

# Alameda High School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

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

### 2025-26 District Contact Information

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

### 2025-26 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:

## 2025-26 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 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

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	461
Grade 10	454
Grade 11	463
Grade 12	490
<b>Total Enrollment</b>	<b>1,868</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51
Non-Binary	0.8
American Indian or Alaska Native	0.1
Asian	29.2
Black or African American	4
Filipino	4.6
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	15.8
White	28
English Learners	5.4
Foster Youth	0.1
Homeless	0.4
Socioeconomically Disadvantaged	31
Students with Disabilities	12.6

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	62.9	81.33	432.2	83.39	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0.4	0.52	9.9	1.93	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.9	3.86	37.1	7.17	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.8	2.34	12.8	2.48	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	9.2	11.95	26	5.03	15831.9	5.67
<b>Total Teaching Positions</b>	77.4	100	518.4	100	279044.8	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	60.4	80.67	398.8	82.08	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.9	1.32	8.2	1.69	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.6	6.19	29.8	6.14	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.6	2.21	15.5	3.2	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	7.1	9.58	33.4	6.89	14303.8	5.15
<b>Total Teaching Positions</b>	74.9	100	485.8	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	65.1	83.59	385.6	77.72	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	1.2	1.57	10	2.03	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.5	5.78	55.6	11.21	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.7	0.98	9.3	1.88	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	6.2	8.05	35.5	7.16	13705.8	4.91
<b>Total Teaching Positions</b>	77.8	100	496.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	1.00	2.6	0
<b>Misassignments</b>	1.90	1.9	4.5
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	2.90	4.6	4.5

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.60	0	0.5
<b>Local Assignment Options</b>	1.10	1.6	0.2
<b>Total Out-of-Field Teachers</b>	1.80	1.6	0.7

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.4	3.5	5.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	1.1	1

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Thematic Units centered around novels common across grade levels. Novel lists currently in revision.	0.0
<b>Mathematics</b>	Precalculus with Limits: A Graphing Approach (5th). McDougal Littell, 2008. Adopted 4.28.09 Calculus: Early Transcendental Functions (6th). Cengage Publishing, 2015. Adopted 6.28.16. Statistics: Workshop Statistics, Key College Publishing 2008. Adopted 4/28/2009; AP Statistics The Practice of Statistics (5th). Bedford, Freeman, and Worth, 2015. Adopted 6.28.16. Stats in your World (3rd) Savvas 2020 Adopted 5.9.2023	0.0
<b>Science</b>	Biology. Prentice Hall (Pearson), 2004. Adopted 5.13.08. Campbell Biology In Focus. Pearson AP Edition, 2014. Bridge Materials. AP Environmental Science. Prentice Hall (Pearson) 10th, 2007. Adopted 5.13.08. Chemistry (Zumdahl). 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	0.0
<b>History-Social Science</b>	MW H: World History, The Modern Era. Prentice Hall, 2007. Adopted 4.07. USH: The Americans: Rec. to the 21st Century. McDougal Littell (HMH), 2007. Adopted 4.07. AP USH: America's History. Bedford St. Martin, 2000. Adopted 6.13.00. AP Euro: Western Civilization. Thomson Wadsworth (HMH), 2006. Adopted 6.26.07. AP Gov: American Government Institutions and Policies. HMH, 2004.	0.0

	AP Economics: Economics Principles & Practices. Harcourt, 2001. Adopted 4.23.02. Econ: Economics Principles & Practices. Glencoe/McGraw -Hill, 2001. Adopted 2.13.01. Gov: Magruder's American Government. Prentice Hall (Pearson), 2003. Adopted 1.14.03.	
<b>Foreign Language</b>	Mandarin: Mandarin I-IV. Cheng & Tsui texts/workbooks. French: Bien Dit!, French 1-3. HMH, 2018. AP Themes 1e (AP French 4-5). Vista Higher Learning, 2016. Adopted 5.23.17. Spanish: ¡Avancemos!, Spanish 1-4. HMH, 2018. Adopted 5.23.17.	0.0
<b>Health</b>	Health Standards guide programming	0.0
<b>Visual and Performing Arts</b>	VAPA standards guide programming	0.0
<b>Science Laboratory Equipment (grades 9-12)</b>	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**

11/3/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			E240: 2 - missing supply diffuser WO#16079 E244: 2 - missing supply and return diffuser WO#16079. 7 - light out. WO#16085
<b>Interior:</b> Interior Surfaces	X			A101: 4 - hole in drywall WO#16117 A104: 4 - loose ceiling T-bar WO#16114 A105: 4 - stained ceiling tile WO#16112. 7 - missing diffuser WO#16118 A105A Student Store: 4 - missing ceiling tiles WO#16112. 7 - light fixtures are out WO#16119, missing diffuser WO#16118 A107: 4 - stained ceiling tiles WO#16112 B207: 4 - stained ceiling tiles WO#16149. 7 - light fixture out. WO#16150 D111: 4 - countertop is loose. WO#16173 D125: 4 - countertop is loose WO#16173. 9 - facuet leaks. WO#16174 E109: 4 - stained ceiling tile WO#16078 E135: 4 - stained ceiling tiles. WO#16078 E136: 4 - stained ceiling tiles WO#16078. 7 - set of lights is out. WO#16085 E212: 4 - stained ceiling tile WO#16078 E222: 4 - stained ceiling tile WO#16078 E235: 4 - stained ceiling tile WO#16078 E237: 4 - stained ceiling tile WO#16078

## School Facility Conditions and Planned Improvements

			E242: 4 - stained ceiling tile WO#16078
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		:
<b>Electrical</b>	X		<p>A102E Control Booth: 7 - one can light out WO#16120</p> <p>A105: 4 - stained ceiling tile WO#16112. 7 - missing diffuser WO#16118</p> <p>A105A Student Store: 4 - missing ceiling tiles WO#16112. 7 - light fixtures are out WO#16119, missing diffuser WO#16118</p> <p>B103 Kitchen: 7 - light fixture out WO#16150</p> <p>B108: 7 - one light out WO#16150, one missing diffuser WO#16153</p> <p>B113 Custodial Closet: 7 - outlet missing cover plate WO#16151</p> <p>B205: 7 - multiple lights out WO#16150</p> <p>B207: 4 - stained ceiling tiles WO#16149. 7 - light fixture out. WO#16150</p> <p>B210 Storage Room: 7 -two light fixtures out WO#16150</p> <p>E123 Storage Room: 7 - missing cover plate for light switch. WO#16080</p> <p>E136: 4 - stained ceiling tiles WO#16078. 7 - set of lights is out. WO#16085</p> <p>E145: 7 - one light is out WO#16085</p> <p>E208: 7 - lights are out WO#16085</p> <p>E231: 7 - missing junction box WO#16080</p> <p>E239: 7 - emergency exit light is hanging WO#16080</p> <p>E244: 2 - missing supply and return diffuser WO#16079. 7 - light out. WO#16085</p> <p>G100B All Gender Locker Room: 7 - lights are out WO#16119</p> <p>Gender Neutral RR: 7 - missing diffuser WO#16118</p> <p>GP102 Dojo Room: 7 - emergency exit light is out WO#16121</p> <p>Weight Room: 7 - missing diffuser WO#16118</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		<p>B Bldg Upstairs Boys RR: 8 - hand dryer isn't working WO#16147</p> <p>B204: 7 - faucets are leaking WO#16148</p> <p>Boys RR by C145: 8 - urinal sensor battery needs replacement. WO#16176</p> <p>D125: 4 - countertop is loose WO#16173. 9 - faucet leaks. WO#16174</p> <p>E106 Boys RR: 8 - toilet is clogged. WO#16088</p> <p>E207 Girls RR: 8 - toilet 8 does not flush WO#16087</p> <p>E213: 4 - missing ceiling tile WO#16078. 9 - aerator is spraying WO#16082</p> <p>E221 Boys RR: 9 - faucet is loose WO#16081</p> <p>Women's RR by C147: 8 - ADA stall needs recaulking. WO#16177</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X		<p>D211: 10 - fire extinguisher has low pressure. WO#16175</p> <p>E154 Storage Room: 10 - storage too close to electrical panel WO#16093</p>

## School Facility Conditions and Planned Improvements

			E241: 10 - fire extinguisher needs to be recharged. WO#16084
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		E201: 15 - door does not self-close. WO#16086

## 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	76	80	64	65	47	48
<b>Mathematics</b> (grades 3-8 and 11)	53	53	54	57	35	37

## 2024-25 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
<b>All Students</b>	457	437	95.62	4.38	80.09
<b>Female</b>	217	209	96.31	3.69	86.12
<b>Male</b>	236	224	94.92	5.08	74.11
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	127	124	97.64	2.36	83.06
<b>Black or African American</b>	25	22	88.00	12.00	59.09
<b>Filipino</b>	19	19	100.00	0.00	89.47
<b>Hispanic or Latino</b>	88	86	97.73	2.27	72.09
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	73	69	94.52	5.48	84.06

<b>White</b>	123	115	93.50	6.50	83.48
<b>English Learners</b>	22	19	86.36	13.64	10.53
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	97	89	91.75	8.25	60.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	52	43	82.69	17.31	32.56

## 2024-25 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	457	437	95.62	4.38	53.09
<b>Female</b>	217	208	95.85	4.15	52.40
<b>Male</b>	236	225	95.34	4.66	53.78
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	127	125	98.43	1.57	68.00
<b>Black or African American</b>	25	22	88.00	12.00	27.27
<b>Filipino</b>	19	19	100.00	0.00	52.63
<b>Hispanic or Latino</b>	88	86	97.73	2.27	40.70
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	73	68	93.15	6.85	52.94
<b>White</b>	123	115	93.50	6.50	50.43
<b>English Learners</b>	22	20	90.91	9.09	5.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	97	90	92.78	7.22	42.22
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	52	43	82.69	17.31	11.63

## 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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	61.85	66.37	53.22	54.86	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	915	890	97.27	2.73	63.71
<b>Female</b>	425	412	96.94	3.06	64.08
<b>Male</b>	479	467	97.49	2.51	63.17
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	292	284	97.26	2.74	69.37
<b>Black or African American</b>	43	41	95.35	4.65	29.27
<b>Filipino</b>	44	44	100.00	0.00	61.36
<b>Hispanic or Latino</b>	159	152	95.60	4.40	51.32
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	130	129	99.23	0.77	65.89
<b>White</b>	244	237	97.13	2.87	70.04
<b>English Learners</b>	44	44	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	185	180	97.30	2.70	46.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	111	98	88.29	11.71	28.57

## 2024-25 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)
- 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
- Biotechnology 2

## 2024-25 Career Technical Education Programs

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  
 Madlen Saddik Exec. Director, Alameda Chamber of Commerce - All sectors  
 Maggie Aytac , Software Engineer, Pandora – ICT  
 Jennifer Pedilla Development Specialist, City of Alameda - All sectors  
 Daniel Gerard, EMT Education Coordinator, Alameda Fire Dept - Allied Health  
 Damon Tighe Training Specialist, Bio-Rad Health Science  
 Shaun Daniels Owner, Castaway Creative - Arts Media & Entertainment  
 Ying-Tsu Loh, Executive Director, BABEC - Health Science

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
<b>Number of Pupils Participating in CTE</b>	623
<b>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</b>	72.8
<b>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b>	27.3

## 2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
<b>Pupils Enrolled in Courses Required for UC/CSU Admission</b>	97.97
<b>Graduates Who Completed All Courses Required for UC/CSU Admission</b>	76.16

## 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.

#### 2024-25 California Physical Fitness Test Participation Rates

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	91.3%	88.5%	88.9%	92.8%	78.3%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2025-26 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0.5	3.3	0.2	1.5	7.3	1.1	8.2	8.9	8
Graduation Rate	97.1	94.1	94.5	94.8	91.3	93.8	86.2	86.4	87.5

#### 2024-25 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	475	449	94.5
Female	210	198	94.3
Male	258	244	94.6
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	164	152	92.7
Black or African American	19	19	100.0
Filipino	26	26	100.0
Hispanic or Latino	71	68	95.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	52	48	92.3
White	133	127	95.5
English Learners	53	45	84.9
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	218	202	92.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	69	51	73.9

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1904	1882	205	10.9
Female	914	898	94	10.5
Male	975	969	110	11.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	554	549	41	7.5
Black or African American	80	78	15	19.2
Filipino	87	87	4	4.6
Hispanic or Latino	317	312	56	17.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	300	298	26	8.7
White	532	525	55	10.5
English Learners	112	108	23	21.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	628	618	100	16.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	255	245	58	23.7

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.93	1.99	1.05	2.71	2.42	2.57	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0	0.01	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.05	0.00
Female	0.44	0.00
Male	1.64	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.54	0.00
Black or African American	3.75	0.00
Filipino	1.15	0.00
Hispanic or Latino	1.89	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.00	0.00
White	0.75	0.00
English Learners	1.79	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.75	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.53	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.

## 2025-26 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), 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.

## 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	22	12	40
Mathematics	27	12	27	24
Science	31	5	4	35
Social Science	27	13	11	39

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	30	15	18	37
Mathematics	25	17	26	27
Science	35	2	1	35
Social Science	28	14	8	42

## 2024-25 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

## 2024-25 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	2.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	5.2
Other	2

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$19,495.50	\$8,950.94	\$10,544.56	\$101,309.95
<b>District</b>	N/A	N/A	\$11,200.53	\$100,848
<b>Percent Difference - School Site and District</b>	N/A	N/A	-6.0	7.6
<b>State</b>	N/A	N/A	\$11,146	\$100,065
<b>Percent Difference - School Site and State</b>	N/A	N/A	-2.1	6.8

## Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$68,272	\$62,145
Mid-Range Teacher Salary	\$95,730	\$97,088
Highest Teacher Salary	\$124,990	\$120,436
Average Principal Salary (Elementary)	\$163,400	\$151,343
Average Principal Salary (Middle)	\$176,220	\$159,514
Average Principal Salary (High)	\$179,091	\$177,261
Superintendent Salary	\$313,771	\$294,805
Percent of Budget for Teacher Salaries	32.46%	29.95%
Percent of Budget for Administrative Salaries	6.67%	5.4%

## 2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	47.8
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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	10
Fine and Performing Arts	1
Foreign Language	2
Mathematics	7
Science	12
Social Science	20
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	54

## 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 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

## Professional Development

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	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	