

Alameda High

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.

Robert Ithurburn, Principal

 Principal, Alameda High

About Our School

Welcome to Alameda High School (AHS), home of the Hornets! We are a comprehensive public high school that serves over 1,750 students. We are a diverse learning community that fosters creative thinking and varying perspectives. AHS has a strong Advanced Placement (AP) program with a 73 percent pass rate on this year's AP exams. In the past few years, Alameda High has built up our Career Technical Education program to include: Film/Video Production, Multimedia Arts, Computer Science Principles, Sports Medicine, and Biotechnology. Students have the opportunity to study one of three world languages and/or to express their creative talents in our drama, dance, instrumental music, or visual arts programs.

Students needing addition 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.

Connections at AHS are important and our students have access to 22 sports programs and more than 72 clubs. In addition, we have outstanding drama and music programs that together produce professional quality productions such as this year's production of Newsies as well as original student-written plays.

Alameda High School is located in the island community of Alameda at the foot of San Francisco Bay. This year, AHS was rated by Newsweek and World Report in the top three percent of public high schools in the nation. As a community, we are proud of our students, their work ethic, and ongoing accomplishments.

Contact

*Alameda High
2200 Central Ave
Alameda, CA 94501-4406*

*Phone: 510-337-7022
Email: riturburn@alamedaunified.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Alameda Unified
Phone Number	(510) 337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
Website	http://www.alameda.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	Alameda High
Street	2200 Central Ave
City, State, Zip	Alameda, Ca, 94501-4406
Phone Number	510-337-7022
Principal	Robert Ithurnburn, Principal
Email Address	rithurnburn@alamedaunified.org
Website	http://aus.alamedausd.ca.schoolloop.com
County-District-School (CDS) Code	01611190130229

Last updated: 1/30/2020

School Description and Mission Statement (School Year 2019—20)

Alameda High School Vision Statement We envision a learning community which promotes intellectual growth and encourages social responsibility. We commit ourselves to creating a place wherein all learners can demonstrate positive work habits and attitudes, think critically, and acquire knowledge and skills necessary to be effective citizens.

School-Wide Learner Outcomes

I. We demonstrate positive personal qualities, work habits and attitudes of motivated learners and informed citizens.

- We embody integrity and honesty, respect diversity and treat all people with dignity.
- We are punctual, diligent and responsible for our own actions.
- We apply organizational skills to our work and daily life.
- We participate in, and contribute to our community

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

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

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

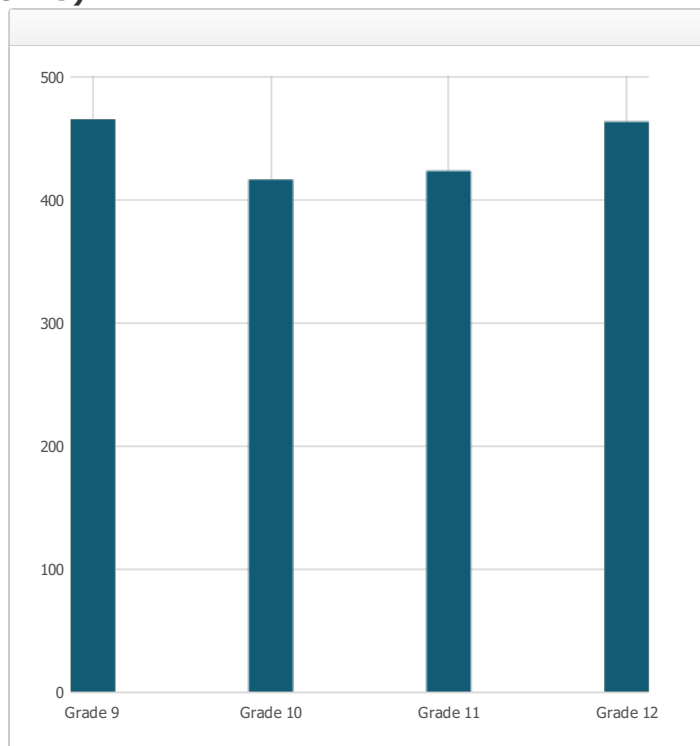
- We analyze, evaluate and synthesize information.
- We think critically and engage in creative problem solving.
- We work effectively and collaborate with colleagues.

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

Last updated: 1/30/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	465
Grade 10	416
Grade 11	423
Grade 12	463
Total Enrollment	1767



Last updated: 1/27/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	5.00 %
American Indian or Alaska Native	0.10 %
Asian	38.40 %
Filipino	6.10 %
Hispanic or Latino	12.60 %
Native Hawaiian or Pacific Islander	0.60 %
White	30.50 %
Two or More Races	6.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	22.70 %
English Learners	6.80 %
Students with Disabilities	11.80 %
Foster Youth	0.20 %
Homeless	0.30 %

A. Conditions of Learning

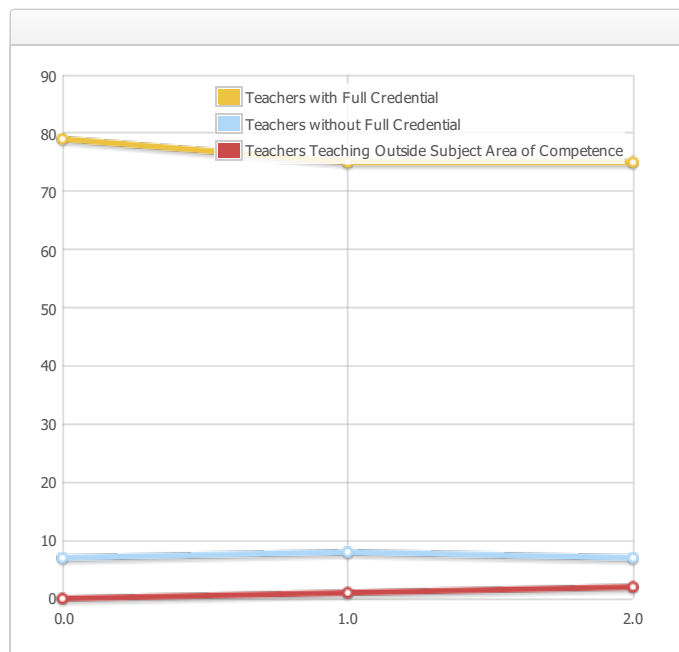
State Priority: Basic

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

Teacher Credentials

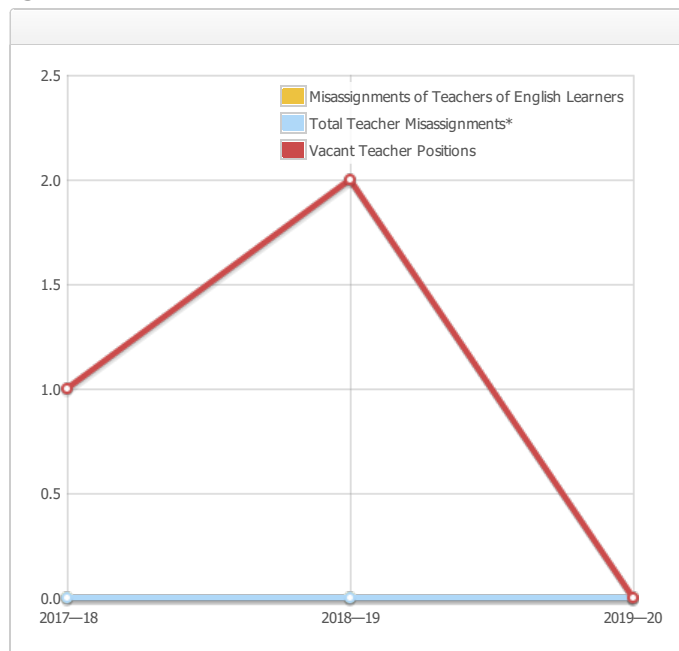
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	79	75	75	452
Without Full Credential	7	8	7	23
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	2	12



Last updated: 1/27/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	2	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/27/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: November 2019

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.	No	0.00 %
Mathematics	Precalculus with Limits: A Graphing Approach (5th). McDougal Littell, 2008. Adopted 4.28.09 Calculus: Early Transcendental Functions (6th). Cengage Publishing, 2015. Adopted 6.28.16. Statistics: Workshop Statistics, Key College Publishing 2008. Adopted 4/28/2009; AP Statistics The Practice of Statistics (5th). Bedford, Freeman, and Worth, 2015. Adopted 6.28.16.	Yes	0.00 %
Science	Biology. Prentice Hall (Pearson), 2004. Adopted 5.13.08. Campbell Biology In Focus. Pearson AP Edition, 2014. Bridge Materials. AP Environmental Science. Prentice Hall (Pearson) 10th, 2007. Adopted 5.13.08. Chemistry (Zumdahl). HMH, 2000 (5th). Chemistry (Zumdahl). Brooks/Cole, 9th (AP Edition), 2014. Bridge Materials. Conceptual Physics. Prentice Hall (Pearson), 2009. Adopted 5.13.08.	Yes	0.00 %
History-Social Science	MWH: 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. 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.	Yes	0.00 %
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	0.00 %
Health	Health Standards guide programming		0.00 %
Visual and Performing Arts	VAPA standards guide programming		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2020

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.

Last updated: 1/17/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Boiler isn't working properly, repair will be scheduled.
Interior: Interior Surfaces	Good	Building C first floor wall tiles have fallen off.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Fair	Boiler room has IT cables and garden hoses impede the path of egress. Lab storage has broken glasses on floor.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	A few Window hardware need replacing.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good
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Last updated: 1/16/2020

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, which 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); and
- 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	74.0%	83.0%	66.0%	66.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	58.0%	62.0%	58.0%	58.0%	38.0%	39.0%

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

Note: 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.

Last updated: 1/30/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	420	396	94.29%	5.71%	83.33%
Male	208	197	94.71%	5.29%	79.19%
Female	212	199	93.87%	6.13%	87.44%
Black or African American	22	21	95.45%	4.55%	57.14%
American Indian or Alaska Native	--	--	--	--	
Asian	172	163	94.77%	5.23%	88.34%
Filipino	21	20	95.24%	4.76%	95.00%
Hispanic or Latino	51	46	90.20%	9.80%	67.39%
Native Hawaiian or Pacific Islander					
White	127	119	93.70%	6.30%	84.87%
Two or More Races	23	23	100.00%	0.00%	86.96%
Socioeconomically Disadvantaged	93	83	89.25%	10.75%	67.47%
English Learners	57	46	80.70%	19.30%	60.87%
Students with Disabilities	42	36	85.71%	14.29%	41.67%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

Note: 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.

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.

Last updated: 1/30/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	420	400	95.24%	4.76%	61.75%
Male	208	200	96.15%	3.85%	57.50%
Female	212	200	94.34%	5.66%	66.00%
Black or African American	22	21	95.45%	4.55%	28.57%
American Indian or Alaska Native	--	--	--	--	
Asian	172	167	97.09%	2.91%	77.84%
Filipino	21	20	95.24%	4.76%	45.00%
Hispanic or Latino	51	48	94.12%	5.88%	29.17%
Native Hawaiian or Pacific Islander					
White	127	118	92.91%	7.09%	60.17%
Two or More Races	23	22	95.65%	4.35%	68.18%
Socioeconomically Disadvantaged	93	88	94.62%	5.38%	43.18%
English Learners	57	53	92.98%	7.02%	35.85%
Students with Disabilities	42	36	85.71%	14.29%	8.33%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: 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.

Note: 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.

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.

Last updated: 1/30/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/30/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

ALAMEDA UNIFIED SCHOOL DISTRICT
 CTE INFORMATION FOR SARC
 SY 2019-2020

CTE COURSES OFFERED UC A - G

Biotechnology 1 D
 Computer Science Discoveries CTE 1 D
 Computer Science Discoveries CTE 2 D
 Digital Filmmaking 1 G
 Digital Filmmaking 2
 Multimedia Art 1 G
 Advanced Multimedia Art 2 G
 Advanced Multimedia Projects
 Sports Medicine 1 G
 Sports Medicine 2
 Marketing 1 G
 Marketing 2 G
 Radio Broadcast Journalism 1 G
 Radio Broadcast Journalism 2 G
 Physiological Development of Children 1
 Physiological Development of Children 1
 Life After High School
 Exploring Computer Science
 Art
 Photography
 Economics of Business Ownership G
 Sports and Entertainment Marketing

ALAMEDA UNIFIED SCHOOL DISTRICT
 CTE INFORMATION FOR SARC
 Career Technical Education Pathways
 SY 2019-2020

Industry Sector CTE Pathway Course 1 Course 2
 Health Science & Medical Technology Biotechnology Biotech 1 Biotech 2 *
 Health Science & Medical Technology Sports Medicine Sports Medicine 1 Sports Medicine 2
 Information Computer Technology Computer Science Computer Science Discoveries CTE 1 Computer Science Discoveries CTE 2
 Arts Media & Entertainment Multimedia Multimedia Art 1 Advanced Multimedia Art 2
 Arts Media & Entertainment Digital Filmmaking Digital Filmmaking 1 Digital Filmmaking 2
 Arts Media & Entertainment Radio Broadcast Journalism Radio 1 Radio 2
 Marketing Marketing Marketing 1 Marketing 2
 Child Development Early Childhood Education Psychological Development of Children 1 Psychological Development of Children 2

*Biotech 2 will be offered in SY 2020-21

AUSD CTE Advisory Council Title/Affiliation CTE Pathway

Nicole Kidd, Chair Owner, NK Insights Marketing
 Ana Bagtas Parent and Community Development Staff, City of Alameda All Sectors
 Tim Karas President, College of Alameda All Sectors
 Susan Haworth Owner, Cambios Life Coaching All Sectors
 Michael McDonough President, Alameda Chamber of Commerce All Sectors
 Madlen Saddik Exec. Director, Alameda Chamber of Commerce Marketing
 Debbie Potter Community Development Director, City of Alameda All Sectors
 Carolyn Hogg Information Technology Director, City of Alameda ICT
 Eric Fonstein Development Manager, City of Alameda All sectors
 Lois Butler Economic Development Office City of Alameda All sectors
 Ana McClanahan Dean, College of Alameda ICT/Health Science
 Dan Gerard Alameda Fire Dept Allied Health
 Stan Bunger Radio Broadcaster, KCBS Arts Media & Entertainment
 Vina Cera Co-Chair, Media Communications Department, Laney College Arts Media & Entertainment
 Arthur Culang Owner, Arthur Culang Consulting Health Science
 Damon Tighe Training Specialist, Bio-Rad Health Science
 Robert J. Macey Genomics Professor, Merritt College Health Science
 S. Brooke Briggance Parent AND Deputy Director, FACES for the Future, Public Health Institute Allied Health
 Annie Thatcher-Stephens Athletic Trainer, Childrens' Hospital Allied Health
 Shaun Daniels Owner, Castaway Creative Arts Media & Entertainment
 Maggie Simpson Adams Owner, Decomp Films Arts Media & Entertainment

Vicki Sedlack Executive Director, Alameda Education Foundation All sectors
 Derek Lee Executive Director, PilotCity ICT
 Amanda Azerki Solution Engineer, Esri ICT
 Robert Kreitz Former Superintendent, Tri-Valley ROP CTE Specialist
 Tina Kreitz Retired Early Childhood Educator Early Childhood

Last updated: 1/30/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	578
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	53.80%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	25.00%

Last updated: 1/31/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.06%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	65.29%

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

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: 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.

Last updated: 1/30/2020

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019–20)

Alameda High greatly benefits from parents who support activities, volunteer in the media center, provide financial support through PTSA, and participate in maintaining our campus. The school has a strong base of parent volunteers who raise money, collaborate with staff and administration in providing direction for our school, and contribute both time and resources toward modernizing our facilities. Parents are also welcome to join PTSA, School Site Council, English Learner Advisory Committee, Athletic Boosters, Music Boosters, and Grad Night committees.

The school also benefits from several community partnerships, including Alameda Education Foundation and local organizations such as Elks, Rotary, and Kiwanis Clubs. Parents are also encouraged to participate in and/or support campus beautification, after school study programs, and community service programs for fulfilling graduation requirements. The best way for parents to get involved is to attend one of our monthly PTSA meetings or contact the principal, Robert Ithurburn, at (510) 337 - 7022. All information for meeting and activities can be found on the school's website at: <http://aus.alamedausd.ca.schoolloop.com/>

State Priority: Pupil Engagement

Last updated: 1/30/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

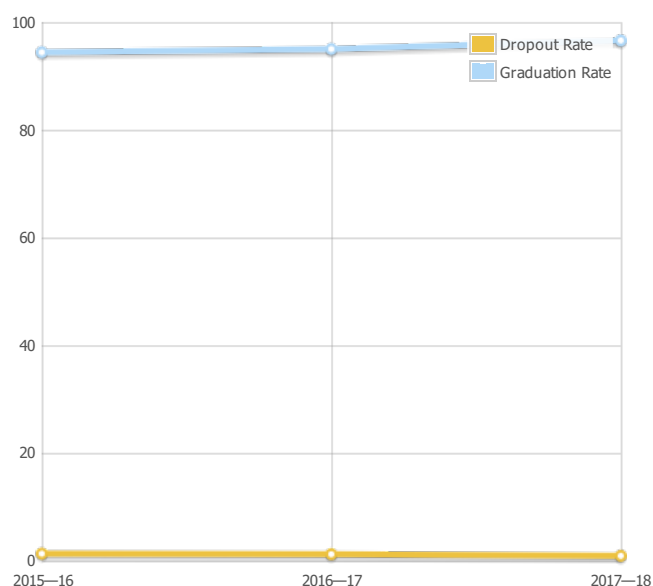
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	1.30%	5.40%	9.70%
Graduation Rate	94.40%	86.90%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	1.20%	0.90%	5.00%	3.50%	9.10%	9.60%
Graduation Rate	95.00%	96.60%	87.00%	91.40%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/30/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.20%	3.50%	2.30%	3.00%	2.90%	2.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/30/2020

School Safety Plan (School Year 2019—20)

Students at Alameda High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Alameda High's discipline program is to maintain a positive school learning environment and maximize quality instructional time. Parents and students are informed of school rules and discipline policies through the parent/student handbook, faculty communication, and other appropriate resources that are sent home at the beginning of the school year and in the principal's bi-monthly letter to the families that is delivered electronically and posted on the school's webpage. Safety of students and staff is a primary concern of Alameda High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan was last reviewed and updated in March of 2019 by the Principal's Cabinet and the School Site Council. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held at least once a year. Students are supervised before and after school, and during lunch, by certificated staff, classified staff, vice principals, and the principal. Visitors are expected to check in at the main office and are issued a visitor pass.

Last updated: 1/30/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00	13	25	34
Mathematics	30.00	6	21	28
Science	32.00	2	8	33
Social Science	29.00	5	16	28

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	28.00	13	20	38
Mathematics	28.00	11	25	21
Science	32.00	1	13	30
Social Science	30.00	6	12	35

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00	18	13	41
Mathematics	29.00	9	21	25
Science	32.00		20	25
Social Science	25.00	13	24	22

* Number of classes indicates how many classrooms 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.

Last updated: 1/30/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	441.80

*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.

**Average Number of Pupils per Counselor

Last updated: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.10
Other	2.80

*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.

Last updated: 1/30/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14816.35	\$7408.20	\$7408.15	\$70244.57
District	N/A	N/A	\$8605.52	\$73425.00
Percent Difference – School Site and District	N/A	N/A	-14.95%	-4.43%
State	N/A	N/A	\$7506.64	\$78059.00
Percent Difference – School Site and State	N/A	N/A	-1.32%	-10.54%

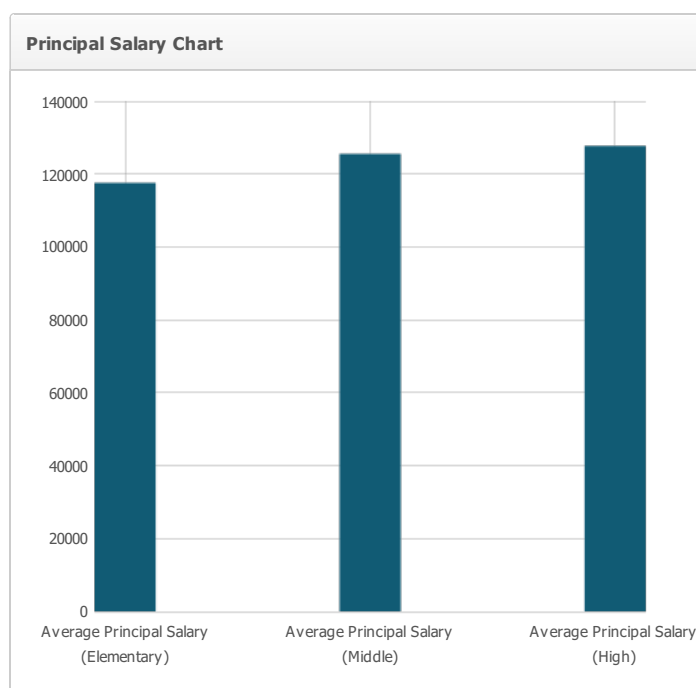
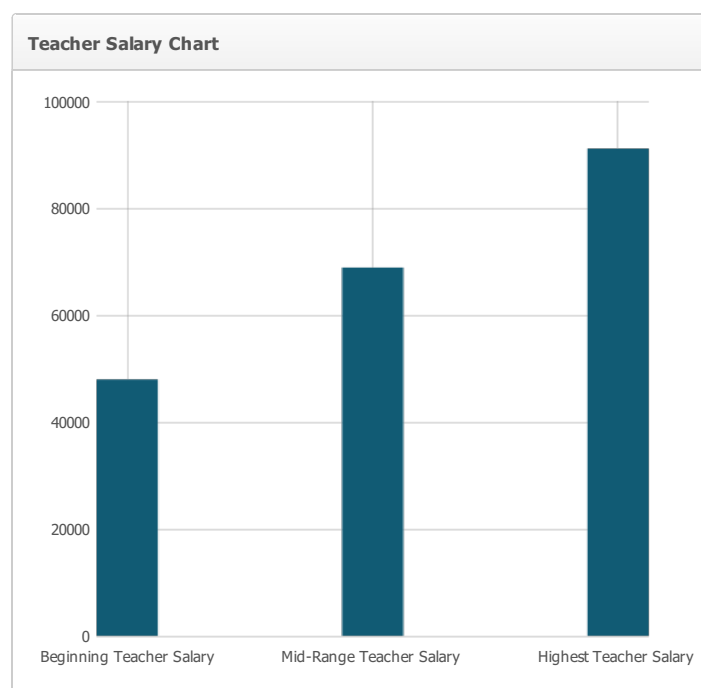
Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,966	\$49,084
Mid-Range Teacher Salary	\$68,867	\$76,091
Highest Teacher Salary	\$91,138	\$95,728
Average Principal Salary (Elementary)	\$117,569	\$118,990
Average Principal Salary (Middle)	\$125,538	\$125,674
Average Principal Salary (High)	\$127,726	\$137,589
Superintendent Salary	\$238,311	\$230,096
Percent of Budget for Teacher Salaries	38.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/30/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	10	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	6	N/A
Science	10	N/A
Social Science	14	N/A
All Courses	46	39.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/30/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4