

# Alameda High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Alameda High School
<b>Street</b>	2200 Central Avenue
<b>City, State, Zip</b>	San Rafael
<b>Phone Number</b>	5103377022
<b>Principal</b>	Robert Ithurburn
<b>Email Address</b>	rithurburn@alamedaunified.org
<b>School Website</b>	<a href="https://aus-alamedausd-ca.schoolloop.com/">https://aus-alamedausd-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	01611190130229

## 2022-23 District Contact Information

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

## 2022-23 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 own actions.
- We apply organizational skills to our work and daily life.
- We participate in, and contribute to our community

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

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

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

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

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

About Our School:

## 2022-23 School Overview

Alameda High School (AHS), home of the Hornets is 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 74% pass rate on this year's AP exams. In the past few years, Alameda High has built up our Career Technical Education program to include: Film/Video Production, Multimedia Arts, Computer Science Principles, Sports Medicine, and Biotechnology. Students have the opportunity to study one of three world languages and/or to express their creative talents in our drama, dance, instrumental music, or visual arts programs.

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

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

Outside of academics, the school promotes connections for students to AHS as a crucial part of their high school experience. Students have access to 23 sports programs and more than 64 social, community service and cultural clubs in which to participate. In addition, we have outstanding drama and music programs that together produce professional quality productions such as this year's production of Radium Girls as well as original student-written plays. Alameda High School fosters students giving back to their community through the expectation of community service hours in order to earn their high school diploma.

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 recent world health, climate, and political issues, and all their ongoing accomplishments.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	461
Grade 10	445
Grade 11	414
Grade 12	488
Total Enrollment	1,808

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	50.8
American Indian or Alaska Native	0.1
Asian	30.4
Black or African American	4.1
Filipino	5.7

Hispanic or Latino	15.6
Native Hawaiian or Pacific Islander	0.7
Two or More Races	10.8
White	31.5
English Learners	6.5
Foster Youth	0.1
Homeless	0.6
Migrant	0.0
Socioeconomically Disadvantaged	19.6
Students with Disabilities	12.7

## 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

## 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)	65.90	85.13	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	1.90	2.53	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.80	3.62	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	3.89	17.80	3.32	12115.80	4.41
Unknown	3.70	4.81	14.20	2.64	18854.30	6.86
<b>Total Teaching Positions</b>	<b>77.40</b>	<b>100.00</b>	<b>539.20</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	62.90	81.33	432.20	83.39	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.40	0.52	9.90	1.93	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.90	3.86	37.10	7.17	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.80	2.34	12.80	2.48	11953.10	4.28
<b>Unknown</b>	9.20	11.95	26.00	5.03	15831.90	5.67
<b>Total Teaching Positions</b>	77.40	100.00	518.40	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	1.00
<b>Misassignments</b>	2.80	1.90
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	2.80	2.90

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.40	0.60
<b>Local Assignment Options</b>	2.60	1.10
<b>Total Out-of-Field Teachers</b>	3.00	1.80

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.80	4.40
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.50	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Thematic Units centered around novels common across grade levels. Novel lists currently in revision.	Yes	0.0
<b>Mathematics</b>	Precalculus with Limits: A Graphing Approach (5th). McDougal Littell, 2008. Adopted 4.28.09 Calculus: Early Transcendental Functions (6th). Cengage Publishing, 2015. Adopted 6.28.16. Statistics: Workshop Statistics, Key College Publishing 2008. Adopted 4/28/2009; AP Statistics The Practice of Statistics (5th). Bedford, Freeman, and Worth, 2015. Adopted 6.28.16.	Yes	0.0
<b>Science</b>	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
<b>History-Social Science</b>	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.	Yes	0.0

	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.		
<b>Foreign Language</b>	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
<b>Health</b>	Health Standards guide programming	No	0.0
<b>Visual and Performing Arts</b>	VAPA standards guide programming	No	0.0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		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**

8/8/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		B007: Boiler system is under repair B105: Boiler system is under repair B108: Boiler system is under repair B204: Boiler system is under repair B207: Boiler system is under repair B208: Broken light cover. Boiler system is under repair B209: Missing light cover. Boiler system is under repair B210: Boiler system is under repair B211: Boiler system is under repair E100: Boiler system is under repair E101: Boiler system is under repair E102: Boiler system is under repair E103: Boiler system is under repair E112: Boiler system is under repair E113: Boiler system is under repair E128: Wall covering exceeded fire code limit. Boiler system is under repair E129: Boiler system is under repair E129: Three lights are out. Boiler system is under repair E130: One light is out. Boiler system is under repair E131: Boiler system is under repair E133: Boiler system is under repair E135: Boiler system is under repair

## School Facility Conditions and Planned Improvements

			<p>E205: Boiler system is under repair  E212: Boiler system is under repair  E213: Boiler system is under repair  E214: Boiler system is under repair  E215: Boiler system is under repair  E217: Boiler system is under repair  E218: Boiler system is under repair  E223: Boiler system is under repair  E224: Boiler system is under repair  E225: Boiler system is under repair  E226: Boiler system is under repair  E227: Boiler system is under repair  E228: Boiler system is under repair  E229: Boiler system is under repair  E230: Boiler system is under repair  E232: Boiler system is under repair  E233: Boiler system is under repair  E235: Boiler system is under repair  E239: Boiler system is under repair  E240: Boiler system is under repair</p>
<b>Interior:</b> Interior Surfaces	X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		<p>D113: Ants  D120: Ants  D122: Ants  D125: Ants</p>
<b>Electrical</b>	X		<p>B208: Broken light cover. Boiler system is under repair  B209: Missing light cover. Boiler system is under repair  E129: Three lights are out. Boiler system is under repair  E130: One light is out. Boiler system is under repair</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X		<p>E128: Wall covering exceeded fire code limit. Boiler system is under repair</p>
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	77	N/A	65	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	57	N/A	53	N/A	33

## 2021-22 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.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	414	386	93.24	6.76	76.56
<b>Female</b>	206	192	93.20	6.80	86.91
<b>Male</b>	205	192	93.66	6.34	65.97
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	125	119	95.20	4.80	80.51
<b>Black or African American</b>	18	15	83.33	16.67	33.33
<b>Filipino</b>	24	22	91.67	8.33	76.19
<b>Hispanic or Latino</b>	69	66	95.65	4.35	68.18

<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	54	51	94.44	5.56	84.31
<b>White</b>	122	111	90.98	9.02	80.18
<b>English Learners</b>	26	19	73.08	26.92	17.65
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	81	72	88.89	11.11	66.67
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	49	36	73.47	26.53	27.78

## 2021-22 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.

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

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

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

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	414	394	95.17	4.83	56.85
<b>Female</b>	206	195	94.66	5.34	53.33
<b>Male</b>	205	197	96.10	3.90	59.90
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	125	123	98.40	1.60	67.48
<b>Black or African American</b>	18	15	83.33	16.67	13.33
<b>Filipino</b>	24	22	91.67	8.33	45.45
<b>Hispanic or Latino</b>	69	67	97.10	2.90	38.81
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	54	51	94.44	5.56	62.75
<b>White</b>	122	114	93.44	6.56	61.40
<b>English Learners</b>	26	26	100.00	0.00	30.77
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	81	76	93.83	6.17	47.37
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	49	36	73.47	26.53	13.89

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

<b>Subject</b>	<b>School 2020-21</b>	<b>School 2021-22</b>	<b>District 2020-21</b>	<b>District 2021-22</b>	<b>State 2020-21</b>	<b>State 2021-22</b>
<b>Science</b> (grades 5, 8 and high school)	NT	50.97	NT	50.32	28.5	29.47

## 2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	442	412	93.21	6.79	50.97
<b>Female</b>	221	201	90.95	9.05	59.2
<b>Male</b>	221	211	95.48	4.52	43.13
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	155	149	96.13	3.87	58.39
<b>Black or African American</b>	17	15	88.24	11.76	20
<b>Filipino</b>	27	27	100	0	37.04
<b>Hispanic or Latino</b>	52	45	86.54	13.46	33.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	45	43	95.56	4.44	51.16
<b>White</b>	140	129	92.14	7.86	55.04
<b>English Learners</b>	22	18	81.82	18.18	5.56
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	87	80	91.95	8.05	42.5
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	37	27	72.97	27.03	18.52

## 2021-22 Career Technical Education Programs

ALAMEDA UNIFIED SCHOOL DISTRICT  
CTE INFORMATION FOR SARC  
SY 2021-2022

CTE COURSES OFFERED UC A - G

Biotechnology 1 D  
Biotechnology 2 D  
Biotechnology Special Projects  
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

Career Technical Education Pathways  
SY 2021-2022

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  
Mike Adams, Professor Emeritus; California Historic Radio Society - Arts Media & Entertainment

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	651

Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	56.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.07
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	73.30

## 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.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	92.5%	85.5%	94.9%	94.2%	88.3%

## 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.

## 2022-23 Opportunities for Parental Involvement

Alameda High greatly benefits from parents who support activities, volunteer in the media center, provide financial support through PTSA, drive our athletes to away competitions, 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 upkeep of our facilities. Parents are also welcome to join PTSA, School Site Council, English Learner Advisory Committee, Athletic Boosters, Music Boosters, and Grad Night committees. Our PTSA supports teachers through the Ways and Means grants program and does the same for student organizations through a mini-grant program where student clubs was be awarded up to \$300 for projects within the club.

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

## 2022-23 Opportunities for Parental Involvement

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>.

In the post-COVID world we provide a hybrid of ways that parents can be involved in person or through online meetings such as ZOOM and Teams. We are happy that many of our informational meetings for academics, sports, college night, financial aid informational meetings are once again able to happen in person.

## 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.9	0.9		6.4	1.9		8.9	7.8
Graduation Rate		95.1	95.6		89.5	94		84.2	87

### 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	454	434	95.6
Female	225	218	96.9
Male	227	215	94.7
American Indian or Alaska Native	--	--	--
Asian	157	151	96.2
Black or African American	17	16	94.1
Filipino	28	27	96.4
Hispanic or Latino	56	50	89.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	41	39	95.1
White	144	140	97.2
English Learners	37	29	78.4

Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	131	120	91.6
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	47	35	74.5

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1862	1841	251	13.6
Female	900	885	124	14.0
Male	948	943	126	13.4
American Indian or Alaska Native	2	2	0	0.0
Asian	565	560	35	6.3
Black or African American	81	80	20	25.0
Filipino	103	103	14	13.6
Hispanic or Latino	298	290	46	15.9
Native Hawaiian or Pacific Islander	14	13	7	53.8
Two or More Races	198	197	21	10.7
White	582	577	105	18.2
English Learners	142	138	21	15.2
Foster Youth	3	3	3	100.0
Homeless	13	13	6	46.2
Socioeconomically Disadvantaged	423	416	77	18.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	250	243	70	28.8

## 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.28	1.83	0.09	1.76	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.83	0.00
Female	1.44	0.00
Male	2.22	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.53	0.00
Black or African American	0.00	0.00
Filipino	2.91	0.00
Hispanic or Latino	1.34	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.53	0.00
White	2.58	0.00
English Learners	0.70	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.65	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.60	0.00

## 2022-23 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 strives to be 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 2022 after not being reviewed the two prior years due to the pandemic and the Shelter in Place order and Distance Learning. AHS will embark on a safety plan review and rewrite this spring taking any post-pandemic restrictions into consideration along with the other elements of the safe school plan. The plan will be approved by the Principal's Cabinet and the School Site Council in the late spring just as it was last year. All revisions are 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 semester. Students are supervised before and after school for a short time and then are expected to leave campus unless involved in a school activity; and during lunch; by certificated staff, classified staff, and administrators. Visitors are expected to check in at the main office and are issued a visitor pass before heading to their destination on campus.

A post-pandemic practice is to inform students and staff in classroom where someone has tested positive for COVID. There are district protocols that all school community members follow in regard to isolation, testing, masking in the event of positive tests.

## 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

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	17	18	35
Mathematics	27	14	15	32
Science	32	2	8	30
Social Science	28	11	17	33

## 2021-22 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	361.6

## 2021-22 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)	5.0
Library Media Teacher (Librarian)	1.2
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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
<b>School Site</b>	\$13,240.99	\$5,570.97	\$7,670.02	\$82,564.10
<b>District</b>	N/A	N/A	\$8,294.39	\$88,572
<b>Percent Difference - School Site and District</b>	N/A	N/A	-7.8	-7.0
<b>State</b>	N/A	N/A	\$6,594	\$83,102
<b>Percent Difference - School Site and State</b>	N/A	N/A	15.1	-0.6

## 2021-22 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=11785&MeetingID=610>

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.

Alameda High School has focused our site LCFF funding in the following areas:

1. Hourly time for teachers to provide tutoring to ELL students who are struggling to meet their A-Gs
2. Money for online licenses.
3. Money to pay for a few days of substitute teachers so that ELD teachers can come together to plan and review students' progress.
4. Money for supplies that may compliment classroom instruction.
5. Money set aside should any trainings come up that teachers may want to attend.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$58,975	\$52,478
<b>Mid-Range Teacher Salary</b>	\$82,694	\$80,810
<b>Highest Teacher Salary</b>	\$107,969	\$101,276
<b>Average Principal Salary (Elementary)</b>	\$132,773	\$127,080
<b>Average Principal Salary (Middle)</b>	\$148,389	\$134,264
<b>Average Principal Salary (High)</b>	\$150,371	\$147,200
<b>Superintendent Salary</b>	\$240,000	\$242,351
<b>Percent of Budget for Teacher Salaries</b>	34%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	40.5
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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
<b>Computer Science</b>	4
<b>English</b>	8
<b>Fine and Performing Arts</b>	1
<b>Foreign Language</b>	2
<b>Mathematics</b>	7
<b>Science</b>	10
<b>Social Science</b>	14
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	46

## Professional Development

This year's Professional Development has been limited due to a lack of substitute teachers in the district. Trainings that were scheduled have had to be postponed. The district has used the contractual professional development days to implement trainings for CPI for teachers and paraprofessionals, and some abridged trainings have occurred outside of teachers contractual hours.

Schools have implemented weekly collaborations around district initiatives. AHS has focused their collaboration around: Instructional Design, Outreach to and involvement of families in the educational experience, Student Discourse, and creating culturally responsive classrooms. Teachers have self-selected themselves into one of these four focus areas and then have determined 15 sub-focus projects that they are developing or working on.

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.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4