

# Lincoln Middle 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.

### 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/>.

## 2025-26 School Contact Information

<b>School Name</b>	Lincoln Middle School
<b>Street</b>	1250 Fernside Boulevard
<b>City, State, Zip</b>	Alameda, CA, 94501
<b>Phone Number</b>	510-748-4018
<b>Principal</b>	Sheila SatheWarner
<b>Email Address</b>	ssathewarner@alamedaunified.org
<b>School Website</b>	<a href="https://lincoln.alamedaunified.org/">https://lincoln.alamedaunified.org/</a>
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	01611196090054

## 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.

Mission Statement

## 2025-26 School Description and Mission Statement

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

### School Description

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

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	330
Grade 7	330
Grade 8	311
Total Enrollment	971

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.1
Non-Binary	0.1
American Indian or Alaska Native	0.3
Asian	30.6
Black or African American	2.4
Filipino	2.9
Hispanic or Latino	10.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	18.5
White	31
English Learners	2
Homeless	0.1
Socioeconomically Disadvantaged	20.5
Students with Disabilities	11.1

## **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>	28.3	73.64	432.2	83.39	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	3	7.8	9.9	1.93	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5	13	37.1	7.17	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.2	0.68	12.8	2.48	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1.8	4.86	26	5.03	15831.9	5.67
<b>Total Teaching Positions</b>	38.4	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>	24.3	70.47	398.8	82.08	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	2.9	8.2	1.69	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.7	8.08	29.8	6.14	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.4	1.16	15.5	3.2	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	6	17.37	33.4	6.89	14303.8	5.15
<b>Total Teaching Positions</b>	34.5	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>	31.1	75.62	385.6	77.72	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	1.5	3.74	10	2.03	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.8	9.31	55.6	11.21	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	9.3	1.88	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	4.6	11.25	35.5	7.16	13705.8	4.91
<b>Total Teaching Positions</b>	41.1	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>	0.00	0.5	1.2
<b>Misassignments</b>	5.00	2.1	2.5
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	5.00	2.7	3.8

## 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>	0.10	0.4	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.20	0.4	0

## 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)	12.1	4.5	4.7
<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	0	0.8

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>	Inquiry by Design Units Middle School Units Supplemental texts and resources  Previous Adoption: Prentice Hall: Timeless Themes, 2002 (Pearson) Adopted 5.28.02	0.0 %
<b>Mathematics</b>	California Math Courses 1-3 Carnegie Learning 6-8, 2022 Adopted 6.14.2022, Implemented Fall 2022	0.0 %
<b>Science</b>	Full Option Science System (FOSS), Delta Education, Adopted 6.12.07 NGSS Updates as available Additional MS Texts: Prentice Hall (Pearson), 'Focus on' Series. Adopted 6.12.07. Big Ideas Math: Algebra 1, Geometry, Algebra 2 Big Ideas Learning LLC, 2015. Adopted 5.24.16, Implemented Fall 2016.	0.0 %
<b>History-Social Science</b>	Previous Adoption: CA Discovering our Past. Glencoe/McGraw -Hill, 2006. Current Materials: Teacher's Curriculum Institute (TCI) History Alive! Series.	0.0 %
<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 our programming.	0.0 %

<b>Visual and Performing Arts</b>	We use the VAPA standards to guide our arts programming.	0.0 %
-----------------------------------	--	-------

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

## School Facility Conditions and Planned Improvements

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

**Year and month of the most recent FIT report** 10/29/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			302: 2 - ceiling supply diffuser missing. WO15912 404: 2 - ceiling supply diffusers missing WO15912. 901 RR: 2 - ceiling supply diffuser missing WO15912. 9 - missing drain cover WO15914
<b>Interior:</b> Interior Surfaces		X		606 Counselor Office: 4 - stained ceiling tile WO15904 806: 4 - stained ceiling tile WO15904 826: 4 - stained ceiling tiles WO15904. 4 - cove base missing on east wall WO15909. 827: 4 - stained ceiling tiles WO15904. 828: 4 - cove base missing on north wall WO15909. 904: 4 - stained ceiling tiles WO15904. 4 - door needs paint WO15916 922: 4 - stained ceiling tiles WO15904. Boys RR by Field: 4 - hole in FRP and missing wall doorstop WO15917. 7 - lights are out WO15905. 7 - missing diffuser WO15906. 9 - sinks are loose WO15918 Girls RR by field: 4 - hole in FRP and missing wall doorstop WO15917. 9 - sink is loose WO15918. 15 - stall lock is loose WO15919 Room 202: 4 - cove base missing on southeast wall. WO15909 Room 801: 4 - cove base by sink case off. WO15909 10 - fire extinguisher is not mounted WO15910. 15 - door doesn't close by itself WO15911 Room 805: 4 - stained ceiling tile WO15904
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			:
<b>Electrical</b>	X			701 Wood Shop: 7 - two sets of light out WO15905, one diffuser missing WO15906 Boys RR by Field: 4 - hole in FRP and missing wall doorstop WO15917. 7 - lights are out WO15905. 7 - missing diffuser WO15906. 9 - sinks are loose WO15918 Conference Room A: 7 - missing junction box WO15908 Student RR: 7 - outlet missing cover plate. WO15920
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

## School Facility Conditions and Planned Improvements

			<p>301: 9 - loose drinking fountain bubbler and faucet has low pressure WO15916. 15 - door doesn't close by itself. WO15911</p> <p>712 Science Lab: 9 - faucet is leaking WO15907</p> <p>901 RR: 2 - ceiling supply diffuser missing WO15912. 9 - missing drain cover WO15914</p> <p>Boys RR by Field: 4 - hole in FRP and missing wall doorstop WO15917. 7 - lights are out WO15905. 7 - missing diffuser WO15906. 9 - sinks are loose WO15918</p> <p>Girls RR by field: 4 - hole in FRP and missing wall doorstop WO15917. 9 - sink is loose WO15918. 15 - stall lock is loose WO15919</p> <p>Girls RR in 800 bldg: 9 - sinks are loose WO15918</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		<p>303: 10 - fire extinguisher is not mounted WO15910. 15 - door doesn't close by itself WO15911</p> <p>Room 203: 10 - fire extinguisher is not mounted WO15910</p> <p>Room 801: 4 - cove base by sink case off. WO15909</p> <p>10 - fire extinguisher is not mounted WO15910. 15 - door doesn't close by itself WO15911</p> <p>SRO Office: 10 - fire extinguisher is not mounted WO15910</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		
<p><b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences</p>	X		<p>301: 9 - loose drinking fountain bubbler and faucet has low pressure WO15916. 15 - door doesn't close by itself. WO15911</p> <p>303: 10 - fire extinguisher is not mounted WO15910. 15 - door doesn't close by itself WO15911</p> <p>807: 15 - missing door sweep WO15915</p> <p>901 RR: 2 - ceiling supply diffuser missing WO15912. 9 - missing drain cover WO15914</p> <p>901: 15 - door doesn't close by itself WO15911</p> <p>902: 15 - missing door sweep WO15915</p> <p>Girls RR by field: 4 - hole in FRP and missing wall doorstop WO15917. 9 - sink is loose WO15918. 15 - stall lock is loose WO15919</p> <p>Room 204: 15 - door doesn't close by itself WO15911</p> <p>Room 801: 4 - cove base by sink case off. WO15909</p> <p>10 - fire extinguisher is not mounted WO15910. 15 - door doesn't close by itself WO15911</p>

## 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)	64	69	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
All Students	966	941	97.41	2.59	80.23
Female	469	452	96.38	3.62	83.41
Male	495	487	98.38	1.62	77.21
American Indian or Alaska Native	--	--	--	--	--
Asian	291	289	99.31	0.69	87.20
Black or African American	24	22	91.67	8.33	54.55
Filipino	28	28	100.00	0.00	75.00
Hispanic or Latino	105	101	96.19	3.81	64.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	214	212	99.07	0.93	81.60
White	299	285	95.32	4.68	80.00
English Learners	13	13	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	129	121	93.80	6.20	61.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	102	94	92.16	7.84	31.91

## 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.

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>	966	941	97.41	2.59	69.08
<b>Female</b>	469	452	96.38	3.62	65.49
<b>Male</b>	495	487	98.38	1.62	72.28
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	291	289	99.31	0.69	78.89
<b>Black or African American</b>	24	22	91.67	8.33	31.82
<b>Filipino</b>	28	28	100.00	0.00	57.14
<b>Hispanic or Latino</b>	105	101	96.19	3.81	49.50
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	214	212	99.07	0.93	70.28
<b>White</b>	299	285	95.32	4.68	69.12
<b>English Learners</b>	13	13	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>	129	121	93.80	6.20	45.45
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	102	94	92.16	7.84	35.11

## 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	64.51	66.55	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
All Students	307	296	96.42	3.58	66.55
Female	155	147	94.84	5.16	66.67
Male	150	147	98.00	2.00	65.99
American Indian or Alaska Native	--	--	--	--	--
Asian	89	87	97.75	2.25	74.71
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	41	41	100.00	0.00	43.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	59	59	100.00	0.00	74.58
White	101	94	93.07	6.93	70.21
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	40	36	90.00	10.00	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	24	96.00	4.00	25.00

### 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 7	68.6%	94.2%	96.0%	96.3%	95.7%

## 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 Art docent
- Field Trip/Programs Coordination
- Go Green Support

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) and Affinity group parent meetings

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

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	985	981	73	7.4
Female	477	476	40	8.4
Male	506	503	33	6.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	298	297	6	2.0
Black or African American	25	24	7	29.2
Filipino	28	28	3	10.7
Hispanic or Latino	106	105	13	12.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	180	180	13	7.2
White	304	304	27	8.9
English Learners	24	22	1	4.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	225	222	30	13.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	112	112	20	17.9

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
3.59	1.91	4.57	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	4.57	0.00
Female	1.47	0.00
Male	7.51	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.03	0.00
Black or African American	8.00	0.00
Filipino	3.57	0.00
Hispanic or Latino	6.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.33	0.00
White	4.61	0.00
English Learners	12.50	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.61	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.

## 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	28	3	12	6
Mathematics	28	3	10	8
Science	32	0	8	10
Social Science	32	0	9	9

## 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	27	3	13	6
Mathematics	26	4	15	4
Science	31		14	5
Social Science	31		12	7

## 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	28	4	15	4
Mathematics	26	6	13	6
Science	33	1	7	12
Social Science	30	1	16	4

## 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	461

## 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	3
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>	\$19,219.77	\$8,780.11	\$10,439.66	\$96,377.61
<b>District</b>	N/A	N/A	\$11,200.53	\$100,848
<b>Percent Difference - School Site and District</b>	N/A	N/A	-7.0	2.6
<b>State</b>	N/A	N/A	\$11,146	\$100,065
<b>Percent Difference - School Site and State</b>	N/A	N/A	-3.1	1.8

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

## Professional Development

Professional Development revolves arounds our 3 schoolwide goals: \*Build restorative practices in the classroom to promote student's socio-emotional safety and mental health. \*Use academic discourse and processing time to engage students in problem solving, critical thinking and activities that reveal depth and meaning of the subject  
 \* Organize curriculum, using priority standards, to support student inquiry and understanding of subject matter. We are also partnering with the Black Program and Studio Pathways to support moving towards integrated learning and STEAM curriculum integration.

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

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