

Lincoln Middle 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	Lincoln Middle School
Street	1250 Fernside Boulevard
City, State, Zip	Alameda, CA, 94501
Phone Number	510-748-4018
Principal	Sheila SatheWarner
Email Address	ssathewarner@alamedaunified.org
School Website	https://lms-alamedausd-ca.schoolloop.com/
County-District-School (CDS) Code	01611196090054

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

Mission Statement

Lincoln Middle School meets the needs of students in academic, social and physical development. It prepares competent, respectful citizens with a positive self image, who are able to meet the challenges of a multi-cultural and diverse community and world.

School Description

Lincoln Middle School serves nearly 900 students in the 6th-8th grades. We strive to provide a safe and supportive environment for learning for all of our students. We will work with each student as a whole person with personal, social, physical, and intellectual needs, and to create an environment that is respectful of each student's culture, gender, beliefs, and/or other individual differences. We will do all of this within an educational setting that promotes cooperative effort, provides a challenging and engaging curriculum, celebrates diversity, and has high expectations for all students.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	285
Grade 7	264
Grade 8	299
Total Enrollment	848

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.1
American Indian or Alaska Native	0.1
Asian	3.2
Black or African American	2.7
Filipino	3.3
Hispanic or Latino	14.5
Two or More Races	16.2
White	30.7
English Learners	6.5
Homeless	0.4
Socioeconomically Disadvantaged	15.9
Students with Disabilities	11.8

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)	30.3	83.3	448.7	83.2	228366.1	83.1
Intern Credential Holders Properly Assigned	0.6	1.8	9.4	1.8	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.6	10.0	48.9	9.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	1.6	17.8	3.3	12115.8	4.4
Unknown	1.1	3.2	14.2	2.6	18854.3	6.9
Total Teaching Positions	36.4	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	1.0
Misassignments	2.6
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.6

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	0.6
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.6

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)	10.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5

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	Inquiry by Design Units Middle School Units Supplemental texts and resources Previous Adoption: Prentice Hall: Timeless Themes, 2002 (Pearson) Adopted 5.28.02	Yes	0.0 %
Mathematics	California Math Courses 1-3 McGraw -Hill/Glencoe, 2015. Adopted 5.10.16, Implemented Fall 2016	Yes	0.0 %
Science	Full Option Science System (FOSS), Delta Education, Adopted 6.12.07 NGSS Updates as available Additional MS Texts: Prentice Hall (Pearson), 'Focus on' Series. Adopted 6.12.07. Big Ideas Math: Algebra 1, Geometry, Algebra 2 Big Ideas Learning LLC, 2015. Adopted 5.24.16, Implemented Fall 2016.	Yes	0.0 %
History-Social Science	Previous Adoption: CA Discovering our Past. Glencoe/McGraw -Hill, 2006. Current Materials: Teacher's Curriculum Institute (TCI) History Alive! Series.	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 our programming.	No	0.0 %
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0.0 %

School Facility Conditions and Planned Improvements

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.

Year and month of the most recent FIT report

11/3/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Restroom C13: No ventilations
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restroom C13: No ventilations
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			P1-P8: Gutters need to be replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			C10-C13: .Walkways have holes that need to be filled

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	839	NT	NT	NT	NT
Female	400	NT	NT	NT	NT
Male	438	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	272	NT	NT	NT	NT
Black or African American	23	NT	NT	NT	NT
Filipino	19	NT	NT	NT	NT
Hispanic or Latino	121	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	150	NT	NT	NT	NT
White	253	NT	NT	NT	NT
English Learners	41	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	138	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	105	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	839	NT	NT	NT	NT
Female	400	NT	NT	NT	NT
Male	438	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	272	NT	NT	NT	NT
Black or African American	23	NT	NT	NT	NT
Filipino	19	NT	NT	NT	NT
Hispanic or Latino	121	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	150	NT	NT	NT	NT
White	253	NT	NT	NT	NT
English Learners	41	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	138	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	105	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	836	817	97.7%	2.3%	74.4%
Female	399	390	97.7%	2.3%	81.3%
Male	436	426	97.7%	2.3%	68.1%
American Indian or Alaska Native	1				
Asian	245	242	98.8%	1.2%	78.1%
Black or African American	23	22	95.7%	4.3%	36.4%
Filipino	19	19	100.0%	0.0%	68.4%
Hispanic or Latino	121	117	96.7%	3.3%	63.2%

Two or More Races	168	158	94.0%	6.0%	80.4%
White	253	252	99.6%	0.4%	75.8%
English Learners	40	39	97.5%	2.5%	20.5%
Foster Youth	1				
Homeless	2				
Military	10				
Socioeconomically Disadvantaged	9				
Students with Disabilities	100	87	87.0%	13.0%	19.5%

*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	836	819	98.0%	12.0%	60.4%
Female	399	388	97.2%	2.8%	60.3%
Male	436	430	98.6%	1.4%	60.5%
American Indian or Alaska Native	1				
Asian	245	243	99.2%	0.8%	73.7%
Black or African American	23	20	87.0%	13.0%	30.0%
Filipino	19	19	100.0%	0.0%	63.2%
Hispanic or Latino	121	116	95.9%	4.1%	50.0%
Two or More Races	168	163	97.0%	3.0%	62.0%
White	253	251	99.2%	0.8%	54.2%
English Learners	40	39	97.5%	2.5%	25.6%
Foster Youth	1				
Homeless	2				
Military	10				
Socioeconomically Disadvantaged	9				
Students with Disabilities	100	88	88.0%	12.0%	11.4%

*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	298	NT	NT	NT	NT
Female	137	NT	NT	NT	NT
Male	161	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	101	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	48	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	41	NT	NT	NT	NT
White	92	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	51	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	NT	NT	NT	NT

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

Parent participation is strongly encouraged through attending meetings for our PTA, SSC and ELAC (all available on Zoom during Covid). Our Go Green and music programs' success would not be possible without the support of parents.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	860	848	57	6.7
Female	410	405	27	6.7
Male	449	442	29	6.6
American Indian or Alaska Native	1	1	0	0.0
Asian	274	269	7	2.6
Black or African American	23	23	7	30.4
Filipino	28	28	0	0.0
Hispanic or Latino	125	123	18	14.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	139	137	7	5.1
White	264	261	16	6.1
English Learners	58	56	7	12.5
Foster Youth	1	1	1	100.0
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	145	141	26	18.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	108	106	21	19.8

C. Engagement

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	3.33	0.23	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	1.21	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	0.23	0.00
Female	0.00	0.00
Male	0.45	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	0.72	0.00
White	0.38	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.48	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2	0.00

2021-22 School Safety Plan

Lincoln Middle School consistently strives to maintain high safety standards. We routinely schedule and practice various safety drills to ensure we are prepared for a potential disaster. We use the Share911 application as a means to communicate with staff at the site and district level, as well as local police and fire departments. The plan was reviewed during August of 2019 and has been addressed at staff meetings during the 2019-2020 academic year.

I. EARTHQUAKE:

DEFINITION/DESCRIPTION:

An earthquake will be signaled by actual earthquake. During an earthquake, the teacher or other staff member should shout the command "DROP". The students and teacher/staff members are to "duck, cover and hold."

If INSIDE the school building students and school employees shall:

A. Get under equipment (desks, tables, etc...) where available and away from windows.

Drop to knees with back to windows and knees together. Clasp both hands behind neck, close eyes, cover ears with forearms, and protect face with arms. Make body as small an object as possible.

If OUTSIDE the school building (noon time, between classes, etc.)

A. Duck and cover.

B. Stay away from walls, power poles or other structures that might fall.

Walk quickly (do not run) by the safest route to your period One number on the yard.

D. Await further instructions from those in charge.

II. FALLEN AIRCRAFT:

DEFINITION/DESCRIPTION:

Warning of fallen aircraft is usually by light, sound or fire. If an aircraft falls near school the following actions will be taken:

The principal (Incident Commander) will determine when emergency action would be implemented. When necessary, teachers will take immediate action to ensure the safety of students if the principal or designee is unable to direct emergency action.

Students and staff are to be kept a safe distance from the aircraft, as it may explode.

The Incident Commander will direct further action as required.

The Incident Commander will notify the fire department, police department and the district superintendent.

III. HAZARDOUS MATERIALS/CHEMICAL ACCIDENT or ANY SUSPICIOUS MAIL, OR IED:

DEFINITION/DESCRIPTION:

Warning is usually received from the fire or police department or from civil defense officials. An overturned tanker, broken fuel line, or an accident in a commercial establishment that uses chemicals are all potential hazards. If such accidents occur near the school and if the wind should carry fumes from such accidents to the school:

A determination will be made by the Incident Commander whether or not the site should be evacuated.

Move cross wind, never directly with or against the wind, the wind may be carrying fumes. Stay upwind.

Render first aid as necessary.

The Incident Commander should notify the fire department, police department, and the district superintendent.

The Incident Commander will direct further action as required.

Students and staff may not return to the school until the fire department and the School Superintendent has declared the area to be safe.

IV. FIRE:

DEFINITION/DESCRIPTION:

Fire is indicated by a constant sound from the fire alarm.

2021-22 School Safety Plan

EVACUATION ROUTE:

Follow the normal "Fire Drill" procedures then proceed to the Emergency Assembly Area (Blacktop) by the safest route possible.

Stay calm. Close windows and doors (but do not lock) if possible; unplug or turn off appliances.

Escort students (by the safest most direct route) to the EAA. Use the emergency exit route for your classroom.

Bring your class roster and classroom disaster kit. Have students line up in single file. Take roll and report any missing students to the Incident Commander through

Auxiliary Support, using the Classroom Accountability Report.

Await further instructions.

V. INTRUDER ON CAMPUS / LOCKDOWN

DEFINITION/DESCRIPTION: This will usually occur when an unauthorized or suspicious person enters campus and notification is given to the office by a staff member or student. The purpose is to limit access to the intruder to potential hostages.

All AUSD school sites implement lockdown procedures developed in conjunction with the Alameda Police Department. These procedures are practiced with students and staff regularly. If you have any questions or would like to discuss this further, please contact the Principal of the school.

VI BOMB THREAT

DEFINITION/DESCRIPTION:

A bomb threat will typically be received in writing or by telephone call. Also applies to any suspicious mail or possible IED. Responses will generally be the same with the initial exception of a person receiving a telephone threat. A copy of the Bomb Threat Checklist should be readily available for every administrative phone responder.

A. IMMEDIATE ACTION – Telephone Threat

1. Person Receiving Call

Keep the caller on the line. Get as much information as possible from the caller.

Immediately after the caller hangs up, report all information to principal.

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	24	7	18	1
Mathematics	23	7	12	6
Science	30	1	11	7
Social Science	27	3	17	1

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	26	6	9	9
Mathematics	24	8	12	5
Science	35	1	2	16
Social Science	35	1	3	15

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	21	4	7	1
Mathematics	18	6	5	1
Science	25	2	2	5
Social Science	32		5	3

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	565.3

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)	1.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

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	\$13,588.72	\$5,716.13	7,872.59	\$74,317.88
District	N/A	N/A	\$8,307.20	\$78,844
Percent Difference - School Site and District	N/A	N/A	-5.4	-5.9
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-7.0	-8.7

2020-21 Types of Services Funded

Services Funded include extra supports for our English Learner students, homeless/foster youth and students who qualify for free and reduced lunch. Study hall and tutoring are available.

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%

Professional Development

Professional Development revolves arounds our 3 schoolwide goals: *Build restorative practices in the classroom to promote student's socio-emotional safety and mental health. *Use academic discourse and processing time to engage students in problem solving, critical thinking and activities that reveal depth and meaning of the subject

* Organize curriculum, using priority standards, to support student inquiry and understanding of subject matter. We are also partnering with Gender Spectrum on providing PD to support Gender Fluid and Trans kids and Studio pathways to support moving towards integrated learning and STEAM curriculum integration.

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 Student 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.