

Island Continuation High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

2024-25 School Contact Information

| | |
|--|---|
| School Name | Island Continuation High School |
| Street | 500 Pacific Ave |
| City, State, Zip | Alameda |
| Phone Number | (510) 748-4024 |
| Principal | Jorge Melgoza |
| Email Address | jmelgoza@alamedaunified.org |
| School Website | https://island.alamedaunified.org/ |
| Grade Span | 9-12 |
| County-District-School (CDS) Code | 01611190134304 |

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Every student has a gift and talent.

Alameda Unified School District is committed to upholding our community’s core values of equity and excellence for every student. Our goal is to develop leaders by providing every student with multiple opportunities for a meaningful, relevant and rigorous learning environment in a safe and inclusive learning environment prepared for college or career.

Island High is a continuation high school serving credit deficient students whose needs were unmet by their comprehensive

2024-25 School Description and Mission Statement

and traditional high school. All students at Island High are credit deficient: Island sees this credit deficiency as a symptom of some underlying problem which needs to be identified and addressed. We see this credit deficiency as a systemic failure and we take a holistic and trauma informed approach to meeting the academic and social emotional need of every student. Most students' underlying challenges fall into one of more categories that include but are not limited to truancy, family stressors (death, incarceration of a parent, homelessness and transiency, drug and alcohol abuse, severe anxiety or depression and or involvement with the juvenile justice system.

Island draws students from all over the community of Alameda, a district which serves 10,000 extremely diverse students. The city of Alameda is located across the bay from San Francisco, hugging the coast of Oakland. Overall, the city has a small-town feel with many Victorian homes and little traffic. At the 2020 census, the total population was 78,280. (45% White, 7% African American, 31% Asian, .5% Pacific Islander, and 11% Latino.) The median household income was \$106,737 about 8% of families and 11% of those under age 18 were below the poverty line. On the east end of the Island, property values hover near a million dollars, most homes are owner occupied, the population is largely white and Asian, and the schools are marked by high scores, active parents, and growing populations. The west end of the Island has a much lower socio-economic status with many apartments and subsidized housing, much higher transiency, and much larger African-American, Latino, and Filipino populations. Since the Naval Air Station Alameda was decommissioned over 20 years ago, the west end has seen a major drop in school enrollment and funding. The military land remains largely undeveloped, but recently has been used as transitional housing for homeless families, some of whom attend Island High. This land is also slowly being developed by commercial interests. Most recently the city of Alameda has proceeded with their "base reuse initiative" phase 1, where the goal is to make the old naval base a mixed use neighborhood. This has occupied the area with multiple condominiums complexes and a redeveloped waterfront.. Island's population mirrors the incredible social, ethnic, and economic diversity of Alameda.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 10 | 3 |
| Grade 11 | 21 |
| Grade 12 | 61 |
| Total Enrollment | 85 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 42.4 |
| Male | 55.3 |
| Non-Binary | 2.4 |
| American Indian or Alaska Native | 1.2 |
| Asian | 7.1 |
| Black or African American | 15.3 |
| Filipino | 3.5 |
| Hispanic or Latino | 43.5 |
| Two or More Races | 9.4 |
| White | 17.6 |
| English Learners | 16.5 |
| Foster Youth | 3.5 |
| Homeless | 4.7 |
| Socioeconomically Disadvantaged | 78.8 |
| Students with Disabilities | 43.5 |

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) | 5.70 | 83.11 | 448.70 | 83.21 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 9.40 | 1.75 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.50 | 7.28 | 48.90 | 9.07 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.60 | 9.61 | 17.80 | 3.32 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 14.20 | 2.64 | 18854.30 | 6.86 |
| Total Teaching Positions | 6.80 | 100.00 | 539.20 | 100.00 | 274759.10 | 100.00 |

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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 5.60 | 90.46 | 432.20 | 83.39 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 9.90 | 1.93 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.50 | 7.95 | 37.10 | 7.17 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 12.80 | 2.48 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 0.10 | 1.59 | 26.00 | 5.03 | 15831.90 | 5.67 |
| Total Teaching Positions | 6.20 | 100.00 | 518.40 | 100.00 | 279044.80 | 100.00 |

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.

2022-23 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) | 6.50 | 82.64 | 398.80 | 82.08 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 8.20 | 1.69 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.40 | 5.32 | 29.80 | 6.14 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.70 | 9.38 | 15.50 | 3.20 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.20 | 2.53 | 33.40 | 6.89 | 14303.80 | 5.15 |
| Total Teaching Positions | 7.80 | 100.00 | 485.80 | 100.00 | 277698 | 100 |

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 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.50 | 0.50 | 0.4 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.50 | 0.50 | 0.4 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.60 | 0.00 | 0.7 |
| Total Out-of-Field Teachers | 0.60 | 0.00 | 0.7 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 11.70 | 7.4 | 8.3 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0 | 1.8 |

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: December 2024

| 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 |
| Mathematics | Precalculus with Limits: A Graphing Approach (5th). McDougal Littell, 2008. Adopted 4.28.09 Calculus: Early Transcendental Functions (6th). Cengage Publishing, 2015. Adopted 6.28.16. Statistics: Workshop Statistics, Key College Publishing 2008. Adopted 4/28/2009; AP Statistics The Practice of Statistics (5th). Bedford, Freeman, and Worth, 2015. Adopted 6.28.16. | Yes | 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 |
| 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. | Yes | 0 |

| | | | |
|-----------------------------------|---|-----|---|
| | <p>AP Euro: Western Civilization. Thomson Wadsworth (HMH), 2006. Adopted 6.26.07.</p> <p>AP Gov: American Government Institutions and Policies. HMH, 2004.</p> <p>AP Economics: Economics Principles & Practices. Harcourt, 2001. Adopted 4.23.02.</p> <p>Econ: Economics Principles & Practices. Glencoe/McGraw-Hill, 2001. Adopted 2.13.01.</p> <p>Gov: Magruder's American Government. Prentice Hall (Pearson), 2003. Adopted 1.14.03.</p> | | |
| Foreign Language | <p>Mandarin: Mandarin I-IV. Cheng & Tsui texts/workbooks.</p> <p>French: Bien Dit!, French 1-3. HMH, 2018. AP Themes 1e (AP French 4-5). Vista Higher Learning, 2016. Adopted 5.23.17.</p> <p>Spanish: ¡Avancemos!, Spanish 1-4. HMH, 2018. Adopted 5.23.17.</p> | Yes | 0 |
| Health | Health standards guide our programming. | No | 0 |
| Visual and Performing Arts | We use the VAPA standards to guide our arts programming. | No | 0 |

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

School Facility Conditions and Planned Improvements

The Longfellow site was built on 1942 on a 2.79 acres site. The building area is 33,480 sf. The school has a new clock/bell/PA system.

Year and month of the most recent FIT report

8/30/2024

| 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 | | | Multiple Purpose: kitchen floor needs to be cleaned. Ants in kitchen. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | Multiple Purpose: kitchen floor needs to be cleaned. Ants in kitchen. |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Classroom 16: Soap dispenser is broken, needs repair or replaced. |
| Safety: Fire Safety, Hazardous Materials | X | | | Admin Office: Wheelchair lift is non-operational. Needs repair or replaced. |
| Structural: Structural Damage, Roofs | X | | | |
| External: | X | | | |

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 30 | 19 | 63 | 64 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 0 | 4 | 54 | 54 | 34 | 35 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 36 | 27 | 75.00 | 25.00 | 18.52 |
| Female | 14 | 13 | 92.86 | 7.14 | 23.08 |
| Male | 21 | 13 | 61.90 | 38.10 | 15.38 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 16 | 12 | 75.00 | 25.00 | 8.33 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |

| | | | | | |
|---|----|----|-------|-------|-------|
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 26 | 20 | 76.92 | 23.08 | 20.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 12 | 7 | 58.33 | 41.67 | -- |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|-------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 36 | 26 | 72.22 | 27.78 | 3.85 |
| Female | 14 | 12 | 85.71 | 14.29 | 8.33 |
| Male | 21 | 13 | 61.90 | 38.10 | 0.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 16 | 12 | 75.00 | 25.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|--|----|----|-------|-------|------|
| Socioeconomically Disadvantaged | 26 | 19 | 73.08 | 26.92 | 5.26 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 12 | 7 | 58.33 | 41.67 | -- |

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| Science (grades 5, 8 and high school) | 11.11 | 4.55 | 51.49 | 53.22 | 30.29 | 30.73 |

2023-24 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 61 | 46 | 75.41 | 24.59 | 4.55 |
| Female | 27 | 21 | 77.78 | 22.22 | 0.00 |
| Male | 33 | 24 | 72.73 | 27.27 | 8.70 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 11 | 8 | 72.73 | 27.27 | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 26 | 22 | 84.62 | 15.38 | 0.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 12 | 9 | 75.00 | 25.00 | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 51 | 38 | 74.51 | 25.49 | 5.56 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 21 | 11 | 52.38 | 47.62 | 0.00 |

2023-24 Career Technical Education Programs

Island High School – CTE Courses (not A-G Courses):

Child Development Early Childhood Education
 Psychological Development of Children 1
 Psychological Development of Children 2

Engineering and Design
 Engineering and Design 1

Art - CTE Elective

AUSD CTE Advisory Council Title/Affiliation CTE Pathway. CTE Industry Advisory Members:

Nicole Kidd, Chair Owner, NK Insights – 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

2023-24 Career Technical Education Programs

Doug Bruce, Biomanufacturing Professor, Laney College - Health Science
 Daniel Gerard, EMT Education Coordinator, Alameda Fire Dept - Allied Health
 Jasmine Nagakawa-Wong, Program Manager, Faces for the Future - Allied Health
 Vina Cera Co-Chair, Media Communications Department, Laney College - Arts Media & Entertainment
 Damon Tighe Training Specialist, Bio-Rad Health Science
 Lynne Moore-Kerr, Early Childhood Family Service, Alameda Family Services – Education
 Annie Thatcher-Stephens - Trainer, Allied Health
 Shaun Daniels Owner, Castaway Creative - Arts Media & Entertainment
 Ying-Tsu Loh, Executive Director, BABEC - Health Science
 Philip Monego, California Historic Radio Society - Arts Media & Entertainment

2023-24 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 72 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | |
| 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 |
|---|---------|
| 2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission | 22.73 |
| 2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

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.

2023-24 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. The administration of the PFT requires only participation results 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 |
|-------------|----------------------------------|--|---|---|-----------------------------|
| | | | | | |

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.

2024-25 Opportunities for Parental Involvement

AUSD Schools greatly benefit from supportive parents, guardians and community members who get involved in a variety of activities. We believe in partnering with our families to create the best school for our students. Families have many opportunities to partner with the school based on parents' schedules and interests. We also partner with our local Community Based Organization and especially our school's Parent Teacher Association (PTA).

We encourage participation in all aspects of the school's program. Here are activities that parents, guardians and community members can engage in throughout the year:

- Volunteering as a Room Parent
- Field Trip Chaperones
- Noon Supervisors

All parent input in decision-making is welcome through the following committees at a school site:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)

Parent input at a district level can happen at, but not limited to:

- Equity Round Tables
- Alameda Mosaic
- Alcance/Latino Achievement Round Table
- Asian and Pacific Islander Round Table
- LGBTQ Round Table
- District English Language Advisory Committee

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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 8.1 | 7.4 | 51.9 | 1.9 | 1.5 | 7.3 | 7.8 | 8.2 | 8.9 |
| Graduation Rate | 70.3 | 63.0 | 48.1 | 94.0 | 94.8 | 91.3 | 87.0 | 86.2 | 86.4 |

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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 | 52 | 25 | 48.1 |
| Female | 18 | 11 | 61.1 |
| Male | 34 | 14 | 41.2 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | 11 | 4 | 36.4 |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 22 | 11 | 50.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | -- | -- | -- |
| White | -- | -- | -- |
| English Learners | -- | -- | -- |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 45 | 19 | 42.2 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 20 | 8 | 40.0 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 120 | 106 | 99 | 93.4 |
| Female | 53 | 48 | 46 | 95.8 |
| Male | 65 | 56 | 51 | 91.1 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 13 | 11 | 10 | 90.9 |
| Black or African American | 17 | 14 | 13 | 92.9 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 48 | 43 | 38 | 88.4 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 12 | 12 | 12 | 100.0 |
| White | 22 | 18 | 18 | 100.0 |
| English Learners | 20 | 18 | 18 | 100.0 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 91 | 83 | 80 | 96.4 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 45 | 39 | 36 | 92.3 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 8.74 | 4.62 | 10.83 | 1.76 | 2.71 | 2.42 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0 | 0.01 | 0 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 10.83 | 0.00 |
| Female | 5.66 | 0.00 |
| Male | 13.85 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 7.69 | 0.00 |
| Black or African American | 17.65 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 8.33 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 8.33 | 0.00 |
| White | 18.18 | 0.00 |
| English Learners | 20.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 12.09 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 20.00 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

To safeguard the well-being of students and staff, a Comprehensive School Safety Plan has been developed and approved yearly by School Site Council and the Board of Education. Each year the school sets goals for the school to continually improve in three areas: School Climate (students, parents, and programs), Emergency Preparedness (disasters and crisis),

2024-25 School Safety Plan

and School Environment (facilities and campus). The plan addresses various safety issues, including creating procedures that detect and prevent social-emotional barriers/challenges, ensuring appropriate campus supervision, maintaining disaster kits, and monitoring emergency procedures. The plan is reviewed with all staff members at the beginning of each school year. Safety drills are held on a regular basis; fire drills are held monthly, earthquake drills are held two times a year, and intruder/lockdown drills are held at least once a year. Staff members also receive disaster training yearly.

To ensure safety of student; Teachers, staff and administrators supervise students on campus from bell to bell. All Our school is a closed campus, and permission is always required to leave school grounds. Any visitors to the campus are required to check in at the school's main office and must always wear the proper identification badge.

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 | 6 | 9 | | |
| Mathematics | 10 | 4 | | |
| Science | 14 | 2 | | |
| Social Science | 11 | 8 | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 6 | 12 | | |
| Mathematics | 7 | 7 | | |
| Science | 11 | 4 | | |
| Social Science | 10 | 10 | | |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 12 | 8 | | |
| Mathematics | 16 | 5 | | |
| Science | 19 | 1 | 3 | |
| Social Science | 20 | 4 | 4 | |

2023-24 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 | 85 |

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$40,632.50 | \$11,885.21 | \$28,747.30 | \$90,307.20 |
| District | N/A | N/A | \$10,628.33 | \$93,934 |
| Percent Difference - School Site and District | N/A | N/A | 92.0 | -3.9 |
| State | N/A | N/A | \$10,771 | \$94,694 |
| Percent Difference - School Site and State | N/A | N/A | 91.0 | -4.7 |

Fiscal Year 2023-24 Types of Services Funded

AUSD Schools are primarily funded by the Local Control Funding Formula (LCFF). These funds are applied toward the cost of salaries, benefits, energy, supplies, technology, training, and all other aspects of school operations. The Alameda Unified School District also receives federal, special education, and other state funding. Our school utilizes funding to provide:

- Response To Intervention (RTI) Universal Blocking
- 1:1 Devices (1st – 12th)
- Targeted supports for servicing students
- Continuous Staff Development
- Social Emotional Supports for all students
- Coordination of Services (COST)
- Positive Behavior Intervention Systems
- Music and Library at the Elementary level
- Electives at the Secondary level

The school also receives additional support from local community partners including the Parent Teacher Association (PTA), Alameda Educational Foundation, and various organizations, businesses, and community groups.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | \$63,770 | \$58,855 |
| Mid-Range Teacher Salary | \$89,417 | \$92,519 |
| Highest Teacher Salary | \$116,748 | \$114,665 |
| Average Principal Salary (Elementary) | \$136,238 | \$142,791 |
| Average Principal Salary (Middle) | \$164,600 | \$151,078 |
| Average Principal Salary (High) | \$163,726 | \$167,094 |
| Superintendent Salary | \$293,891 | \$281,086 |
| Percent of Budget for Teacher Salaries | 31% | 31% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

2023-24 Advanced Placement (AP) Courses

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

| | |
|-----------------------------------|---|
| Percent of Students in AP Courses | 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 | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 0 |

Professional Development

The major focus for site staff development has been on creating and sustaining a diverse learning community inclusive of all campus stakeholders to change the power dynamics, relationships, connections and mental models keeping the problem in place. During these meetings we are unpacking the Island Way Handbook to explore the alignment between our values and practices with those of the district.

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

Professional Development

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|----------------|----------------|----------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 4 | 4 |