Alameda High School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

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.

2021-22 School Contact Information

School Name	Alameda High School
Street	2200 Central Avenue
City, State, Zip	San Rafael
Phone Number	5105907961
Principal	Robert Ithurburn
Email Address	rithurburn@alamedaunified.org
School Website	https://aus-alamedausd-ca.schoolloop.com/
County-District-School (CDS) Code	01611190130229

2021-22 District Contact Information

District Name	Alameda Unified School District
Phone Number	(510) 337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
District Website Address	https://www.alamedaunified.org

2021-22 School Overview

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 ow n actions.
- We apply organizational skills to our work and daily life.
- We participate in, and contribute to our community

II. We demonstrate know ledge and skills reflecting California State and other academic Standards.
- We read, write and speak effectively.
- We are aw are 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

2021-22 School Overview

About Our School
Welcome to Alameda High School (AHS), home of the Hornets! We are a comprehensive public high school that serves over 1,800 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 addition 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 50 clubs. In addition, we have outstanding drama and music programs that together produce professional quality productions such as this year's production of 12 Angry Jurors 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, their resiliency in the face of a pandemic, and all their ongoing accomplishments.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	443
Grade 10	421
Grade 11	458
Grade 12	421
Total Enrollment	1,743

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	49.9
American Indian or Alaska Native	0.1
Asian	30.9
Black or African American	4.2
Filipino	6.3
Hispanic or Latino	15.4
Native Hawaiian or Pacific Islander	0.7
Two or More Races	9.5
White	32.2
English Learners	5.7
Foster Youth	0.1
Homeless	0.4
Socioeconomically Disadvantaged	21.4
Students with Disabilities	12.1

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	65.9	85.1	448.7	83.2	228366.1	83.1
Intern Credential Holders Properly Assigned	1.9	2.5	9.4	1.8	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.8	3.6	48.9	9.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.0	3.9	17.8	3.3	12115.8	4.4
Unknown	3.7	4.8	14.2	2.6	18854.3	6.9
Total Teaching Positions	77.4	100.0	539.2	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	2.8
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.8

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.4
Local Assignment Options	2.6
Total Out-of-Field Teachers	3.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.5

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Thematic Units centered around novels common across grade levels. Novel lists currently in revision.	Yes	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 T he Practice of Statistics (5th). Bedford, Freeman, and Worth, 2015. Adopted 6.28.16.	Yes	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.	Yes	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.	Yes	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.	Yes	0.0
Health	Health Standards guide programming	No	0.0

Visual and Performing Arts	VAPA standards guide programming	No	0.0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	11/5/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Building B 1st Floor: Storage rooms have excessive items, fire hazards. Paints on sink. Paint cans.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Building B 1st Floor: Storage rooms have excessive items, fire hazards. Paints on sink. Paint cans.
Safety: Fire Safety, Hazardous Materials	X			Building B 1st Floor: Storage rooms have excessive items, fire hazards. Paints on sink. Paint cans.
Structural: Structural Damage, Roofs	X			C44-C46: Floor has calcium buildup. L/MC: Floor has a hole that needs to be repaired.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	460	NT	NT	NT	NT
Female	233	NT	NT	NT	NT
Male	227	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	157	NT	NT	NT	NT
Black or African American	17	NT	NT	NT	NT
Filipino	24	NT	NT	NT	NT
Hispanic or Latino	62	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	51	NT	NT	NT	NT
White	143	NT	NT	NT	NT
English Learners	27	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	99	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	460	NT	NT	NT	NT
Female	233	NT	NT	NT	NT
Male	227	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	157	NT	NT	NT	NT
Black or African American	17	NT	NT	NT	NT
Filipino	24	NT	NT	NT	NT
Hispanic or Latino	62	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	51	NT	NT	NT	NT
White	143	NT	NT	NT	NT
English Learners	27	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	99	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	458	411	89.7%	10.3%	74.2%
Female	231	208	90.0%	10.0%	78.8%
Male	227	203	89.4%	10.6%	69.5%
American Indian or Alaska Native	1				
Asian	142	132	93.0%	7.0%	73.5%
Black or African American	17	13	76.5%	23.5%	46.2%
Filipino	24	22	91.7%	8.3%	68.2%
Hispanic or Latino	62	51	82.3%	17.7%	62.7%

Native Hawaiian or Pacific Islander	5				
Two or More Races	59	57	96.6%	3.4%	78.9%
White	143	127	88.8%	11.2%	81.9%
English Learners	27	22	81.5%	18.5%	9.1%
Foster Youth	1				
Homeless	2				
Military	6				
Socioeconomically Disadvantaged	16	10	62.5%	37.5%	70.0%
Students with Disabilities	51	30	58.8%	41.2%	33.3%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	458	406	88.6%	11.4%	64.8%
Female	231	203	87.9%	12.1%	78.3%
Male	227	203	89.4%	10.6%	68.0%
American Indian or Alaska Native	1				
Asian	142	131	92.3%	7.7%	82.4%
Black or African American	17	14	82.4%	17.6%	50.0%
Filipino	24	23	95.8%	4.2%	73.9%
Hispanic or Latino	62	50	80.6%	19.4%	60.0%
Native Hawaiian or Pacific Islander	5				
Two or More Races	59	55	93.2%	6.8%	72.7%
White	143	125	87.4%	12.6%	73.6%
English Learners	27	22	81.5%	18.5%	45.5%
Foster Youth	1				
Homeless	2				
Military	6				
Socioeconomically Disadvantaged	16	9	56.3%	43.7%	88.9%
Students with Disabilities	51	30	58.8%	41.2%	26.7%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	379	NT	NT	NT	NT
Female	174	NT	NT	NT	NT
Male	205	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	152	NT	NT	NT	NT
Black or African American	18	NT	NT	NT	NT
Filipino	25	NT	NT	NT	NT
Hispanic or Latino	51	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	15	NT	NT	NT	NT
White	116	NT	NT	NT	NT
English Learners	18	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	91	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	NT	NT	NT	NT

2020-21 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 Principles CTE 2 D
AP Computer Science Principles CTE 2 D
Digital Filmmaking 1 F
Digital Filmmaking 2
Multimedia Art 1 F
Advanced Multimedia Art 2 F
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 Principles CTE 2
Arts Media & Entertainment - Multimedia: Multimedia Art 1; Advanced Multimedia Art 2
Arts Media & Entertainment - Digital Filmmaking: Digital Filmmaking 1; Digital Filmmaking 2

AUSD CTE Advisory Council Title/Affiliation CTE Pathway

Nicole Kidd, Chair Owner, NK Insights - Marketing
Susan DeLong, Owner, The Grits Group - Marketing
Susan Haworth Owner, Cambios Life Coaching All Sectors
Madlen Saddik Exec. Director, Alameda Chamber of Commerce - All sectors
Andrew Wiedlea, Lawrence Berkeley Labs (parent) - ICT
Eric Fonstein Development Manager, City of Alameda - All sectors
Doug Bruce, Biomanufacturing Professor, Laney College - Health Science
Daniel Gerard, EMT Education Coordinator, Alameda Fire Dept - Allied Health
Jasmin Nagakawa-Wong, Program Manager, Faces for the Future - Allied Health
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
Lynne Moore-Kerr, Early Childhood Family Service, Alameda Family Services - Education
Annie Thatcher-Stephens - Trainer, UCSF, Allied Health
Shaun Daniels Owner, Castaway Creative - Arts Media & Entertainment
Maggie Simpson Adams Owner, Decomp Films Arts Media & Entertainment
Ying-Tsu Loh, Executive Director, BABEC - Health Science
Danny Beesley, Owner, Idea Builders - Engineering
Roger Hand, Java programmer (parent) - ICT
Mike Adams, Professor Emeritus; California Historic Radio Society - Arts Media & Entertainment
K. Wong, Student Representative

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	572
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	48
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	25

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	90.48
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	71.22

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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

2021-22 Opportunities for Parental Involvement

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. Due to COVID, we have asked parents to support us at home but to not be active on campus at this time until we can lift restrictions.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school dropout rates; • High school graduation rates; and • Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.9	1.9	2.3	5.2	6.4	4.2	9.0	8.9	9.4
Graduation Rate	96.2	95.1	92.4	88.9	89.5	89.9	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	394	364	92.4
Female	182	169	92.9
Male	212	195	92.0
American Indian or Alaska Native	0	0	0.00
Asian	153	146	95.4
Black or African American	18	16	88.9
Filipino	27	26	96.3
Hispanic or Latino	55	51	92.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	17	13	76.5
White	122	111	91.0

English Learners	36	31	86.1
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	123	104	84.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	55	38	69.1

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1767	1750	223	12.7
Female	874	865	103	11.9
Male	887	881	120	13.6
American Indian or Alaska Native	2	2	1	50.0
Asian	545	545	36	6.6
Black or African American	75	75	22	29.3
Filipino	109	109	13	11.9
Hispanic or Latino	276	268	53	19.8
Native Hawaiian or Pacific Islander	14	14	7	50.0
Two or More Races	170	166	19	11.4
White	565	560	70	12.5
English Learners	107	107	25	23.4
Foster Youth	3	2	2	100.0
Homeless	7	7	4	57.1
Socioeconomically Disadvantaged	398	392	87	22.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	231	224	78	34.8

C. Engagement	State Priority: School Climate

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.25	0.28	2.62	0.09	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.44	1.63	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.28	0.00
Female	0.11	0.00
Male	0.46	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.88	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.89	0.00

2021-22 School Safety Plan

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 or 2021 due to the pandemic and the Shelter in Place order and Distance Learning. AHS will embark on an entire safety plan review and rewrite this spring taking any pandemic restrictions into consideration along with the other elements of the safe school plan. 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.

During the time of In-Person instruction of COVID, AHS has implemented safety practices and procedures. We have temporarily suspended all outside participation of individuals in the course of the academic day. This means, no classroom guest presentation other than by Zoom; no volunteers in classrooms or on campus; and all IEPs, 504s, and other meetings requiring parental involvement have been restricted to online meetings. All students and staff wear masks inside and outside during the course of the day. The district offers COVID testing on campus three days a week, and a process of contract tracing has been established for when someone does test positive. All students and staff are encouraged to be vaccinated and any not vaccinated is expected to COVID test weekly.

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	18	13	41
Mathematics	29	9	21	25
Science	32		20	25
Social Science	25	13	24	22

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	13	13	40
Mathematics	29	12	18	28
Science	35		10	31
Social Science	31	8	13	32

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	12	9	13
Mathematics	28	6	4	18
Science	34		3	13
Social Science	26	8	8	14

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	435.8

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.4

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,475.13	$5,858.20	$7,616.93	$73,044.95
District	N/A	N/A	$8,307.20	$78,844
Percent Difference - School Site and District	N/A	N/A	-8.7	-7.6
State			$8,444	$81,044
Percent Difference - School Site and State	N/A	N/A	-10.3	-10.4

2020-21 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, students who are socio-economically disadvantaged, and anyone in foster care.

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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,006	$51,029
Mid-Range Teacher Salary	$74,339	$78,583
Highest Teacher Salary	$97,088	$99,506
Average Principal Salary (Elementary)	$128,153	$124,576
Average Principal Salary (Middle)	$124,728	$131,395
Average Principal Salary (High)	$141,835	$144,697
Superintendent Salary	$230,000	$240,194
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	29.0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	3
English	6
Fine and Performing Arts	0
Foreign Language	2
Mathematics	5
Science	2
Social Science	7
Total AP Courses Offered	25

Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Alameda Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information	
District Name	Alameda Unified School District
Phone Number	(510) 337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
District Website Address	https://www.alamedaunified.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4634	3	0.06	99.94	--
Female	2272	1	0.04	99.96	--
Male	2360	2	0.08	99.92	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	1258	0	0.00	100.00	--
Black or African American	264	0	0.00	100.00	--
Filipino	203	0	0.00	100.00	--
Hispanic or Latino	748	1	0.13	99.87	--
Native Hawaiian or Pacific Islander	23	0	0.00	100.00	--
Two or More Races	800	0	0.00	100.00	--
White	1325	2	0.15	99.85	--
English Learners	449	0	0.00	100.00	--
Foster Youth	14	0	0.00	100.00	--
Homeless	62	0	0.00	100.00	--
Military	82	0	0.00	100.00	--
Socioeconomically Disadvantaged	1250	1	0.08	99.92	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	616	3	0.49	99.51	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4634	3	0.06	99.94	--
Female	2272	1	0.04	99.96	--
Male	2360	2	0.08	99.92	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	1258	0	0.00	100.00	--
Black or African American	264	0	0.00	100.00	--
Filipino	203	0	0.00	100.00	--
Hispanic or Latino	748	1	0.13	99.87	--
Native Hawaiian or Pacific Islander	23	0	0.00	100.00	--
Two or More Races	800	0	0.00	100.00	--
White	1325	2	0.15		--
English Learners	449	0	0.00	100.00	--
Foster Youth	14	0	0.00	100.00	--
Homeless	62	0	0.00	100.00	--
Military	82	0	0.00	100.00	--
Socioeconomically Disadvantaged	1250	1	0.08	99.92	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	616	3	0.49	99.51	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.