commerce Marketing

Carolyn Hogg Information Technology Director, City of Alameda ICT

Eric Fonstein Development Manager, City of Alameda All sectors

Ana McClanahan Dean, College of Alameda ICT /Health Science

Dan Gerard Alameda Fire Dept Allied Health

Stan Bunger Radio Broadcaster, KCBS Arts Media & Entertainment

Vina Cera Co-Chair, Media Communications Department, Laney College Arts Media & Entertainment

Arthur Culang Owner, Arthur Culang Consulting Health Science

Damon Tighe Training Specialist, Bio-Rad Health Science

S. Brooke Briggance Parent AND Deputy Director, FACES for the Future, Public Health Institute Allied Health

Annie Thatcher-Stephens Athletic Trainer, Childrens' Hospital Allied Health

Shaun Daniels Owner, Castaway Creative Arts Media & Entertainment

Maggie Simpson Adams Owner, Decomp Films Arts Media & Entertainment

Vicki Sedlack Executive Director, Alameda Education Foundation All sectors

DataQuest

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

California School Dashboard

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