

Alameda 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	Alameda High School
Street	2200 Central Avenue
City, State, Zip	Alameda, CA 94501
Phone Number	510-337-7022
Principal	Angela Barrett
Email Address	abarrett@alamedaunified.org
School Website	https://ahs.alamedaunified.org
Grade Span	9-12
County-District-School (CDS) Code	01611190130229

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

Each and every child is compassionate, confident, and feels successful, academically prepared, and able to make meaningful, positive impact in their lives, the lives of others, and the world around them. Alameda Unified School District is committed to upholding our community’s core values of equity and excellence for every student by providing inclusive and safe conditions for learning that challenge and support every student to be culturally competent and prepared for college, career, and community participation.

Alameda High School Vision Statement:

2024-25 School Description and Mission 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:

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 an 82% AP proficiency rate on the latest 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 as 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 more than 20 sports programs and more than 90 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 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. In 2024, AHS was rated by News and World Report as one of the Best 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	450
Grade 10	453
Grade 11	481
Grade 12	479
Total Enrollment	1,863

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	50.5
Non-Binary	1
American Indian or Alaska Native	0.2
Asian	28.2
Black or African American	4.1
Filipino	5.1
Hispanic or Latino	17
Native Hawaiian or Pacific Islander	0.4
Two or More Races	14.7
White	29.6
English Learners	4.8
Foster Youth	0.2
Homeless	0.6
Socioeconomically Disadvantaged	32.9
Students with Disabilities	13

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/Incomplete/NA	3.70	4.81	14.20	2.64	18854.30	6.86
Total Teaching Positions	77.40	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)	62.90	81.33	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.40	0.52	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.90	3.86	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	2.34	12.80	2.48	11953.10	4.28
Unknown/Incomplete/NA	9.20	11.95	26.00	5.03	15831.90	5.67
Total Teaching Positions	77.40	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)	60.40	80.67	398.80	82.08	231142.40	100.00
Intern Credential Holders Properly Assigned	0.90	1.32	8.20	1.69	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.60	6.19	29.80	6.14	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	2.21	15.50	3.20	11746.90	4.23
Unknown/Incomplete/NA	7.10	9.58	33.40	6.89	14303.80	5.15
Total Teaching Positions	74.90	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	1.00	2.6
Misassignments	2.80	1.90	1.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.80	2.90	4.6

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	0.40	0.60	0
Local Assignment Options	2.60	1.10	1.6
Total Out-of-Field Teachers	3.00	1.80	1.6

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)	4.80	4.4	3.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.50	0	1.1

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: January 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	0.0
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. Stats in your World (3rd) Savvas 2020 Adopted 5.9.2023	Yes	0.0
Science	Biology. Prentice Hall (Pearson), 2004. Adopted 5.13.08. Campbell Biology In Focus. Pearson AP Edition, 2014. Bridge Materials. AP Environmental Science. Prentice Hall (Pearson) 10th, 2007. Adopted 5.13.08. Chemistry (Zumdahl). Brooks/Cole, 9th (AP Edition), 2014. Bridge Materials. Conceptual Physics. Prentice Hall (Pearson), 2009. Adopted 5.13.08. Chemistry in the Earth System HMH, 2020 Adopted 5.9.23	Yes	0.0
History-Social Science	MW H: World History, The Modern Era. Prentice Hall, 2007. Adopted 4.07. USH: The Americans: Rec. to the 21st Century. McDougal Littell (HMH), 2007. Adopted 4.07. AP USH: America's History. Bedford St. Martin, 2000. Adopted 6.13.00. AP Euro: Western Civilization. Thomson Wadsworth (HMH), 2006. Adopted 6.26.07.	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.		
Foreign Language	Mandarin: Mandarin I-IV. Cheng & Tsui texts/workbooks. French: Bien Dit!, French 1-3. HMH, 2018. AP Themes 1e (AP French 4-5). Vista Higher Learning, 2016. Adopted 5.23.17. Spanish: ¡Avancemos!, Spanish 1-4. HMH, 2018. Adopted 5.23.17.	Yes	0.0
Health	Health Standards guide programming	No	0.0
Visual and Performing Arts	VAPA standards guide programming	No	0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

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

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

9/30/2024

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			E217: Storage room Main Gym Boys locker: Roof under repairs. Metal floor mat is loose. Lights not working.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			E217: Storage room
Electrical	X			D120: Light switch is not working. Main Gym Boys locker: Roof under repairs. Metal floor mat is loose. Lights not working.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			C Boys Restroom: Urinal not flushing. Broken soap dispenser C Girls Restroom: Broken soap dispenser D201: Sink is clogged. Main Gym: Roof under repairs. Girl restroom 1st stall is leaking water.
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X		Main Gym Boys locker: Roof under repairs. Metal floor mat is loose. Lights not working. Main Gym Girls locker: Roof under repairs. Main Gym: Roof under repairs. Girl restroom 1st stall is leaking water. Patton Gym: Roof under repairs. Dojo walls need to be patched and painted
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		D Boys Restroom: Door needs repair.

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)	78	76	63	64	46	47
Mathematics (grades 3-8 and 11)	51	53	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	479	451	94.15	5.85	75.83
Female	215	200	93.02	6.98	80.50
Male	259	246	94.98	5.02	71.95
American Indian or Alaska Native	0	0	0	0	0
Asian	166	158	95.18	4.82	80.38
Black or African American	20	19	95.00	5.00	47.37
Filipino	24	24	100.00	0.00	70.83
Hispanic or Latino	73	66	90.41	9.59	62.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	61	58	95.08	4.92	79.31

White	134	125	93.28	6.72	80.80
English Learners	28	25	89.29	10.71	12.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	166	157	94.58	5.42	61.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	58	84.06	15.94	36.21

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	478	449	93.93	6.07	53.45
Female	214	200	93.46	6.54	50.00
Male	259	244	94.21	5.79	56.15
American Indian or Alaska Native	0	0	0	0	0
Asian	165	157	95.15	4.85	64.97
Black or African American	20	19	95.00	5.00	5.26
Filipino	24	24	100.00	0.00	45.83
Hispanic or Latino	73	67	91.78	8.22	29.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	61	58	95.08	4.92	55.17
White	134	123	91.79	8.21	60.16
English Learners	28	26	92.86	7.14	3.85
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	166	156	93.98	6.02	37.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	57	83.82	16.18	14.04

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)	53.42	61.85	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	912	884	96.93	3.07	61.16
Female	424	404	95.28	4.72	61.14
Male	478	471	98.54	1.46	61.28
American Indian or Alaska Native	0	0	0	0	0
Asian	271	267	98.52	1.48	66.29
Black or African American	37	36	97.30	2.70	19.44
Filipino	49	49	100.00	0.00	53.06
Hispanic or Latino	149	140	93.96	6.04	40.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	114	110	96.49	3.51	68.18
White	287	277	96.52	3.48	71.84
English Learners	43	42	97.67	2.33	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	11	11	100.00	0.00	72.73
Socioeconomically Disadvantaged	318	309	97.17	2.83	43.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	107	96	89.72	10.28	23.96

2023-24 Career Technical Education Programs

ALAMEDA HIGH SCHOOL CTE COURSES OFFERED UC A – G:

Biotechnology 1 (D)
 Biotechnology 2 (D)
 Computer Science Discoveries CTE 1 (D)
 Computer Science Principles CTE 2 (D)
 AP Computer Science Principles CTE 2 (D)
 Digital Film 1 (F)
 Digital Film 2 (F)
 Multimedia Art 1 (F)
 Advanced Multimedia Art 2 (F)
 Sports Medicine 1 (G)
 Sports Medicine 2 (G)

Career Technical Education Pathways - Industry Sector CTE Pathways:

Health Science & Medical Technology - Biotechnology
 Biotechnology 1

2023-24 Career Technical Education Programs

Biotechnology 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 Film 1

Digital Film 2

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

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	672
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	68.9
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	97.37
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	79.95

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
Grade 9	96.3%	80.4%	71.9%	80.6%	82.2%

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	0.9	0.5	3.3	1.9	1.5	7.3	7.8	8.2	8.9
Graduation Rate	95.6	97.1	94.1	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	459	432	94.1
Female	226	211	93.4
Male	228	216	94.7
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	111	103	92.8
Black or African American	17	17	100.0
Filipino	25	24	96.0
Hispanic or Latino	78	72	92.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	55	50	90.9
White	166	159	95.8
English Learners	33	26	78.8
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	191	178	93.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	48	33	68.8

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	1905	1893	202	10.7
Female	923	917	97	10.6
Male	963	957	105	11.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	536	535	29	5.4
Black or African American	79	79	9	11.4
Filipino	95	95	6	6.3
Hispanic or Latino	326	323	59	18.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	279	278	28	10.1
White	563	556	66	11.9
English Learners	109	108	21	19.4
Foster Youth	--	--	--	--
Homeless	13	13	4	30.8
Socioeconomically Disadvantaged	648	642	97	15.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	256	251	54	21.5

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
1.83	3.93	1.99	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	1.99	0.00
Female	1.95	0.00
Male	2.08	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.49	0.00
Black or African American	6.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.37	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.43	0.00
White	1.78	0.00
English Learners	5.50	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.40	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.69	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 yearly approved 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.

The existing School Safety Plan was updated on January 27, 2023 and reviewed with staff on the same day. It was then adopted by the School Site Council on March 22, 2023.

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

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	27	14	28	27
Mathematics	28	11	17	30
Science	32	2	12	25
Social Science	29	9	9	41

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	26	11	6	49
Mathematics	27	5	37	9
Science	33	0	7	29
Social Science	33	0	24	44

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	372.6

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)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.1

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	\$17528.86	\$7,576.80	\$9,952.06	\$90,231.63
District	N/A	N/A	\$10,628.33	\$93,934
Percent Difference - School Site and District	N/A	N/A	-6.6	-4.0
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-7.9	-4.8

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	31.08	30.99
Percent of Budget for Administrative Salaries	6.39	5.37

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	45.6
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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
Computer Science	2
English	9
Fine and Performing Arts	1
Foreign Language	2
Mathematics	6
Science	11
Social Science	18
Total AP Courses Offered Where there are student course enrollments of at least one student.	49

Professional Development

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 over 15 sub-focus projects that they are developing or working on.

This year, staff take part in district professional development centered around Assessing Students Accurately, where grading

Professional Development

practices are examined and improved in an effort to remove practices that may be inequitable for students. 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4