BOARD OF EDUCATION AGENDA

REGULAR MEETING
February 13, 2024 - 5:30 PM

Alameda City Hall - Council Chambers

2263 Santa Clara Avenue
Alameda, CA 94501

Regular meetings held in Council Chambers will be recorded and broadcast live on Comcast, Channel 15

The Board of Education will meet for Closed Session and to discuss labor negotiations, student discipline, personnel matters, litigation, and other matters as provided under California State law and set forth on the agenda below. Following Closed Session, the Board reconvenes to Public Session. Adjournment of the Public Session will be no later than 10:30 PM for all regular and special meetings, unless extended by a majority vote of the Board.
Writings relating to a board meeting agenda item that are distributed to at least a majority of the Board members less than 72 hours before the noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District administrative offices, 2060 Challenger Drive, Alameda, CA. Such writings may also be available on the District's website. (Govt Code 54957.5b).
Individuals who require special accommodations (American Sign Language interpreter, accessible seating, documentation in accessible format, etc.) should contact Kerri Lonergan, Assistant to the Superintendent, at 337-7187 no later than 48 hours preceding the meeting.

IF YOU WISH TO ADDRESS THE BOARD OF EDUCATION

Please submit a "Request to Address the Board" slip to Kerri Lonergan, Assistant to the Superintendent, prior to the introduction of the item. For meeting facilitation, please submit the slip at your earliest possible convenience. Upon recognition by the President of the Board, please come to the podium and identify yourself prior to speaking. The Board of Education reserves the right to limit speaking time to three (3) minutes or fewer per individual. Speakers are permitted to yield their time to one other speaker, however no one speaker shall have more than four (4) minutes.

Closed Session Items: may be addressed under Public Comment on Closed Session Topics.

Non Agenda and Consent Items: may be addressed under Public Comments.

Agenda Items: may be addressed after the conclusion of the staff presentation on the item.

A. CALL TO ORDER

1. Public Comment on Closed Session Topics: The Board of Education Reserves the Right to Limit Public Comment to 10 Minutes. For members of the public who are unable to log in or attend in person, please send public comments related to Closed Session agenda items to: publiccomments@alamedaunified.org. Public comments received prior to 5:00 PM on February 12, 2024 will be distributed to the Board of Education prior to the meeting.

   To join the Zoom meeting in order to make a public comment on Closed Session Agenda Items only:

   Remote Participation via Standard Telephone Call
   Call **669-900-9128** and enter the Meeting ID listed at the top of the agenda. Dial *9 to raise your hand when you wish to speak on an item and dial *6 to unmute once you have been called to speak.

   Zoom Registration Link: https://alamedaca-

gov.zoom.us/webinar/register/WN_LxU07bNWRqa7BbaGnCXAsw
For Telephone Participants:
Zoom Phone Number: 669-900-9128
Zoom Meeting ID: 892 1582 9256

2. Adjourn to Closed Session - 5:30 PM - Board Members will meet privately in Room 391 at City Hall for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

   Conference with Labor Negotiators – (Govt. Code, §54957.6, subd. (a))
   District designated representative: Timothy Erwin, Assistant Superintendent - Human Resources

   Employee organizations: Alameda Education Association (AEA), California School Employees Association Chapter 27 (CSEA 27), California School Employees Association Chapter 860 (CSEA 860) and Executive Cabinet/Administrative and Supervisory/Confidential/Licensed/Unrepresented.

3. **********

Reconvene to Public Session - 6:30 PM -City Council Chambers

Alameda Unified School District encourages public participation in person or remotely.

In Person Participation
Meeting locations are listed at the top of the agenda.
A speaker slip must be submitted to speak on any item in person.

Remote Participation via Zoom on a Computer/Smart Phone/Device
Ensure you are using the most current version of the Zoom app or an updated web browser. Certain functionality may be disabled if the app or browser are not updated.

Register using the link below. Click "raise hand" when you wish to speak on an item and click "unmute" once you have been called to speak.

Remote Participation via Standard Telephone Call
Call **669-900-9128** and enter the Meeting ID listed at the top of the agenda. Dial *9 to raise your hand when you wish to speak on an item and dial *6 to unmute once you have been called to speak.

Zoom Registration Link: https://alamedaca-gov.zoom.us/webinar/register/WN_LxU07bNWRqa7BbaGnCXAsw

For Telephone Participants:
Zoom Phone Number: 669-900-9128
Zoom Meeting ID: 892 1582 9256
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To view the live stream of the public meeting at 6:30pm,
please visit the City of Alameda's Live Video Broadcast page.

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4. Call to Order - 6:30pm - City Council Chambers - Introduction of Board Members and

Staff

5. Pledge of Allegiance - Board of Education President Jennifer Williams will lead the Pledge of Allegiance

6. Closed Session Action Report

B. MODIFICATION(S) OF THE AGENDA - The Board may change the order of business including, but not limited to, an announcement that an agenda item will be considered out of order, that consideration of an item has been withdrawn, postponed, rescheduled or removed from the Consent Calendar for separate discussion and possible action

C. APPROVAL OF MINUTES

1. Minutes from the October 10th and October 24th Board Meetings will be considered (5 Mins/Action)

D. COMMUNICATIONS

1. A Season for Non-Violence Daily Reading (5 Mins/Information)

2. Public Comments - Participants who would like to make comments can join the meeting in person (Regular Board of Education meetings are held in City Hall - 2263 Santa Clara Avenue) or from their computer, tablet or smartphone. The Board President will announce the opportunity for public comment on items that are not on the agenda but are under the Board's jurisdiction. Speakers may fill out a speaker slip (for in person public comments) or use the "raise your hand" feature to make comments via Zoom. Speakers will be allowed to make their statement for up to 2 minutes, depending on the number of speakers who wish to make a comment. Once the Board starts their discussion, additional public comments will not be accepted. If a member of the public is unable to join the meeting via Zoom, they may send their public comment to: publiccomments@alamedaunified.org. Emails received by 5:00 PM on Monday, February 12, 2024 will be distributed to Board members prior to the meeting.

3. Written Correspondence - Written correspondence regarding an agenda item that is distributed to a majority of Board Members is shared.

4. Report from Employee Organizations - Representatives from the District's employee organizations may make announcements or provide information to the Board and Public in the form of a brief oral report. The Board will not take action on such items. Alameda Education Association (AEA); California School Employees Association Chapter 27 (CSEA 27); California School Employees Association Chapter 860 (CSEA 860) (5 Mins Each/Information).

5. PTA Council Report - Representatives from the District's PTA Council group may make announcements or provide information to the Board and Public in the form of a brief oral report. The Board will not take action on such items. (5 Mins/Information)

6. Board Members' Report - Board of Education Members may make announcements or provide information to the Public in the form of an oral report. The Board will not take action on such items. (5 Mins Each/Information)

7. Superintendent's Report - The Superintendent of Schools may make announcements or provide information to the Board and Public in the form of an oral report. The Board will not take action on such items. (5 Mins/Information)

8. Student Board Members' Report - Student Board Members may make announcements or provide information to the Board and the Public in the form of an oral report. The Board will not take action on such items. (5 Mins Each/Information)

E. ADOPTION OF THE CONSENT CALENDAR

1. Certificated Personnel Actions
2. Classified Personnel Actions
3. Approval and Acceptance of Donations
4. Approval of Appointment of North Region SELPA Community Advisory Committee (CAC) Representative for AUSD
5. Approval of Bill Warrants and Payroll Registers
6. Approval of Facilities Bond Measure I and Measure B Contracts (Standing Item)
7. Approval of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies
8. Approval of Memorandum of Understanding with Colleges and Universities for School Counseling and School Psychology Placements: California State University, East Bay
9. Approval of School Accountability Report Cards for the 2022-23 SY
10. Proclamation: African American History Month - February
11. Proclamation: Presidents' Day - February 20, 2023
12. Proclamation: Susan B. Anthony Day - February 15, 2023
13. Ratification of Contracts Executed Pursuant to Board Policy 3300
14. Resolution No. 2023-2024.41 Criteria to Determine the Order of Layoff Among Certificated Employees with the Same First Date of Paid Service
15. Resolution No. 2023-2024.42 Approval of Budget Transfers, Increases, Decreases
16. Resolution No. 2023-2024.43 Authorization to Dispose of Surplus Property

F. GENERAL BUSINESS – Informational reports and action items are presented under General Business. The public may comment on each item listed under General Business as the item is taken up. The Board reserves the right to limit public comment on General Business items to ten (10) minutes per item. The Board may, with the consent of persons representing both sides of an issue, allocate a block of time to each side to present their issue.

1. Update on 2023 California School Dashboard Results (10 Mins/Information)
2. Update on School Level Initiatives to Support African American Achievement at Lincoln Middle School (20 Minutes/Information)
3. Report on Budget Priorities, Challenges, and Constraints for 2024 and Beyond: Mid-Year LCAP Report (10 Mins/Information)

G. ADJOURNMENT

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Adjourn to Closed Session - 5:30 PM - Board Members will meet privately in Room 391 in City Hall for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Item Type:

Background: Adjourn to Closed Session - 5:30 PM - Board Members will meet privately in Room 391 at City Hall for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Conference with Labor Negotiators – (Govt. Code, §54957.6, subd. (a))
District designated representative: Timothy Erwin, Assistant Superintendent - Human Resources

Employee organizations: Alameda Education Association (AEA), California School Employees Association Chapter 27 (CSEA 27), California School Employees Association Chapter 860 (CSEA 860) and Executive Cabinet/Administrative and Supervisory/Confidential/Licensed/Unrepresented.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation:

AUSD Guiding Principle:

Submitted By:

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Minutes from the October 10th and October 24th Board Meetings will be considered (5 Mins/Action)

Item Type: Action

Background: Staff has prepared minutes following Board Bylaw 9324 – Minutes and Recordings:
In order to ensure that the minutes are focused on Board action, the minutes shall include only a brief summary of the Board's discussion, but shall not include a verbatim record of the Board's discussion on each agenda topic or the names of Board members who made specific points during the discussion.

Minutes coming to the Board for approval are:

- October 10, 2023 Regular Board Meeting (*uploaded*)
- October 24, 2023 Regular Board Meeting (*uploaded*)

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation: Approve as submitted.

AUSD Guiding Principle:

Submitted By: Kerri Lonergan, Senior Executive Assistant to the Superintendent and Board of Education

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ATTACHMENTS:

Description	Upload Date	Type
Unadopted minutes from October 10, 2023	2/7/2024	Backup Material
Unadopted minutes from October 24, 2023	2/8/2024	Backup Material

BOARD OF EDUCATION MEETING
October 10, 2023
Regular Meeting of the Board of Education
2263 Santa Clara Avenue
Alameda, California 94501

UNADOPTED MINUTES

REGULAR MEETING: The regular meeting of the Board of Education was held at the date and location mentioned above.

A. CALL TO ORDER

1. Public Comment on Closed Session Topics:
The Board did not receive any public comments related to this agenda.

2. Adjourn to Closed Session - 5:30 PM
Board of Education Members present: Board President Heather Little, Board Clerk Gary K. Lym, Board Trustee Jennifer Williams, and Board Trustee Ryan LaLonde.

Board of Education Members absent: Board Vice President Megan Sweet.

Staff present for Closed Session: Superintendent Pasquale Scuderi, Assistant Superintendent, Human Resources, Timothy Erwin; Assistant Superintendent, Business Services Shariq Khan

Items discussed in Closed Session:

Conference with Labor Negotiators – (Govt. Code, §54957.6, subd. (a)) Agency designated representative: Timothy Erwin, Assistant Superintendent, Human Resources:

Employee organizations: Alameda Education Association (AEA), California School Employees Association Chapter 27 (CSEA 27), California School Employees Association Chapter 860 (CSEA 860) and Executive Cabinet/Administrative and Supervisory/Confidential/Licensed/Unrepresented.

3. Reconvene to Public Session - 6:30PM
Board President Heather Little reconvened the meeting at 6:30PM.

4. Call to Order - Pledge of Allegiance
Board of Education President Heather Little led the Pledge of Allegiance

5. Introduction of Board Members and Staff:
Board of Education Members present: Board President Heather Little, Board Clerk Gary K. Lym, Board Trustee Jennifer Williams, and Board Trustee Ryan LaLonde.

Student Board members present: Talia Kotovsky (AHS), Lianna Lau (AST), and Mirabelle Kruger (EJSHS).

Board of Education Members absent: Board Vice President Megan Sweet.

AUSD staff members present: Superintendent Pasquale Scuderi, Assistant Superintendent, Human Resources, Timothy Erwin; Assistant Superintendent, Business Services Shariq Khan; Assistant Superintendent, Educational Services, Kirsten Zazo; Senior Manager of Community Affairs, Susan Davis and Senior Executive Assistant to the Superintendent, Kerri Lonergan.

6. Closed Session Action Report:
The Board did not take action in Closed Session.

B. MODIFICATION(S) OF THE AGENDA:
There were no modifications of the agenda.

C. COMMUNICATIONS

1. Public Comments on Non-Agenda Items:
Joyce Boyd, parent of AUSD student: Ms. Boyd thanked the district for welcoming her child to AUSD. Ms. Boyd remarked that they came from a charter school and they have been very happy with the level of service they have received from AUSD.

2. Written Correspondence:
The Board did not receive any emails related to tonight's agenda.

3. Report from Employee Organizations:
Nancy Read, Alameda Education Association (AEA) President: Ms. Read thanked Board Members for attending listening sessions with teachers yesterday and an Algebra event last week. She says she looks forward to discussing why new teachers sometimes leave Alameda Unified in the near future.

4. Report from PTA Council:
Jeanine Sidran, Representative of PTA Council: PTA Council representative Jeanine Sidran notes that PTAC's new Go Green Committee wants to partner with AUSD teachers and staff, and other agencies, to improve environmental practices across all AUSD schools.

5. Board Members' Report:
Board Clerk Gary K. Lym: Board Clerk Lym stated he attended the Math Gallery Walk at Alameda High in Ms. DeRobbio's class, and he was really impressed. He stated he learned that you could buy a Zebra in the State of California so that was very interesting. Board Clerk Lym also attended the Listening Sessions held for staff, and specifically he participated in the Climate and Culture session where he learned a lot.

Board Member Jennfer Williams: Board Member Williams stated she also attended the Math Gallery Walk in Ms. DeRobbio's class, and she was very happy to see how excited the students were about learning. Board Member

Williams stated that Ms. DeRobbio is a phenomenal teacher and she really loved how fun she makes it for her students. Board Member Williams also attended the Listening Sessions, specifically the session on how to support African American students. Board Member Williams stated this was the first time since she was elected in 2016 that the District has held these type of sessions and she really appreciated hearing from staff about their experiences. She also liked seeing how teachers were able to connect with one another to collaborate and share teaching strategies. Board Member Williams stated she understands how much work it was to put the day together, but she hopes we have more Listening Sessions in the future.

Board Member Ryan LaLonde: Board Member LaLonde stated he attended Walk and Roll at Otis Elementary School, and he loved how excited the students were to see the Owl, who is their mascot. Board Member LaLonde stated Otis families did a wonderful job walking and rolling to school, so much so, the PTA President of the school only counted six cars dropping off students. Board Member LaLonde also attended the Math Gallery Walk in Ms. DeRobbio's classroom. He stated he felt very fortunate that his child has had Ms. DeRobbio as a teacher previously. Board Member LaLonde also stated that Ms. DeRobbio was the first teacher to talk to him and explain the benefits of Grading for Equity. Board Member LaLonde also attended the Listening Session on Special Education, which was very informative, and he attended the ACOE Teacher of the Year celebration where Encinal teacher Jessica Kerber was selected as Alameda County Teacher of the Year out of a field of 18 amazing educators.

Board President Heather Little: Board President Little stated both of her children were fortunate to have had Ms. Jessica Kerber as a teacher and she is absolutely as wonderful as she sounds. Board President Little attended Walk and Roll at Encinal Jr. & Sr. High School, where it was a challenge to get middle and high school students to take stickers from her, but she persisted. Board President Little stated she was disappointed that she couldn't attend the Math Gallery Walk at Alameda High, but she was able to attend the Listening Sessions and she hopes we do more of these in the future. She found the Listening Sessions to be very informative and beneficial to all who participated.

6. <u>Superintendent's Report:</u>
Superintendent Pasquale Scuderi: Superintendent Scuderi thanked AUSD teachers for their participation in professional development yesterday and he read a statement in support of AUSD's very hard-working principals and assistant principals as a way of acknowledging the Week of the School Administrator).

Superintendent Scuderi also noted that October is Breast Cancer Awareness week and he encouraged us all to support testing and research and be in touch with our families and friends who have this disease.

7. <u>Student Board Members' Report:</u>
Student Board Member Talia Kotovsky (AHS): Student Board Member Kotovsky stated last week student voted on their Pride Pass redesign, and also

they had a very successful Walk and Roll to School Day last week. Student Board Member Kotovsky stated there was a successful college fair at College of Alameda, on October 9th AHS is partnering with Alameda Family Services to have a Suicide Awareness Health Fair, and the Alameda High School Football Team remains undefeated.

Student Board Member Lianna Lau (ASTI): Student Board Member Lau stated ASTI's movie night last week was a success. ASTI released the applications for 9th grade students last month and that application window is now closed. Student Board Member Lau stated on October 4th was the very well attended College Fair, and students really seemed to enjoy it. Students came from all over the Island. On October 11th it will be 11th grade information night at 5:30pm. Student Board Member Lau closed her report by saying Friday, Oct 13th is a Leadership lunch for students.

Student Board Member Mirabelle Kruger (EJSHS): Student Board Member Kruger congratulated Encinal's Jessica Kerber for being chose as the Alameda County Office of Education's Teacher of the Year. Student Board Member Kruger announced that Encinal students also enjoyed the College Fair mentioned by her fellow Student Board Members. Student Board Member Kruger stated Encinal students had fun during Walk and Roll to School Day. Student Board Member Kruger announced tryouts are coming for Fall Sports. Student Board Member Kruger mentioned on October 28th Encinal Leadership is holding a Fall Carnival and the community is invited.

D. ADOPTION OF THE CONSENT CALENDAR

1) Certificated Personnel Actions
2) Classified Personnel Actions
3) Approval and Acceptance of Donations
4) Approval of Bill Warrants and Payroll Registers
5) Approval of California Interscholastic Federation Representatives to League for 2023-24 School Year
6) Approval of Facilities Bond Measure I and Measure B Contracts (Standing Item)
7) Approval of Quarterly Report on Williams Uniform Complaints
8) Approval of Special Education Local Plan Area Master Contracts
9) Proclamation: Safe Schools Week, October 14-20, 2023
10) Ratification of Contracts Executed Pursuant to Board Policy 3300
11) Resolution No. 2023-2024.14 Certification of Requirement of Education Code Section 60119 for Pupil Textbooks and Instructional Materials for Grades K-12 for Fiscal Year 2023-2024
12) Resolution No. 2023-2024.15 Approval of Budget Transfers, Increases, Decreases
13) Resolution No. 2023-2024.16 Authorization to Dispose of Surplus Property

Motion to adopt the Consent Calendar.

MOTION: Member Lym **SECONDED:** Member Williams

STUDENT BOARD MEMBER VOTES
AYES: Members Lau, Kruger, and Kotovsky
NOES:
ABSENT:

BOARD MEMBER VOTES
AYES: Members Little, Williams, Lym, and LaLonde
NOES:
ABSENT: Member Sweet

MOTION APPROVED

E. GENERAL BUSINESS

1. Comprehensive Coordinated Early Intervening Services (CCEIS) 2023 Plan
   AUSD is preparing to submit the 2023 CCEIS plan that covers both our process and activities to work toward moving out of significant disproportionality for our African American students in Special Education, specifically those under the Other Health Impaired (OHI) category.

   Public Comments:
   Joyce Boyd, parent of an AUSD student: Ms. Boyd thanked Ms. Edwards for her work on the CCEIS plan.

   Caroline Brossard, parent of AUSD students: Ms. Brossard thanked Ms. Edwards for her work on the CCEIS Plan. Ms. Brossard stated Ms. Edwards did a great job soliciting input from the educational partners involved in this process and she said she hoped AUSD would continue to invest in this work beyond the CCEIS timeline.

Motion to approve the Comprehensive Coordinated Early Intervening Services (CCEIS) 2023 Plan.

MOTION: Member Williams **SECONDED:** Member LaLonde

STUDENT BOARD MEMBER VOTES
AYES: Members Lau, Kruger, and Kotovsky
NOES:
ABSENT:

BOARD MEMBER VOTES
AYES: Members Little, Williams, Lym, and LaLonde
NOES:
ABSENT: Member Sweet

MOTION APPROVED

2. Introduction of Scholar Staff and Student Advisors
   Tonight's presentation will provide an introduction to the Scholar Staff and Student Advisor initiative and staff.

For 2023-24, AUSD has hired Scholar Staff and Student Advisors to support a case load of 20 students each. In response to the over identification of Black students for Special Education, this new effort seeks to provide early intervention to students. Advisors support teachers, staff, and provide direct services to students in and outside of the classroom, while also serving as a bridge between their families and school. Advisors are currently placed at Maya Lin, Ruby Bridges, Encinal Jr. Jets, and Wood Middle School.

Public Comments:
Caroline Brossard, parent of AUSD students: Ms. Brossard thanked Ms. Edwards and the Scholar Staff Advisors for their work with AUSD students. Ms. Brossard said it would be wonderful to have this work expanded so that all African America would have a Scholar Staff Advisor to work with. Ms. Brossard also asked the District to look into putting more supports in place for the summertime.

F. ADJOURNMENT – Board President Heather Little adjourned the meeting at 8:10pm.

Respectively Submitted,

Kerri Lonergan
Senior Executive Assistant
Alameda Unified School District

BOARD OF EDUCATION MEETING
October 24, 2023
Regular Meeting of the Board of Education
2263 Santa Clara Avenue
Alameda, California 94501

UNADOPTED MINUTES

REGULAR MEETING: The regular meeting of the Board of Education was held at the date and location mentioned above.

A. CALL TO ORDER

1. Public Comment on Closed Session Topics:
The Board did not receive any public comments related to this agenda.

2. Adjourn to Closed Session - 5:30 PM
Board of Education Members present: Board President Heather Little, Board Clerk Gary K. Lym, Board Trustee Jennifer Williams, and Board Trustee Ryan LaLonde.

Board of Education Members absent: Board Vice President Megan Sweet.

Staff present for Closed Session: Superintendent Pasquale Scuderi, Assistant Superintendent, Human Resources, Timothy Erwin; Assistant Superintendent, Business Services Shariq Khan

Items discussed in Closed Session:

Conference with Legal Counsel Regarding Existing Litigation (Govt. Code §54956.9, subd. (d) (1)) Agency designated representative: William Tunick, Attorney from Dannis Woliver Kelley (DWK) (one case):

1) Traiman v. Alameda Unified School District: Case No. RG20061550 (Alameda County Superior Court)

Student Discipline, Student Suspension, Student Expulsion, or Student Expulsion Readmittance (Govt. Code § 35146, 48918) (one case):

1) Student ID #82369

Conference with Legal Counsel Regarding Existing Litigation (Govt. Code §54956.9, subd. (d) (1)) Agency designated representative: Leonore Silverman, Attorney from Fagen Friedman Fulfrost, LLP (one case):

1) John Doe and Alameda Unified School District: Compromise and Settlement Agreement dated October 6, 2023.

3. Reconvene to Public Session - 6:30PM
Board President Heather Little reconvened the meeting at 6:30PM.

4. Call to Order - Pledge of Allegiance

Board of Education President Heather Little led the Pledge of Allegiance

5. Introduction of Board Members and Staff:
Board of Education Members present: Board President Heather Little, Board Vice President Megan Sweet, Board Clerk Gary K. Lym, Board Trustee Jennifer Williams, and Board Trustee Ryan LaLonde.

Student Board members present: Lianna Lau (AST)

AUSD staff members present: Superintendent Pasquale Scuderi, Assistant Superintendent, Human Resources, Timothy Erwin; Assistant Superintendent, Business Services Shariq Khan; Assistant Superintendent, Educational Services, Kirsten Zazo; Senior Manager of Community Affairs, Susan Davis and Senior Executive Assistant to the Superintendent, Kerri Lonergan.

Student Board members absent: Talia Kotovsky (AHS) and Mirabelle Kruger (EJSHS).

6. Closed Session Action Report:
in Closed Session.82369 4-0 to expel student.

B. MODIFICATION(S) OF THE AGENDA:
There were no modifications of the agenda.

C. APPROVAL OF MINUTES:
The Board was asked to consider the minutes from the June 27th and August 8th Board meetings.

Motion to approve minutes from the June 27th and August 8th Board meetings.

MOTION: Member Lym **SECONDED:** Member Williams

STUDENT BOARD MEMBER VOTES
AYES:
NOES:
ABSENT: Members Kruger and Kotovsky
ABSTAIN: Member Lau

BOARD MEMBER VOTES
AYES: Members Little, Sweet, Williams, Lym, and LaLonde
NOES:
ABSENT:

MOTION APPROVED

D. COMMUNICATIONS

1. Public Comments on Non-Agenda Items:

Drew Higginson, parent of AUSD student: Mr. Higginson spoke about wanting to take a Sabbatical at work and his desire to take his child out of school to go with him on the Sabbatical, but AUSD Board Policies dictate that a student is unenrolled after being gone from the district for 30 days. Mr. Higginson asked the Board to look at these policies to adjust them so that students in this situation in the future do not lose their enrollment position.

Joyce Boyd, parent of AUSD student and member of United Democrats of Alameda: Ms. Boyd stated there was a guest speaker at a meeting of the United Democrats of Alameda who discussed California's Math Framework.

August Zajonc, parent of AUSD student: Mr. Zajonc stated his family is new to the district, and they were very impressed with the kindergarten program at Edison Elementary. Mr. Zajonc asked about discretionary funding and he asked how school groups know what to spend these dollars on.

2. Written Correspondence:
The Board did not receive any emails related to tonight's agenda.

3. Report from Employee Organizations:
Amy Keegan, CSEA 27 President: Ms. Keegan announced that several paraeducators are attending the Para Conference next year and that the Chapter has ratified MOUs about two new job descriptions.

4. Report from PTA Council:
Erica Hartono, Representative of PTA Council: PTA Council representative Erica Hartono expressed a need for transparency around how funds are allocated to sites, including for green spaces, Prop 28 (arts funding), and inclusion of students who receive Special Education services.

5. Board Members' Report:
Board Member Ryan LaLonde: Board Member LaLonde mentioned he spoke on a panel for Equality California, with a leadership team of folks who will be running for office. He was inspired to see that many people who would be running for School Board positions in the Bay Area were people of color. Board Member LaLonde stated he also really enjoyed attending a recent Alameda High Volleyball Game, where it was Senior Night, with Board Member Williams. Board Member LaLonde stated he really appreciated that the Alameda High folks even recognized the Senior players from the visiting team.

Board Clerk Gary K. Lym: Board Clerk Lym stated he was very happy to have attended Bay Farm School's Fall Festival. Board Clerk Lym stated it was a really interesting event. Board Clerk Lym thanked the Bay Farm parent community for putting the event on.

Board Vice President Megan Sweet: Board Vice President Sweet stated last week she was able to sell her home, which is something she has been working towards for a while. Unfortunately, this puts her in an odd space as an elected official in Alameda. Board Vice President Sweet stated she currently does not

have an address in Alameda, and she has been staying in an Air BNB. Due to not having an address in Alameda, Board Vice President Sweet can no longer stay as a member of the Board of Education, because she does not want to be in limbo while the Board works on some very important issues. Board Vice President Sweet stated she never had any political aspirations, she ran for the Board when we were in the middle of a pandemic, and she thought she was in a good position to assist the District. Board Vice President Sweet stated she originally thought she was going to give something, her experience and knowledge of the issues, to the District, she found that she received so much more back for her efforts. Board Vice President Sweet thanked the community for giving her the opportunity to serve.

Board Vice President Sweet left the meeting at 6:49pm.

Board Member Jennfer Williams: Board Member Williams wasn't planning on making a statement, but she would like to thank former Board Vice President Sweet for her work on the Board. Board Member Williams stated Ms. Sweet always brought a focus to issues that needed attention so that the Board could weigh in on these issues or make changes as needed. Board Member Williams stated Ms. Sweet always asked the hard questions and Board Member Williams is happy Ms. Sweet is putting her health and her family first. Board Member Williams stated she will express her appreciation for Ms. Sweet's work to her when she next sees her.

6. Superintendent's Report:
Superintendent Pasquale Scuderi: Superintendent Scuderi thanked Ms. Sweet for her work on the Board, especially for the work Ms. Sweet contributed to on the District's Strategic Plan.

7. Student Board Members' Report:
Student Board Member Lianna Lau (ASTI): Student Board Member Lau thanked Ms. Sweet for her work on the Board.

E. ADOPTION OF THE CONSENT CALENDAR

1) Certificated Personnel Actions
2) Classified Personnel Actions
3) Approval and Acceptance of Donations
4) Approval of Bill Warrants and Payroll Registers
5) Approval of Board Policy Updates from the October 17th Board Policy Subcommittee Meeting
6) Approval of Facilities Bond Measure I and Measure B Contracts (Standing Item)
7) Approval of Project Award of Alameda High School - Kofman Auditorium Stage Upgrades Pursuant to Request for Proposal Dated September 13, 2023
8) Approval of School Family Involvement Policies for 2023-24 School Year
9) Approval of Special Education Local Plan Area Master Contracts

10) Approval of the Formation of a Pool of Qualified Consultants to Perform Construction Testing and Inspection Services per Request For Qualifications dated September 25, 2023
11) Proclamation: California Sikh American Awareness and Appreciation Month - November
12) Proclamation: National Native American Heritage Month - November
13) Proclamation: Veterans Day - November 11, 2023
14) Ratification of Contracts Executed Pursuant to Board Policy 3300
15) Resolution No. 2023-2024.17 Approval of Budget Transfers, Increases, Decreases
16) Resolution No. 2023-2024.18 Annual Signature Authorization for California Department of Social Services Childcare and Development Services Contracts for FY 2023-2024
17) Resolution No. 2023-2024.19 Authorization to Dispose of Surplus Property

Motion to adopt the Consent Calendar.

MOTION: Member Lym **SECONDED:** Member Williams

STUDENT BOARD MEMBER VOTES
AYES: Member Lau
NOES:
ABSENT: Members Kruger and Kotovsky

BOARD MEMBER VOTES
AYES: Members Little, Williams, Lym, and LaLonde
NOES:
ABSENT: Member Sweet

MOTION APPROVED

F. GENERAL BUSINESS

1. Update on School Level Initiatives to Support African American Achievement at Alameda High School

AUSD continues to share the struggle of many school districts when it comes to serving all our students effectively. That is, we continue to see differences in outcomes and opportunities for students in our system, differences that correlate to factors like race, disability, and housing status. This pattern warrants both our sustained attention and a sustained effort to disrupt.

It is our belief that through collective action we can disrupt and change the outcomes we are seeing for our African American students.

In May 2023, leaders from Ruby Bridges Elementary, Wood Middle, and Encinal Jr. & Sr. High School presented their plans for particular programs and strategies to support achievement for our African American students.

Tonight, Principal Robert Ithurburn, Vice Principal Allison Krasnow, and Program Manager Jessica Downs from Alameda High School shared

information about their site plans to support achievement for AUSD's African American students with the Board. The Board will next hear from Lincoln Middle School and Love Elementary School after the new year.

Public Comments:
Iris Mitchell, parent of AUSD student: Ms. Mitchell thanked the team for their work and the progress that is being made. Ms. Mitchell specified that she was looking forward to seeing the impacts tutoring will have on student achievement.

2. Update on Literacy Framework
AUSD has been (in collaboration with the community AND using state guidelines and research) working on developing a clearly articulated framework for literacy, that will support the adults in our system to have a shared understanding of effective literacy instruction, that will support our students' wide range of literacy needs so that students can experience success at reading, writing, listening, speaking and thinking.

The first update on the work done around Literacy Framework was brought to the Board in March of 2023

The focus of tonight's presentation is on Investments in Early Literacy, specifically:

- Intervention Materials,
- Universal Screening and Progress Monitoring for Dyslexia, and
- Teacher in-service

Public Comments:
Caroline Brossard, parent of AUSD students: Ms. Brossard thanked Ms. Edwards and the Scholar Staff Advisors for their work with AUSD students. Ms. Brossard said it would be wonderful to have this work expanded so that all African America would have a Scholar Staff Advisor to work with. Ms. Brossard also asked the District to look into putting more supports in place for the summertime.

3. Update on Exploration of Potential Parcel Tax Renewal: Results from Community Poll
Superintendent Pasquale Scuderi introduced the agenda item and EMC Research representative Sara LaBatt and Team Civx representative Jeremy Hauser who presented the item to the Board and Community. Measures B1 (approved in 2016) and A (approved in 2020) provide more than $22 million per year to AUSD's budget and are crucial to maintaining core programs for students and competitive salaries for staff. Measure B1 expires in 2025; Measure A expires in 2027.

It is a shared interest of the District and the community to maintain both programs funded by Measure B1 and salaries that will attract and retain excellent employees. To measure public support for a renewal of these local revenue measures, the District contracted with TeamCivX, LLC and EMC Research, Inc. to conduct and analyze an opinion survey of likely voters in the

District to assess the feasibility of renewing Measures B1 and A.

Between September 28 - October 4, Alameda residents were surveyed about their support for the District and the possibility of renewing the two measures. Tonight, staff with TeamCivX and EMC will present an update on the work done to explore a potential parcel tax and will discuss polling results.

4. Approval of Superintendent's Recommendation to Appoint Members to the Parcel Tax Oversight Committee
Susan Davis, Senior Manager of Community Affairs gave the Board and community information on the Parcel Tax Oversight Committee. In October 2020, the Board approved changes to Board Policy 3471 that allow for combining the oversight committees of Measure B1 (approved by voters in 2016) and Measure A (approved by voters in 2020). The creation of a combined "AUSD Parcel Tax Program Oversight Committee" allows for a more unified and efficient approach to managing AUSD's parcel tax programs.

The primary task of the Oversight Committee is to review the District's compliance with the terms of both measures.

On August 11, 2023, the District made available applications for the 2023-24 AUSD Parcel Tax Program Oversight Committee to local media, every District employee, and all AUSD families. The District also posted news of the applications to its Facebook, Twitter, Instagram, and LinkedIn accounts.

This notice resulted in four applications for the committee.

The 2023-24 Oversight Committee will begin meeting in March 2024. It is likely the committee will meet five or six times over the next year to complete its Annual Report, which will be presented to the Board of Education in January, 2025.

All meetings of the Oversight Committee comply with the Brown Act. Minutes, agendas, and any other relevant communications and information are posted on AUSD's website 72 hours prior to each meeting. Meetings will not exceed two hours unless extended by majority vote. Meetings start on time and are open to the public. Members of the public have the opportunity to address the Committee at the time of any item or presentation on which they wish to speak.

Any recommendations or reports from the Oversight Committee must be supported by a majority of Oversight Committee members voting, but the Oversight Committee will have the goal and intention of reaching agreement by consensus. A chair will be selected from among voting members to conduct the meetings and to serve in representative capacity as needed.

Superintendent Scuderi's recommendation was to appoint Jessica Downs (AUSD teacher), Anna Maier (Teacher, education policy analysis), Timoth McQuillan (Accountant), and Ron Parodi (AUSD teacher) to the Parcel Tax Oversight Committee.

Public Comments:
Joyce Boyd, parent of AUSD student and current member of the Parcel Tax Oversight Committee: Ms. Boyd thanked Susan Davis, Senior Manager of Community Affairs for her work with the Parcel Tax Oversight Committee.

Motion to approve the Superintendent's Recommendation to Appoint Members to the Parcel Tax Oversight Committee.

MOTION: Member Lym **SECONDED:** Member Williams

STUDENT BOARD MEMBER VOTES
AYES: Member Lau
NOES:
ABSENT: Members Kruger and Kotovsky

BOARD MEMBER VOTES
AYES: Members Little, Williams, Lym, and LaLonde
NOES:
ABSENT: Member Sweet

MOTION APPROVED

G. ADJOURNMENT – Board President Heather Little adjourned the meeting at 8:49pm.

Respectively Submitted,

Kerri Lonergan
Senior Executive Assistant
Alameda Unified School District

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: A Season for Non-Violence Daily Reading (5 Mins/Information)

Item Type: Communication

Background: A Season for Nonviolence is a national 64-day educational, media, and grassroots campaign dedicated to demonstrating that nonviolence is a powerful way to heal, transform, and empower our lives and our communities. Inspired by the memorial anniversaries of Mahatma Gandhi and Dr. Martin Luther King, Jr. , this international event starts January 30 and ends April 4 and thus honors their vision for an empowered, non-violent world.

Since 1996, the County of Alameda and the City of Alameda have partnered with AUSD to create the Alameda Collaborative for Children, Youth, and their Families (ACCYF). Moreover, ACCYF each year helps to support a city-wide speech contest.

Daily readings are just one of the highlighted activities practiced during the season. AUSD schools have been provided materials by which teachers and administrators integrate these daily readings into the school day.

AUSD LCAP Goals: 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation:

AUSD Guiding Principle: #4 - Parental involvement and community engagement are integral to student success.

Submitted By: Shamar Edwards, Senior Director for Equity, African American, and Multi-Ethnic Student Achievement

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ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Certificated Personnel Actions

Item Type: Consent

Background:

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): All positions shown are authorized by the board and are included in the 2023-2024 budget.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	Certificated Personnel Actions	2/14/2024	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Classified Personnel Actions

Item Type: Consent

Background:

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): All positions shown are authorized by the board and are included in the 2023-2024 budget.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	Classified Personnel Actions	2/14/2024	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval and Acceptance of Donations

Item Type: Consent

Background: Throughout the school year, donations are routinely accepted by the District. The donations are from various sources and are commonly designated for specific uses.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): Will increase the revenues of the District in the amount of $72,457.44

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

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ATTACHMENTS:

	Description	Upload Date	Type
	Summary Site Donations	2/6/2024	Backup Material

2023-2024
Summary Site Donations
Jan 10, 2024 - Feb 5, 2024

Slip Date	Site	Donor	Amount	Site Total	Total Donations
1/5/2024	AHS	Cash	$ 2,135.00		
1/8/2024	AHS	Huddle Tickets	$ 1,671.00		
1/9/2024	AHS	Ling Bai	$ 25.00		
1/9/2024	AHS	Huddle Tickets	$ 412.00		
1/9/2024	AHS	Alvin H. Kan	$ 10.00		
1/9/2024	AHS	NeedMyTranscript	$ 3.00		
1/9/2024	AHS	NeedMyTranscript	$ 3.00		
1/10/2024	AHS	Sherfong Gee	$ 98.00		
1/10/2024	AHS	Carrie G. Huie	$ 98.00		
1/10/2024	AHS	Heather MacDonald Fine/James D. Fine	$ 98.00		
1/24/2024	AHS	Revolution Prep, LLC	$ 40.00		
1/26/2024	AHS	College Board	$ 88.00		
				$ 4,681.00	
12/14/2023	ASTI	Connie Li	$ 300.00		
12/23/2023	ASTI	Quan Gu	$ 200.00		
12/23/2023	ASTI	Kris Palmer	$ 300.00		
12/23/2023	ASTI	Connie Olson	$ 100.00		
				$ 900.00	
11/30/2023	Bay Farm	The Blackbaud Giving Fund	$ 125.00		
1/19/2024	Bay Farm	Alain A. Montiel DDS	$ 100.00		
1/19/2024	Bay Farm	Alain A. Montiel DDS	$ 250.00		
				$ 475.00	
12/14/2023	Earhart	The Blackbaud Giving Fund	$ 120.00		
12/14/2023	Earhart	The Blackbaud Giving Fund	$ 95.80		
				$ 215.80	
1/19/2024	Edison	Bright Funds	$ 59.02		
				$ 59.02	
1/12/2024	Ed Services	Giselle Addicott	$ 25.00		
				$ 25.00	
12/21/2023	EJSHS	Alberto E. Garcia/Pamela G. Garcia	$ 250.00		
12/21/2023	EJSHS	Kathryn Anne Yamada	$ 250.00		
12/21/2023	EJSHS	Brendan Rodgers/Molly P. Rodgers	$ 250.00		
12/21/2023	EJSHS	Huddle Tickets	$ 423.00		
12/21/2023	EJSHS	Huddle Tickets	$ 1,112.00		
12/21/2023	EJSHS	NeedMyTranscripts - Galmandakh Unurbaatar	$ 2.00		
12/21/2023	EJSHS	NeedMyTranscripts - Alvin Dickson	$ 2.00		
12/21/2023	EJSHS	NeedMyTranscripts - Nicola Doreen Cabrera	$ 2.00		
12/21/2023	EJSHS	NeedMyTranscripts - Madison Wilson	$ 2.00		
12/21/2023	EJSHS	College Board	$ 250.00		
1/12/2024	EJSHS	Encinal Jr/Sr HS PTA	$ 2,000.00		
1/24/2024	EJSHS	Cash	$ 1,397.00		
1/24/2024	EJSHS	Encinal HS ASB	$ 15,725.83		
1/24/2024	EJSHS	NeedMyTranscript	$ 2.00		
1/24/2024	EJSHS	NeedMyTranscript	$ 2.00		
1/24/2024	EJSHS	Snap Mobile, Inc.	$ 4,403.20		
1/24/2024	EJSHS	Huddle Tickets	$ 287.00		
1/24/2024	EJSHS	Huddle Tickets	$ 646.00		
1/24/2024	EJSHS	Huddle Tickets	$ 236.00		
				$ 27,242.03	
1/25/2024	Franklin	The Blackbaud Giving Fund	$ 1,000.00		
				$ 1,000.00	
1/9/2024	Island	Earn and Learn	$ 1,100.00		
1/31/2024	Island	Josten's Inc	$ 114.41		
				$ 1,214.41	
11/26/2023	Lincoln	Jesse Burrell	$ 20.00		
11/27/2023	Lincoln	Khatera Aurang	$ 20.00		
12/14/2023	Lincoln	Connie Li	$ 300.00		
12/20/2023	Lincoln	Amina Elhabbal	$ 30.00		
1/11/2024	Lincoln	Adam Stone/Jeanine Sidran	$ 6.00		
1/11/2024	Lincoln	James Song/Joulee Song	$ 30.00		
1/11/2024	Lincoln	Cash	$ 116.00		
				$ 522.00	
1/17/2024	Maya	Maya Lin PTA	$ 185.00		
				$ 185.00	
1/9/2024	MOF	Alco Iron&Metal	$ 259.15		
1/9/2024	MOF	Alco Iron&Metal	$ 12.45		
				$ 271.60	
1/9/2024	Otis	Otis PTA	$ 4,794.00		
1/19/2024	Otis	Otis PTA	$ 1,560.00		
				$ 6,354.00	
1/22/2024	Paden	Paden PTA	$ 13,000.00		
1/22/2024	Paden	Paden PTA	$ 7,237.51		
1/24/2024	Paden	Bethany R. Pierce	$ 385.00		
1/24/2024	Paden	Kids & Science First Foundation	$ 3,850.00		
1/24/2024	Paden	Smith, Colette	$ 385.00		
1/25/2024	Paden	Ekman, Sofia	$ 385.00		
1/25/2024	Paden	Stobaugh, Miranda	$ 385.00		
				$ 25,627.51	
12/13/2023	Ruby	Panda Express	$ 50.42		
1/18/2024	Ruby	Gisela Sandoval	$ 80.00		
1/18/2024	Ruby	Ricardo Vazquez/Lucia Delascurain	$ 600.00		
1/18/2024	Ruby	See's Candy	$ 9.55		
1/23/2024	Ruby	Nations Foodservice Inc.	$ 127.10		
1/26/2024	Ruby	Hines, Desmond	$ 168.00		
				$ 1,035.07	
12/14/2023	Wood	Christine Seeley	$ 50.00		
12/26/2023	Wood	Margeret Villamil	$ 100.00		
1/17/2024	Wood	Wood MS PTA	$ 2,500.00		
				$ 2,650.00	
					$ 72,457.44

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Appointment of North Region SELPA Community Advisory Committee (CAC) Representative for AUSD

Item Type: Consent

Background: The following candidate is being proposed to continue as AUSD's representative to the North Region SELPA Community Advisory Committee (CAC).

- Jill Hunter, Program Manager, Preschool

Ms. Hunter supports AUSD's Preschool Special Education Program for students birth to 5 years. She holds all initial Student Study Teams (SST) to determine early intervention and facilitates partnership between Head Start, Child Development Center, and Special Education Preschools.

If approved, Ms. Hunter will represent AUSD through December 2025.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

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ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Bill Warrants and Payroll Registers

Item Type: Consent

Background: On a routine basis, all payments from the funds of the District are made by written order of the Board of Education. This requirement is provided under Education Code 42631.

Eight (8) redactions were made where posting of that information would violate agreed upon confidentiality settlements. The District is posting all bills and warrants except for the ones that are redacted.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): Will reduce the available funds of each respective site/department budget by $3,319,463.96.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

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ATTACHMENTS:

Description	Upload Date	Type
Summary of Register	2/6/2024	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Facilities Bond Measure I and Measure B Contracts (Standing Item)

Item Type: Consent

Background: Alameda voters approved Facilities Bond Measure I in November 2014 and approved Facilities Bond Measure B in June 2022.

As the bond schedules dictate, various contracts will come before the Board for approval. Contracts may include construction bid contracts, architectural services contract addenda, specialists/consultants agreements, etc. Staff has created a standing board item to keep the contracts for Measure I and Measure B separate from the approval of other district contracts.

1. (Fund 21, Measure B) Professional Services Agreement between AUSD and Panaguiton Construction Inspection LLC. for an hourly rate of $150 and total not to exceed $144,900.00. (Lum Demo)
2. (Fund 21, Measure B) Professional Services Agreement between AUSD and Panaguiton Construction Inspection LLC. for an hourly rate of $150 and total not to exceed $248,400.00. (Wood Middle)
3. (Fund 21, Measure B) Professional Services Agreement between AUSD and Panaguiton Construction Inspection LLC. for an hourly rate of $150 and total not to exceed $186,300.00. (Temp Campus)
4. (Fund 21, Measure B) Professional Services Agreement between AUSD and Apodaca Mechanical & Consulting for an hourly rate of $165 and total not to exceed $30,000.00. (Wood Middle)
5. (Fund 21, Measure I) Professional Services Agreement between AUSD and Advance Construction Inspection for an hourly rate of $120 and a total not to exceed $126,700.00. (Longfellow)
6. (Fund 21, Measure I) Service Upgrade Agreement between AUSD and Alameda Municipal Power for a total cost of $58,504.54. (Longfellow)
7. (Fund 21, Measure B) Professional Services Agreement between AUSD and Terracon Consultants, Inc. for flat fee of $13,580.00. (Kofman)
8. (Fund 21, Measure B) Professional Services Agreement between AUSD and Brelje & Race Consulting Engineers for a flat fee of $38,500.00. (Otis)

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 21 Building – Bond Fund

Fiscal Analysis

Amount (Savings) (Cost): See attached contract(s) for detailed expenditures.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the

organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	Panaguiton Construction Inspection (Lum Demo)	2/7/2024	Backup Material
🗋	Panaguiton Construction Inspection (Wood)	2/7/2024	Backup Material
🗋	Panaguiton Construction Inspection (Temp Campus)	2/7/2024	Backup Material
🗋	Apodaca Mechanical Consulting	2/7/2024	Backup Material
🗋	Advanced Construction Inspection	2/7/2024	Backup Material
🗋	Alameda Municipal Power	2/7/2024	Backup Material
🗋	Terracon Consultants	2/7/2024	Backup Material
🗋	Brelje & Race Consulting Engineers (Otis)	2/7/2024	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies

Item Type: Consent

Background: Each year, Alameda Unified School District's Special Education Department executes "Master Contracts" with Non-Public Schools and Non-Public Agencies to support the Special Education Department. Through the year, Individual Service Agreements (ISAs) are entered into under these "Master Contracts" that allocate funds for services required to provide support to AUSD students in accordance with the Individuals with Disabilities in Education Act (IDEA).

Below are details of contracts executed and attached to this agenda item.

1. (Fund 01) Individual Services Agreement between AUSD and Ro Health for paraprofessional services for a total value of $21,024.00.
2. (Fund 01) Individual Services Agreement between AUSD and Ro Health for nursing services for a total value of $61,200.00.
3. (Fund 01) Individual Services Agreement between AUSD and Ro Health for paraprofessional services for a total value of $23,040.00.
4. (Fund 01) Individual Services Agreement between AUSD and Ro Health for nursing services for a total value of $51,765.00.
5. (Fund 01) Individual Services Agreement Amendment No. 1 between AUSD and Ro Health for a decrease of $58,310.00 for nursing services for a new total value of $48,790.00.
6. (Fund 01) Individual Services Agreement between AUSD and Soliant for paraprofessional services for a total value of $40,880.00.
7. (Fund 01) Individual Services Agreement Amendment No. 1 between AUSD and The Speech Pathology Group (SPG) for an increase of $37,401.00 for speech and language services for a new total of $43,155.00.
8. (Fund 01) Individual Services Agreement Amendment No. 2 between AUSD and The Speech Pathology Group (SPG) for an increase of $85,351.00 for speech and language services for a new total of $158,235.00.
9. (Fund 01) Individual Services Agreement Amendment No. 1 between AUSD and The Speech Pathology Group (SPG) for a decrease of $88,228.00 for speech and language services for a new total of $87,269.00.

For reasons of confidentiality, the contracts for non-public schools and non-public agencies with student specific information are not uploaded to this item, and will be maintained in the Special Education Department for review upon request.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): See attached non-confidential contract(s) for detailed expenditures.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

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ATTACHMENTS:

Description	Upload Date	Type
ISA_Ro Health_Edison_PC 623	2/6/2024	Backup Material
ISA_Ro Health_ACDC_PC 544	2/6/2024	Backup Material
ISA_SPG_SLP_C.K_Amendment No. 1	2/6/2024	Backup Material
ISA_SPG_SLP_A.V_Amendment No. 2	2/6/2024	Backup Material
ISA_SPG_SLP_L.J_Amendment No. 1	2/6/2024	Backup Material
ISA_Ro Health_M.M.	2/7/2024	Backup Material
ISA_Ro_T.T_Amendment No. 1	2/7/2024	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Memorandum of Understanding with Colleges and Universities for School Counseling and School Psychology Placements: California State University, East Bay

Item Type: Consent

Background: The District enters into yearly contracts and partnerships with Universities' Departments of Education to provide a professional preparation program for student teachers and intern candidates. These programs are a benefit to the District and enable student teachers and intern candidates to continue vital training. The program which seeks to establish a partnership is:

1. California State University, East Bay

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	MOU AUSD and Cal State East Bay	2/7/2024	Backup Material

California State University, East Bay

Memorandum of Understanding and Agreement
to Provide PPS Trainee Placements to University Students
for
School Counseling/School Psychology

This agreement is between the **Alameda Unified School District** ("District") and the **California State University, East Bay** ("University"), who may be referred to collectively as the parties. This Agreement describes and confirms the expectations and responsibilities of the Parties regarding the Internship Program through which University students enrolled in a credentialing program ("PPS Trainee") will gain experience in the public school setting.

TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of 5 years beginning **January 1, 2024** and ending **June 30, 2029**, unless terminated sooner. Either party may terminate this Agreement on 30 days' written notice to the other party; provided, however, that credential candidates shall be allowed to conclude any ongoing assignments. Performance under this Agreement shall be reviewed annually, and the parties may agree to annual extensions after expiration of the initial term.

DISTRICT AND SCHOOL ADMINISTRATOR RESPONSIBILITIES

1. The District will provide the PPS Trainees with supervised internship experience. The District's Designated Supervisor(s) will hold an appropriate degree, credential or license in the specified field, if any is required for that field. Supervisors are required to have at least three years' experience for School Psychology and at least two years' experience for School Counseling. The Supervisor will provide the PPS Trainee with at least two hours of face-to-face supervision per week for the duration of the internship. Supervision may be shared among more than one qualified District staff member.
2. The District will designate a member of its staff to participate with the University's designee in planning, implementing, and coordinating the Internship Program.
3. The District will maintain complete records and reports on each PPS Trainee's performance and provide an evaluation to the University on forms the University shall provide.
4. The District may, in its sole discretion, refuse to accept as a participant in the Internship Program any University student assigned to participate, and, upon request of the District, University shall withdraw the assignment of any University student participant.
5. After the District accepts the assignment of a PPS Trainee, the District may terminate the internship for "good cause." "Good cause" may include, but is not limited to failure to perform satisfactorily, refusal to follow District administrative policies, procedures, rules and regulations, or violation of any federal or state law. The District will immediately notify University in writing if it terminates an assignment. The District reserves the right to ban anyone from District facilities when the District finds, in its sole discretion that the presence of the person poses a threat or disrupts operations. University is responsible for informing its student participants of the provisions of this Section. District will immediately notify University, if District knows or suspects any professional or ethical or

legal violations. University will cooperate with District in any investigation concerning the reported violation.

6. District shall, on any day when a PPS Trainee is receiving training at its facilities, arrange for the PPS Trainee to receive any necessary emergency health care or first aid for accidents occurring in its facilities. Except as provided in this paragraph, District shall have no obligation to furnish medical care, surgical care or other health care to any PPS Trainee.

UNIVERSITY RESPONSIBILITIES

1. University will work collaboratively with the District's HR department, school site administration, and staff in the assignment of the PPS Trainee.
2. University will confer regularly with District and site administration and district-employed mentor/liaison through meetings, telephone calls, and/or e-mail.
3. University will immediately notify appropriate District and site administration if University administration has knowledge of or suspects any professional or ethical violations by a PPS Trainee in the school. University and District agree they will cooperate in any investigation concerning the reported violation.
4. University will guarantee that PPS Trainees and university supervisors have appropriate tuberculosis and fingerprinting clearance, including subsequent arrest notification service.
5. University will instruct PPS Trainees in state laws regarding child abuse reporting, sexual harassment and professional conduct.
6. University supervisors will conduct systematic and regular observations of PPS Trainees' performances in the District's classrooms.
7. University will be responsible for ensuring that PPS Trainees have appropriate insurance coverage.

PPS TRAINEE RESPONSIBILITIES

1. Provide the District with the following documentation:
    a. a copy of the letter from the University assigning the student to the District.
    b. a background check fingerprint clearance report.
    c. a negative tuberculosis test result, and
2. Comply with all applicable terms and provisions of this Agreement while serving as a PPS Trainee.
3. Comply with the District's policies and procedures, and applicable state and federal laws and regulations while serving as a PPS Trainee.
4. Provide services to District pupils only under the direct supervision of District staff.
5. Maintain the confidentiality of pupil information. No PPS Trainee will have access to or have the right to receive any District pupil records, except to the extent necessary in the regular course of assisting in providing services to pupils as part of the internship program. The discussion, transmission, or narration in any form by PPS Trainee of any individually identifiable pupil information, educational, medical or otherwise, which is obtained in the course of the internship program is forbidden except as a necessary part of the practical internship experience. Otherwise, PPS Trainee shall use de-identified information only (and not personally identifiable pupil information) in any discussions about the internship experience with University, its employees, agents or others.

STATUS OF DISTRICT AND UNIVERSITY STUDENTS
The parties expressly understand and agree that all University students serving as PPS Trainees in District schools pursuant to this Agreement are doing so for educational purposes only, and PPS Trainees are not considered employees of the District for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. It is the responsibility of University to provide notice to its student participants of the provisions of this Section. The provisions of this Section shall survive the termination or expiration of this Agreement.

LIABILITY INSURANCE & WORKERS' COMPENSATION
The University shall take out and maintain a "claims-made" policy of general liability and professional liability insurance (including personal injury with limits not less than $1 million per loss and damage to property of others up to $5,000 per incident), with extended reporting period of three (3) years, covering PPS Trainees, and naming District as an additional named insured under such insurance policy or policies. Further, University agrees to maintain professional and comprehensive general liability insurance, with no exclusion for molestation or abuse, at a minimum of Five Million Dollars ($5,000,000) per occurrence and Twenty-Five Million Dollars ($25,000,000) in aggregate throughout the course of this Agreement.

Further, University shall provide written notice that should any of the above described policies be cancelled before the expiration thereof, notice will be delivered in accordance with the policy provisions. University also agrees to maintain statutory Workers' Compensation coverage on PPS Trainees, any individuals characterized as employees of University and instructors working at District pursuant to this Agreement at all times during the course of this Agreement.

University shall provide certificates evidencing all coverage referred to in this Section within thirty (30) days of execution of this Agreement and thereafter, on an annual basis. If the coverage is on a claims-made basis, University hereby agrees that not less than thirty (30) days prior to the effective date of termination of University's current insurance coverage or termination of this Agreement, University shall either purchase three (3) year tail coverage per claim or provide proof of continuous coverage in the above stated amounts for all claims arising out of incidents occurring prior to termination of University's current coverage or prior to termination of this Agreement, as applicable, and provide District a certificate of insurance evidencing such coverage.

The University is permissibly self-insured through the State of California for automobile liability.

The District shall be named as an additional insured or covered party on the liability coverages maintained by the University set forth above, and such coverages shall be primary to any coverages maintained by the District. Limits of liability for each type of liability coverage shall be at least $1 million per claim per occurrence/ $2 million aggregate.

NO WORKERS' COMPENSATION LIABILITY
The Parties agree that the District is not to assume, nor shall it assume by this Agreement any liability under the California Workers' Compensation Insurance and Safety Act for, by or on behalf of any PPS Trainee or University employees while they are on the premises of the District or while performing any duty whatsoever under the terms of the Agreement or while going to or from any

of the internship placement sites. University shall provide written notice to each PPS Trainee regarding the lack of coverage of Workers' Compensation insurance by the District.

INDEMNIFICATION

University shall defend, indemnify and hold District and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, or employees.

District shall defend, indemnify and hold University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officials, agents, or employees.

ADDITIONAL PROVISIONS

1. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.
2. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall be venued in the county in which the District is located.
3. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.
4. In the event of a dispute between the parties arising from this Agreement, the parties agree to mediate the dispute before initiating litigation. The Parties agree that with regard to any dispute or claim related to this Agreement, prior to the initiation of a lawsuit or other legal action, they shall and must, in good faith, submit the claim or dispute to mediation with any mutually agreeable neutral. The costs of the neutral will be split equally between the Parties. The prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (fees and costs) incurred in the lawsuit or legal action as allowed by law.
5. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
6. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.
7. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.

Signed by DISTRICT:

By: _____

Name: _____

Title: _____

Date: _____

By: _____

Name: _____

Title: _____

Date: _____

Signed by UNIVERSITY:

By: _____

Name: ____Robert Williams_____

Title: ____Dean, CEAS_____

Date: _____

By: _____

Name: _____Greg Jennings_____

Title: Chair, Educational Psychology Dept.

Date: _____

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of School Accountability Report Cards for the 2022-23 SY

Item Type: Consent

Background: Each year California public schools are required by state law to publish a School Accountability Report Card (SARC). The SARC contains, among other things, information about the programs, performance, and conditions of each school.

The 2022-23 SARCs for all schools in the Alameda Unified School District have been submitted to the California Department of Education (CDE) by the stipulated due date of February 1, 2024.

High Schools
- Alameda High School
- Alameda Science & Technology Institute
- Encinal Jr. /Sr. High School
- Island Continuation High School

Middle Schools
- Lincoln Middle School
- Wood Middle School

Elementary
- Amelia Earhart Elementary
- Bay Farm School
- Edison Elementary
- Frank Otis Elementary
- Franklin Elementary
- Love Elementary
- Maya Lin School
- Ruby Bridges Elementary
- William Paden Elementary

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2

- Teachers must challenge and support all students to reach their highest academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.| #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

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ATTACHMENTS:

Description	Upload Date	Type
2023 SARC_AHS	1/26/2024	Backup Material
2023 SARC_ASTI	1/26/2024	Backup Material
2023 SARC_EJSHS	1/26/2024	Backup Material
2023 SARC_IHS	1/26/2024	Backup Material
2023 SARC_LMS	1/26/2024	Backup Material
2023 SARC_WMS	1/26/2024	Backup Material
2023 SARC_Bay Farm	1/26/2024	Backup Material
2023 SARC_Earhart	1/26/2024	Backup Material
2023 SARC_Edison	1/26/2024	Backup Material
2023 SARC_Franklin	1/26/2024	Backup Material
2023 SARC_Love	1/26/2024	Backup Material
2023 SARC-Maya Lin	1/26/2024	Backup Material
2023 SARC_Otis	1/26/2024	Backup Material
2023 SARC_Paden	1/26/2024	Backup Material
2023 SARC_Ruby Bridges	1/26/2024	Backup Material

Alameda High School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Alameda High School
Street	2200 Central Avenue
City, State, Zip	Alameda, CA 94501
Phone Number	510-337-7022
Principal	Robert Ithurburn
Email Address	rithurburn@alamedaunified.org
School Website	https://ahs.alamedaunified.org
County-District-School (CDS) Code	01611190130229

2023-24 District Contact Information

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

2023-24 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 Unifid 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:

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 ow n actions.
- We apply organizational skills to our work and daily life.
- We participate in, and contribute to our community

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

- We read, write and speak effectively.
- We are aw are 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.

2023-24 School Description and Mission Statement

- 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 a 74% 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 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 23 sports programs and more than 64 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 such as this year's production of Radium Girls 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. This year, AHS was again rated by News 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, their resiliency in the face of a recent world health, climate, and political issues, and all their ongoing accomplishments.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	433
Grade 10	469
Grade 11	452
Grade 12	448
Total Enrollment	1,802

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6%
Male	51.7%
American Indian or Alaska Native	0.1%
Asian	29.1%
Black or African American	4.1%
Filipino	5.1%
Hispanic or Latino	17.4%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	12.5%
White	30.4%
English Learners	5.8%
Foster Youth	0.1%
Homeless	0.7%
Socioeconomically Disadvantaged	32%
Students with Disabilities	13.2%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	65.90	85.13	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	1.90	2.53	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.80	3.62	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	3.89	17.80	3.32	12115.80	4.41
Unknown	3.70	4.81	14.20	2.64	18854.30	6.86
Total Teaching Positions	77.40	100.00	539.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	62.90	81.33	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.40	0.52	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.90	3.86	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	2.34	12.80	2.48	11953.10	4.28
Unknown	9.20	11.95	26.00	5.03	15831.90	5.67
Total Teaching Positions	77.40	100.00	518.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	2.80	1.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.80	2.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.40	0.60
Local Assignment Options	2.60	1.10
Total Out-of-Field Teachers	3.00	1.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.8	4.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Thematic Units centered around novels common across grade levels. Novel lists currently in revision.	Yes	0.0
Mathematics	Precalculus with Limits: A Graphing Approach (5th). McDougal Littell, 2008. Adopted 4.28.09	Yes	0.0

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

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	8/9/2023

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			B209: Blinds need repair
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			D113: Ants D120: Ants D122: Ants D125: Ants
Electrical	X			B209: Blinds need repair E Staff Restroom 2nd floor: Sink is clogged Main Gym: Missing three junction box covers
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			B204: Sink is clogged E Staff Restroom 2nd floor: Sink is clogged E103: Drinking fountain is not working Patton Gym: water station needs repair. 1 broken window facing courtyard.
Safety: Fire Safety, Hazardous Materials	X			B211: No fire extinguisher C209: No fire extinguisher D205: Fire code violation; extension cord to extension cord
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			D Girls Restroom: Window trims need to be replaced. Patton Gym: water station needs repair. 1 broken window facing courtyard.

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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	77	78	65	63	47	46
Mathematics (grades 3-8 and 11)	57	51	53	54	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	450	421	93.56	6.44	78.15
Female	219	201	91.78	8.22	82.09
Male	227	217	95.59	4.41	74.19
American Indian or Alaska Native	--	--	--	--	--
Asian	109	106	97.25	2.75	75.47
Black or African American	16	15	93.75	6.25	60.00
Filipino	25	24	96.00	4.00	87.50
Hispanic or Latino	76	69	90.79	9.21	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	54	93.10	6.90	81.48
White	161	150	93.17	6.83	84.67
English Learners	18	16	88.89	11.11	12.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	144	132	91.67	8.33	62.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	38	84.44	15.56	31.58

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	450	419	93.11	6.89	51.20
Female	219	200	91.32	8.68	50.75
Male	227	216	95.15	4.85	51.39
American Indian or Alaska Native	--	--	--	--	--
Asian	109	105	96.33	3.67	62.86
Black or African American	16	15	93.75	6.25	13.33
Filipino	25	23	92.00	8.00	39.13
Hispanic or Latino	76	69	90.79	9.21	28.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	54	93.10	6.90	59.26
White	161	150	93.17	6.83	57.05
English Learners	18	16	88.89	11.11	18.75
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	144	131	90.97	9.03	36.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	38	84.44	15.56	16.22

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	50.97	53.42	50.32	51.49	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	854	818	95.78	4.22	52.63
Female	420	399	95.00	5.00	53.63
Male	426	413	96.95	3.05	51.21
American Indian or Alaska Native	--	--	--	--	--
Asian	233	230	98.71	1.29	55.65
Black or African American	31	29	93.55	6.45	20.69
Filipino	48	46	95.83	4.17	41.30
Hispanic or Latino	144	136	94.44	5.56	34.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	109	105	96.33	3.67	57.14
White	282	266	94.33	5.67	63.91
English Learners	34	32	94.12	5.88	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	217	205	94.47	5.53	41.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	91	77	84.62	15.38	11.69

2022-23 Career Technical Education Programs

ALAMEDA HIGH SCHOOL CTE COURSES OFFERED UC A – G:
Biotechnology 1 (D)
Biotechnology 2 (D)
Computer Science Discoveries CTE 1 (D)
Computer Science Principles CTE 2 (D)
AP Computer Science Principles CTE 2 (D)
Digital Filmmaking 1 (F)
Digital Filmmaking 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
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 Principles CTE 2

Arts Media & Entertainment - Multimedia
Multimedia Art 1
Advanced Multimedia Art 2

Arts Media & Entertainment - Digital Filmmaking
Digital Filmmaking 1
Digital Filmmaking 2

CTE Industry Advisory Members:
Nicole Kidd, Chair Owner, NK Insights – Marketing
Susan Haworth Owner, Cambios Life Coaching All Sectors
Madlen Saddik Exec. Director, Alameda Chamber of Commerce - All sectors
Andrew Wiedlea, Lawrence Berkeley Labs (parent) – ICT
Eric Fonstein Development Manager, City of Alameda - All sectors
Doug Bruce, Biomanufacturing Professor, Laney College - Health Science
Daniel Gerard, EMT Education Coordinator, Alameda Fire Dept - Allied Health
Jasmine Nagakawa-Wong, Program Manager, Faces for the Future - Allied Health
Vina Cera Co-Chair, Media Communications Department, Laney College - Arts Media & Entertainment
Damon Tighe Training Specialist, Bio-Rad Health Science
Lynne Moore-Kerr, Early Childhood Family Service, Alameda Family Services – Education
Annie Thatcher-Stephens - Trainer, Allied Health; Shaun Daniels Owner, Castaway Creative - Arts Media & Entertainment
Ying-Tsu Loh, Executive Director, BABEC - Health Science
Philip Monego, California Historic Radio Society - Arts Media & Entertainment

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	653
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	43.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.95
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	76.03

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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	93.9%	92.1%	94.3%	90.0%	81.9%

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.

2023-24 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

2023-24 Opportunities for Parental Involvement

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 too:

- 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.3	0.9	0.5	4.2	1.9	1.5	9.4	7.8	8.2
Graduation Rate	92.4	95.6	97.1	89.9	94	94.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	410	398	97.1
Female	203	199	98.0
Male	203	195	96.1
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	124	122	98.4
Black or African American	16	15	93.8
Filipino	23	23	100.0
Hispanic or Latino	70	65	92.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	48	47	97.9
White	121	118	97.5
English Learners	34	31	91.2
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	138	133	96.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	47	38	80.9

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1856	1837	240	13.1
Female	877	866	105	12.1
Male	961	953	132	13.9
Non-Binary	18	18	3	16.7
American Indian or Alaska Native	2	2	0	0.0
Asian	535	535	27	5.0
Black or African American	80	77	16	20.8
Filipino	94	92	9	9.8
Hispanic or Latino	325	321	71	22.1
Native Hawaiian or Pacific Islander	9	9	5	55.6
Two or More Races	234	231	28	12.1
White	559	553	83	15.0
English Learners	127	127	19	15.0
Foster Youth	3	3	2	66.7
Homeless	17	15	9	60.0
Socioeconomically Disadvantaged	628	619	112	18.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	251	245	53	21.6

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.28	1.83	3.93	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.93	0
Female	2.85	0
Male	4.99	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.5	0
Black or African American	8.75	0
Filipino	1.06	0
Hispanic or Latino	6.77	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.27	0
White	3.94	0
English Learners	3.94	0
Foster Youth	0	0
Homeless	5.88	0
Socioeconomically Disadvantaged	5.41	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.17	0

2023-24 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.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	22	12	9	13
Mathematics	28	6	4	18
Science	34		3	13
Social Science	26	8	8	14

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	17	18	35
Mathematics	27	14	15	32
Science	32	2	8	30
Social Science	28	11	17	33

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	14	28	27
Mathematics	28	11	17	30
Science	32	2	12	25
Social Science	29	9	9	41

2022-23 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	360.4

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16,620.57	$7,290.28	$9,330.29	$85,975.00
District	N/A	N/A	$10,197.69	$88,710
Percent Difference - School Site and District	N/A	N/A	-8.9	-3.1
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	20.3	-1.6

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$60,160	$54,190
Mid-Range Teacher Salary	$84,356	$85,111
Highest Teacher Salary	$110,139	$104,999
Average Principal Salary (Elementary)	$140,806	$132,492
Average Principal Salary (Middle)	$150,601	$140,987
Average Principal Salary (High)	$149,703	$153,884
Superintendent Salary	$250,000	$255,503
Percent of Budget for Teacher Salaries	32.69%	32.09%
Percent of Budget for Administrative Salaries	6.4%	5.25%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	48

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	3
English	9
Fine and Performing Arts	1
Foreign Language	2
Mathematics	7
Science	8
Social Science	18
Total AP Courses Offered Where there are student course enrollments of at least one student.	48

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

Some teachers have been participating in the Grading for Equity work group that is working to remove practices that may be inequitable for students. The group meets monthly and has been working to change district policy around grading, discuss standards, and follows much of the teachings from Feldman's. Grading for Equity.

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development. In the recent past, the district has offered training in the following strategies: Inquiry by Design, Systematic ELD, Close Reading, Google Docs, SIMS, Constructing Meaning, Universal Design for Learning, Restorative Practices, and Facing History, Facing Ourselves.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Alameda Science and Technology Institute

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Alameda Science and Technology Institute
Street	555 Ralph Appezzato Memorial Pkwy. Portable 1
City, State, Zip	Alameda, CA 94501
Phone Number	(510) 748-4021
Principal	Tracy Corbally
Email Address	tcorbally@alamedaunified.org
School Website	https://asti.alamedaunified.org/
County-District-School (CDS) Code	01 61119 0106401

2023-24 District Contact Information

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

2023-24 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.

School Mission and Vision
Vision Statement: To ensure ALL students, especially those who are underrepresented, are provided the resources to attain a college degree from the institution of their choice and become responsible, proactive, and empowered global citizens with a life-long love of learning.

Mission Statement: ASTI will prepare a diverse population of students for early entrance and successful completion of college by facilitating their development of the required content knowledge, academic skills, leadership experience, and technological proficiency through providing them academic equality, highly-qualified teaching, rigorous instruction, and support in setting and attaining individual goals.

Philosophy
ALL students deserve and are entitled to a college education and ALL students are capable of succeeding at a high academic level Early College High School (ECHS) Core Principles: As an Early College High School (ECHS), ASTI is part of a larger network of programs throughout the state of California and across the nation. Each of these programs was founded with the charge to adhere to interrelated core principles that together constitute the fundamental beliefs of the Early College initiative.

2023-24 School Description and Mission Statement

These core principles include:

1) Early College High Schools are committed to serving students underrepresented in higher education.
2) Early College High Schools are created and sustained by Local Education Agency (LEA), a higher education institution, and the community, all of whom are jointly accountable for student success.
3) Early College High Schools and their higher education partners and community jointly develop an integrated academic program so all students earn one to two years of transferable college credit leading to college completion.
4) Early College High Schools engage all students in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for college completion.
5) Early College High Schools and their higher education and community partners work with intermediaries to create conditions and advocate for supportive policies that advance the early college movement.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	46
Grade 10	49
Grade 11	31
Grade 12	41
Total Enrollment	167

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5%
Male	54.5%
Asian	55.7%
Black or African American	4.8%
Filipino	3.6%
Hispanic or Latino	9%
Two or More Races	12%
White	13.8%
English Learners	1.2%
Socioeconomically Disadvantaged	43.1%
Students with Disabilities	3.6%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.80	84.26	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	11.42	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	4.33	17.80	3.32	12115.80	4.41
Unknown	0.00	0.00	14.20	2.64	18854.30	6.86
Total Teaching Positions	5.70	100.00	539.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.40	80.72	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	14.95	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	3.89	12.80	2.48	11953.10	4.28
Unknown	0.00	0.30	26.00	5.03	15831.90	5.67
Total Teaching Positions	6.60	100.00	518.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.60	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.60	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.20
Local Assignment Options	0.20	0.00
Total Out-of-Field Teachers	0.20	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.1	15.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.5	13.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Thematic Units centered around novels common across grade levels. Novel lists currently in revision.	Yes	0

Mathematics	Precalculus with Limits: A Graphing Approach (5th). McDougal Littell, 2008. Adopted 4.28.09 Calculus: Early Transcendental Functions (6th). Cengage Publishing, 2015. Adopted 6.28.16. Statistics: Workshop Statistics, Key College Publishing 2008. Adopted 4/28/2009; AP Statistics The Practice of Statistics (5th). Bedford, Freeman, and Worth, 2015. Adopted 6.28.16.	Yes	0
Science	Biology. Prentice Hall (Pearson), 2004. Adopted 5.13.08. Campbell Biology In Focus. Pearson AP Edition, 2014. Bridge Materials. AP Environmental Science. Prentice Hall (Pearson) 10th, 2007. Adopted 5.13.08. Chemistry (Zumdahl). HMH, 2000 (5th). Chemistry (Zumdahl). Brooks/Cole, 9th (AP Edition), 2014. Bridge Materials. Conceptual Physics. Prentice Hall (Pearson), 2009. Adopted 5.13.08.	Yes	0
History-Social Science	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
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
Health	Health standards guide programming.	No	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming	No	0

School Facility Conditions and Planned Improvements

The Alameda Science Technology Institute is located in portables off West Campus Drive at the College of Alameda. We have functioning bell/alert systems, a freshly painted exterior, renovated doors and locks, a functioning roof, adequate garden and custodial storage, recently maintained HVAC, and a school garden that we are rejuvenating after COVID closure. Projects include better signage on the front exterior and moving our office into the adjacent portable, recently vacated by College of Alameda for our use.

Year and month of the most recent FIT report	8/3/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Portable 2: Ceiling tiles show signs of water intrusions. Portable 3: Ceiling tiles show signs of water intrusions.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	93	90	65	63	47	46
Mathematics (grades 3-8 and 11)	66	77	53	54	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	31	31	100.00	0.00	90.32
Female	15	15	100.00	0.00	93.33
Male	16	16	100.00	0.00	87.50
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	93.75
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	17	100.00	0.00	94.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	31	31	100.00	0.00	77.42
Female	15	15	100.00	0.00	93.33
Male	16	16	100.00	0.00	62.50
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	17	100.00	0.00	82.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	78.38	66.67	50.32	51.49	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	72	100.00	0.00	66.67
Female	35	35	100.00	0.00	65.71
Male	37	37	100.00	0.00	67.57
American Indian or Alaska Native	0	0	0	0	0
Asian	40	40	100.00	0.00	70.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	28	100.00	0.00	64.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

No CTE Pathways

AUSD CTE Advisory Council Title/Affiliation CTE Pathway

Nicole Kidd, Chair Owner, NK Insights - Marketing
Susan DeLong, Owner, The Grits Group - Marketing
Susan Haworth Owner, Cambios Life Coaching All Sectors
Madlen Saddik Exec. Director, Alameda Chamber of Commerce - All sectors
Andrew Wiedlea, Lawrence Berkeley Labs (parent) - ICT
Eric Fonstein Development Manager, City of Alameda - All sectors
Doug Bruce, Biomanufacturing Professor, Laney College - Health Science
Daniel Gerard, EMT Education Coordinator, Alameda Fire Dept - Allied Health
Jasmin Nagakawa-Wong, Program Manager, Faces for the Future - Allied Health
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
Lynne Moore-Kerr, Early Childhood Family Service, Alameda Family Services - Education
Annie Thatcher-Stephens - Trainer, UCSF, Allied Health
Shaun Daniels Owner, Castaway Creative - Arts Media & Entertainment
Maggie Simpson Adams Owner, Decomp Films Arts Media & Entertainment
Ying-Tsu Loh, Executive Director, BABEC - Health Science
Mike Adams, Professor Emeritus; California Historic Radio Society - Arts Media & Entertainment

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	16
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	76.65
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	87.8

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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	95.7%	91.3%	95.7%	91.3%	93.5%

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.

2023-24 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 too:

- 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	0	0	4.2	1.9	1.5	9.4	7.8	8.2
Graduation Rate	100	100	100	89.9	94	94.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	43	43	100.0
Female	21	21	100.0
Male	22	22	100.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	25	25	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	18	18	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	168	167	12	7.2
Female	77	76	3	3.9
Male	91	91	9	9.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	94	93	3	3.2
Black or African American	8	8	2	25.0
Filipino	6	6	1	16.7
Hispanic or Latino	15	15	2	13.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	20	20	2	10.0
White	23	23	2	8.7
English Learners	2	2	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	73	73	5	6.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	6	6	2	33.3

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	1.19	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.19	0
Female	0	0
Male	2.2	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.06	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.35	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.37	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	14	3		
Mathematics	13	2		
Science	25	1	1	
Social Science	18	1		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	1	3	
Mathematics	17	4	2	
Science	21	2	2	
Social Science	14	4		

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	19	1	4	0
Mathematics	17	4	2	0
Science	19	2	3	0
Social Science	20	2	2	0

2022-23 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	167

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18,716.77	$7,266.42	$11,450.35	$106,512.00
District	N/A	N/A	$10,197.69	$88,710
Percent Difference - School Site and District	N/A	N/A	11.6	18.2
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	40.3	19.8

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$60,160	$54,190
Mid-Range Teacher Salary	$84,356	$85,111
Highest Teacher Salary	$110,139	$104,999
Average Principal Salary (Elementary)	$140,806	$132,492
Average Principal Salary (Middle)	$150,601	$140,987
Average Principal Salary (High)	$149,703	$153,884
Superintendent Salary	$250,000	$255,503
Percent of Budget for Teacher Salaries	32.69%	32.09%
Percent of Budget for Administrative Salaries	6.4%	5.25%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The major focus for site staff development was on engagement and instructive practices to maximize student talk time and deepen productive struggle in the zone of proximal development This was done during Monday staff meetings on Mondays and during faculty PLC on Wednesday afternoons. Support was provided via instructional rounds, teacher leader training, calibration via SILT, observations w/debrief, peer consultation.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Encinal Junior/Senior High School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Encinal Junior/Senior High School
Street	210 Central Avenue
City, State, Zip	Alameda, CA, 94501-3246
Phone Number	(510) 748-4023
Principal	Kirstin Snyder
Email Address	ksnyder@alamedaunified.org
School Website	https://encinal.alamedaunified.org/
County-District-School (CDS) Code	01611190132142

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Encinal Junior/High School stands as a beacon of education on the shores of Alameda, committed to shaping compassionate, confident, and impactful individuals. Our vision extends beyond academics to encompass a community where every student feels supported, prepared, and empowered to make a difference.

At Encinal, community engagement isn't just a buzzword – it's our heartbeat. We're weaving stronger bonds with families and local organizations, fostering mentorship programs, and inviting alumni to guide and inspire current students. Our aim is to create an inclusive space where dialogue thrives and differences are celebrated.

The integration of the Junior Jet program with the high school experience is more than a mere educational overlap; it's a synergy. We're strengthening connections between grades, encouraging collaboration among teachers from 6th to 12th grade, and ensuring a seamless learning journey for every student.

Support at Encinal goes beyond textbooks and classrooms. We're committed to providing comprehensive aid, including mental

2023-24 School Description and Mission Statement

health resources, fostering an environment where understanding and empathy flourish among peers.

Stability amidst change is our cornerstone. Despite administrative shifts, we've built resilient structures, documented successful practices, and cultivated collaboration that persists through transitions.

Jets PRIDE isn't just a phrase; it's a way of life. We're making our values visible through tangible actions, celebrating the diverse achievements of our students, and reinforcing a positive and supportive environment for all.

Leadership isn't confined to titles; it's about empowerment. We're nurturing teacher leaders and students, inviting them into decision-making processes, and instilling a sense of responsibility and initiative throughout our community.

At Encinal, these efforts are more than aspirations; they're our commitment. We're sculpting individuals equipped not just for academic success but also for making a meaningful impact in their communities and the wider world.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	96
Grade 7	63
Grade 8	67
Grade 9	233
Grade 10	253
Grade 11	228
Grade 12	218
Total Enrollment	1,158

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4%
Male	49.8%
American Indian or Alaska Native	0.3%
Asian	23.2%
Black or African American	10.4%
Filipino	7.3%
Hispanic or Latino	19.8%
Native Hawaiian or Pacific Islander	1.7%
Two or More Races	10.7%
White	25.4%
English Learners	7.5%
Foster Youth	0.3%
Homeless	1%
Socioeconomically Disadvantaged	47.6%
Students with Disabilities	11.8%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	51.80	89.27	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.72	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.50	4.44	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	3.22	17.80	3.32	12115.80	4.41
Unknown	0.70	1.33	14.20	2.64	18854.30	6.86
Total Teaching Positions	58.00	100.00	539.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.60	90.03	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	1.27	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.40	2.76	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	3.09	12.80	2.48	11953.10	4.28
Unknown	1.40	2.82	26.00	5.03	15831.90	5.67
Total Teaching Positions	51.80	100.00	518.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.70
Misassignments	2.50	0.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.50	1.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.90
Local Assignment Options	0.80	0.60
Total Out-of-Field Teachers	1.80	1.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1	0.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5	2.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 6-8 Prentice Hall, 2002 Timeless Voices, Timeless Themes (Copper, Bronze, and Silver editions) and Inquiry by Design	Yes	0

	(IBD) Units Grade 9-12 Curriculum is comprised of multiple novels, nonfiction text, and Inquiry be Design (IBD) units		
Mathematics	Carnegie Learning, Inc., 2022 Adopted 6.14.2022, Implemented Fall 2022 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: W orkshop Statistics, Key College Publishing 2008. Adopted 4/28/2009; AP Statistics The Practice of Statistics (5th). Bedford, Freeman, and W orth, 2015. Adopted 6.28.16. Stats in your World (3rd) Savvas 2020 Adopted 5.9.2023	Yes	0
Science	Grades 6-8 Prentice Hall Earth Science, Physical Science, Life Science Adopted in 2008 Grades 9-12 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. Chemistry in the Earth System HMH, 2020 Adopted 5.9.23	Yes	0
History-Social Science	Grades 6-8 Glencoe-McGraw Hill (2006) Discovering Our Past (CA Editions): Ancient Civilizations, Medieval and Early Modern Times, The American Journey to W W IGrades 9-12 Prentice Hall - World History, Magruder's Am. Gov't. Adopted in 2007 McDougal Littell - The Americans Grades 9-12 MW H: W orld 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: W estern Civilization. Thomson W adsworth (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.	Yes	0

	Econ: Economics Principles & Practices. Glencoe/McGraw - Hill, 2001. Adopted 2.13.01. Gov: Magruder's American Government. Prentice Hall (Pearson), 2003. Adopted 1.14.03.		
Foreign Language	Grades 6-12 Spanish 1-4: Houghton, Mifflin, Harcourt: Avancemos! (2018) French 1-3: Houghton, Mifflin, Harcourt: Bien Dit! (2018) French 4-5: Vista Higher Learning: AP Themes 1e (2017) Mandarin 1-4: Cheng & Tsui series (2011)	Yes	0
Health	Health standards guide our programming.	No	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0

School Facility Conditions and Planned Improvements

Encinal High campus is undergoing a modernization project to mondernize Building 200, a new Building 900, and a new boiler.

Year and month of the most recent FIT report	8/10/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Building 200 2nd floor boys restroom: Missing dispenser. Building 300 boys restroom: Restroom walls and floor need a deep clean Building 900 boys restroom: Ceiling needs to be cleaned; paper balls Gym boys restroom: mirrows need replacement. Lockers need repair.
Electrical	X			6108: An outlet is not working
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Gym boys restroom: mirrows need replacement. Lockers need repair.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Admin Office: Restroom wall has drywall damage from a leak or from custodial closet.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			3101: Walkways need to be power washed 3102: Walkways need to be power washed 5104: Birch leaves pose as slip hazard.

School Facility Conditions and Planned Improvements

				6110: Walkways have gums that need to be scrapped off. GYM: Boys lockers need repairs or replacement

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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	65	63	65	63	47	46
Mathematics (grades 3-8 and 11)	39	40	53	54	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	447	424	94.85	5.15	63.12
Female	229	215	93.89	6.11	69.63
Male	214	206	96.26	3.74	56.31
American Indian or Alaska Native	--	--	--	--	--
Asian	94	90	95.74	4.26	78.89
Black or African American	47	44	93.62	6.38	27.27
Filipino	32	32	100.00	0.00	68.75
Hispanic or Latino	83	78	93.98	6.02	53.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	45	97.83	2.17	73.33
White	136	126	92.65	7.35	68.00
English Learners	24	24	100.00	0.00	12.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	196	184	93.88	6.12	47.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	43	89.58	10.42	26.19

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	446	419	93.95	6.05	39.62
Female	228	210	92.11	7.89	39.05
Male	214	206	96.26	3.74	40.78
American Indian or Alaska Native	--	--	--	--	--
Asian	94	91	96.81	3.19	50.55
Black or African American	47	42	89.36	10.64	14.29
Filipino	32	32	100.00	0.00	31.25
Hispanic or Latino	83	78	93.98	6.02	26.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	43	95.56	4.44	41.86
White	136	124	91.18	8.82	50.81
English Learners	24	24	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	195	181	92.82	7.18	23.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	41	85.42	14.58	9.76

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	36.61	43.60	50.32	51.49	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	494	462	93.52	6.48	43.60
Female	255	230	90.20	9.80	46.72
Male	235	229	97.45	2.55	40.61
American Indian or Alaska Native	0	0	0	0	0
Asian	122	115	94.26	5.74	47.83
Black or African American	51	46	90.20	9.80	15.22
Filipino	45	45	100.00	0.00	40.00
Hispanic or Latino	98	91	92.86	7.14	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	41	95.35	4.65	48.78
White	127	116	91.34	8.66	60.34
English Learners	26	26	100.00	0.00	3.85
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	194	178	91.75	8.25	25.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	57	93.44	6.56	7.02

2022-23 Career Technical Education Programs

ENCINCAL HIGH SCHOOL - CTE COURSES OFFERED UC A – G
Marketing 1 (G)
Marketing 2 (G)
Radio Broadcast Journalism 1 (G)
Radio Broadcast Journalism 2 (F)
Digital Film 1 (G)
Digital Film 2 (F)

Career Technical Education Pathway:

Industry Sector CTE Pathways

Marketing & Sales
Marketing 1
Marketing 2

Arts Media & Entertainment
Radio 1
Radio 2

Arts Media & Entertainment
Digital FIlm 1
Digital Film 2

AUSD CTE Advisory Council Title/Affiliation CTE Pathway:
Nicole Kidd, Chair Owner, NK Insights – Marketing
Susan Haworth Owner, Cambios Life Coaching All Sectors
Madlen Saddik Exec. Director, Alameda Chamber of Commerce - All sectors
Andrew Wiedlea, Lawrence Berkeley Labs (parent) – ICT
Eric Fonstein Development Manager, City of Alameda - All sectors
Doug Bruce, Biomanufacturing Professor, Laney College - Health Science
Daniel Gerard, EMT Education Coordinator, Alameda Fire Dept - Allied Health
Jasmine Nagakawa-Wong, Program Manager, Faces for the Future - Allied Health
Vina Cera Co-Chair, Media Communications Department, Laney College - Arts Media & Entertainment
Damon Tighe Training Specialist, Bio-Rad Health Science
Lynne Moore-Kerr, Early Childhood Family Service, Alameda Family Services – Education
Annie Thatcher-Stephens - Trainer, Allied Health
Shaun Daniels Owner, Castaway Creative - Arts Media & Entertainment
Ying-Tsu Loh, Executive Director, BABEC - Health Science
Philip Monego, California Historic Radio Society - Arts Media & Entertainment

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	235
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	23.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.57
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	57.96

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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	98.4%	98.4%	98.4%	98.4%	98.4%
Grade 9	53.8%	56.4%	55.6%	55.6%	56.0%

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.

2023-24 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)

2023-24 Opportunities for Parental Involvement

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

- 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	4.7	2.1	1.4	4.2	1.9	1.5	9.4	7.8	8.2
Graduation Rate	92.7	95.8	97.7	89.9	94	94.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	214	209	97.7
Female	109	107	98.2
Male	105	102	97.1
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	60	59	98.3
Black or African American	21	20	95.2
Filipino	21	21	100.0
Hispanic or Latino	42	41	97.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	18	17	94.4
White	48	47	97.9
English Learners	27	27	100.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	116	114	98.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	24	22	91.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1211	1187	232	19.5
Female	597	584	125	21.4
Male	600	590	105	17.8
Non-Binary	14	13	2	15.4
American Indian or Alaska Native	3	3	3	100.0
Asian	279	273	22	8.1
Black or African American	130	128	39	30.5
Filipino	88	86	7	8.1
Hispanic or Latino	246	240	60	25.0
Native Hawaiian or Pacific Islander	20	20	7	35.0
Two or More Races	129	126	28	22.2
White	302	297	61	20.5
English Learners	107	101	25	24.8
Foster Youth	3	3	0	0.0
Homeless	15	15	8	53.3
Socioeconomically Disadvantaged	608	594	157	26.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	159	153	60	39.2

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.64	4.46	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.46	0
Female	2.35	0
Male	6.67	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.72	0
Black or African American	14.62	0
Filipino	3.41	0
Hispanic or Latino	2.85	0
Native Hawaiian or Pacific Islander	20	0
Two or More Races	3.1	0
White	4.3	0
English Learners	9.35	0
Foster Youth	0	0
Homeless	13.33	0
Socioeconomically Disadvantaged	6.58	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.69	0

2023-24 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.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	23	2	8	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	29	1	14	

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	28	4	14	2
Other	0	0	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	15	29	6	4
Mathematics	16	18	12	1
Science	28	5	10	4
Social Science	23	6	6	7

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	10	15	18
Mathematics	19	23	18	7
Science	29	5	15	12
Social Science	26	6	19	12

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	10	10	22
Mathematics	20	24	12	10
Science	31	1	12	17
Social Science	28	6	12	19

2022-23 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	304.74

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.6

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17,998.01	$7,386.89	$10,611.11	$85,557.74
District	N/A	N/A	$10,197.69	$88,710
Percent Difference - School Site and District	N/A	N/A	4.0	-3.6
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	33.0	-2.1

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$60,160	$54,190
Mid-Range Teacher Salary	$84,356	$85,111
Highest Teacher Salary	$110,139	$104,999
Average Principal Salary (Elementary)	$140,806	$132,492
Average Principal Salary (Middle)	$150,601	$140,987
Average Principal Salary (High)	$149,703	$153,884
Superintendent Salary	$250,000	$255,503
Percent of Budget for Teacher Salaries	32.69%	32.09%
Percent of Budget for Administrative Salaries	6.4%	5.25%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	43.9

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	3
English	4
Fine and Performing Arts	3
Foreign Language	1
Mathematics	3
Science	2
Social Science	10
Total AP Courses Offered Where there are student course enrollments of at least one student.	26

Professional Development

At Encinal, our commitment to continuous adult learning and professional development stands at the core of our educational ethos. With four monthly collaborative meetings, we've constructed a robust framework that supports various professional initiatives and focuses on student-centric work. Our structured cycle involves dedicated sessions, including Data meetings to steer instructional strategies, grade-level focal student meetings designed akin to mini Collaborative On-Site Technology (COST) sessions, and two gatherings devoted to our ongoing initiatives.

Our current schoolwide endeavors—Grading for Equity, Constructing Meaning, AVID, and Project Based Learning—are approached through a deliberate two-month cycle. This method allows us to delve deeply into one initiative at a time before seamlessly transitioning to the next. Our cyclical schedule ensures that we revisit and reinforce these initiatives throughout the year, fostering comprehensive growth and implementation.

Specifically, our site departments are directing their efforts towards enhancing engagement and rigor. Leveraging a newly devised daily schedule that integrates five weekly advisory sessions, departments convene twice a month. Each department boasts tailored Professional Development plans, addressing specific problem areas identified as priorities. Departmental leads have collaborated to align practices and set unified goals, fostering vertical alignment and devising common assessments and rubrics. This collaborative rotation empowers teachers to share and implement best engagement practices, yielding tangible improvements in student outcomes.

The pursuit of engagement goals is structured around clear agendas and objectives in every classroom, established student talk protocols, visible talk routines, and an immersive learning environment within the school. Our data-driven approach relies on primary sources such as classroom participation metrics and grade data, meticulously disaggregated by individual teachers and departments. This data fuels our cycle of inquiry, reflection, and targeted action, enabling us to tailor interventions and support for students based on their performance.

Identifying a pressing need to bolster overall reading skills, the administration has initiated interventions twice a week. Utilizing the research-backed Lexia reading intervention program, we aim to markedly enhance student reading proficiency, building upon the groundwork laid in the previous year.

Our focus on African American students' needs and their academic outcomes remains a steadfast priority in our focal student work. Grounded in data, we continuously challenge ourselves regarding equity stances, driving our collective learning and growth. This year, our efforts revolve around defining our equity stance as departments and navigating the challenges that

Professional Development

hinder progress. Already, this work has led to improvements in addressing chronic absenteeism, and we are committed to furthering these advancements by the year's end.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Island Continuation High School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Island Continuation High School
Street	500 Pacific Ave
City, State, Zip	Alameda
Phone Number	(510) 748-4024
Principal	Ben Washofsky
Email Address	bwashofsky@alamedaunified.org
School Website	https://island.alamedaunified.org/
County-District-School (CDS) Code	01611190134304

2023-24 District Contact Information

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

2023-24 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.

Island High is a continuation high school serving credit deficient students who were not successful in a traditional high school. All students at Island High are credit deficient: Island sees this credit deficiency as a symptom of some underlying problem which needs to be identified and addressed. These underlying problems generally fall into one or several categories: truancy, family crisis (like the death or incarceration of a parent), homelessness and transiency, drug and alcohol involvement, social and school alienation resulting in behavioral or disciplinary problems or lack of ongoing school motivation, involvement with the juvenile justice system, and low academic skills.

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	2
Grade 11	26
Grade 12	52
Total Enrollment	80

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40%
Male	56.3%
American Indian or Alaska Native	1.3%
Asian	8.8%
Black or African American	23.8%
Filipino	7.5%
Hispanic or Latino	31.3%
Native Hawaiian or Pacific Islander	1.3%
Two or More Races	11.3%
White	15%
English Learners	21.3%
Foster Youth	2.5%
Homeless	1.3%
Socioeconomically Disadvantaged	70%
Students with Disabilities	36.3%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.70	83.11	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	7.28	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	9.61	17.80	3.32	12115.80	4.41
Unknown	0.00	0.00	14.20	2.64	18854.30	6.86
Total Teaching Positions	6.80	100.00	539.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.50	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.7	7.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Thematic Units centered around novels common across grade levels. Novel lists currently in revision.	Yes	0

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: W orkshop Statistics, Key College Publishing 2008. Adopted 4/28/2009; AP Statistics The Practice of Statistics (5th). Bedford, Freeman, and W orth, 2015. Adopted 6.28.16.	Yes	0
Science	Biology. Prentice Hall (Pearson), 2004. Adopted 5.13.08. Campbell Biology In Focus. Pearson AP Edition, 2014. Bridge Materials. AP Environmental Science. Prentice Hall (Pearson) 10th, 2007. Adopted 5.13.08. Chemistry (Zumdahl). HMH, 2000 (5th). Chemistry (Zumdahl). Brooks/Cole, 9th (AP Edition), 2014. Bridge Materials. Conceptual Physics. Prentice Hall (Pearson), 2009. Adopted 5.13.08.	Yes	0
History-Social Science	MW H: W orld 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: W estern Civilization. Thomson W adsworth (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
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
Health	Health standards guide our programming.	No	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report	8/10/2023

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Classroom 21: Boiler room has fire code violation with storage concerns.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Classroom 22: 3 windows need repair

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	13	30	65	63	47	46
Mathematics (grades 3-8 and 11)	0	0	53	54	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	39	28	71.79	28.21	29.63
Female	12	7	58.33	41.67	--
Male	27	21	77.78	22.22	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	13	72.22	27.78	23.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	23	69.70	30.30	26.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	9	56.25	43.75	--

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	39	27	69.23	30.77	0.00
Female	12	7	58.33	41.67	--
Male	27	20	74.07	25.93	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	13	72.22	27.78	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	23	69.70	30.30	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	8	50.00	50.00	--

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	14.29	11.11	50.32	51.49	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	29	35.37	64.63	11.11
Female	32	8	25.00	75.00	--
Male	47	20	42.55	57.45	10.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	6	37.50	62.50	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	11	37.93	62.07	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	7	50.00	50.00	--
English Learners	18	7	38.89	61.11	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	21	35.59	64.41	10.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	9	34.62	65.38	--

2022-23 Career Technical Education Programs

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

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

Engineering and Design
Engineering and Design 1 (new pathway to be expanded in SY 24-25)

Art - CTE Elective

AUSD CTE Advisory Council Title/Affiliation CTE Pathway. CTE Industry Advisory Members:
Nicole Kidd, Chair Owner, NK Insights – Marketing
Susan Haworth Owner, Cambios Life Coaching All Sectors
Madlen Saddik Exec. Director, Alameda Chamber of Commerce - All sectors
Andrew Wiedlea, Lawrence Berkeley Labs (parent) – ICT
Eric Fonstein Development Manager, City of Alameda - All sectors
Doug Bruce, Biomanufacturing Professor, Laney College - Health Science
Daniel Gerard, EMT Education Coordinator, Alameda Fire Dept - Allied Health
Jasmine Nagakawa-Wong, Program Manager, Faces for the Future - Allied Health
Vina Cera Co-Chair, Media Communications Department, Laney College - Arts Media & Entertainment
Damon Tighe Training Specialist, Bio-Rad Health Science
Lynne Moore-Kerr, Early Childhood Family Service, Alameda Family Services – Education
Annie Thatcher-Stephens - Trainer, Allied Health
Shaun Daniels Owner, Castaway Creative - Arts Media & Entertainment
Ying-Tsu Loh, Executive Director, BABEC - Health Science
Philip Monego, California Historic Radio Society - Arts Media & Entertainment

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	77
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	27.5
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

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

2023-24 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 too:

- 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.6	8.1	7.4	4.2	1.9	1.5	9.4	7.8	8.2
Graduation Rate	69.1	70.3	63	89.9	94	94.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	54	34	63.0
Female	24	13	54.2
Male	27	19	70.4
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	14	10	71.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	12	9	75.0
English Learners	17	11	64.7
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	37	21	56.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	12	2	16.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	130	121	113	93.4
Female	46	42	41	97.6
Male	80	75	68	90.7
Non-Binary	4	4	4	100.0
American Indian or Alaska Native	3	3	3	100.0
Asian	12	12	12	100.0
Black or African American	25	24	22	91.7
Filipino	6	6	4	66.7
Hispanic or Latino	45	41	39	95.1
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	14	12	12	100.0
White	23	21	19	90.5
English Learners	27	26	24	92.3
Foster Youth	5	5	5	100.0
Homeless	6	6	6	100.0
Socioeconomically Disadvantaged	89	87	83	95.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	45	43	41	95.3

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	8.74	4.62	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.62	0
Female	0	0
Male	7.5	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4	0
Filipino	0	0
Hispanic or Latino	4.44	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.35	0
English Learners	3.7	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.49	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.44	0

2023-24 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.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	11	6		
Mathematics	8	3		
Science	14	2		
Social Science	12	6		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	9		
Mathematics	10	4		
Science	14	2		
Social Science	11	8		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	12	0	0
Mathematics	7	7	0	0
Science	11	4	0	0
Social Science	10	10	0	0

2022-23 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	88.89

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$34,774.89	$9,942.78	$24,832.11	$92,718.00
District	N/A	N/A	$10,197.69	$88,710
Percent Difference - School Site and District	N/A	N/A	83.6	4.4
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	106.2	5.9

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$60,160	$54,190
Mid-Range Teacher Salary	$84,356	$85,111
Highest Teacher Salary	$110,139	$104,999
Average Principal Salary (Elementary)	$140,806	$132,492
Average Principal Salary (Middle)	$150,601	$140,987
Average Principal Salary (High)	$149,703	$153,884
Superintendent Salary	$250,000	$255,503
Percent of Budget for Teacher Salaries	32.69%	32.09%
Percent of Budget for Administrative Salaries	6.4%	5.25%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The major focus for site staff development was on engagement and instructive practices to maximize student talk time and deepen productive struggle in the zone of proximal development. This was done on Wednesdays 2;3:30pm. Support was provided via walkthroughs, observations w/debrief, peer consultation.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Lincoln Middle School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Lincoln Middle School
Street	1250 Fernside Boulevard
City, State, Zip	Alameda, CA, 94501
Phone Number	510-748-4018
Principal	Sheila SatheWarner
Email Address	ssathewarner@alamedaunified.org
School Website	https://lincoln.alamedaunified.org/
County-District-School (CDS) Code	01611196090054

2023-24 District Contact Information

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

2023-24 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
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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	296
Grade 7	286
Grade 8	294
Total Enrollment	876

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51%
Male	48.7%
American Indian or Alaska Native	0.1%
Asian	27.9%
Black or African American	1.9%
Filipino	3%
Hispanic or Latino	12.8%
Two or More Races	19.5%
White	33%
English Learners	3.3%
Foster Youth	0.1%
Homeless	0.1%
Socioeconomically Disadvantaged	21.1%
Students with Disabilities	11.3%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.30	83.31	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	0.60	1.81	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.60	10.05	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	1.65	17.80	3.32	12115.80	4.41
Unknown	1.10	3.16	14.20	2.64	18854.30	6.86
Total Teaching Positions	36.40	100.00	539.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.30	73.64	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	3.00	7.80	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	13.00	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.68	12.80	2.48	11953.10	4.28
Unknown	1.80	4.86	26.00	5.03	15831.90	5.67
Total Teaching Positions	38.40	100.00	518.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	2.60	5.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.60	5.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.10
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.60	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.4	12.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Inquiry by Design Units Middle School Units Supplemental texts and resources Previous Adoption:	Yes	0.0 %

	Prentice Hall: Timeless Themes, 2002 (Pearson) Adopted 5.28.02		
Mathematics	California Math Courses 1-3 Carnigie Learning 6-8, 2022 Adopted 6.14.2022, Implemented Fall 2022	Yes	0.0 %
Science	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.	Yes	0.0 %
History-Social Science	Previous Adoption: CA Discovering our Past. Glencoe/McGraw -Hill, 2006. Current Materials: Teacher's Curriculum Institute (TCI) History Alive! Series.	Yes	0.0 %
Foreign Language	Mandarin: Mandarin I-IV. Cheng & Tsui texts/workbooks. French: Bien Dit!, French 1-3. HMH, 2018. AP Themes 1e (AP French 4-5). Vista Higher Learning, 2016. Adopted 5.23.17. Spanish: ¡Avancemos!, Spanish 1-4. HMH, 2018. Adopted 5.23.17.	Yes	0.0 %
Health	Health standards guide our programming.	No	0.0 %
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0.0 %

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	8/8/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			900 Girls Restroom: Graffiti on toilet seat. 3rd stall not flushing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			708: Outlet is not working. 922: Outlet cover is missing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			200 Boys Restroom: handicap toilet is broken. 900 Girls Restroom: Graffiti on toilet seat. 3rd stall not flushing Health Office Restroom: Sink needs sealant.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			900 Boys Restroom: Stall door is broken.

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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	74	76	65	63	47	46
Mathematics (grades 3-8 and 11)	62	67	53	54	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	880	869	98.75	1.25	76.06
Female	444	436	98.20	1.80	80.28
Male	432	429	99.31	0.69	71.56
American Indian or Alaska Native	--	--	--	--	--
Asian	243	242	99.59	0.41	82.23
Black or African American	17	17	100.00	0.00	41.18
Filipino	26	26	100.00	0.00	80.77
Hispanic or Latino	115	114	99.13	0.87	61.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	185	183	98.92	1.08	75.96
White	293	286	97.61	2.39	78.32
English Learners	26	26	100.00	0.00	23.08
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	13	13	100.00	0.00	69.23
Socioeconomically Disadvantaged	183	180	98.36	1.64	56.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	95	96.94	3.06	31.58

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	880	871	98.98	1.02	66.82
Female	444	438	98.65	1.35	63.24
Male	432	429	99.31	0.69	70.16
American Indian or Alaska Native	--	--	--	--	--
Asian	243	243	100.00	0.00	78.19
Black or African American	17	17	100.00	0.00	29.41
Filipino	26	26	100.00	0.00	61.54
Hispanic or Latino	115	114	99.13	0.87	46.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	185	183	98.92	1.08	68.31
White	293	287	97.95	2.05	66.90
English Learners	26	26	100.00	0.00	26.92
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	13	13	100.00	0.00	84.62
Socioeconomically Disadvantaged	183	180	98.36	1.64	48.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	95	96.94	3.06	30.53

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	66.41	67.24	50.32	51.49	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	296	293	98.99	1.01	67.58
Female	160	157	98.13	1.87	67.52
Male	133	133	100.00	0.00	66.92
American Indian or Alaska Native	0	0	0	0	0
Asian	88	88	100.00	0.00	72.73
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	30	30	100.00	0.00	53.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	67	66	98.51	1.49	71.21
White	94	92	97.87	2.13	67.39
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	60	60	100.00	0.00	43.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	27.59

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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	96.2%	94.1%	80.8%	93.0%	96.2%

C. Engagement

State Priority: Parental Involvement

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

2023-24 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 too:

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	892	885	103	11.6
Female	451	448	56	12.5
Male	437	433	47	10.9
Non-Binary	4	4	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	247	246	11	4.5
Black or African American	17	17	5	29.4
Filipino	26	26	5	19.2
Hispanic or Latino	117	116	23	19.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	171	171	19	11.1
White	297	292	37	12.7
English Learners	30	30	6	20.0
Foster Youth	1	1	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	190	189	40	21.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	105	105	21	20.0

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.23	1.78	3.59	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.59	0
Female	1.33	0
Male	5.95	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.4	0
Black or African American	5.88	0
Filipino	3.85	0
Hispanic or Latino	6.84	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.85	0
White	3.37	0
English Learners	13.33	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	7.89	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	13.33	0

2023-24 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.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	21	4	7	1
Mathematics	18	6	5	1
Science	25	2	2	5
Social Science	32		5	3

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	7	16	1
Mathematics	24	6	10	7
Science	28	2	12	5
Social Science	28	2	14	3

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

2022-23 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	438

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16,717.76	$7,277.68	9,440.08	$84,799.11
District	N/A	N/A	$10,197.69	$88,710
Percent Difference - School Site and District	N/A	N/A	-7.7	-4.5
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	21.5	-3.0

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$60,160	$54,190
Mid-Range Teacher Salary	$84,356	$85,111
Highest Teacher Salary	$110,139	$104,999
Average Principal Salary (Elementary)	$140,806	$132,492
Average Principal Salary (Middle)	$150,601	$140,987
Average Principal Salary (High)	$149,703	$153,884
Superintendent Salary	$250,000	$255,503
Percent of Budget for Teacher Salaries	32.69%	32.09%
Percent of Budget for Administrative Salaries	6.4%	5.25%

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 Gender Spectrum on providing PD to support Gender Fluid and Trans kids 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	2021-22	2022-23	2023-24

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Will C. Wood Middle School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Will C. Wood Middle School
Street	420 Grand St.
City, State, Zip	Alameda, CA 94501
Phone Number	(510) 748-4015
Principal	Kai Dwyer
Email Address	kdwyer@alamedaunified.org
School Website	https://wood.alamedaunified.org/
County-District-School (CDS) Code	01611196090112

2023-24 District Contact Information

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

2023-24 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.

Will C. Wood Middle School prepares students to be lifelong learners who competently navigate the changing demands of the 21st century to positively affect the world. Our goal is to prepare students through rigorous, culturally responsive and relevant content to be productive and successful citizens by developing both a strong work ethic and the critical thinking skills needed to solve problems in the real world. Our school's throughline is "how do we thinking globally and act locally to heal ourselves, our community and our world?" Will C. Wood honors all students' right to the highest quality education possible. Our staff is highly skilled at guiding students through a challenging academic program while supporting them through the enormous changes of the teen years. Annual staff development contributes to our understanding of effective teaching and inter-disciplinary practices for this age group. We believe in integrating not only the curriculum, but ensuring we integrate every child. We provide supports to struggling learners, counseling for social and emotional issues, a robust elective program, and in-house instructional coaching to provide professional development for staff. Will C. Wood is a Gold Ribbon comprehensive Full Service Community STEAM school that teaches the whole child in a nurturing, diverse, and collective community. Wood Vision: Wood Middle School prepares students to be lifelong learners who competently navigate the changing demands of the 21st century to positively affect the world. Wood Mission: Our goal is to prepare students through rigorous and relevant content with an arts and sciences integration to be productive and successful citizens by developing both a strong work ethic and the critical thinking skills needed to solve problems in the real world.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	200
Grade 7	205
Grade 8	205
Total Enrollment	610

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4%
Male	51.8%
American Indian or Alaska Native	0.3%
Asian	24.1%
Black or African American	6.4%
Filipino	6.7%
Hispanic or Latino	21.8%
Native Hawaiian or Pacific Islander	1%
Two or More Races	13.1%
White	23.6%
English Learners	11.3%
Foster Youth	0.3%
Homeless	1.5%
Socioeconomically Disadvantaged	54.8%
Students with Disabilities	17.4%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.80	69.23	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.32	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.40	14.90	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.30	7.83	17.80	3.32	12115.80	4.41
Unknown	1.30	4.61	14.20	2.64	18854.30	6.86
Total Teaching Positions	30.10	100.00	539.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.20	74.59	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	2.66	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.20	4.04	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	1.03	12.80	2.48	11953.10	4.28
Unknown	5.40	17.61	26.00	5.03	15831.90	5.67
Total Teaching Positions	31.10	100.00	518.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.90	0.00
Misassignments	2.40	1.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.40	1.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.30	0.30
Total Out-of-Field Teachers	2.30	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.5	4.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall, 2002 Timeless Voices, Timeless Themes (Copper, Bronze, and Silver editions) and Inquiry by Design (IBD) Units	Yes	0

Mathematics	California Math Courses 1-3 Carnegie Learning, Inc., 2022 Adopted 6.14.2022, Implemented Fall 2022	Yes	0
Science	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	Yes	0
History-Social Science	Previous Adoption: CA Discovering our Past. Glencoe/McGraw-Hill, 2006. Current Materials: Teacher's Curriculum Institute (TCI) History Alive! Series and E Pluribus Unum First Choice educational Publishing 2017.	Yes	0
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
Health	Health standards guide our programming.	No	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0

School Facility Conditions and Planned Improvements

The Wood Middle School was built in 1965 on a 9.63 acres site with building area of 50,430 sf. The school has a new bell/clock/PA system installed in 2019. The school is fairly clean and underwent a full air exchange audit in the spring of 2021.The HVAC modernization project started in the spring of 2022 and due to COVID delays is still continuing at the time of this report.

Year and month of the most recent FIT report	8/9/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			1st Floor Boys Restroom: Graffiti needs to removed. 2nd Floor Boys Restroom: Graffiti needs to removed. 3rd Floor Boys Restroom: Graffiti needs to removed. Art Room: Roof leaks. Ceiling needs repair. Multiple Purpose: Floor tiles need repair by double doors.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			P2: Reports of rodents
Electrical	X			3rd Floor Hallway:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			A1: Toilet doesn't flushed. C1: Toilet doesn't flushed.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			211: Ceiling leaks need repair. Art Room: Roof leaks. Ceiling needs repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	59	51	65	63	47	46
Mathematics (grades 3-8 and 11)	39	39	53	54	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	605	570	94.21	5.79	50.53
Female	289	268	92.73	7.27	53.73
Male	312	299	95.83	4.17	47.16
American Indian or Alaska Native	--	--	--	--	--
Asian	148	144	97.30	2.70	60.42
Black or African American	43	41	95.35	4.65	24.39
Filipino	40	40	100.00	0.00	55.00
Hispanic or Latino	132	115	87.12	12.88	35.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	97	90	92.78	7.22	51.11
White	137	133	97.08	2.92	61.65
English Learners	66	56	84.85	15.15	10.71
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	340	316	92.94	7.06	39.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	101	90	89.11	10.89	10.00

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	605	581	96.03	3.97	39.24
Female	289	276	95.50	4.50	39.13
Male	312	302	96.79	3.21	39.07
American Indian or Alaska Native	--	--	--	--	--
Asian	148	146	98.65	1.35	55.48
Black or African American	43	41	95.35	4.65	12.20
Filipino	40	40	100.00	0.00	42.50
Hispanic or Latino	132	121	91.67	8.33	16.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	97	93	95.88	4.12	35.48
White	137	134	97.81	2.19	53.73
English Learners	66	63	95.45	4.55	6.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	340	323	95.00	5.00	26.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	101	92	91.09	8.91	3.26

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	39.13	37.89	50.32	51.49	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	203	193	95.07	4.93	37.31
Female	103	99	96.12	3.88	38.38
Male	96	91	94.79	5.21	36.26
American Indian or Alaska Native	--	--	--	--	--
Asian	47	45	95.74	4.26	53.33
Black or African American	13	12	92.31	7.69	0.00
Filipino	16	16	100.00	0.00	31.25
Hispanic or Latino	44	40	90.91	9.09	27.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	37	97.37	2.63	18.92
White	42	40	95.24	4.76	62.50
English Learners	22	20	90.91	9.09	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	109	102	93.58	6.42	24.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.10	6.90	7.41

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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	92.9%	92.9%	93.9%	92.9%	93.4%

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.

2023-24 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 too:

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	654	633	159	25.1
Female	312	302	77	25.5
Male	337	327	81	24.8
Non-Binary	5	4	1	25.0
American Indian or Alaska Native	2	2	1	50.0
Asian	157	154	20	13.0
Black or African American	49	47	24	51.1
Filipino	42	41	5	12.2
Hispanic or Latino	139	136	47	34.6
Native Hawaiian or Pacific Islander	6	6	2	33.3
Two or More Races	86	84	21	25.0
White	152	145	34	23.4
English Learners	80	79	25	31.6
Foster Youth	2	2	1	50.0
Homeless	9	9	6	66.7
Socioeconomically Disadvantaged	372	363	128	35.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	114	111	40	36.0

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.59	6.73	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.73	0
Female	5.45	0
Male	8.01	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	5.1	0
Black or African American	12.24	0
Filipino	9.52	0
Hispanic or Latino	5.76	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	8.14	0
White	5.26	0
English Learners	10	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	9.41	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.39	0

2023-24 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.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	15	12	6	
Mathematics	25	1	9	
Science	27	1	6	
Social Science	30		6	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	13	14	
Mathematics	23	6	10	2
Science	27	2	12	1
Social Science	29		13	

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	23	9	12	2
Mathematics	26	4	10	3
Science	29	2	1	11
Social Science	32	0	7	5

2022-23 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	305

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17,571.71	$7,502.50	$10,069.22	$84,799.11
District	N/A	N/A	$10,197.69	$88,710
Percent Difference - School Site and District	N/A	N/A	-1.3	-4.5
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	27.9	-3.0

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$60,160	$54,190
Mid-Range Teacher Salary	$84,356	$85,111
Highest Teacher Salary	$110,139	$104,999
Average Principal Salary (Elementary)	$140,806	$132,492
Average Principal Salary (Middle)	$150,601	$140,987
Average Principal Salary (High)	$149,703	$153,884
Superintendent Salary	$250,000	$255,503
Percent of Budget for Teacher Salaries	32.69%	32.09%
Percent of Budget for Administrative Salaries	6.4%	5.25%

Professional Development

Wood's focus has been on culturally responsive teaching, integrated learning and using MTSS (Multi-tired Systems of Support) with fidelity. Teachers have had ongoing PD (professional development) on culturally responsive practices; Constructing Meaning, integrated learning, restorative practices, using the COST (coordination of services team) tools and systems, PBIS (Positive Behavior Intervention Systems) and ACEs (Adverse Childhood Experiences). Teachers are also participating in researched highly effective professional learning grade level and department teams. Every staff meeting has been used towards continuous improvement in ELD, technology, integrated learning, and social emotional learning to engage all students.

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

Subject	2021-22	2022-23	2023-24

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Bay Farm School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Bay Farm School
Street	200 Aughinbaugh Way
City, State, Zip	Alameda, CA 94502
Phone Number	(510) 748-4010
Principal	Katherine Crawford
Email Address	kcrawford@alamedaunified.org
School Website	https://bayfarm.alamedaunified.org/
County-District-School (CDS) Code	01 61119 6110779

2023-24 District Contact Information

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

2023-24 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

Bay Farm is committed to being the heart of our community bridging home and school. We provide a collaborative and inclusive environment where we value cultural and learning differences. Students enjoy the pursuit of personal and academic excellence as they become confident and compassionate citizens of our local and global communities. Between our knowledge-thirsty students, hardworking teachers, and involved PTSA, we have truly created a community that honors learning. Our Culture & Climate team supports the implementation of Positive Behavior Intervention and Support (PBIS) aligned with restorative practices to create a safe and positive school climate. Bay Farm has been designated Platinum status for our robust PBIS program. In addition, we utilize Toolbox to support students' social emotional learning. We have a thriving Coordination of Services Team (COST) and partnership with a community based mental health organization to support students' social and emotional well being. Bay Farm has a thriving outdoor learning garden program promoting health and sustainability. Through collaboration with Green Schoolyards of America, we have 3 outdoor classrooms.

We are in the constant process of updating our technology by adding more one-to-one devices and training our teachers in instructional technology. These upgrades enable teachers to apply the latest instructional strategies in their classroom. Additionally, we are developing and improving our culturally and linguistically responsive practices to provide a learning community where everyone feels valued and able to thrive. These practices will enable our students to meet and exceed the expectations of the Common Core Standards and 21st Century skills. Bay Farm was designated a California Distinguished School in 2023 and 2018 and has been identified as one of the Best Elementary Schools in America by Niche. Additionally, Bay Farm School was recognized as a National Green Ribbon School in 2016 for its continued excellence in providing recycling and outdoor education programs. In 2023, Bay Farm was included on the US Department of Education Green Strides Tour for its excellence in sustainability education and practices. Through its ongoing partnerships with organizations like Stopwaste.org, it continues to be on the forefront of creating sustainable systems and environmental education. When Bay Farm School opened its doors in the 1992–1993 school year, it adopted the motto "that it takes a whole village to raise a child." Today, 29 years later, that hasn't changed. This tight-knit community rallies around the needs of its children even in tough times. The success of our students is our number-one concern.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	73
Grade 2	72
Grade 3	72
Grade 4	72
Grade 5	76
Grade 6	47
Grade 7	47
Grade 8	44
Total Enrollment	568

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9%
Male	51.1%
Asian	33.1%
Black or African American	2.3%
Filipino	3%
Hispanic or Latino	10.4%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	20.4%
White	27.1%
English Learners	5.3%
Homeless	0.7%
Socioeconomically Disadvantaged	19.4%
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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.80	86.55	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.35	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	6.71	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.39	17.80	3.32	12115.80	4.41
Unknown	0.00	0.00	14.20	2.64	18854.30	6.86
Total Teaching Positions	29.80	100.00	539.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.70	89.79	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	6.85	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.36	12.80	2.48	11953.10	4.28
Unknown	0.00	0.00	26.00	5.03	15831.90	5.67
Total Teaching Positions	29.70	100.00	518.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	1.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.80	1.00
Local Assignment Options	0.20	0.00
Total Out-of-Field Teachers	1.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.4	18.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.7	1.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs	Yes	0

	Prentice Hall, 2002 Timeless Voices, Timeless Themes (Copper, Bronze, and Silver editions)		
Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc,/Great Minds Grades 6-8: California Math Courses 1-3 Carnegie Learning, Inc., 2022 Adopted 6.14.2022, Implemented Fall 2022	Yes	0
Science	K-5 Full Option Science System (FOSS) Adopted in 2007 and updated in 2014 6-8 Prentice Hall Earth Science, Physical Science, Life Science Adopted in 2008 Full Option Science System Full Option Science System (FOSS) 2013	Yes	0
History-Social Science	Grades 6-8 Glencoe-McGraw Hill (2006) Discovering Our Past (CA Editions): Ancient Civilizations, Medieval and Early Modern Times, The American Journey to WWI	Yes	0
Foreign Language	Spanish 1-4: Houghton, Mifflin, Harcourt: Avancemos! (2018) French 1-3: Houghton, Mifflin, Harcourt: Bien Dit! (2018) Mandarin 1-4: Cheng & Tsui series (2011)	Yes	0
Health	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program.	Yes	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0

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	8/8/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			P2: Ceiling tiles need to be replaced. Thermostate needs to be repaired.
Interior: Interior Surfaces	X			Multi-purpose: patch hole on wall.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Admin Office: Ants in staff lounge. Conference room door lock needs repair. Boys Restroom Pod K-1: Strong oder, needs a deep cleaning of the floor P2: Ceiling tiles need to be replaced. Thermostate needs to be repaired.

School Facility Conditions and Planned Improvements

Electrical	X			112: No electrical power.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			205: Ceiling tiles need to be replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			102: Window shade is broken. 201: Door lock needs to be repaired. Admin Office: Ants in staff lounge. Conference room door lock needs repair.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	72	75	65	63	47	46
Mathematics (grades 3-8 and 11)	70	71	53	54	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	365	358	98.08	1.92	75.42
Female	180	176	97.78	2.22	76.70
Male	185	182	98.38	1.62	74.18
American Indian or Alaska Native	0	0	0	0	0
Asian	120	119	99.17	0.83	78.15
Black or African American	12	10	83.33	16.67	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	54.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	86	85	98.84	1.16	82.35
White	103	100	97.09	2.91	77.00
English Learners	11	11	100.00	0.00	36.36
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	79	77	97.47	2.53	62.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	39	95.12	4.88	38.46

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	365	359	98.36	1.64	71.03
Female	180	177	98.33	1.67	64.41
Male	185	182	98.38	1.62	77.47
American Indian or Alaska Native	0	0	0	0	0
Asian	120	119	99.17	0.83	78.15
Black or African American	12	10	83.33	16.67	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	45.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	86	85	98.84	1.16	72.94
White	103	101	98.06	1.94	74.26
English Learners	11	11	100.00	0.00	45.45
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	79	77	97.47	2.53	53.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	40	97.56	2.44	52.50

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	61.29	63.03	50.32	51.49	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	122	119	97.54	2.46	63.03
Female	63	62	98.41	1.59	62.90
Male	59	57	96.61	3.39	63.16
American Indian or Alaska Native	0	0	0	0	0
Asian	47	47	100.00	0.00	74.47
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	10	83.33	16.67	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	58.33
White	32	31	96.88	3.12	70.97
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	32	31	96.88	3.12	67.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	10	76.92	23.08	--

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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 5	100.0%	100.0%	100.0%	100.0%	100.0%
Grade 7	100.0%	100.0%	100.0%	100.0%	100.0%

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.

2023-24 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 too:

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	595	584	55	9.4
Female	294	289	27	9.3
Male	301	295	28	9.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	191	190	11	5.8
Black or African American	15	15	4	26.7
Filipino	18	17	1	5.9
Hispanic or Latino	67	65	15	23.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	123	120	14	11.7
White	158	155	8	5.2
English Learners	32	32	3	9.4
Foster Youth	0	0	0	0.0
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	129	128	20	15.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	70	70	10	14.3

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.67	0.84	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.84	0
Female	0.68	0
Male	1	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.52	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.99	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0.81	0
White	0.63	0
English Learners	3.13	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.1	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.43	0

2023-24 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.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	5		
1	13	4	2	
2	17	4		
3	15	4	1	
4	20	2	2	
5	27	2	2	
6	18	3	6	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3		
1	23		3	
2	31		3	
3	23		3	
4	30		2	
5	27		2	
6	23	2	12	
Other	27		2	

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	3	0
1	24	0	3	0
2	32	0	3	0
3	24	0	3	0
4	29	0	2	0
5	31	0	2	0
6	18	6	10	0
Other	30	0	1	0

2022-23 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	1893.33

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17,422.53	$7,235.78	$10,186.74	$89,291.62
District	N/A	N/A	$10,197.69	$88,710
Percent Difference - School Site and District	N/A	N/A	-0.1	0.7
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	29.0	2.2

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$60,160	$54,190
Mid-Range Teacher Salary	$84,356	$85,111
Highest Teacher Salary	$110,139	$104,999
Average Principal Salary (Elementary)	$140,806	$132,492
Average Principal Salary (Middle)	$150,601	$140,987
Average Principal Salary (High)	$149,703	$153,884
Superintendent Salary	$250,000	$255,503
Percent of Budget for Teacher Salaries	32.69%	32.09%
Percent of Budget for Administrative Salaries	6.4%	5.25%

Professional Development

Site Professional Development (PD) in the start of the 2021-2022 academic year focused on culturally responsive practices in the classroom and Universal Design for Learning. All K-5 grade teachers were trained in Toolbox which is a SEL program to help students manage behavior and emotions. A focus this year has been cultivating opportunities for academic discourse in the classroom and this is a foundation of every staff meeting and PD session. In addition, we deepened our work focused on diversity, inclusion and systemic racism. We continued to refine our Positive Behavior Intervention and Support (PBIS) practices and building more Social Emotional Learning support strategies into the classroom.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Amelia Earhart Elementary School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Amelia Earhart Elementary School
Street	400 Packet Landing Road
City, State, Zip	Alameda
Phone Number	(510)748-4003
Principal	Bryan Dunn-Ruiz
Email Address	bdunnruiz@alamedaunified.org
School Website	https://earhart.alamedaunified.org/
County-District-School (CDS) Code	01611196100374

2023-24 District Contact Information

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

2023-24 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.

2023-24 School Description and Mission Statement

Amelia Earhart School can be found on Bay Farm Island in Alameda. The community boasts an elaborate system of bike and walking trails, many of which are adjacent to lagoons and the beautiful San Francisco Bay. Parks, ball fields, community centers and a public library add to the small-town atmosphere and closeness of our community. Located on the east side of the Bay, near Oakland International Airport, we are reminded of our namesake and the tradition of setting and achieving high standards. Earhart is one of the largest elementary schools in Alameda. The school has grown from 300 students when opened in 1979 to nearly 590 students today. Our student body is ethnically diverse with five numerically significant ethnic groups composing the majority of the school population. All Earhart students are provided a balanced, comprehensive, standards-aligned curriculum and textbooks in all subject areas. The curriculum, tied to state and local standards, focuses on reading, writing and mathematics while emphasizing basic skills, problem solving, and critical and higher-order thinking skills. Teachers extend the curriculum to include science, social studies and the performing arts. Grade level meetings and dedicated curriculum collaboration time maximize weekly early dismissal time and staff meeting time to discuss state standards, the standards-based report card, and to plan curriculum including: thematic units, differentiated instruction, and to design intervention strategies for struggling students. Earhart teachers firmly believe student achievement is directly related to the professional development in which they participate. The implementation and success of a standards-based curriculum requires a variety of research-based teaching methods. Ongoing teacher collaboration and the examination of student work is practiced by every teacher. Professional development, identified by staff, is aligned to the action plans in our SPSA and incorporates presentations by experts with extensive collaboration, curriculum development, collegial discussions and coaching. Our school community is our biggest ally in supporting all students in meeting and exceeding academic standards. Our families support our school because they understand what we do and share our expectations for all children. The entire community is committed to all students reaching and sustaining proficiency in preparation for future success.

The success of all students is the goal of the Earhart community, and the extent to which our staff, parents, community members, and students strive to achieve that success is inspiring. Enhancing our traditional program with extended learning opportunities in science and the arts is a commitment of our staff and PTA. Our curricular and enrichment programs provide a strong academic foundation, as well as learning opportunities that promote social and emotional development. The PTA partners with our principal and staff to provide enrichment activities that are integral to the development of our children as lifelong learners. As a community, we support our children through funding for science materials, technology and music instruments and performance enhancements. These combined efforts achieve our mission to provide educational excellence and a positive, safe learning environment for all students. It is the shared belief of the Earhart community that a lifelong love of learning is the best legacy a school can give its students. During Amelia Earhart's lifetime, she faced the risk of flying with incredible courage. Our children are empowered to use their courage to soar to excellence each day.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	124
Grade 1	76
Grade 2	93
Grade 3	100
Grade 4	97
Grade 5	98
Total Enrollment	588

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	50%
American Indian or Alaska Native	0.2%
Asian	38.4%
Black or African American	1.4%
Filipino	6.8%
Hispanic or Latino	10%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	17.3%
White	22.8%
English Learners	10.2%
Socioeconomically Disadvantaged	20.4%
Students with Disabilities	7.8%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.60	95.97	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	2.50	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.56	17.80	3.32	12115.80	4.41
Unknown	0.00	0.00	14.20	2.64	18854.30	6.86
Total Teaching Positions	31.90	100.00	539.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.50	100.00	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.80	2.48	11953.10	4.28
Unknown	0.00	0.00	26.00	5.03	15831.90	5.67
Total Teaching Positions	28.50	100.00	518.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.80	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.80	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.50	0.00
Total Out-of-Field Teachers	0.50	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0

Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc,/Great Minds (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014 (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
History-Social Science	Pearson/Scott Foresman (2003) K-5 Series including Our Community, Our California, Our Nation We are currently in the process of adopting new materials for our K-5 Social Studies/History program. (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
Foreign Language	N/A		0
Health	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program.	Yes	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.		0

School Facility Conditions and Planned Improvements

School has a metal roof that less than 10 years. A new fence was installed in 2019. The parking lot ashpalt was replaced in 2017. The school classrooms and yard are fairly clean.

Year and month of the most recent FIT report	8/8/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Portable B1-2: Replace ceiling tiles, water stains. Room 58: Wallpaper ripped, needs to be patch. Room 61: Replace ceiling tiles, water stains. Room 62: Replace ceiling tiles, water stains. Room 63: Replace ceiling tiles, water stains. Room 64: Replace ceiling tiles, water stains. Room 65: Replace ceiling tiles, water stains. Room 66: Replace ceiling tiles, water stains.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 11: Ants Room 12: Ants Room 13: Ants
Electrical	X			Room 35: Outlet needs repair.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Admin Office: Toilet flush valve needs repair.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Admin Office: Toilet flush valve needs repair. Multiple Purpose:

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	77	73	65	63	47	46
Mathematics (grades 3-8 and 11)	81	83	53	54	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	293	293	100.00	0.00	73.38
Female	148	148	100.00	0.00	77.70
Male	145	145	100.00	0.00	68.97
American Indian or Alaska Native	0	0	0	0	0
Asian	119	119	100.00	0.00	77.31
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	76.47
Hispanic or Latino	32	32	100.00	0.00	59.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	53	100.00	0.00	67.92
White	67	67	100.00	0.00	74.63
English Learners	18	18	100.00	0.00	22.22
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	62	100.00	0.00	53.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	32.00

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	293	291	99.32	0.68	83.16
Female	148	146	98.65	1.35	82.19
Male	145	145	100.00	0.00	84.14
American Indian or Alaska Native	0	0	0	0	0
Asian	119	117	98.32	1.68	88.03
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	82.35
Hispanic or Latino	32	32	100.00	0.00	62.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	53	100.00	0.00	83.02
White	67	67	100.00	0.00	85.07
English Learners	18	18	100.00	0.00	50.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	62	100.00	0.00	66.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	44.00

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	74.73	69.89	50.32	51.49	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	99	99	100.00	0.00	67.68
Female	43	43	100.00	0.00	67.44
Male	56	56	100.00	0.00	67.86
American Indian or Alaska Native	0	0	0	0	0
Asian	44	44	100.00	0.00	72.73
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	38.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	55.00
White	18	18	100.00	0.00	83.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.00	0.00	41.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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 5	92.9%	92.9%	89.9%	88.9%	89.9%

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.

2023-24 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 too:

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	603	599	40	6.7
Female	300	300	14	4.7
Male	303	299	26	8.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	228	228	6	2.6
Black or African American	8	8	3	37.5
Filipino	40	40	2	5.0
Hispanic or Latino	66	64	8	12.5
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	104	104	9	8.7
White	137	136	11	8.1
English Learners	63	63	4	6.3
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	131	128	15	11.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	54	53	13	24.5

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.15	0.00	0.00	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	7	3	
1	17	2	4	
2	15	5	2	1
3	16	4	2	
4	19	2	3	
5	24	1	3	
Other	6	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	22		4	
2	24		4	
3	22		4	
4	27		3	
5	31		3	
Other	9	2		

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	5	0
1	24	0	3	0
2	23	0	4	0
3	25	0	4	0
4	32	0	3	0
5	31	0	3	0
6	0	0	0	0
Other	7	2	0	0

2022-23 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	0

2022-23 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.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16,830.07	$7,128.68	$9,701.39	$85,072.23
District	N/A	N/A	$10,197.69	$88,710
Percent Difference - School Site and District	N/A	N/A	-5.0	-4.2
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	24.2	-2.7

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$60,160	$54,190
Mid-Range Teacher Salary	$84,356	$85,111
Highest Teacher Salary	$110,139	$104,999
Average Principal Salary (Elementary)	$140,806	$132,492
Average Principal Salary (Middle)	$150,601	$140,987
Average Principal Salary (High)	$149,703	$153,884
Superintendent Salary	$250,000	$255,503
Percent of Budget for Teacher Salaries	32.69%	32.09%
Percent of Budget for Administrative Salaries	6.4%	5.25%

Professional Development

Teachers receive professional learning opportunities each year to improve their teaching skills and to extend their knowledge of the subjects they teach. The focus continues to be the implementation of the Common Core State Standards with a focus on math this year and NGSS in science as well as strategies and structures to support all students in meeting these new standards. Besides site-based professional development, our district continues to offer workshops for interested staff and mandatory, ongoing professional development for site administration and its instructional leadership team. Our site-based professional development this year also focuses on our Single Plan for Student Achievement goal. We are developing teachers' capacity to facilitate discussion protocols to build students' academic language and to develop their ability to engage in deeper discussions in order to make a higher level of meaning and knowledge in what they are studying. Teachers have also participated in professional development during weekly collaboration time (Weds 1:00 - 2:00) around the effective implementation of our Response To Intervention (RTI) time. Teacher leaders and our site based instructional coach supports

Professional Development

teachers through a variety of professional learning opportunities with instructional strategies based on areas that they want to develop.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Edison Elementary School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Edison Elementary School
Street	2700 Buena Vista Ave.
City, State, Zip	Alameda, CA 94501
Phone Number	(510) 748-4002
Principal	Gregory Sahakian
Email Address	gsahakian@alamedaunified.org
School Website	https://edison.alamedaunified.org
County-District-School (CDS) Code	01611196090013

2023-24 District Contact Information

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

2023-24 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

Edison School is a neighborhood school nestled in an urban school setting. It includes approximately 465 students in grades kindergarten through fifth, a committed staff, and a robust Parent Teacher Association. It is a close-knit community of dedicated staff and supportive parents who work together to ensure all our students thrive as caring, prepared citizens, as referenced in the school's vision statement "Edison Elementary School is an inclusive community of learners committed to developing responsible, well-rounded citizens through the acquisition of academic and social skills". The entire school community undertakes efforts to show caring and understanding, which take various forms:

- The Edison community takes care of ourselves: Students work hard to reach their fullest potential, as well as using Lifelong Guideline skills such as Respect, Responsibility and Effort. Teachers at Edison use a caring, yet structured approach in guiding and facilitating student learning and achievement.
- The Edison community takes care of others: Our school, district and community all support the idea that Everyone Belongs Here. Through programs such as Socioemotional Learning (Toolbox and Soul Shoppe Peacemakers), Positive Behavior Interventions and Support (PBIS), and a strong Service Learning component, Edison students grows a strong sense of empathy and caring for others. Through use of Conflict Management and Restorative Practices, student can always feel heard and respected. In 2022 & 2023, Edison School received Platinum PBIS implementation recognitions from the state.
- The Edison community takes care of our school, community and our world: Our school's strong volunteer base, including PTA and its numerous active committees, School Site Council, Dad's Club and individual volunteers put in thousands of hours each year in building a positive and rich school environment for our students to learn in. The school's Go Green Team helps raise awareness of how we all can minimize our impact on the environment, being recognized as both a state and national Green Ribbon School in 2020. And many other groups work tirelessly at efforts in growing a positive school climate.

2023-24 School Description and Mission Statement

The staff is made up of highly dedicated individuals with many years of experience in teaching. Edison′s staff is comprised of extremely dedicated and talented individuals. All of our teachers work tirelessly and go above and beyond their duties, such as serving on the sites Leadership Team, the Schoolwide Positive Behavior Intervention and Support (PBIS) team or implementing the district′s waste-reduction initiative. At each grade level, teachers work together to align their practices and develop lessons that meet the needs of our varied learners. Edison students care about each other and the world around them. They strive to uphold our school-wide rules and they follow the lifelong guidelines and life skills.

Our Socioemotional Learning program, Toolbox, gives students common language and skills in using "tools" to address problems that arise, to promote resiliency and problem solving for students in growing our positive school climate. Our goal is to promote the ideas of empathy, inclusion, celebration of diversity, and lifelong learning. Our PBIS program supports students with articulation of clear expectations in all aspects of school, positive reinforcement for students in exhibiting these expectations, and recognitions and celebrations that support these goals. Students demonstrate leadership by participating in Service Learning activities such as lunch waste monitors, Junior Coaches, and Kindergarten buddies. In addition to these, numerous other programs and initiatives help to promote a positive school climate and rich culture.

Edison′s success is strengthened by our close partnership with our robust Parent Teacher Association, which engages in generous, ongoing fundraising and extensive volunteerism. Every day, the school is filled with parents, grandparents and guardians who support our work in the classrooms. Whether facilitating small reading groups, participating as garden and/or art docent, fundraising to support school-wide efforts such as classroom technology or counseling support, funding a kindergarten music teacher, or organizing our annual Readathon, Edison′s volunteers make a huge difference at our school.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	78
Grade 2	73
Grade 3	77
Grade 4	66
Grade 5	64
Total Enrollment	433

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1%
Male	49.9%
American Indian or Alaska Native	0.2%
Asian	17.1%
Black or African American	1.8%
Filipino	2.5%
Hispanic or Latino	18%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	19.6%
White	36.5%
English Learners	6.2%
Homeless	0.5%
Socioeconomically Disadvantaged	21.5%
Students with Disabilities	9.7%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.00	94.66	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	4.89	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.41	17.80	3.32	12115.80	4.41
Unknown	0.00	0.00	14.20	2.64	18854.30	6.86
Total Teaching Positions	24.30	100.00	539.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.30	95.52	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.48	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.80	2.48	11953.10	4.28
Unknown	0.00	0.00	26.00	5.03	15831.90	5.67
Total Teaching Positions	22.30	100.00	518.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.10	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.10	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.10	0.00
Total Out-of-Field Teachers	0.10	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0

Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc,/Great Minds (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	Yes	0
History-Social Science	Pearson/Scott Foresman (2003) K-5 Series including Our Community, Our California, Our Nation We are currently in the process of adopting new materials for our K-5 Social Studies/History program. (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
Foreign Language	N/A	Yes	0
Health	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program.	Yes	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0

School Facility Conditions and Planned Improvements

Edison has been modernized with a new front office, staff lounge, new windows, and a new boiler. The play yard has a new coat of slurry. The school is clean.

Year and month of the most recent FIT report	8/7/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Staff Restroom: Door lock needs repaired.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Multipurpose Room: Floor needs to be stripped and waxed. Pest concerns.
Electrical	X			Media Center: Wheelchair lift is not working. Room 4: Lights flickering, need repair.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	74	75	65	63	47	46
Mathematics (grades 3-8 and 11)	78	75	53	54	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	211	207	98.10	1.90	74.88
Female	102	100	98.04	1.96	83.00
Male	109	107	98.17	1.83	67.29
American Indian or Alaska Native	--	--	--	--	--
Asian	38	37	97.37	2.63	78.38
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100.00	0.00	64.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	53	100.00	0.00	86.79
White	75	74	98.67	1.33	77.03
English Learners	11	9	81.82	18.18	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	47	44	93.62	6.38	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	28.00

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	211	209	99.05	0.95	74.64
Female	102	100	98.04	1.96	75.00
Male	109	109	100.00	0.00	74.31
American Indian or Alaska Native	--	--	--	--	--
Asian	38	38	100.00	0.00	78.95
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100.00	0.00	74.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	53	100.00	0.00	81.13
White	75	74	98.67	1.33	78.38
English Learners	11	11	100.00	0.00	27.27
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	47	46	97.87	2.13	45.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	32.00

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	60.56	66.67	50.32	51.49	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	65	100.00	0.00	64.62
Female	33	33	100.00	0.00	63.64
Male	32	32	100.00	0.00	65.63
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	56.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	80.00
White	24	24	100.00	0.00	62.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.00	0.00	55.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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 5	93.8%	96.9%	95.4%	96.9%	96.9%

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.

2023-24 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 too:

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	453	440	54	12.3
Female	225	219	28	12.8
Male	228	221	26	11.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	81	77	7	9.1
Black or African American	9	8	5	62.5
Filipino	12	12	3	25.0
Hispanic or Latino	81	80	16	20.0
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	86	85	10	11.8
White	164	158	9	5.7
English Learners	36	33	3	9.1
Foster Youth	2	2	2	100.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	113	105	30	28.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	51	49	11	22.4

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.09	0.22	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.22	0
Female	0	0
Male	0.44	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.23	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.78	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.88	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.96	0

2023-24 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 all students, Edison teachers, staff and administrators supervise students on campus from bell to bell. 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.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	3	3	
1	19	2	2	
2	19	1	3	
3	10	4	3	
4	26	1	2	
5	14	2	3	
Other	5	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	24		3	
2	24		3	
3	23		3	
4	26		2	
5	27		2	
Other	15	2	1	

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	3	0
1	25	0	3	0
2	24	0	3	0
3	24	0	3	0
4	32	0	2	0
5	31	0	2	0
6	0	0	0	0
Other	9	2	0	0

2022-23 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	0

2022-23 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.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17,169.81	$7,278.01	$9,891.80	$91,364.99
District	N/A	N/A	$10,197.69	$88,710
Percent Difference - School Site and District	N/A	N/A	-3.0	2.9
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	26.1	4.5

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$60,160	$54,190
Mid-Range Teacher Salary	$84,356	$85,111
Highest Teacher Salary	$110,139	$104,999
Average Principal Salary (Elementary)	$140,806	$132,492
Average Principal Salary (Middle)	$150,601	$140,987
Average Principal Salary (High)	$149,703	$153,884
Superintendent Salary	$250,000	$255,503
Percent of Budget for Teacher Salaries	32.69%	32.09%
Percent of Budget for Administrative Salaries	6.4%	5.25%

Professional Development

Edison School's professional development is aligned to the following AUSD Priority Teacher Practices: 1) Use grade-level standards, text, and tasks for Small Group, differentiated Tier I instruction. 2) Design frequent student talk opportunities that support meaning-making, critical thinking, writing and academic language practice in service of grade-level standards. 3) Build positive relationships with and among our students to create conditions for learning. 4) Culturally Responsive Teaching - Use of protocols and practices to provide equitable learning opportunities for all students. Areas were determined using assessment data, student and staff survey data and district focal areas.

There are several professional development opportunities offered via schoolwide staff sessions, grade-level collaboration, as well as cross-site and district wide opportunities. Site professional development sessions take place during staff meetings and district professional development days. The site's Instructional Leadership team sets the agenda for staff meeting and professional development sessions. These are facilitated and supported by the school's Principal, Intervention Lead teacher

Professional Development

and a district Instructional Coach. Professional Development topics included: Small Group Instruction, Student Talk Routines, ELD implementation, use of data to guide instruction, socioemotional learning, Culturally Responsive Teaching and Anti-bias work, and instructional equity. All staff attended 2 Staff Development Days prior to the start of school 2 during the school year as developed by the school district, plus 6 more Collaboration sessions (1 hour each) throughout the year. Teachers are supported in their professional growth in numerous ways throughout the year including working with the instructional coach, coaching from the site principal and site teacher specialists, site-based professional development during staff meetings and collaboration times, and outside professional conferences.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Franklin Elementary School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Franklin Elementary School
Street	1433 San Antonio Ave.
City, State, Zip	Alameda, California 94501
Phone Number	(510) 748-4004
Principal	Lynnette Chirrick
Email Address	lchirrick@alamedaunified.org
School Website	https://franklin.alamedaunified.org/
County-District-School (CDS) Code	01611196090039

2023-24 District Contact Information

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

2023-24 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.

Principal's Message
Thank you for taking a moment to look at Franklin School's School Accountability Report Card. This is my seventh year as principal of this school; my sixteenth as a principal in grades K-12, and I could not be more proud to be the leader of this school. Franklin School is an unexpected gem among public schools. It's small size makes it a unique experience for children, families, and staff. Each child is known and nurtured by all community members in an effort to ensure no child falls through the cracks. The strong bridge between home and school at Franklin ensures success and a feeling of community for our Falcon families. This truth is demonstrated by our outstanding achievements, supports, climate, variety of educational experiences,

2023-24 School Description and Mission Statement

and opportunities for students to contribute to their community through leadership. As an educational community, Franklin's diverse population outperforms both the State and many local schools. These results are evidence of the conscientious communal efforts between home, school, and District. The Franklin community is a family working to raise excellent citizens: citizens with mature socials skills, broad academic knowledge, and the flexibility and understanding of their roles in society now and into the future.

School Description and Mission Statement
Franklin is a neighborhood school of approximately 300 students, maintained by a close-knit community in central Alameda. We currently have 2 classes in each grade, with the exception of 4th and 5th grades, where we have a combination class resulting in 1.5 classes in 4th and 5th grades. The school includes 13 classrooms, a cafeteria, a media center, an administration office, and an outside meeting area. School staff includes: a principal, twelve full time certificated teachers, two paraprofessionals, a 20% health office assistant, a 20% speech teacher, a 20% school psychologist, an office manager, a 60% intervention lead, and eight other support staff, which includes our cafeteria, custodial, and noon duty staff members. Itinerant music, Art, Library, and P.E. teachers provide services each week for students in first through fifth grades, and an intenerant media center teacher for all grades. The school year consists of 180 instructional days with minimum days for parent conferencing and teacher collaboration.

Mission: Franklin School is a partnership of school, home, and community committed to providing effective instruction and quality programs that recognize individual differences, develop respect for self and others, and celebrate the accomplishments of all students. We are dedicated to maintaining high academic and behavior standards. We strive to have students discover and achieve their personal best. We nurture students' awareness of their responsibility in the global community. We create a safe learning environment where students are free to exchange ideas in their quest for academic and social understanding.

We are dedicated to maintaining high academic and behavior standards. We strive to help students discover and achieve their personal best. We promote Lifelong Guidelines and use Lifeskill learning to create a safe learning community at our school. Franklin School's Positive Behavior Intervention and Supports (PBIS) team provides professional development to the staff in each of these areas, and the committee works to ensure students, staff, and families are supported and that all children are successful. Necessary computer skills to access academic instruction using Common Core Standards are developed and Common Core instruction is enhanced to provide the most engaging environment possible, while allowing teachers the ability to intervene and extend for students in small groups.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	45
Grade 2	49
Grade 3	50
Grade 4	47
Grade 5	44
Total Enrollment	285

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.3%
Male	46.7%
Asian	16.5%
Black or African American	3.9%
Filipino	2.5%
Hispanic or Latino	15.1%
Two or More Races	19.6%
White	39.3%
English Learners	10.2%
Homeless	0.7%
Socioeconomically Disadvantaged	24.6%
Students with Disabilities	4.9%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.80	98.93	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	1.07	17.80	3.32	12115.80	4.41
Unknown	0.00	0.00	14.20	2.64	18854.30	6.86
Total Teaching Positions	13.90	100.00	539.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.20	92.45	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	7.55	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.80	2.48	11953.10	4.28
Unknown	0.00	0.00	26.00	5.03	15831.90	5.67
Total Teaching Positions	13.20	100.00	518.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.10	0.00
Total Out-of-Field Teachers	0.10	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	11.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0.00 %

Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc,/Great Minds (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0.00 %
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	Yes	0.00 %
History-Social Science	Pearson/Scott Foresman (2003) K-5 Series including Our Community, Our California, Our Nation We are currently in the process of adopting new materials for our K-5 Social Studies/History program. (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0.00 %
Foreign Language	N/A	Yes	0.00 %
Health	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program.	Yes	0.00 %
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0.00 %

School Facility Conditions and Planned Improvements

The Franklin Elementary School was built in 1950 on a 1.22 acres site. The building area is 18,146 sf. The school underwent modernization in summer 2020, including new electrical and HVAC units, and the work is continuing. A new play structure was installed, improvements were made to flooring in some classrooms, and some windows were filled in for structural reasons. Areas marked in need of improvement on the most recent FIT tool from CDE (undated) such as the HVAC units, were addressed in the modernization.

Year and month of the most recent FIT report	8/7/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Boys Restroom Downstairs: Floor needst be deep cleaned.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Multipurpose: Ants concern. Floor needs to be cleaned.
Electrical	X			Classroom 11: Ceiling light is out. Classroom 16: Outlet concerns.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Admin Office: Hallway has hanging artworks which is a fire code violation.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	77	71	65	63	47	46
Mathematics (grades 3-8 and 11)	66	69	53	54	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	142	141	99.30	0.70	70.92
Female	76	76	100.00	0.00	71.05
Male	66	65	98.48	1.52	70.77
American Indian or Alaska Native	0	0	0	0	0
Asian	26	26	100.00	0.00	57.69
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	25	96.15	3.85	72.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	88.00
White	58	58	100.00	0.00	72.41
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	35	100.00	0.00	48.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	30.77

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	142	141	99.30	0.70	68.79
Female	76	76	100.00	0.00	61.84
Male	66	65	98.48	1.52	76.92
American Indian or Alaska Native	0	0	0	0	0
Asian	26	26	100.00	0.00	69.23
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	25	96.15	3.85	48.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	88.00
White	58	58	100.00	0.00	70.69
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	35	100.00	0.00	42.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	53.85

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	48.98	48.89	50.32	51.49	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	45	100.00	0.00	48.89
Female	23	23	100.00	0.00	39.13
Male	22	22	100.00	0.00	59.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	55.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100.00	0.00	18.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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 5	100.0%	100.0%	100.0%	97.8%	100.0%

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.

2023-24 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 too:

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	298	290	28	9.7
Female	160	155	13	8.4
Male	138	135	15	11.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	48	48	3	6.3
Black or African American	12	11	1	9.1
Filipino	9	8	1	12.5
Hispanic or Latino	47	45	7	15.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	58	56	7	12.5
White	114	113	9	8.0
English Learners	31	31	6	19.4
Foster Youth	0	0	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	80	78	13	16.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	17	17	3	17.6

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 three times per year, and intruder/lockdown drills are held at least once a year. Staff members also receive disaster training yearly.

To ensure safety of students, teachers, staff and administrators supervise students on campus from bell to bell. 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.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	4		
1	13	2	2	
2	17	1	2	
3	16	1	2	
4	16	1	1	
5	19	1	2	
Other	30		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	25		2	
2	24		2	
3	23		2	
4	32		1	
5	32		1	
Other	30		1	

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	2	0
1	23	0	2	0
2	25	0	2	0
3	25	0	2	0
4	30	0	1	0
5	31	0	1	0
6	0	0	0	0
Other	30	0	1	0

2022-23 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	0

2022-23 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.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18,261.50	$7,459.10	$10,802.40	$91,278.62
District	N/A	N/A	$10,197.69	$88,710
Percent Difference - School Site and District	N/A	N/A	5.8	2.9
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	34.7	4.4

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$60,160	$54,190
Mid-Range Teacher Salary	$84,356	$85,111
Highest Teacher Salary	$110,139	$104,999
Average Principal Salary (Elementary)	$140,806	$132,492
Average Principal Salary (Middle)	$150,601	$140,987
Average Principal Salary (High)	$149,703	$153,884
Superintendent Salary	$250,000	$255,503
Percent of Budget for Teacher Salaries	32.69%	32.09%
Percent of Budget for Administrative Salaries	6.4%	5.25%

Professional Development

At Franklin School, we are committed to doing the learning necessary to ensure equity and antiracist practices are part of our everyday experiences for children and staff. The resulting Professional Development focus in the 2023-2024 school year is on Culturally and Linguistically Responsive Teaching Practices, created in collaboration with site staff and based on student population data.Teachers are supported through coaching, teacher-principal meetings, consultation with our Coordination of Services Team and the associated supports, and student data reporting and consultation with our Intervention Lead for struggling students. Included in this work is how we create classroom communities, foster relationships with our students, establish classroom routines and procedures to promote discourse and take action to interrupt inequity and predictable outcomes.

Professional development and collaboration time was dedicated to collaborating around the types of data collected, disaggregation and conclusions drawn from the data. In addition to our staff meeting time, professional development days were

Professional Development

captured prior to school beginning to focus on District priorities such as Universal Design for Learning (UDL). The professional development occurred during staff meetings, staff development days, and during teacher collboration in an effort to implement most effective strategies for ensuring equity for our students. Curricular support was focused on Language Arts for grades K-2, and Math for grades 3-5. Teachers worked whole staff in grade level to learn and practice research based strategies for English Learners and struggling students.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Love Elementary School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Love Elementary School
Street	2025 Santa Clara Avenue
City, State, Zip	Alameda, CA 94501
Phone Number	510.748.4005
Principal	Tina Kapunan Lagdamen
Email Address	tlagdamen@alamedaunified.org
School Website	https://love.alamedaunified.org/
County-District-School (CDS) Code	01611196090047

2023-24 District Contact Information

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

2023-24 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: We have a moral imperative of ensuring equitable outcomes of college and career readiness in Alameda. Therefore, we must provide our students with an engaging, integrated curriculum, personalized learning opportunities, and an empowering school culture that supports the whole child.

Vision: All students will have exceptional 21st-century skills empowering them to be deep thinkers, positive, hard-working contributors, and leaders in our global community with readiness for any academic and career path.

Principal's Message
At Love Elementary School, we are privileged to have the opportunity to work with a richly diverse group of students and families. Our entire school community works together to ensure we maintain high expectations for student success by providing many opportunities to become successful learners. Through our diverse funding sources, we are able to provide students with a challenging and engaging curriculum, small-group instruction, and targeted academic intervention programs. Love Elementary welcomes all parents and community to partner with us as education partners in the classroom and parent leaders in our advisory groups such as School Site Council and English Learner Advisory Committee. Our Love Elementary PTA strengthens our art, garden, STEAM programs through various fundraising activities during the year from pancake breakfast Fall Festival, and Walk-a-Thon.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	75
Grade 2	71
Grade 3	72
Grade 4	77
Grade 5	78
Total Enrollment	471

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5%
Male	49.5%
American Indian or Alaska Native	0.2%
Asian	31%
Black or African American	3.2%
Filipino	7.9%
Hispanic or Latino	22.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	14.4%
White	18.3%
English Learners	22.9%
Homeless	0.8%
Socioeconomically Disadvantaged	49.9%
Students with Disabilities	8.3%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.30	92.01	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.63	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	2.90	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	1.45	17.80	3.32	12115.80	4.41
Unknown	0.00	0.00	14.20	2.64	18854.30	6.86
Total Teaching Positions	27.50	100.00	539.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.50	100.00	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.80	2.48	11953.10	4.28
Unknown	0.00	0.00	26.00	5.03	15831.90	5.67
Total Teaching Positions	24.50	100.00	518.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.80	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.80	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.40	0.00
Total Out-of-Field Teachers	0.40	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0.00 %

Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc,/Great Minds (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0.00 %
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	Yes	0.00 %
History-Social Science	Pearson/Scott Foresman (2003) K-5 Series including Our Community, Our California, Our Nation We are currently in the process of adopting new materials for our K-5 Social Studies/History program. (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0.00 %
Foreign Language	N/A	Yes	0.00 %
Health	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program.	Yes	0.00 %
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	Yes	0.00 %

School Facility Conditions and Planned Improvements

The Love Elementary School Changed its name in 2019, formally known as Haight Elementary School. The school was built in 1975 on a 3.26 acres site. The Building area is 53,569 sf. The school was modernized in summer of 2019 with adding a new front entrance door, rebuilt all four upstair corner walls for energy efficient, a new water chiller, and HVAC units. The school is clean.

Year and month of the most recent FIT report	8/3/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			23: Ceiling tile needs to be replaced. Missing an outlet cover.
Interior: Interior Surfaces		X		14: Ceiling tiles need to be replaced. Light is out 16: Wallpaper is ripped, needs patch or repair. 18: Outlet cover needs to be replaced. Ceiling tile needs to be replaced. 21: Ceiling tile needs to be replaced. 23: Ceiling tile needs to be replaced. Missing an outlet cover. 6: Outlet missing cover plate. Wallpaper is ripped, needs patch or repair. Room 13: Ceiling tiles need to be replaced. One light is out. Room 16: Wall needs to be patched. Room 18: Outlet cover is missing. Ceiling tile needs to be replaced. Room 21: Ceiling tile needs to be replaced. Room 23: Ceiling tiles need to be replaced. Outlet cover needs to be replaced. Room 24: Ceiling tile needs to be replaced. Room 3: Ceiling tiles need to be replaced. Room 6: Wall needs to be patched. Outlet cover is missing.

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			3: Ceiling tiles need to be replaced. Patch hole on wall.
Electrical		X		11: Outlet cover needs to be replaced. 14: Ceiling tiles need to be replaced. Light is out 18: Outlet cover needs to be replaced. Ceiling tile needs to be replaced. 19: Outlet cover needs to be replaced. 23: Ceiling tile needs to be replaced. Missing an outlet cover. 3: Ceiling tiles need to be replaced. Patch hole on wall. 7: On light is out. Kitchen: 2 lights out, 1 phone jack needs to be secured Media Center: Missing outlet cover. Room 11: Outlet cover needs to be replaced. Room 13: Ceiling tiles need to be replaced. One light is out. Room 18: Outlet cover is missing. Ceiling tile needs to be replaced. Room 19: Outlet cover is missing. Room 23: Ceiling tiles need to be replaced. Outlet cover needs to be replaced. Room 6: Wall needs to be patched. Outlet cover is missing. Room 7: One light is out Room 9: Outlet cover is missing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	52	54	65	63	47	46
Mathematics (grades 3-8 and 11)	42	45	53	54	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	231	228	98.70	1.30	54.39
Female	118	116	98.31	1.69	57.76
Male	113	112	99.12	0.88	50.89
American Indian or Alaska Native	--	--	--	--	--
Asian	73	71	97.26	2.74	53.52
Black or African American	--	--	--	--	--
Filipino	19	19	100.00	0.00	63.16
Hispanic or Latino	51	51	100.00	0.00	37.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	42	100.00	0.00	64.29
White	35	34	97.14	2.86	61.76
English Learners	43	40	93.02	6.98	15.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	124	121	97.58	2.42	43.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	15.38

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	231	230	99.57	0.43	44.78
Female	118	118	100.00	0.00	38.14
Male	113	112	99.12	0.88	51.79
American Indian or Alaska Native	--	--	--	--	--
Asian	73	72	98.63	1.37	48.61
Black or African American	--	--	--	--	--
Filipino	19	19	100.00	0.00	52.63
Hispanic or Latino	51	51	100.00	0.00	21.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	42	100.00	0.00	50.00
White	35	35	100.00	0.00	65.71
English Learners	43	42	97.67	2.33	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	124	123	99.19	0.81	31.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	19.23

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	30.67	36.71	50.32	51.49	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	79	100.00	0.00	36.71
Female	36	36	100.00	0.00	27.78
Male	43	43	100.00	0.00	44.19
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100.00	0.00	45.83
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	22.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	54.55
White	--	--	--	--	--
English Learners	15	15	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	42	42	100.00	0.00	26.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	13.33

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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 5	98.7%	98.7%	97.5%	97.5%	98.7%

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.

2023-24 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 too:

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	499	487	87	17.9
Female	251	246	51	20.7
Male	248	241	36	14.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	152	149	9	6.0
Black or African American	16	16	5	31.3
Filipino	38	37	5	13.5
Hispanic or Latino	111	110	37	33.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	70	69	13	18.8
White	97	92	14	15.2
English Learners	126	123	15	12.2
Foster Youth	0	0	0	0.0
Homeless	5	5	3	60.0
Socioeconomically Disadvantaged	266	261	60	23.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	55	53	12	22.6

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.60	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.6	0
Female	0	0
Male	1.21	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.86	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.75	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.64	0

2023-24 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.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	6	3	
1	14	5	2	
2	16	4	2	
3	16	3	3	
4	19	2	2	
5	16	2	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	24		3	
2	25		3	
3	25		3	
4	27		3	
5	24		3	

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	4	0
1	25	0	3	0
2	24	0	3	0
3	24	0	3	0
4	32	0	2	0
5	32	0	2	0
6	0	0	0	0
Other	27	0	1	0

2022-23 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	0

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.8

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18,550.40	$7,656.87	$10,893.53	$90,132.48
District	N/A	N/A	$10,197.69	$88,710
Percent Difference - School Site and District	N/A	N/A	6.6	1.6
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	35.5	3.1

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$60,160	$54,190
Mid-Range Teacher Salary	$84,356	$85,111
Highest Teacher Salary	$110,139	$104,999
Average Principal Salary (Elementary)	$140,806	$132,492
Average Principal Salary (Middle)	$150,601	$140,987
Average Principal Salary (High)	$149,703	$153,884
Superintendent Salary	$250,000	$255,503
Percent of Budget for Teacher Salaries	32.69%	32.09%
Percent of Budget for Administrative Salaries	6.4%	5.25%

Professional Development

Love Elementary School's professional development is aligned to the following AUSD Priority Teacher Practices: a) Use protocols and phrases to interrupt conversations and actions that perpetuate inequity, b) Use grade-level priority standards, text, and tasks for all Tier1 instruction, c) Design frequent student talk opportunities that support meaning-making, critical thinking, writing and academic language practice in service of grade-level standards, and d) Build positive relationships with and among our students to create conditions for learning. Lastly, our other focus is on Anti-Racist Instruction.

There are different ways professional development is offered from site grade-level collaboration, across sites and central office. Site professional developments are scheduled during three minimum days for teacher collaboration and are supported by an on-site instructional coach. There are four full days of staff development days (Two in the Fall and two in the Spring). There are several ways teachers are supported in their professional growth during the year from working with the instructional coach,

Professional Development

coaching from the assistant principal or principal, outside professional conferences and on-site Community of Practice

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Maya Lin Elementary School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Maya Lin Elementary School
Street	825 Taylor St.
City, State, Zip	Alameda, CA 94501
Phone Number	(510) 748-4007
Principal	Karen Ringewald
Email Address	kringewald@alamedaunified.org
School Website	https://mayalin.alamedaunified.org/
County-District-School (CDS) Code	01611190139220

2023-24 District Contact Information

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

2023-24 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.

About Our School
Maya Lin School is a wonderful arts-integrated inquiry learning school that opened in August 2012 in Alameda Unified. Arts-integrated inquiry-based teaching and learning allows students to explore beyond the standards-based foundation delivered through direct instruction. This approach fosters critical thinking, engaged learners, and the ability to demonstrate understanding through multiple modalities. Staff at Maya Lin School complete professional development in integrated learning through the arts. This training provides a common understanding of teaching practices which deepens staff collaboration. The Studio Habits of Mind provide a common vocabulary across the school which touches every curriculum area. These habits

2023-24 School Description and Mission Statement

include stretching and exploring learning concepts and engaging and persisting when a task becomes challenging. Students understand that learning is a process and making mistakes is part of this process. To support the integration of the arts into the curriculum, students and their classroom teacher spend one hour a week in the art room developing their visual concept of the subject they are studying. This includes studying the work of a diverse group of artists to understand how they have used their art to bring voice to similar ideas. Maya Lin School has dedicated teachers, committed parent volunteers, and a talented support staff all focused on working together to support the development of our future world citizens.

Vision - Students at Maya Lin School are creative, smart, critical thinkers who love art and know they can do anything.
Mission - The mission of Maya Lin School is to provide arts integration and inquiry-based learning. We embrace 21st century learning and the involvement of our community in building a dynamic school environment. We acknowledge learning is a lifelong process and support ongoing professional development and collaboration for all members of the school community.

Maya Lin School is a K-5 school with a diverse student population of 465 students in the City of Alameda. Many of the students at Maya Lin live in the neighborhood, while a small percentage come to the school through the district open enrollment process. The arts-integrated inquiry learning focus is based on research from Project Zero at Harvard University. Teaching staff use the Common Core standards to create integrated units allowing students to demonstrate their understanding of learning concepts in multiple ways. An inquiry approach to instruction – providing opportunities for student to form their own questions regarding a topic - supports critical thinking and connections to their world.

We are fortunate to have an active school community and PTA supporting our mission and vision. Funds from our PTA are used for field trips, teacher grants, additional staff time and learning, and intervention. They also hold community events throughout the year where families have the opportunity to spend time together, have fun, and contribute to the school.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	77
Grade 2	73
Grade 3	80
Grade 4	80
Grade 5	84
Total Enrollment	469

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4%
Male	51.6%
Asian	13.6%
Black or African American	4.5%
Filipino	5.1%
Hispanic or Latino	19.6%
Two or More Races	17.5%
White	35.4%
English Learners	10.7%
Foster Youth	0.4%
Homeless	0.2%
Socioeconomically Disadvantaged	34.5%
Students with Disabilities	14.9%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.70	90.77	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.18	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	4.97	17.80	3.32	12115.80	4.41
Unknown	0.00	0.00	14.20	2.64	18854.30	6.86
Total Teaching Positions	23.90	100.00	539.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.10	92.03	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.80	2.48	11953.10	4.28
Unknown	2.00	7.97	26.00	5.03	15831.90	5.67
Total Teaching Positions	25.10	100.00	518.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.10	0.00
Total Out-of-Field Teachers	1.10	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0

Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc,/Great Minds (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	Yes	0
History-Social Science	Pearson/Scott Foresman (2003) K-5 Series including Our Community, Our California, Our Nation We are currently in the process of adopting new materials for our K-5 Social Studies/History program. (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
Foreign Language	N/A	Yes	0
Health	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program.	Yes	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0

School Facility Conditions and Planned Improvements

Maya Lin Ementary School was built in 1955 on a 2.64 acres site. The building area is 52,210 sf. The school was modernized in 2018. The play yard had a new coat of slurry in 2019. The school is fairly clean.

Year and month of the most recent FIT report	8/9/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Kitchen: Floors need a deep cleaning.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 3: Hole on wall, needs patch repair.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			1st floor boys restroom: Toilet is leaking at the base.
Safety: Fire Safety, Hazardous Materials	X			2nd floor hallway:
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Multiple Purpose: Graffiti by lunch tables.

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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	60	53	65	63	47	46
Mathematics (grades 3-8 and 11)	56	50	53	54	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	248	242	97.58	2.42	52.89
Female	113	110	97.35	2.65	60.00
Male	135	132	97.78	2.22	46.97
American Indian or Alaska Native	0	0	0	0	0
Asian	34	33	97.06	2.94	51.52
Black or African American	15	14	93.33	6.67	21.43
Filipino	14	14	100.00	0.00	42.86
Hispanic or Latino	53	51	96.23	3.77	41.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	54	53	98.15	1.85	58.49
White	78	77	98.72	1.28	64.94
English Learners	32	30	93.75	6.25	26.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	101	96	95.05	4.95	43.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	61	98.39	1.61	18.03

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	248	243	97.98	2.02	49.79
Female	113	110	97.35	2.65	52.73
Male	135	133	98.52	1.48	47.37
American Indian or Alaska Native	0	0	0	0	0
Asian	34	34	100.00	0.00	55.88
Black or African American	15	15	100.00	0.00	20.00
Filipino	14	14	100.00	0.00	35.71
Hispanic or Latino	53	51	96.23	3.77	39.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	54	52	96.30	3.70	48.08
White	78	77	98.72	1.28	63.64
English Learners	32	32	100.00	0.00	21.88
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	101	97	96.04	3.96	39.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	61	98.39	1.61	11.48

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	53.42	44.44	50.32	51.49	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	83	97.65	2.35	44.58
Female	34	34	100.00	0.00	41.18
Male	51	49	96.08	3.92	46.94
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	53.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	17	94.44	5.56	29.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	41.18
White	27	26	96.30	3.70	61.54
English Learners	11	11	100.00	0.00	27.27
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	36	34	94.44	5.56	41.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	27	96.43	3.57	11.11

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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 5	95.3%	96.5%	96.5%	96.5%	91.8%

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.

2023-24 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 too:

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	488	476	64	13.4
Female	235	230	26	11.3
Male	253	246	38	15.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	68	66	4	6.1
Black or African American	23	20	5	25.0
Filipino	24	24	3	12.5
Hispanic or Latino	99	96	19	19.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	87	84	11	13.1
White	166	166	18	10.8
English Learners	56	55	6	10.9
Foster Youth	4	3	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	188	180	39	21.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	98	97	21	21.6

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.22	0.64	0.61	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.61	0
Female	0	0
Male	1.19	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.47	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.2	0
English Learners	1.79	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.53	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.04	0

2023-24 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.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	5	1	
1	14	5		
2	14	3	2	
3	18	2	2	
4	18	2	2	
5	18	2	2	
Other	8	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	25		3	
2	23		3	
3	23		3	
4	43		2	0
5	28		2	
Other	17	2	1	

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	3	0
1	24	0	3	0
2	24	0	3	0
3	24	0	3	0
4	47	0	2	0
5	31	0	2	0
6	0	0	0	0
Other	18	2	1	0

2022-23 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	0

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17,536.76	$7,293.22	$10,243.54	$88,743.11
District	N/A	N/A	$10,197.69	$88,710
Percent Difference - School Site and District	N/A	N/A	0.4	0.0
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	29.5	1.6

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$60,160	$54,190
Mid-Range Teacher Salary	$84,356	$85,111
Highest Teacher Salary	$110,139	$104,999
Average Principal Salary (Elementary)	$140,806	$132,492
Average Principal Salary (Middle)	$150,601	$140,987
Average Principal Salary (High)	$149,703	$153,884
Superintendent Salary	$250,000	$255,503
Percent of Budget for Teacher Salaries	32.69%	32.09%
Percent of Budget for Administrative Salaries	6.4%	5.25%

Professional Development

Primary areas of focus for professional development at Maya Lin School is on 3 core areas: literacy development, culture and climate, and integrated arts learning. Learning happens through a combination of trainings, peer learning committees and peer inquiry groups, readings, classroom visits, and principal- and staff-led meetings. Student data including qualitative and quantitative data are used to inform an ongoing reflection on teacher practice. Professional development is a combination of district provided trainings and site based sessions led by site based coaches and the administration. Individual coaching is available to staff both through the site coach and by peers regarding implementation of arts integrated learning. Staff are also provided with curriculum resources and implementation support during the implementation of reading intervention materials with small groups in the classroom.

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

Subject	2021-22	2022-23	2023-24

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Otis Elementary School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Otis Elementary School
Street	3010 Fillmore Ave
City, State, Zip	Alameda, CA 94501
Phone Number	(510) 748-4013
Principal	Brian Dodson
Email Address	bdodson@alamedaunified.org
School Website	https://otis.alamedaunified.org/
County-District-School (CDS) Code	01 61119 6090021

2023-24 District Contact Information

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

2023-24 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.

Principal's Message: Otis Elementary School is a very special place. We are a community where everyone is welcome and everyone plays an important role in maintaining our strong and supportive environment. Our students receive high quality and rigorous instruction in a nurturing atmosphere. Our families are recognized for their partnership and the role that they play in not only their children's success, but in success for all. Otis teachers believe in the power of education and see the potential in all children. Our support staff are active participants in the fostering of our happy school community. We are a proud PBIS school, and we LOVE owls!

Mission: Otis Elementary School provides a joyful, holistic, and rigorous educational experience that fosters enthusiasm for learning, encourages a growth mindset, and nurtures both cognitive and socio-emotional development of all students. The school recognizes and supports diverse learning styles, emphasizes personal and social responsibility, and encourages leadership and self-advocacy.

Vision: The students at Otis Elementary will emerge as empathetic, resilient, independent, socially conscious learners, who acquire the 21st century skills of creativity, collaboration, communication, critical thinking and problem-solving.

About our school: Otis Elementary is a Kindergarten through Fifth grade school serving 525 students and their families. We are located in Alameda California where the student/family population reflects the diversity of the larger community. Children are seen and celebrated as individuals, therefore a holistic approach is taken to teaching and learning. Otis offers a rigorous and enriching program. Students have access to the latest technology so that they develop 21st century learning skills. Art, science, community-building, and social emotional development are tethered to all we do.

The Otis culture is welcoming and embracing to all families regardless of life circumstance, family structure, or culture. School staff work in partnership with families to ensure that children remain on a trajectory to meet their full potential. In addition, families are seen as key stakeholders, and are instrumental in the decision making process. Family committees include the PTA, SSC, ELAC, and the Equity and Inclusion Committee. There are many opportunities to volunteer throughout the school and in the classroom, as well as community and culture-building events.

Otis teachers are highly qualified, creative, and devoted to their students and their practice. We see ourselves as lifelong learners and remain engaged in the latest research regarding child development and best instructional practices.

Otis is an equity-centered school where we are committed to strategic allocation of resources, individualized instruction, and physical and emotional safety for all.

We are a Positive Behavior Intervention School, receiving gold status by the California PBIS Coalition.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	76
Grade 2	101
Grade 3	99
Grade 4	97
Grade 5	97
Total Enrollment	541

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1%
Male	49.9%
Asian	17.6%
Black or African American	3%
Filipino	2.8%
Hispanic or Latino	11.8%
Two or More Races	19.2%
White	39.6%
English Learners	7.6%
Homeless	0.2%
Socioeconomically Disadvantaged	22%
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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	91.99	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.16	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	4.81	17.80	3.32	12115.80	4.41
Unknown	0.00	0.00	14.20	2.64	18854.30	6.86
Total Teaching Positions	31.60	100.00	539.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.30	93.62	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.19	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.19	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.80	2.48	11953.10	4.28
Unknown	0.00	0.00	26.00	5.03	15831.90	5.67
Total Teaching Positions	31.30	100.00	518.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.50	0.00
Total Out-of-Field Teachers	1.50	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0

Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc,/Great Minds (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	Yes	0
History-Social Science	Pearson/Scott Foresman (2003) K-5 Series including Our Community, Our California, Our Nation We are currently in the process of adopting new materials for our K-5 Social Studies/History program. (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
Foreign Language	N/A	Yes	0
Health	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program.	Yes	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0

School Facility Conditions and Planned Improvements

Otis Elementary was built in 1952 on a 2.72 acres. The Building A, B, C were constructed together. Building D was built in 1956. Building 300 was built in 2018. The new restrooms were built in 2019. The school is next to Krusi Park which serves as part of the play field. The school has a new fence installed in 2019. The school is fairly clean.

Year and month of the most recent FIT report	8/7/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			335: Heater needs repair.
Interior: Interior Surfaces	X			119: Ceiling tiles need to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			102B: Outlets not working 331: Outdoor electrical cover needs to be replaced. Admin Office: Outdoor has exposed electrical wire.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			337: Emergency exit sign needs to be repaired.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			101A: Doors need repair. 120: Window screen needs repair. 220: One widnow is not working properly 221: Three windows not working properly 222: One window is not working properly 223: One window is not working properly

School Facility Conditions and Planned Improvements

				224: One widnow is not working properly

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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	68	68	65	63	47	46
Mathematics (grades 3-8 and 11)	64	67	53	54	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	295	290	98.31	1.69	68.28
Female	152	150	98.68	1.32	71.33
Male	143	140	97.90	2.10	65.00
American Indian or Alaska Native	0	0	0	0	0
Asian	58	58	100.00	0.00	74.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	32	91.43	8.57	46.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	76	75	98.68	1.32	70.67
White	110	109	99.09	0.91	70.64
English Learners	20	20	100.00	0.00	30.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	76	75	98.68	1.32	53.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	46	95.83	4.17	30.43

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	296	288	97.30	2.70	66.67
Female	152	149	98.03	1.97	67.11
Male	144	139	96.53	3.47	66.19
American Indian or Alaska Native	0	0	0	0	0
Asian	58	57	98.28	1.72	77.19
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	32	91.43	8.57	37.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	76	75	98.68	1.32	73.33
White	111	108	97.30	2.70	68.52
English Learners	20	20	100.00	0.00	35.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	76	74	97.37	2.63	43.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	46	93.88	6.12	19.57

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	53.57	63.16	50.32	51.49	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	98	95	96.94	3.06	63.16
Female	55	53	96.36	3.64	67.92
Male	43	42	97.67	2.33	57.14
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	77.78
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	14	12	85.71	14.29	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	25	96.15	3.85	68.00
White	31	31	100.00	0.00	61.29
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	26	96.30	3.70	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	10.53

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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 5	93.8%	96.9%	96.9%	94.8%	95.9%

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.

2023-24 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 too:

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	555	547	56	10.2
Female	276	274	31	11.3
Male	279	273	25	9.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	99	98	8	8.2
Black or African American	18	17	4	23.5
Filipino	15	15	0	0.0
Hispanic or Latino	64	64	8	12.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	108	106	10	9.4
White	217	215	24	11.2
English Learners	46	46	7	15.2
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	129	128	19	14.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	72	71	6	8.5

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.17	0.18	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.18	0
Female	0	0
Male	0.36	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.46	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.39	0

2023-24 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.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	4	2	
1	17	4	2	
2	16	3	3	
3	15	4	4	
4	21	2	4	
5	24	1	3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	32		3	
1	24		4	
2	19	1	4	
3	24		4	
4	32		3	
5	23	1	4	

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	39	0	3	0
1	25	0	3	0
2	25	0	4	0
3	25	0	4	0
4	43	0	3	0
5	32	0	3	0
6	0	0	0	0
Other	3	2	0	0

2022-23 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	0

2022-23 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.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17,384.66	$7,397.65	$9,987.01	$87,828.44
District	N/A	N/A	$10,197.69	$88,710
Percent Difference - School Site and District	N/A	N/A	-2.1	-1.0
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	27.1	0.5

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$60,160	$54,190
Mid-Range Teacher Salary	$84,356	$85,111
Highest Teacher Salary	$110,139	$104,999
Average Principal Salary (Elementary)	$140,806	$132,492
Average Principal Salary (Middle)	$150,601	$140,987
Average Principal Salary (High)	$149,703	$153,884
Superintendent Salary	$250,000	$255,503
Percent of Budget for Teacher Salaries	32.69%	32.09%
Percent of Budget for Administrative Salaries	6.4%	5.25%

Professional Development

Equity is a priority at Otis, and our professional development reflects this. We are currently working to deepen our knowledge of culturally and linguistically responsive practices. During vertical and horizontal collaboration we focus on dismantling barriers that lead to disproportionate outcomes for students of color and English learner. Our goal is that all students, regardless of race, language, or zip code have the essential literacy skills to become fluent readers and critical thinkers. Thus we are looking at literacy practices, how we teach reading fundamentals, and asking ourselves if the books we chose represent the experiences of all of our students and families. We are also deeply committed to closing the equity gap for our English Learners and have been engaging in PD surrounding the quantity and quality of student discourse happening in the classroom.

We have also been focused on the rollout and implementation of our RtI (response to Intervention) block schedule which allows targeted and explicit intervention to happen for students who need the additional support without having them miss core instruction. Teachers have been meeting weekly to review student data and establish plans and goals for supporting these

Professional Development

students in their RtI groups.

Finally, student academic discourse continues to be at the center of all things that we do. Reviewing walkthrough data focused on the quantity and quality of student discourse observed in the classrooms is guiding the professional development designed by our Site Leadership Team.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

William G. Paden Elementary School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	William G. Paden Elementary School
Street	444 Central Ave.
City, State, Zip	Alameda, CA 94501
Phone Number	(510) 748-4014
Principal	Tri Nguyen
Email Address	tringuyen@alamedaunified.org
School Website	https://paden.alamedaunified.org/
County-District-School (CDS) Code	01 61119 6090120

2023-24 District Contact Information

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

2023-24 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.

Paden Elementary School, nestled by San Francisco Bay, stands as a vibrant neighborhood school committed to the success of every child. The collaborative efforts of the school community, families, staff, and community partners contribute to creating a warm, nurturing learning environment with high expectations for all students. Paden embraces numerous school-wide programs to fulfill its vision of teaching the whole child, with a focus on utilizing the Toolbox Social Emotional Curriculum. Boasting a highly experienced staff, dedicated parent volunteers, and effective support staff, Paden School is dedicated to educating well-rounded citizens of the future. In the 2015-16 school year, the innovative program "Learn and Play by the Bay" was introduced and continue in the current school year. This research-backed and evidence-based initiative provides student with additional time and resources for play during the school day, emphasizing science and community service related to the San Francisco Bay. The school continues to prioritize small group instruction in English language arts, ensuring English Language Development for all English Learners, literacy support for students below grade level, and enrichment for those working at or above grade level. This approach also extends to the implementation of the upgraded Eureka Squared Math adoption. The Paden School community provides students with the opportunities to learn in ways that support their individual learning styles, helping them realize their strengths, work with their challenges, and fulfill their potential.

Our 2 Goals for the 2023-2024

1] Instructional Focus - Continue small group differentiated instruction for students that need more Tier 2 support.

2] Chronic Absenteeism - Improve attendance chronic absenteeism data.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	46
Grade 2	69
Grade 3	50
Grade 4	60
Grade 5	58
Total Enrollment	330

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6%
Male	49.1%
American Indian or Alaska Native	0.3%
Asian	20.6%
Black or African American	6.4%
Filipino	5.5%
Hispanic or Latino	20.9%
Two or More Races	11.2%
White	30.9%
English Learners	14.5%
Foster Youth	0.3%
Homeless	0.9%
Socioeconomically Disadvantaged	40.9%
Students with Disabilities	12.1%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.40	83.17	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.78	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.78	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	2.49	17.80	3.32	12115.80	4.41
Unknown	1.00	4.78	14.20	2.64	18854.30	6.86
Total Teaching Positions	20.90	100.00	539.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.10	83.68	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.89	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.30	11.39	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.80	2.48	11953.10	4.28
Unknown	0.00	0.00	26.00	5.03	15831.90	5.67
Total Teaching Positions	20.40	100.00	518.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	2.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	2.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.50	0.00
Total Out-of-Field Teachers	0.50	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	6.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3	4.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0

Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc,/Great Minds (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	Yes	0
History-Social Science	Pearson/Scott Foresman (2003) K-5 Series including Our Community, Our California, Our Nation We are currently in the process of adopting new materials for our K-5 Social Studies/History program. (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
Foreign Language	N/A		0
Health	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program.	Yes	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	8/11/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		7: Ceiling tiles need to be replaced. 9: Ceiling tiles need to be replaced. Boys Restroom 2nd Floor: Tiles are missing by front door. Girls Restroom 2nd Floor: Tiles are missing by front door.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			D: Junction cover is missing. Media Center: two lights need replacement.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	62	52	65	63	47	46
Mathematics (grades 3-8 and 11)	61	54	53	54	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	175	174	99.43	0.57	51.72
Female	80	79	98.75	1.25	58.23
Male	95	95	100.00	0.00	46.32
American Indian or Alaska Native	0	0	0	0	0
Asian	35	35	100.00	0.00	65.71
Black or African American	13	12	92.31	7.69	8.33
Filipino	13	13	100.00	0.00	53.85
Hispanic or Latino	38	38	100.00	0.00	28.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	22	100.00	0.00	63.64
White	54	54	100.00	0.00	62.96
English Learners	24	24	100.00	0.00	37.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	94	93	98.94	1.06	34.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	13.64

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	174	173	99.43	0.57	54.34
Female	80	79	98.75	1.25	50.63
Male	94	94	100.00	0.00	57.45
American Indian or Alaska Native	0	0	0	0	0
Asian	35	35	100.00	0.00	71.43
Black or African American	13	12	92.31	7.69	33.33
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	38	38	100.00	0.00	34.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	22	100.00	0.00	50.00
White	53	53	100.00	0.00	66.04
English Learners	24	24	100.00	0.00	41.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	94	93	98.94	1.06	34.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	14.29

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	46.51	31.15	50.32	51.49	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	61	100.00	0.00	31.15
Female	27	27	100.00	0.00	25.93
Male	34	34	100.00	0.00	35.29
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	46.15
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	15.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	36.36
White	13	13	100.00	0.00	30.77
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	33	100.00	0.00	15.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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 5	93.5%	93.5%	93.5%	93.5%	87.1%

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.

2023-24 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 too:

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	372	350	79	22.6
Female	182	172	34	19.8
Male	189	177	45	25.4
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	74	72	9	12.5
Black or African American	31	28	13	46.4
Filipino	21	21	3	14.3
Hispanic or Latino	79	73	28	38.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	41	37	6	16.2
White	108	104	15	14.4
English Learners	60	55	11	20.0
Foster Youth	1	1	1	100.0
Homeless	6	5	3	60.0
Socioeconomically Disadvantaged	176	163	55	33.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	54	51	22	43.1

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.38	2.42	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.42	0
Female	1.65	0
Male	3.17	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	6.45	0
Filipino	0	0
Hispanic or Latino	5.06	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.44	0
White	1.85	0
English Learners	1.67	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.41	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.41	0

2023-24 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 or volunteer lanyards.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	5		
1	18	4	1	
2	15	3	2	
3	13	5		
4	12	2	2	
5	18	2	2	
Other	8	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	1	
1	23		3	
2	20	2	1	
3	27	2	1	
4	28		2	
5	22		2	

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	2	0
1	23	0	2	0
2	23	0	3	0
3	38	0	2	0
4	30	0	2	0
5	29	0	2	0
6	0	0	0	0
Other	0	0	0	0

2022-23 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	0

2022-23 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.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$19,347.15	$7,840.50	$11,506.65	$88,525.63
District	N/A	N/A	$10,197.69	$88,710
Percent Difference - School Site and District	N/A	N/A	12.1	-0.2
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	40.8	1.3

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$60,160	$54,190
Mid-Range Teacher Salary	$84,356	$85,111
Highest Teacher Salary	$110,139	$104,999
Average Principal Salary (Elementary)	$140,806	$132,492
Average Principal Salary (Middle)	$150,601	$140,987
Average Principal Salary (High)	$149,703	$153,884
Superintendent Salary	$250,000	$255,503
Percent of Budget for Teacher Salaries	32.69%	32.09%
Percent of Budget for Administrative Salaries	6.4%	5.25%

Professional Development

Staff members enhance their teaching skills and knowledge through diverse experiences throughout the year. Annually, the district allocates three days for dedicated staff development. For the 2023-2024 school year, staff development topics spanned both site-based and district-wide initiatives. These included PBIS, CCC implementation, Eureka Squared Math, and Tier 2 COST referral and support systems. The objective of these professional developments is to empower teachers with comprehensive insights into curriculum access and effective implementation strategies to support all students.

PBIS is actively supported with professional development sessions and coaching, complemented by workshops attended by staff. Teacher Leaders, designated for specific roles, contribute to professional development during staff meetings. Our intervention lead specializes in training staff in tier 2 support methods within and beyond the classroom. This initiative enables us to standardize expectations across the site at each grade level.

Professional Development

The district further reinforces all curricula through an instructional coach who models lessons and supports teachers in aligning with district guidelines. At the site level, teachers share their expertise with the entire staff, while grade level teams collaborate on implementing agreed-upon strategies such as response to intervention. During school-wide collaboration time, we've formulated a plan for each teacher to identify focus students and create long-term plans and SMART goals, fostering success for both the students and the entire class.

Our commitment to Common Core standards persists, promoting a shared understanding across grade levels of expected student outcomes and the necessary instructional approaches. This effort aligns with our district's priority standards. Paden Elementary actively supports teachers in pursuing specialized professional development through a coaching model involving the principal, intervention lead, and instructional coach.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Ruby Bridges Elementary School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Ruby Bridges Elementary School
Street	351 Jack London Ave.
City, State, Zip	Alameda, CA 94501
Phone Number	(510) 748-4006
Principal	Juan Flores
Email Address	jflores@alamedaunified.org
School Website	https://rubybridges.alamedaunified.org/
County-District-School (CDS) Code	01 61119 0111765

2023-24 District Contact Information

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

2023-24 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.

About Our School
At Ruby Bridges we are committed to every student's potential by teaching to the whole child and holding high expectations.

Our Mission
Ruby Bridges aims to develop a dynamic, real-world learning community where all students and adults are valued, respected, and celebrated in a nurturing, global learning environment. Through rigorous, school-wide instruction we help students not only acquire the skills for college & career readiness but also learn to value themselves, and take pride in their accomplishments. All students will develop academic and interpersonal knowledge necessary to provide them with optimal success in lifelong learning through a diversified curriculum.

School Vision
Ruby Bridges Elementary is deeply committed to every student's success and focuses on teaching to the whole-child. To reach our vision of high achievement for all students, we will promote a positive school climate that embraces our unique global community, empowers every learner to reach her or his educational potential, and ensures all staff, students, and families feel welcome, safe, and valued. We have high expectations for our preschool through fifth grade students who come from ethnically, culturally, socioeconomically and linguistically diverse backgrounds. Therefore, we are committed to providing our students with the access and vision to become the next generation of scientists, engineers, strategists, planners, innovators, and entrepreneurs. We expose students to real life, authentic lessons and projects that challenge their reasoning skills, while enhancing their interests, talents, and strengths. Throughout the year, we introduce, model, and teach life skills, such as empathy, cooperation, perseverance, and self-reflection to help students internalize what it means to treat others the way you want to be treated and to support their ability to solve complex problems.

STEAM -We continue to implement our STEAM Education Innovation Plan, and the access to our Wellness Center designed to

2023-24 School Description and Mission Statement

support the well-being of the whole child. The STEAM Education Innovative Program started at Ruby Bridges in August 2017. Over the course of four years, Ruby Bridges staff and community researched ways to improve the educational experience and academic success of the student body. Our goal is to have all staff continue to implement the STEAM training they received during the 2017-20 school years, and bring STEAM into their classrooms. The STEAM lessons will help us develop student centered, integrated, real-life learning experiences that are intrinsically motivating and engaging to all students.

The mission of this program is to:

- Provide all learners, regardless of their ability, economic, ethnic, or linguistic background, frequent opportunities to demonstrate learning and strengths through the five, integrated strands of STEAM.
- Develop a dynamic, real-world learning community where all students and adults are valued, respected, and celebrated in a nurturing, global learning environment.
- Through rigorous, school-wide STEAM instruction, we help students not only acquire the skills for college & career readiness but also learn to value themselves, and take pride in their accomplishments.
- All students will develop academic and interpersonal knowledge necessary to provide them with optimal success in lifelong learning through a diversified curriculum.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	71
Grade 2	66
Grade 3	66
Grade 4	83
Grade 5	60
Total Enrollment	425

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4%
Male	50.6%
American Indian or Alaska Native	0.7%
Asian	23.5%
Black or African American	19.8%
Filipino	6.8%
Hispanic or Latino	18.6%
Native Hawaiian or Pacific Islander	1.9%
Two or More Races	11.1%
White	13.9%
English Learners	21.4%
Foster Youth	0.7%
Homeless	2.8%
Socioeconomically Disadvantaged	64.2%
Students with Disabilities	15.3%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.20	83.50	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.76	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	4.47	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	4.47	17.80	3.32	12115.80	4.41
Unknown	1.00	3.76	14.20	2.64	18854.30	6.86
Total Teaching Positions	26.60	100.00	539.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.60	85.01	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.75	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	7.49	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.75	12.80	2.48	11953.10	4.28
Unknown	0.00	0.00	26.00	5.03	15831.90	5.67
Total Teaching Positions	26.60	100.00	518.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.20	1.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.10	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.00
Local Assignment Options	0.20	0.00
Total Out-of-Field Teachers	1.10	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.8	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0

Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc,/Great Minds (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	Yes	0
History-Social Science	Pearson/Scott Foresman (2003) K-5 Series including Our Community, Our California, Our Nation We are currently in the process of adopting new materials for our K-5 Social Studies/History program. (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
Foreign Language	N/A	Yes	0
Health	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program.	Yes	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0

School Facility Conditions and Planned Improvements

The Ruby Bridges Elementary School was built in 2006 on a 7.0 acres site. The building area is 50,697 sf. In 2019 the school underwent a modernization project to add a restroom in the multiple purpose building and modernized two classrooms. All buildings have an intrusion alarm system.

Year and month of the most recent FIT report	8/3/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		501: ceiling tiles need to be replaced. 502: ceiling tiles need to be replaced. 503: ceiling tiles need to be replaced. 504: ceiling tiles need to be replaced. 505: ceiling tiles need to be replaced. 506: ceiling tiles have leak stains 507: ceiling tiles need to be replaced. 508: ceiling tiles need to be replaced. K1: ceiling tiles need to be replaced. K2: ceiling tiles need to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			404: Ceiling tile needs to be replaced.
Electrical	X			402:00:00 301: one light out 403: one light is out Media Center: 5 lights are out, 3 missing outlet covers
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			301: one light out 308: ceiling tiles need to be replaced. 407: Two ceiling tiles have leak stains
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	37	38	65	63	47	46
Mathematics (grades 3-8 and 11)	29	36	53	54	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	217	210	96.77	3.23	37.62
Female	120	114	95.00	5.00	42.11
Male	97	96	98.97	1.03	32.29
American Indian or Alaska Native	--	--	--	--	--
Asian	48	48	100.00	0.00	41.67
Black or African American	42	40	95.24	4.76	25.00
Filipino	14	14	100.00	0.00	64.29
Hispanic or Latino	41	38	92.68	7.32	28.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	36	97.30	2.70	47.22
White	27	26	96.30	3.70	46.15
English Learners	43	41	95.35	4.65	9.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	40.00
Socioeconomically Disadvantaged	150	146	97.33	2.67	24.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	31	88.57	11.43	16.13

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	217	211	97.24	2.76	35.55
Female	120	114	95.00	5.00	34.21
Male	97	97	100.00	0.00	37.11
American Indian or Alaska Native	--	--	--	--	--
Asian	48	48	100.00	0.00	47.92
Black or African American	42	40	95.24	4.76	17.50
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	41	39	95.12	4.88	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	36	97.30	2.70	41.67
White	27	26	96.30	3.70	34.62
English Learners	43	42	97.67	2.33	23.81
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	40.00
Socioeconomically Disadvantaged	150	146	97.33	2.67	28.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	32	91.43	8.57	12.50

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	13.33	20.97	50.32	51.49	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	63	96.92	3.08	22.22
Female	33	32	96.97	3.03	18.75
Male	32	31	96.88	3.12	25.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	14	93.33	6.67	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	13	12	92.31	7.69	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	36.36
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	47	45	95.74	4.26	15.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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 5	100.0%	100.0%	100.0%	100.0%	100.0%

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.

2023-24 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 too:

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	494	472	162	34.3
Female	243	231	76	32.9
Male	251	241	86	35.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	4	2	50.0
Asian	117	113	27	23.9
Black or African American	95	91	41	45.1
Filipino	31	31	9	29.0
Hispanic or Latino	98	96	43	44.8
Native Hawaiian or Pacific Islander	8	8	3	37.5
Two or More Races	56	50	15	30.0
White	66	62	16	25.8
English Learners	115	112	34	30.4
Foster Youth	6	6	3	50.0
Homeless	13	13	12	92.3
Socioeconomically Disadvantaged	330	315	127	40.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	76	41	53.9

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.16	1.01	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.01	0
Female	0	0
Male	1.99	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	3.16	0
Filipino	0	0
Hispanic or Latino	1.02	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.52	0
English Learners	0.87	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.52	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.6	0

2023-24 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.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	9	1	
1	7	8	2	
2	12	5	3	
3	12	3	2	
4	15	2	2	
5	14	4	2	
Other	6	4		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	23		3	
2	20	2	1	
3	22		4	
4	45		2	
5	31		2	
Other	8	3		

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	3	0
1	22	0	3	0
2	24	0	2	0
3	25	0	2	0
4	26	0	3	0
5	30	0	2	0
6	0	0	0	0
Other	13	3	1	0

2022-23 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	0

2022-23 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.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18,905.02	$7,623.00	$11,282.02	$88,249.91
District	N/A	N/A	$10,197.69	$88,710
Percent Difference - School Site and District	N/A	N/A	10.1	-0.5
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	38.9	1.0

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$60,160	$54,190
Mid-Range Teacher Salary	$84,356	$85,111
Highest Teacher Salary	$110,139	$104,999
Average Principal Salary (Elementary)	$140,806	$132,492
Average Principal Salary (Middle)	$150,601	$140,987
Average Principal Salary (High)	$149,703	$153,884
Superintendent Salary	$250,000	$255,503
Percent of Budget for Teacher Salaries	32.69%	32.09%
Percent of Budget for Administrative Salaries	6.4%	5.25%

Professional Development

RB teachers participated in back-to-school professional development. During this time, teachers were given resources and planning time to plan for instruction, curriculum refreshers, and review of online resources. In addition, Every Wednesday is designated for teacher collaboration. As a site we are focused on 1.) Student/family to school relationships; 2.) Student engagement and student discourse; 3.) Social Emotional Learning and needs of students and families. 4.) Building teacher capacity for instruction through collaboration 5.) Implementation of STEAM; 6) ELPAC progress and resources for our EL students. As an additional support, Ruby Bridges is working with Marzano Resources.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Proclamation: African American History Month - February

Item Type: Consent

Background: African American history reflects a determined spirit of perseverance and cultural pride in a people's struggle to equally share in the opportunities of a nation founded upon the principles of freedom and liberty for all people.

Each year the Board of Education recognizes the countless contributions that African Americans have made and proclaims February as African American History Month. The observance calls our attention to the extraordinary contributions African Americans have made to the rich cultural history of our nation.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #4 - Parental involvement and community engagement are integral to student success.

Submitted By: Kerri Lonergan, Senior Executive Assistant to the Superintendent and Board of Education

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ATTACHMENTS:

	Description	Upload Date	Type
	Proclamation: African American History Month	1/17/2024	Backup Material

PROCLAMATION
African American History Month
February 2024

WHEREAS, Black History Month is celebrated each February and originated with the Association for the Study of Negro Life and History, founded in 1915 by Dr. Carter G. Woodson, who later initiated "Negro History Week" in 1926; and

WHEREAS, the month of February was selected partially because of the birthday of abolitionist Frederick Douglass; and

WHEREAS, African people have lived in the place called Alameda since at least 1860; and

WHEREAS, African American families like the Hacketts, Sloans, Clintons, Kimbroughs, and many more have lived in Alameda since the turn of the 20th century, including African people from Cape Verde and throughout the African Diaspora; and

WHEREAS, African Americans have formed and participated in multiple civic, civil, and human rights groups, such as the Alameda Colored Women's Civic Study Club; Alameda County NAACP; the Alameda Civil Rights Congress; Alameda City NAACP; the Black Student Unions of Alameda High School, Encinal High School, and the College of Alameda; the Buena Vista Community Association; the Coalition of Alamedans for Racial Equality (CARE); and Renewed HOPE; and

WHEREAS, African Americans have organized to practice varied faith traditions, including the Estuary Community Church, Bethel Missionary Baptist Church, Isle of the Patmos Church, Islamic Center of Alameda, Love Fellowship, Chosen Vessels, and the Rehoboth Christian Fellowship; and

WHEREAS, numerous African Americans have engaged civically, and in particular as both elected and appointed officials in the City, including: CW Moore, social service and human relations commissioner; Clarence Gilmore, Clayton Guyton, housing commissioners; Beresford Bingham, Alameda's first African American School Board member; Ardella Dailey, Alameda's first African American Superintendent and first African American female School Board member; Albert Dewitt, Alameda's first African American City Council member; Marie Gilmore, Alameda's first African American female City Council member and first African American Mayor; and Mialisa Tania Bonta, Alameda's first Afro Latinx female School Board President; and

WHEREAS, the 2023 Black History Month theme adopted by the Association for the Study of African American Life and History (SAALH) is *"Black Resistance."*

NOW, THEREFORE, BE IT PROCLAIMED that the Alameda Unified School District Board of Education proclaims February 2024 as African American History Month.

PASSED AND ADOPTED this 23rd day of January, 2024.

AYES:_____MEMBERS:_____

NOES:_____MEMBERS:_____

ABSENT:_____MEMBERS:_____

_____
Jennifer Williams, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:
By: _____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Proclamation: Presidents' Day - February 20, 2023

Item Type: Consent

Background: Each year the Board of Education recognizes Presidents' Day in acknowledgement of the countless contributions that both Abraham Lincoln and George Washington made to the country.

Presidents' Day is observed on the 3rd Monday of February.

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle:

Submitted By: Kerri Lonergan, Senior Executive Assistant to the Superintendent and Board of Education

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	Proclamation: Presidents' Day 2024	2/7/2024	Backup Material

PROCLAMATION
Presidents' Day
February 19, 2024

WHEREAS, Washington's Birthday is the official name designated to what many of us know as Presidents' Day; and

WHEREAS, during the month of February, the birthdays of two of our greatest Presidents take place; and

WHEREAS, George Washington was born on February 22nd and Abraham Lincoln was born on February 12th; and

WHEREAS, Washington's Birthday was publicly celebrated since he was in office, before Abraham Lincoln was even born; and

WHEREAS, much of the debate over the name of the holiday springs from the fact that states can follow their own holidays how they see fit and many of them chose to also honor Lincoln, calling the celebration Presidents' Day; and

WHEREAS, in 1968 the term Presidents' Day came up for legal consideration in the Congress but was voted down, even though the holiday was moved to fall between the two Presidents' birthdays; and

WHEREAS, in the 1980s there was a resurgence of the term with advertisers which solidified the holiday name in American culture; and

WHEREAS, many states have a joint holiday to honor both Abraham Lincoln and George Washington, calling it Presidents' Day;

NOW, THEREFORE, BE IT PROCLAIMED, that the Alameda Unified School District Board of Education proclaims February 19, 2024 as Presidents' Day.

PASSED AND ADOPTED this 13th day of February, 2024.

AYES:_____MEMBERS:_____

NOES:_____MEMBERS:_____

ABSENT:_____MEMBERS:_____

_____

Jennifer Williams, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:
By: _____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Proclamation: Susan B. Anthony Day - February 15, 2023

Item Type: Consent

Background: Pursuant to California Education Code Section 37221, we commemorate February 15 th as Susan B. Anthony Day for the work she did for the women's rights movement. In 1920, the Nineteenth Amendment, often referred to as the Susan B. Anthony Amendment, was passed, giving all women the legal right to vote.

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle:

Submitted By: Kerri Lonergan, Senior Executive Assistant to the Superintendent and Board of Education

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	Proclamation: Susan B. Anthony Day 2024	2/7/2024	Backup Material

PROCLAMATION

Susan B. Anthony Day

February 15

WHEREAS, February 15th has been established as a day to celebrate and honor the accomplishments of Susan B. Anthony, a great leader in the movement for women's right to vote; and

WHEREAS, Susan B. Anthony was born February 15th, 1820 and as a young girl supported social reform; began teaching school in New York at the age of 14; and strongly supported and participated in the abolition and the temperance movements; and

WHEREAS, in 1851, Susan B. Anthony was introduced to Elizabeth Cady Stanton, a women's rights advocate, and worked side-by-side with her for many years in support of women's suffrage; and

WHEREAS, in 1869, the Fifteenth Amendment was ratified granting black men the right to vote, yet still denying women that same right; and Susan B. Anthony and Elizabeth Cady Stanton organized the National Woman Suffrage Association (NWSA), open to all who wanted to join; and

WHEREAS, in 1872, Susan registered and voted in the 1872 presidential election in Rochester, NY and was fined $100, eventually becoming the President of the National American Women's Suffrage Association (NAWSA) in 1892; and

WHEREAS, during her 60 years of service for women's suffrage, Susan B. Anthony continued to keep alive the issue of women's rights to vote by touring nearly every state and giving approximately 75-100 speeches per year; and

WHEREAS, Susan B. Anthony died March 13, 1906 at the age of 86, before the amendment was passed giving women the right to vote; and

WHEREAS, in 1920, the Nineteenth Amendment, often referred to as the Susan B. Anthony Amendment, was passed, giving all women the legal right to vote;

NOW, THEREFORE, BE IT PROCLAIMED that the Alameda Unified School District Board of Education hereby recognizes February 15th as Susan B. Anthony Day.

PASSED AND ADOPTED this 13th day of February, 2024.

AYES:_____MEMBERS:_____

NOES:_____MEMBERS:_____

ABSENT:_____MEMBERS:_____

_____
Jennifer Williams, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:
By: _____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Ratification of Contracts Executed Pursuant to Board Policy 3300

Item Type: Consent

Background: On January 9, 2024, the Board of Education delegated authority to enter into contracts on behalf of the Alameda Unified School District and to purchase supplies, materials, apparatus, equipment, and services up to the amounts specified in Public Contract Code 20111 and Education Code section 17604 to the Superintendent of Schools, Assistant Superintendent of Educational Services, Assistant Superintendent of Business Services, Assistant Superintendent of Human Resources, and the Purchasing Manager.

Resolution Number 2023-2024.35 further limited the delegation to expenditures of less than $114,500 and required that the Board of Education ratify the contracts within sixty (60) days of incurring the expense.

The following contracts are presented for ratification:

1. (Fund 01) Professional Services Agreement between AUSD and Creative Community for a daily rate of $600.00 and a total not to exceed $24,000.00, and a material allowance of $1,333.20.
2. (Fund 01) Amendment No. 1 to Contract for Repairs, Maintenance of Small Construction Projects between AUSD and Knorr Systems, Inc. for an increase of $4,328.00 and an amended value of $35,663.00.
3. (Fund 01) Amendment No.1 to Professional Services Agreement between AUSD and Ro Health for an increase of $40,000.00 and an amended PSA value of $160,000.00.
4. (Fund 01) Amendment No. 1 to Professional Services Agreement between AUSD and Kyle Assessments, LLC. for an increase of $67,500.00 and an amended PSA value of $117,500.00.
5. (Fund 01) Agreement for Architectural Services between AUSD and Quattrocchi Kwok Architects for Non-Bond Funded Projects with varying hourly rates.
6. (Fund 40/Fund 13) Project Addendum 24003 to Master Agreement for Architectural Services between AUSD and Quattrocchi Kwok Architects for a total fee of $299,850 and reimbursables not to exceed $25,000.00.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): See attached contract(s) for detailed expenditures.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

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ATTACHMENTS:

	Description	Upload Date	Type
	Creative Community	2/7/2024	Backup Material
	Knorr Systems	2/7/2024	Backup Material
	Kyle Assessments	2/7/2024	Backup Material
	Ro Health, Inc	2/7/2024	Backup Material
	Quattrocchi Kwok Architects, Inc.	2/7/2024	Backup Material
	Quattrocchi Kwok Architects, Inc. 24003	2/9/2024	Backup Material

AGREEMENT FOR ARCHITECTURAL SERVICES
BY AND BETWEEN
ALAMEDA UNIFIED SCHOOL DISTRICT AND
QUATTROCCHI KWOK ARCHITECTS
NON-BOND FUNDED PROJECTS

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CERTIFICATES

This Agreement for Architectural Services is made as of the 13th day of February 2024, between the **Alameda Unified School District**, a California public school district, ("**District**") and **Quattrocchi Kwok Architects,** a California corporation ("**Architect**") (individually a "**Party**" and collectively the "**Parties**"), for the design and construction administration of non-bond funded projects and any amendments thereto identifying specific scopes of work. ("**Project**")

The Project may include multiple components. Any one of the components or combination thereof may be changed, including terminated, in the same manner as the Project, as indicated herein, without changing in any way the remaining component(s). The provisions of this Agreement shall apply to each component without regard to the status of the remaining component(s). Architect must invoice for each component separately and District will compensate Architect for each component separately on a proportionate basis based on the level and scope of work completed for each component.

For and in consideration of the mutual covenants herein contained, the Parties agree as follows:

Article 1. Definitions

In addition to the definitions above, the following definitions for words and phrases shall apply when used in this Agreement, including all Exhibits:

1.1. **Agreement**: The Agreement consists exclusively of this document and all identified exhibits attached and incorporated by reference.

1.2. **Architect**: The architect listed in the first paragraph of this Agreement, including all Consultants to Architect, although there is no contractual relationship between District and any Consultants employed by Architect under terms of this Agreement.

1.3. **As-Built Drawings ("As-Builts")**: Any document prepared and submitted by District's contractor(s) that details on a Conforming Set, the actual construction performed during the Project, including changes necessitated by change orders.

1.4. **Bid Set**: The plans, drawings, and specifications at the end of the Construction Documents Phase that DSA has approved and that District can use to go out to bid for construction of the Project.

1.5. **Conforming Set**: The plans, drawings, and specifications at the end of the Bidding Phase that incorporate all addenda, if any, issued during the Bidding Phase. Architect shall ensure that DSA has approved all revisions to the Bid Set that are incorporated into the Conforming Set and for which DSA approval is required.

1.6. **Construction Cost Budget**: The total cost to District of all elements of the Project designed or specified by Architect, as adjusted at the end of each design phase in accordance with this Agreement. The Construction Cost Budget is sometimes informally referred to as "hard costs" and does not include the compensation of Architect and Consultants, the cost of the land, rights-of-way, financing or other costs which are the responsibility of District, including construction management.

1.7. **Construction Manager**: Architect recognizes that District may obtain the services of a construction manager for this Project. The Construction Manager, if any, upon prior written authorization by District, would be authorized to provide direction to Architect, and issue written approvals and Notices to Proceed on behalf of District. District reserves the right to designate a different Construction Manager at any time. Any task, including, but not limited to, reviews or approvals that District may perform pursuant to this Agreement may be performed by the Construction Manager, unless that task indicates it shall be performed by District's Governing Board.

1.8. **Consultant(s)**: Any consultant(s), subconsultant(s), subcontractor(s), or agent(s) to Architect. Nothing in this Agreement shall create any contractual relationship between District and any Consultant employed by Architect under terms of this Agreement. Architect shall be solely responsible for any delay caused by its Consultants and any error or omission associated with Consultant's work.

1.9. **Day(s)**: Unless otherwise designated, "day(s)" means calendar day(s). "**Business days**" shall mean days except Saturday, Sunday, a day that is federally-recognized holiday, or a day that is a California-recognized holiday.

1.10. **Deliverables:** The work product and other output of the Services required to be performed by Architect as part of the Services, as specified in the relevant section of this Agreement.

1.11. **District**: The **Alameda Unified School District**.

1.12. **DSA**: The Division of the State Architect.

1.13. **Force Majeure or Force Majeure Event**: Shall mean one (1) or more of the following events that prevents District's or Architect's performance and is beyond the reasonable contemplation of the Parties at the time they entered into this Agreement: fires; floods; lightning; explosion; windstorms; tornadoes; earthquakes; other natural catastrophes which neither Party can prevent; acts of nature or public enemy (including acts of terrorism); war (declared or undeclared); riot or similar civil disturbance; blockade; insurrections; revolution; epidemics; pandemics; viral outbreaks; quarantine restrictions; strikes; lockouts and other labor disputes; fuel shortages; or freight embargoes. Force Majeure Events may include the actions or omissions of third parties not under control of District or Architect. Notwithstanding the preceding, Force Majeure Events will **not** include market conditions reasonably foreseeable at the time the Parties entered into this Agreement and/or cost escalations that result from any action or inaction of Architect in performing the Services, including escalations to the Construction Cost Budget.

1.14. **Project Budget**: The total amount indicated by District for the entire Project plus all other costs, including design, construction, administration, financing, and all other costs. The Project Budget is sometimes informally referred to as the "hard costs" and the "soft costs."

1.15. **Record Drawings**: A final set of drawings prepared by Architect based upon marked-up prints, drawings, and other data furnished to Architect by Contractor that incorporates all changes from all As-Builts, sketches, details, and clarifications.

1.16. **Service(s)**: All labor, materials, supervision, services, tasks, and work that Architect is required to perform and that are required by, or reasonably inferred from, this Agreement, and that are necessary for the design and completion of the Project.

1.17. **Visually Verify**: To verify to the fullest extent possible by physical inspection and reasonable investigation and without any destructive action.

Article 2. Scope, Responsibilities, and Services of Architect

2.1. Architect shall render the Services as described in **Exhibit A,** commencing with receipt of a written Notice to Proceed signed by the District representative. Architect's Services will be completed in accordance with the schedule attached as **Exhibit C.**

2.2. Architect's Services hereunder shall be provided in conjunction with contracts between District and other Project participants including the Contractor and District's Construction Manager, if one is retained by District for the Project.

2.3. Architect and its Consultants shall provide Services for the Project: (i) using the professional skill and judgment; (ii) acting with due care and in accordance with applicable standards of care under California law for those providing similar services for projects of the size, scope and complexity of the Project for California school districts in or around the same geographic area of District; (iii) the terms of this Agreement; and (iv) in accordance with standards regarding the application and interpretation of applicable law, code, rule or regulation in effect at the time the Services are rendered (collectively, "Standard of Care").

2.4. Architect's Services shall comply with professional architectural standards and applicable requirements of federal, state, and local law including, without limitation:

2.4.1. The California Building Standards Code (Title 24, California Code of Regulations), including amendments and ordinances.

2.4.2. Regulations of the State Fire Marshall (title 19, California Code of Regulations) and Pertinent Local Fire Safety Codes.

2.4.3. Americans with Disabilities Act.

2.4.4. Education Code of the State of California.

2.4.5. Government Code of the State of California.

2.4.6. Labor Code of the State of California, division 2, part 7, Public Works and Public Agencies.

2.4.7. Public Contract Code of the State of California.

2.4.8. U. S. Copyright Act.

2.5. **Storm Water**. Architect, through its Consultant(s), shall be District's Qualified Storm Water Developer ("QSD") and shall prepare all documents necessary for District to be in compliance with the current Construction General Permit ("CGP") of the State Water Resources Control Board.

2.5.1. Architect must promptly inform District, in writing, if Architect will require a Consultant to be the QSD (e.g., Architect's Civil Engineer Consultant).

2.5.2. Prior to Architect's first submittal of Construction Documents for District's review and approval, Architect must identify all procedures, processes, items and work that will be required to comply with the CGP so that the Project contractor can price and perform that work.

2.6. Architect shall contract with or employ at Architect's expense, any Consultant(s) Architect considers necessary to complete Architect's Services, including, but not limited to, architects, mechanical, electrical, structural, fire protection, civil engineers, landscape architects, food service, low voltage, data, and telephone Consultants, and interior designers, and cost estimation providers, licensed as required by applicable law. The names of Architect's Consultant(s) must be submitted to District for approval prior to commencement of Services. District reserves the right to reject Architect's use of any Consultant. Nothing in the foregoing procedure shall create any contractual relationship between District and any Consultant(s) employed by Architect under terms of this Agreement.

2.7. Architect shall coordinate with District personnel and/or its designated representatives as may be requested and desirable, including with other professionals employed by District for the design, coordination or management of other work related to the Project.

2.8. Architect shall identify the regulatory agencies that have jurisdiction over essential building and design elements and coordinate with and implement the requirements of the regulatory agencies, including, without limitation, California Department of Education (CDE), the Office of Public School Construction (OPSC), the Department of General Services (DGS), DSA Fire/Life Safety, DSA Access Compliance Section, DSA Structural Safety, State Fire Marshal, County and City Health Inspectors and any regulatory office or agency that has authority for review and supervision of school district construction projects.

2.9. Architect acknowledges the provisions in **Exhibit A** during the Construction Administration Phase entitled "Duty to Timely Respond to DSA Inquiries." Architect shall be solely responsible for any Project related delay and all costs or damages that result from Architect's failure to timely respond to DSA inquiries.

2.10. Architect shall provide Services required to obtain local agencies' approval for off-site work related to the Project including review by regulatory agencies having jurisdiction over the Project.

2.11. Architect shall coordinate with District's DSA Project Inspector(s).

2.12. Architect shall provide computer-generated pictures downloaded to computer files, updated as requested by District, that District may use on its website.

2.13. Architect shall coordinate and integrate its work with any of the following information and/or services as provided by District:

2.13.1. Ground contamination or hazardous material analysis.

2.13.2. Any asbestos and/or lead testing, design or abatement.

2.13.3. Compliance with the California Environmental Quality Act ("CEQA"). Architect agrees to coordinate its work with that of any CEQA consultants retained by District, to provide current elevations and schematic drawings for use in CEQA compliance documents, and to incorporate any mitigation measures adopted by District into the Project design at no additional cost to District. If District and/or its CEQA consultant does not provide mitigation measures to Architect when reasonably required for incorporation into the Project design, Architect may invoice District for the work required to incorporate those mitigation measures as Extra Services in accordance with the Article herein entitled "Payment for Extra Services or Changes".

2.13.4. Historical significance report.

2.13.5. Soils investigation.

2.13.6. Geotechnical hazard report, except as indicated in **Exhibit A**.

2.13.7. Topographic surveys of existing conditions.

2.13.8. State and local agency permit fees.

2.13.9. Commissioning Agent and Reports.

2.13.10. Testing and Inspection.

Article 3. Schedule of Services

3.1. The Architect shall commence Services under this Agreement upon receipt of a Notice to Proceed and shall perform the Services diligently as described in Exhibit A, so as to proceed with and complete the Services in compliance with the schedule in Exhibit C. Time is of the essence and failure of Architect to perform Services on time as specified in this Agreement is a material breach of this Agreement. It shall not be a material breach if a delay is beyond the Architect's and/or its consultant(s)' reasonable control.

Article 4. Schedule of Services / Term

4.1. Architect shall commence Services upon the execution of this Agreement and shall diligently perform the Services as described in **Exhibit A**, in compliance with the schedule in **Exhibit C**, and continue performance until the Project is completed ("Term"), or this Agreement is terminated as indicated herein, whichever is earlier. The Term is further detailed in the schedule in **Exhibit C**.

4.2. Time is of the essence and failure of Architect to perform Services in compliance with the schedule in **Exhibit C** is a material breach of this Agreement, unless the delay is beyond Architect's and/or its Consultant(s)' reasonable control.

4.3. The Parties agree that if this Agreement is in any way voided by an action based on Education Code section 17596, to the extent permitted by applicable law, the Parties may, if approved by District's Governing Board, enter into and approve subsequent agreement(s), addenda, or amendment(s) for terms of up to 5 years each and under the same terms and conditions of this Agreement.

4.4. Architect is not due any additional compensation or Fee if the Term is longer than indicated herein and acknowledges that its Fee is based on Architect performing the Services and all tasks within the Services and not based on the length of time to perform those Services or for the design or construction of the Project.

Article 5. Construction Cost Budget

5.1. In accordance with **Exhibit A**, Architect shall have responsibility to develop, review, and reconcile the Construction Cost Budget for District at the beginning of the Project and at the completion of each design phase. District and Construction Manager shall also have responsibility to develop, review, and reconcile the Construction Cost Budget with Architect.

5.2. Architect shall complete all Services as described in **Exhibit A**, including all plans, designs, drawings, specifications and other construction documents, so that the cost to construct the work designed by Architect will not exceed the Construction Cost Budget, as adjusted subsequently with District's written approval. Architect shall maintain cost controls throughout the Project to deliver the Project within the Construction Cost Budget.

5.3. District is relying on Architect's expertise regarding the cost of construction. If any of the following events occur:

- The lowest responsive base bid received exceeds the Construction Cost Budget by ten percent (10%) or more; or
- The combined total of base bid and all additive alternates is ten percent (10%) or more below the Construction Cost Budget; or
- The Construction Cost Budget increases in phases subsequent to the Schematic Design Phase due

to reasonably foreseeable changes in the condition of the construction market in the county in which District's administrative office is located, in so far as these have not been caused by a Force Majeure Event.

Then District, in its sole discretion, has one or a combination of the following alternatives:

5.3.1. Give Architect written approval on an agreed adjustment to the Construction Cost Budget.

5.3.2. Authorize Architect to assist District to re-negotiate, when appropriate, and/or participate in re-bidding or requesting new proposals for the Project within three (3) months' time of receipt of bids (exclusive of District and other agencies' review time) at no additional cost to District.

5.3.3. Terminate this Agreement if the Project is abandoned, without further obligation by either Party.

5.3.4. Within three (3) months' time of receipt of bids, instruct Architect to revise the drawings and specifications (in scope and quality as approved by District) to bring the Project within the Construction Cost Budget for re-bidding at no additional cost to District. The modification of Construction Documents shall be the limit of Architect's responsibility arising out of the establishment of a Construction Cost Budget. All other obligations of Architect, including construction administration services, remain as stated in this Agreement.

Article 6. Fee and Method of Payment

6.1. The Fee is as defined in Exhibit D. District shall pay Architect the Fee pursuant to the provisions of Exhibit D.

6.2. Architect shall bill its work under this Agreement in accordance with Exhibit D.

Article 7. Payment for Extra Services or Changes

7.1. District-authorized services outside of the scope described in **Exhibit A** or District-authorized reimbursables not included in Architect's Fee are "Extra Services." Any charge for Extra Services shall be paid by District as described in **Exhibit B** only upon certification that the claimed Extra Services were authorized and that the Extra Services have been satisfactorily completed. If any service is performed by Architect without prior ***written*** authorization by District or District's authorized representative, District will not be obligated to pay for that service.

7.2. The foregoing provision notwithstanding, District will pay Architect as described in **Exhibit B** for Extra Services that District or District's authorized representative verbally requests, provided that:

7.2.1. Architect confirms each request in writing pursuant to the Notices and Communications Article of this Agreement,

7.2.2. District has an opportunity to rescind or otherwise clarify the nature and/or scope of the request after receipt of Architect's notice, and

7.2.3. Architect proceeds with those Extra Services not earlier than two (2) business days after District receives confirmation of the request from Architect.

Article 8. Ownership of Data

8.1. Pursuant to Education Code section 17316, this Agreement creates a non-exclusive and perpetual license for District to use, at its discretion, all Deliverables that Architect or its Consultants prepare or

causes to be prepared pursuant to this Agreement.

8.2. Architect retains its rights to all copyrights, designs and other intellectual property embodied in the Deliverables that Architect or its Consultants prepares or causes to be prepared pursuant to this Agreement.

8.3. Architect shall perform the Services and prepare all documents under this Agreement with the assistance of Computer Aided Design Drafting (CADD) (e.g., AutoCAD) Technology. Architect shall deliver to District, on request, a "thumb" drive or other District-approved media, electronic transfer or weblink, with these documents and that is compatible with the most current version of AutoCAD. As to any drawings that Architect provides in a CADD file format, District acknowledges that anomalies and errors may be introduced into data when it is transferred or used in a computer environment, and that District should rely on hard copies of all documents.

8.4. In order to evidence what CADD information was provided to District, Architect and District shall each sign a "hard" copy of reproducible documents that depict the information at the time Architect produces the CADD information. District agrees to release Architect from all liability, damages, and/or claims that arise due to any changes made to this information by any person other than Architect or Consultant(s) subsequent to it being provided to District.

Article 9. Termination of Agreement

9.1. If Architect fails to perform the Services to the reasonable satisfaction of District and as required by this Agreement, or if Architect fails to fulfill in a timely and professional manner Architect's material obligations under this Agreement, or if Architect shall violate any of the material terms or provisions of this Agreement, District shall have the right to terminate this Agreement, in whole or in part, effective immediately upon District giving written notice thereof to Architect. In the event of a termination pursuant to this subdivision, Architect may invoice District for all Services performed until the date of the notice of termination. District shall have the right to withhold payment and deduct from Architect's invoice, any amounts equal to District's costs caused by Architect's negligent errors or omissions, recklessness, or willful misconduct. District may, at its discretion, provide Architect time to cure its default or breach.

9.2. District shall have the right in its sole discretion to terminate this Agreement for its own convenience. In the event of a termination for convenience, Architect may invoice District according to the percentage completed based on **Exhibit D** and District shall pay all undisputed invoice(s) for Services performed until the date of District's written notice of termination, not to exceed the Fee.

9.3. Except as indicated in this Article, termination shall have no effect upon any of the rights and obligations of the Parties arising out of any transaction occurring prior to the effective date of the termination.

9.4. Architect has the right to terminate this Agreement if District fails to make payment of undisputed amounts due to Architect hereunder. That termination shall be effective on the date District receives written notice of the termination from Architect. Architect may invoice District according to the percentage completed based on **Exhibit D** and District shall pay all undisputed invoice(s) for Services performed until Architect's notice of termination, not to exceed the Fee.

9.5. If, at any time in the progress of the Design Phases of the Project, District's Governing Board determines that the Project should be terminated, Architect, upon written notice from District of the termination, shall immediately cease performing Services. District shall pay Architect only the fee associated with the Services performed, from Architect's last paid invoice up to the date of the notice of termination, not to exceed the Fee.

9.6. If District suspends the Project for more than one hundred twenty (120) consecutive Days, Architect shall be compensated for Services performed prior to the notice of suspension. When the Project is resumed, the schedule shall be adjusted and Architect's compensation shall be equitably adjusted to provide for expenses incurred in the resumption of Architect's Services. If District suspends the Project for more than eighteen (18) months, Architect may terminate this Agreement by giving written notice.

9.7. Following termination of this Agreement, for any reason whatsoever, Architect shall promptly deliver to District upon written request and at no cost to District the following items (hereinafter "Instruments of Service") in the electronic format requested by District and which District shall have the right to utilize in any way permitted by statute:

9.7.1. One (1) set of the Contract Documents, including the bidding requirements, specifications, and all existing cost estimates for the Project, in electronic (.pdf) format.

9.7.2. One (1) set of non-fixed image CADD drawing files in DWG format of plans developed for the Project as of the date of termination, including, without limitation, any architectural, plumbing, structural mechanical and electrical files; roof plan(s); sections and exterior elevations of the Project.

9.7.3. All finished or unfinished documents, studies, reports, calculations, drawings, maps, models, photographs, technology data and reports prepared by Architect under this Agreement.

9.8. In the event District changes or uses any fully or partially completed documents without Architect's knowledge and participation, District agrees to release Architect of responsibility for those changes, and shall indemnify and hold Architect harmless from and against any claim, including, but not limited to, reasonable attorneys' fees, on account of any damage or loss to property or persons, including injuries or death, arising out of that change or use except to the extent Architect is found to be liable in a forum of competent jurisdiction. In the event District uses any fully or partially completed documents without Architect's full involvement, District shall remove all title blocks and other information that might identify Architect and Architect's Consultants.

Article 10. Architect Indemnity

10.1. To the fullest extent permitted by California law and in accordance with California Civil Code section 2782.8, Architect shall indemnify, protect, defend and hold free and harmless District, its agents, representatives, officers, consultants, employees, trustees and members ("Indemnified Parties") from any and all actions, assessments, counts, citations, claims, costs, damages, demands, judgments, liabilities (legal, administrative or otherwise), losses, notices, expenses, fines, penalties, proceedings, responsibilities, violations, attorney's and consultants' fees and causes of action to property or persons, including personal injury and/or death ("Claim(s)"), to the extent that the Claim(s) arises out of, pertains to, or relates to the negligence (active or passive, ordinary or gross), recklessness (ordinary or gross), or willful misconduct of Architect, its directors, officials, officers, employees, contractors, subcontractors, Consultants or agents arising out of, connected with, or resulting from the performance of the Services, the Project, or this Agreement. This indemnity excludes Architect's liability as to the active or sole negligence or willful misconduct of District.

10.2. The following shall be Claims, to the extent they satisfy the definition of Claims herein:

10.2.1. **Cost of Project delays**. Without limiting Architect's liability for indirect cost impacts due to Project delays, the direct costs for which Architect shall be liable shall be proportionate to the amount District is liable to the Project contractor(s), subcontractor(s), suppliers,

inspector(s), Construction Manager(s) for the Project delays, including the proportionate cost of interim housing necessitated by Project delays, to the extent that the Project delays arise out of, pertain to, relate to or result from the negligent errors, recklessness, or willful misconduct of Architect in the performance of any Services that falls below the Standard of Care as defined herein.

10.2.2. **Cost of construction change orders for errors**. Without limiting Architect's liability for indirect cost impacts, the direct costs for which Architect shall be liable shall equal the difference between the cost of the change order(s) and the reasonable cost of the work had that work been a part of the originally prepared construction documents, to the extent that the change order(s) arise out of, pertain to, relate to or result from the negligent errors, recklessness, or willful misconduct of Architect in the performance of any Services that falls below the Standard of Care as defined herein.

These amounts may be paid by Architect to District or District may in reasonable good faith withhold those costs from amounts owing to Architect, pending resolution of the Claim(s).

10.3. Architect's duty to indemnify and defend under this Agreement shall apply during the term of this Agreement and shall survive any expiration or termination of this Agreement until any such Claim(s) are barred by the applicable statute of limitations and is in addition to any other rights or remedies that District may have under the law or this Agreement.

Article 11. Mandatory Mediation for Claims

11.1. The Parties agree prior to commencing any legal action relating to any Claim to submit the Claim to a mandatory good-faith mediation process ("Mediation"). The Parties' expectations are that if the Claim is made by a third party (e.g., a contractor), that the third party will be a participant in the Mediation. The Parties agree that any statute of limitations applicable to any Claim shall be tolled for the period from the date a Party requests Mediation through fourteen (14) Days after termination of the Mediation, unless otherwise agreed to by the Parties.

11.2. Except as set forth below, the Parties agree to refrain from filing, maintaining or prosecuting any action related to the Claim during the pendency of the Mediation provided that the Mediation must commence within thirty (30) Days after a Party makes written demand to the other for Mediation.

11.3. The Parties shall participate in a minimum of one full-day mediation session before the Mediation may be declared unsuccessful and terminated by either Party. The Mediation shall be conducted in accordance with the rules as the Parties agree upon, or in the absence of agreement, in accordance with the Commercial Mediation Rules of JAMS/Endispute. Evidence of anything said, any admission made, and any document prepared in the course of the Mediation shall not be admissible in evidence or subject to discovery in any court action pursuant to Evidence Code Section 1152.5.

11.4. The Parties shall mutually agree to the selection of a mediator who must be an attorney that is experienced in public works construction claims. If the Parties are unable to agree upon a mediator, then the mediator shall be appointed by JAMS/Endispute.

11.5. The Mediation shall take place at a location within twenty (20) miles of District's administrative office. The mediator's fees and administrative fees, if any, shall be split equally between the Parties, but, unless otherwise agreed to in writing, each Party shall bear its own attorney's fees.

11.6. If any Party commences a legal action without first attempting to resolve the Claim as required by this Article 11, that Party shall be in breach of this Agreement and shall not be entitled to recover

attorney's fees that might have otherwise been recoverable.

11.7. This Mediation process shall only apply to Claims pursuant to the Architect Indemnity provision herein and shall not apply to any dispute to be resolved pursuant to the Alternative Dispute Resolution provision herein.

Article 12. Fingerprinting

Architect has read and understands Education Code section 45125.2 and acknowledges that, according thereto, the Parties have determined and agreed that the Services provided by Architect, Consultants, and their employees will have only limited contact with pupils at most. Architect agrees that it is responsible for complying with Education Code section 45125.1 throughout the completion of the Services. Architect shall promptly notify District in writing of any facts or circumstances which might reasonably lead District to determine that contact will be more than limited as defined by Education Code section 45125.1(d).

Article 13. Responsibilities of District

13.1. District shall examine the documents submitted by Architect and shall render any decision(s) required of District, in a timely manner to avoid unreasonable delay in the performance of Architect's Services.

13.2. District shall verbally or in writing advise Architect if District becomes aware of any fault or defect in the Project, including any errors, omissions or inconsistencies in Architect's Deliverables. Failure to provide this notice shall not relieve Architect of its responsibility therefore, if any.

13.3. Unless District and Architect agree that a hazardous materials consultant shall be a Consultant of Architect, District shall furnish the services of a hazardous material consultant or other consultants when those services are requested in writing by Architect and deemed necessary by District or are requested by District. These services include: asbestos and lead paint survey; abatement documentation; and specifications related to these matters which are to be incorporated into bid documents prepared by Architect. If the hazardous materials consultant is furnished by District and is not a Consultant of Architect, the specifications shall indicate that the specifications prepared by District's consultant relating to these matters, are included in Architect's bid documents for District's convenience and have not been prepared or reviewed by Architect. The bid documents shall also direct questions about the specifications to the consultant that prepared the specifications.

13.4. District personnel and/or its designated representatives shall coordinate with Architect as may be requested and beneficial for the coordination or management of work related to the Project.

13.5. District shall timely provide to Architect all relevant information in its possession regarding the Project that is necessary for performance of Architect's Services.

13.6. District shall pay all fees required by agencies having jurisdiction over the Project.

Article 14. Liability of District

14.1. Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the Services performed.

14.2. District shall not be responsible for any damage to persons or property as a result of the use, misuse or failure of any equipment used by Architect, or by its employees and Consultants, even though the equipment may be furnished or loaned to Architect by District.

Article 15. Nondiscrimination

15.1. Architect agrees that no discrimination shall be made in the employment of persons under this Agreement because of the race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or any other protected characteristic of a person.

15.2. Architect shall comply with any applicable regulations and laws governing nondiscrimination in employment.

Article 16. Insurance

16.1. Architect shall comply with the insurance requirements for this Agreement, set forth in Exhibit E.

16.2. Architect shall provide certificates of insurance and endorsements to District prior to commencement of the Services as required in Exhibit E.

Article 17. Covenant Against Contingent Fees

Architect warrants that it has not employed or retained any company or person, other than a bona fide employee working solely for Architect, to solicit or secure this Agreement, and that it has not paid or agreed to pay any company or person, other than a bona fide employee working solely for Architect, any fee, commission, percentage, brokerage fee, gift, or any other consideration contingent on or resulting from the award or making of this Agreement. For breach or violation of this warranty, District shall have the right to annul this Agreement without liability, or in its discretion, to deduct from the Fee or other consideration or to recover the full amount of a fee, commission, percentage fee, gift, or contingency.

Article 18. Entire Agreement/Modification

18.1. This Agreement, including the Exhibits incorporated by reference into this Agreement, is considered a completely integrated agreement, supersedes all previous contracts or agreements of any kind, oral or written, and constitutes the entire understanding and agreement of the Parties. No extrinsic evidence of any kind or character may be admitted to alter or amend the terms of this completely integrated agreement, unless evidenced by an amendment to this Agreement as provided for herein. Architect shall be entitled to no other benefits than those specified herein. No changes, amendments or alterations shall be effective unless in writing and signed by both Parties. Architect specifically acknowledges that in entering this Agreement, Architect relies solely upon the provisions contained in this Agreement.

18.2. This Agreement shall not include or incorporate the terms of any proposal, general conditions, conditions, master agreement, or any other terms or documents prepared by Architect. The attachment of any Architect-prepared document to this Agreement shall not be interpreted or construed to incorporate those terms into this Agreement, unless District approves of that incorporation in a separate writing signed by District. If proposals, quotes, statement of qualifications, or other similar documents prepared by Architect are incorporated into this Agreement, then that incorporation shall be limited to those terms that describe only Architect's scope of work, rates, price, and schedule.

Article 19. Non-Assignment of Agreement

This Agreement is intended to secure the specialized services of Architect. Therefore, Architect may not assign, transfer, delegate or sublet any interest therein without the prior written consent of District and any purported assignment, transfer, delegation or sublease without District's prior written consent shall be considered null and void. Likewise, District may not assign, transfer, delegate or sublet any interest therein without the prior written consent of Architect and any purported assignment, transfer, delegation or sublease without Architect's prior written consent shall be considered null and void.

Article 20. Law, Venue

20.1. This Agreement has been executed and delivered in the State of California and the validity, enforceability and interpretation of any clause of this Agreement shall be determined and governed by the laws of the State of California.

20.2. The county in which the Project is located shall be the venue for any action or proceeding that may be brought or arise out of, in connection with or by reason of this Agreement.

Article 21. Alternative Dispute Resolution

21.1. Architect's Invoices.

21.1.1. If District disapproves of any portion or amount(s) of Architect's invoices, District shall within thirty (30) Days of receipt of a disputed invoice, communicate to Architect in writing, with reasonable detail, the portion or amount of Architect's invoice that is disapproved for payment, the portion or amount that is approved for payment, and the basis for District's disapproval ("Disputed Architect Invoice Detail").

21.1.2. If Architect disagrees with the Disputed Architect Invoice Detail, Architect shall communicate to District in writing, and request to meet and confer in good faith to determine if the disagreement can be resolved. If reasonably possible, the meet and confer shall be scheduled to occur within thirty (30) Days of Architect's request.

21.1.3. If the Parties cannot resolve the matter during the meet and confer, the Disputed Architect Invoice will be handled as a "dispute" as provided herein.

21.2. Disputes between the Parties shall be resolved by the following processes:

21.2.1. **Negotiation**. The Parties shall first attempt in good faith to resolve any dispute by negotiation. The Parties' meet and confer process for any Disputed Architect Invoice Detail as detailed above, shall satisfy this negotiation requirement.

21.2.2. **Mediation**. Within thirty (30) Days following a Party's receipt of a notice from the other Party requesting mediation, the Parties shall:

21.2.2.1. Administer the dispute pursuant to the Mandatory Mediation provisions indicated herein, or

21.2.2.2. If there are no other parties involved, administer the dispute pursuant to non-binding mediation administered in accordance with the Commercial Mediation Rules of JAMS/Endispute, unless waived by mutual stipulation of the Parties.

21.2.3. **Litigation**. Disputes that are not settled following completion of the negotiation and/or mediation processes shall be litigated in the California Superior Court in the county in which the Project is located.

21.3. Architect shall neither rescind nor stop the performance of its Services pending the outcome of any dispute.

Article 22. Severability

If any term, covenant, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the provisions hereof shall remain in full force and effect and shall in no way be affected, impaired or invalidated thereby.

Article 23. Employment Status

23.1. Architect shall, during the entire term of Agreement, be construed to be an independent contractor and nothing in this Agreement is intended nor shall be construed to create an employer-employee relationship, a joint venture relationship, or to allow District to exercise discretion or control over the professional manner in which Architect performs the Services; provided always, however, that the Services to be provided by Architect shall be provided in a manner consistent with all applicable standards and regulations governing such Services.

23.2. Architect understands and agrees that Architect's personnel are not and will not be eligible for membership in or any benefit from any District group plan for hospital, surgical or medical insurance or for membership in any District retirement program or for paid vacation, paid sick leave or other leave, with or without pay or for other benefits which accrue to a District employee.

23.3. Should District, in its discretion, or a relevant taxing authority such as the Internal Revenue Service or the State Employment Development Department, or both, determine that Architect is an employee for purposes of collection of any employment taxes, the amounts payable under this Agreement shall be reduced by amounts equal to both the employee and employer portions of the tax due (and offsetting any credits for amounts already paid by Architect which can be applied against this liability). District shall then forward those amounts to the relevant taxing authority.

23.4. Should a relevant taxing authority determine a liability for Services performed by Architect for District, upon notification of such fact by District, Architect shall promptly remit such amount due or arrange with District to have the amount due withheld from future payments to Architect under this Agreement (offsetting any amounts already paid by Architect which can be applied as a credit against that liability).

23.5. A determination of employment status pursuant to the preceding two (2) paragraphs shall be solely for the purposes of the particular tax in question, and for all other purposes of this Agreement, Architect shall not be considered an employee of District. Notwithstanding the foregoing, should any court, arbitrator, or administrative authority determine that Architect is an employee for any other purpose, then Architect agrees to a reduction in District's liability resulting from this Agreement pursuant to principles similar to those stated in the foregoing paragraphs so that the total expenses of District under this Agreement shall not be greater than they would have been had the court, arbitrator, or administrative authority determined that Architect was not an employee.

23.6. Nothing in this Agreement shall operate to confer rights or benefits on persons or entities not a party to this Agreement.

Article 24. Warranty and Certification of Architect

24.1. Architect warrants and certifies that Architect is properly certified and licensed under the laws and regulations of the State of California to provide the Services that it has agreed to perform.

24.2. Architect warrants and certifies that it is aware of the provisions of the California Labor Code that require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and it certifies that it will comply with those provisions before commencing the performance of the Services.

24.3. Architect warrants and certifies that it is aware of the provisions of California Labor Code that require the payment of prevailing wage rates and the performance of other requirements on certain "public works" and "maintenance" projects ("Prevailing Wage Laws"). Since Architect is performing Services as part of an applicable "public works" or "maintenance" project, and since the total compensation is One Thousand Dollars ($1,000) or more, Architect agrees to fully comply with and to require its Consultant(s) to fully comply with all applicable Prevailing Wage Laws. Architect shall ensure that it and its Consultants comply with the registration and compliance monitoring provisions of Labor Code section 1771.4, including furnishing its Certified Payroll Records to the Labor Commissioner, and are registered pursuant to Labor Code section 1725.5.

Article 25. Cost Disclosure - Documents and Written Reports

Architect shall be responsible for compliance with California Government Code section 7550, if the total cost of this Agreement exceeds Five Thousand Dollars ($5,000).

Article 26. Notices and Communications

Notices and communications between the Parties may be sent to the following addresses:

District:	**Architect:**
Alameda Unified School District	Quattrocchi Kwok Architects
2060 Challenger Drive	636 Fifth Street
Alameda, CA 94501	Santa Rosa, CA 95404
Attn: Robbie Lyng	Attn: Mark Quattrocchi

Any notice personally given shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the day after delivery.

Article 27. Disabled Veteran Business Enterprise Participation

Pursuant to section 17076.11 of the Education Code, District has a participation goal for disabled veteran business enterprises (DVBEs) of at least three (3) percent, per year, of funds expended each year by District on projects that use funds allocated by the State Allocation Board pursuant to the Leroy F. Greene School Facilities Act (the "Act"). This Project may use funds allocated under the Act. Therefore, to the extent feasible and pertaining to future hirings, Architect, before it executes this Agreement, shall provide to District certification of compliance with the procedures for implementation of DVBE contracting goals, appropriate documentation identifying the amount paid to DVBEs in conjunction with this Agreement, and documentation demonstrating Architect's good faith efforts to meet these DVBE goals.

Article 28. District's Right to Audit

28.1. District retains the right to review and audit, and the reasonable right of access to Architect's and any

Consultant's premises to review and audit Architect's compliance with the provisions of this Agreement ("District's Audit Right"). District's Audit Right includes the right to inspect, photocopy, and to retain copies, outside of Architect's premises, of any Project-related records, documents and other information with appropriate safeguards, if such retention is deemed necessary by District in its sole discretion. District shall keep this information confidential, as allowed by applicable law.

28.2. District's Audit Right includes the right to examine all books, records, documents and any other evidence of procedures and practices that District determines are necessary to discover and verify that Architect is in compliance with the requirements of this Agreement.

28.3. If there is a claim for additional compensation or for Extra Services, District's Audit Right includes the right to examine books, records, documents, and any other evidence and accounting procedures and practices that District determines are necessary to discover and verify all direct and indirect costs, of whatever nature, which are claimed to have been incurred, or anticipated to be incurred.

28.4. Architect shall maintain complete and accurate records for a minimum of seven (7) years and in accordance with generally accepted accounting practices in the industry. Architect shall make available to District for review and audit, all Project related accounting records and documents, and any other financial data. Upon District's request, Architect shall submit exact duplicates of originals of all requested records to District.

28.5. Architect shall include audit provisions in all of its subcontracts and shall ensure that this Article is binding upon all Consultants.

28.6. Architect shall comply with these provisions within fifteen (15) Days of District's written request to review and audit any Project-related documents, Deliverables, records and information maintained by Architect.

28.7. Pursuant to Government Code section 8546.7, if this Agreement involves the expenditure of more than Ten Thousand Dollars ($10,000), this Agreement shall be subject to examination and audit by the State Auditor, at the request of District, or as part of any audit of District, for a period of three (3) years after final payment under this Agreement.

Article 29. Other Provisions

29.1. Neither District's review, approval of, nor payment for, any of the Services shall be construed to operate as a waiver of any rights under this Agreement, and Architect shall remain liable to District in accordance with this Agreement for all damages to District caused by Architect's failure to perform any of the Services to the Standard of Care.

29.2. Each Party warrants that it has had the opportunity to consult counsel and understands the terms of this Agreement and the consequences of executing it. In addition, each Party acknowledges that the drafting of this Agreement was the product of negotiation, that no Party is the author of this Agreement, and that this Agreement shall not be construed against any Party as the drafter.

29.3. Architect shall issue a credit to District as an offset to the Fee, in an amount equal to one hundred percent (100%) of the tax deduction and/or credit Architect receives, if any, based on the Project per the energy efficient commercial building deduction. (26 U.S.C. §179D)

29.4. Architect acknowledges that District is a public agency that is subject to heightened curiosity by the news media and the public and that Architect may not be apprised of all facts surrounding the Project. Accordingly, Architect shall promptly refer all inquiries from the news media or public concerning this Agreement or Architect's performance of Services to District, and Architect shall not

make any statements or disclose any documents to the media or the public relating to the performance of Services or the effects caused thereby. If Architect receives a complaint from a citizen or member of the public concerning the performance or effects of this Agreement, it shall promptly inform District of that complaint. In its sole discretion, District shall determine the appropriate response to the complaint.

29.5. **Confidentiality**. Architect, and its Consultants, and employee(s) shall maintain the confidentiality of all information received in the course of performing the Services. Architect understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

29.6. All Exhibits and all Certificates attached hereto are hereby incorporated by this reference and made a part of this Agreement.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the date(s) indicated below.

Dated: 2/13, 2024

Alameda Unified School District

By: Robbie Lyng (Feb 2, 2024 16:26 PST)

Print Name: **Robbie Lyng**
Print Title: **Senior Director of Construction**

Dated: 2/13, 2024

Quattrocchi Kwok Architects

By: _____

Print Name: **Mark Quattrocchi**
Print Title: **Principal**

Dated: 02/02/, 2024

Alameda Unified School District

By: Shariq Khan (Feb 2, 2024 16:28 PST)

Print Name: **Shariq Khan**
Print Title: **Assistant Superintendent, Business Services**

Dated: _____, 20___

Alameda Unified School District

By: _____

Print Name: **Jennifer Williams**
Print Title: **Board President**

EXHIBIT A

RESPONSIBILITIES AND SERVICES OF ARCHITECT

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Project Description. The Project shall include the design of those projects for which the District issues to Architect an addendum describing services to be performed for a District project.

1. BASIC SERVICES

Architect agrees to provide the services described below:

1.1. Architect shall be responsible for the professional quality and technical accuracy of all studies, reports, projections, master plans, designs, drawings, specifications and other services furnished by Architect under this Agreement as well as coordination with all Master plans, studies, reports and other information provided by District. Architect shall, without additional compensation, correct or revise any errors or omissions in its studies, reports, projections, master plans, design, drawings, specifications and other services.

1.2. District shall provide all information available to it to the extent the information relates to Architect's scope of work. This information shall include, if available;

1.2.1. Physical characteristics;

1.2.2. Legal limitations and utility locations for the Project site(s);

1.2.3. Written legal description(s) of the Project site(s);

1.2.4. Grades and lines of streets, alleys, pavements, and adjoining property and structures;

1.2.5. Adjacent drainage;

1.2.6. Rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, and boundaries and contours of the Project site(s);

1.2.7. Locations, dimensions and necessary data with respect to existing buildings, other improvements and trees;

1.2.8. Information concerning available utility services and lines, mechanical and other services, both public and private, above and below grade, including inverts and depths;

1.2.9. Surveys, reports, as-built drawings; and

1.2.10. Subsoil data, chemical data, and other data logs of borings.

1.3. **Site Inspection / Visual Verification**. During or before the "Pre-Design and Start-Up Services" identified below, Architect shall Visually Verify all available information and all existing utilities related to the Project, including capacity, and document the location of existing utility lines, telephone, water, sewage, storm drains and other lines on or around the Project to the extent determinable by the documents provided by District.

1.3.1. If Architect determines that the information or documentation District provides is insufficient for purposes of design or if Architect requires additional information through further action (e.g., required destructive action; a topographical survey; geotechnical report; structural, mechanical, and/or chemical tests; tests for air and/or water pollution; test borings; test pits; determinations of soil bearing values; percolation tests; ground corrosion tests; resistivity tests; tests for hazardous materials; tests for anticipating subsoil conditions; and/or other information that District has not provided), Architect shall request that District acquire that information at the soonest possible time after Architect becomes aware that this additional information is needed. Architect must include in that request:

1.3.1.1. A report with specific details on the scope of the additional information or documentation that Architect determines is needed, including the process required (e.g., destructive investigation/testing) to acquire that additional information or documentation; and

1.3.1.2. The cost that Architect proposes to charge District to acquire that required additional information or documentation.

1.3.2. If the Parties mutually agree, this additional information and service shall be procured through Architect, who may invoice District for those services as Extra Services.

1.4. **Technology Backbone**. Architect shall be responsible for the coordination of the design and the layout of the technology backbone system with District's Information Technology Department and/or District's technology and security consultant and lay out any included technology backbone system. The coordination effort shall include location and routing of raceways, conduits and outlets and the required spaces to accommodate electrical, data and communication wiring. Architect and consultant(s) shall prepare and be responsible for documents prepared by Architect based on the information provided by District's technology and security consultant as appropriate to the level of design completion.

1.5. **District Standards**. Architect and its Consultants shall incorporate into the Deliverables all adopted District product standards for facilities and construction. Architect and its Consultants shall not incorporate any specific products, items, systems, or materials unless the District's Governing Board has adopted those item(s) as a District standard.

1.6. **Interior Design**. Provide interior design and other similar services required for or in connection with selection and color coordination of materials. Architect is required to coordinate the placement of furniture, equipment layout, or schematic space allocation. District shall procure furnishings and moveable equipment. Advise District on lead times and availability of all Project equipment, materials, supplies, and furnishings to ensure that all of these will be available to District in a timely fashion so as to not delay the Project and/or delay District's beneficial

occupancy of the Project.

1.7. Mandatory Assistance

Except for Claims as defined in this Agreement, if a third-party dispute or litigation, or both, arises out of, or relates in any way to the Services provided under this Agreement, upon District's request, Architect, its agents, officers, and employees agree to assist in resolving the dispute or litigation. Architect's assistance includes, but is not limited to, providing professional consultations, attending mediations, arbitrations, depositions, trials or any event related to the dispute resolution and/or litigation ("Mandatory Assistance").

District will compensate Architect for fees Architect incurs in providing Mandatory Assistance as Extra Services under Exhibit B. If, however, the fees incurred for the Mandatory Assistance are determined, through resolution of the third-party dispute or litigation, or both, to be attributable in whole, or in part, to the acts or omissions of Architect, its Consultants, agents, officers, and employees, Architect shall reimburse District the fees paid for Mandatory Assistance.

1.8. Oversight and Inspection Requirements

1.8.1. Architect agrees and acknowledges that Architect must comply with all applicable DSA requirements, including the requirements of the most recent versions (including any updates to any of these documents made by DSA during the performance of the Services) of DSA documents PR 13-01 (Procedure: Construction Oversight Process) attached hereto as Exhibit F (PR 13-01), IR A-6 (Interpretation of Regulations: Construction Change Document Submittal and Approval Process) attached hereto as Exhibit G (IR A-6, DSA Form 3 (Project Submittal Checklist) attached hereto as Exhibit H (Form 3), and all other applicable documents and requirements.

1.8.2. Distribution of CCD Category A Documents. Architect shall provide the contractor and Project Inspector with DSA approved Construction Change Document (CCD) Category A prior to commencement of work shown thereon.

1.8.3. CCD Category A Statement in Final Verified Report. The final verified report (form DSA-6A/E) from Architect must include a statement that all changes to or affecting the Structural Safety, Access Compliance or Fire & Life Safety portions of the Project have been approved by DSA.

1.8.4. No DSA Approval. If Architect determines that the Project does not require DSA approval, Architect shall inform District in writing prior to the Bidding Phase, as to why it has determined that DSA approval is not required. Architect shall advise District the name of the agency having jurisdiction over the Project (e.g., the city in which the Project is located) and obtain, on behalf of District, all permits and approvals required to construct the Project.

2. PRE-DESIGN AND START-UP SERVICES

2.1. Project Initiation

Within seven (7) Days following execution of this Agreement Architect shall:

2.1.1. Review the proposed Schedule of Work set forth in Exhibit C and prepare a detailed scope of work list and work plan for documentation in a computer-generated Project schedule to District's satisfaction. This scope of work list and work plan will identify

specific tasks including, but not limited to: interviews, data collection, analysis, report preparation, planning, architectural programming, concepts and schematic design preparation and estimating that are part of the work of the Project. Architect shall also identify milestone activities or dates, specific task responsibilities, required completion times necessary for the review and approval by District and by all regulatory agencies and additional definition of the Deliverables.

2.1.2. Review the developed work plan with District and its representatives to familiarize them with the proposed tasks and schedule and develop necessary modifications.

2.2. Development of Architectural Program

Architect shall prepare for District's review an architectural program as follows:

2.2.1. Perform pre-design investigations to establish appropriate guidelines around which and within which the Project is to be designed. Identify design issues relating to functional needs, directives and constraints imposed by regulatory codes. Review all data pertinent to the Project including survey, site maps, geotechnical reports and recommendations, soil testing results reports, and pertinent historical data, and other relevant information provided by District.

2.2.2. Review applicable code sections of the California Code of Regulations, Title 24, including amendments.

2.2.3. Identify design issues relating to functional needs, directives and constraints imposed by applicable regulatory codes.

2.2.4. Based on survey and topography data provided by District, input into computer and develop existing conditions base for the Schematic Design Phase.

2.2.5. Administer Project as required to coordinate work with District and between Consultants.

2.2.6. Confer with District's Technology Department to verify technological requirements for the Project.

2.3. Construction Cost Budget

2.3.1. Architect shall have responsibility to further develop review and reconcile the Construction Cost Budget within the parameters of the Project Budget established in District's implementation plan. The estimates forming the basis of the Construction Cost Budget are to be based on the developed functional architectural programs as approved by District. The following conditions apply to the Construction Cost Budget prepared by Architect:

2.3.1.1. All costs are to be based on current bid prices, with escalation rate and duration clearly identified as a separate line item; rate of cost escalation and projected bid and construction dates are to be as approved by District and its representatives.

2.3.1.2. Format shall be in a building systems format (e.g., foundations, substructure, structural system, exterior wall enclosure, window systems, etc.) for new buildings, and summarized by the Construction Specification Institute (CSI)

category for buildings being modernized.

2.3.1.3. Contingencies for design, bidding, and construction are to be included as individual line items, with the percentage and base of calculation clearly identified.

2.3.1.4. Architect shall include all information and estimates from District and/or Construction Manager that are intended to be part of the Construction Cost Budget.

2.3.1.5. Seven (7) Days prior to submittal of documents, Architect shall submit its proposed Construction Cost Budget to District and Construction Manager for review and approval. At that time, Architect shall coordinate with District and Construction Manager to further develop, review, and reconcile the Construction Cost Budget.

2.3.1.6. Mechanical, electrical, civil, landscape and estimating Consultant(s) shall participate in the progress meeting as appropriate and shall provide input and feedback into the development of the Construction Cost Budget.

2.3.2. The Construction Cost Budget for the Project at this stage must at no point exceed District's Project Budget allocation for construction, unless specifically approved in writing by District. The accuracy of the Construction Cost Budget shall be the responsibility of Architect.

2.3.3. Throughout all Design Phases, Architect must recommend reasonable adjustments in the program and scope of the Project; and to include design alternates as may be necessary so that the design comes within the estimated Construction Cost Budget. Architect will receive no additional fee for any redesign service necessary to revise the Project design or Deliverables due to cost escalations or market conditions that Architect should have reasonably anticipated.

2.4. Presentation

Architect along with any involved consultant(s) shall present and review with District and, if directed, with its Governing Board, the summary and detail of work involved in this Phase, including two dimensional renderings of any proposed facility suitable for public presentation.

2.5. Deliverables and Numbers of Copies

Architect shall provide to District a hard copy of the following items produced in this Phase, together with one copy of each item in electronic format:

2.5.1. Two copies of Architectural Program (include comparison between developed program and "model" program, include narrative explaining any substantial deviations);

2.5.2. Two copies of Site Plan;

2.5.3. Two copies of revised Construction Cost Budget;

2.5.4. Two copies of final Schedule of Work;

2.5.5. Two copies of meeting Reports/Minutes from Kick-off and other meetings; and

2.5.6. Two copies of renderings provided to District for public presentation.

2.6. Meetings

During this Phase, Architect shall attend, take part in, and, when indicated, conduct meetings, site visits, and workshops.

3. SCHEMATIC DESIGN PHASE

Upon District's acceptance of Architect's work in the previous phase and assuming District has not delayed or terminated this Agreement, Architect shall prepare for District's review a Schematic Design study, containing the following items as applicable to the Project scope:

3.1. Prepare and review with District staff a scope of work list and work plan identifying specific tasks including, but not limited to: interviews, data collection, analysis, report preparation, planning, architectural programming, concepts and schematic design preparation and estimating that are part of the work of the Project. Identify milestone activities or dates, specific task responsibilities of Architect, required completion times necessary for the review and approval by District and by pertinent regulatory agencies and further define Deliverables.

3.2. Review the developed work plan with District and its representatives to familiarize them with the proposed tasks and schedule and develop necessary modifications.

3.3. Architectural

3.3.1. Scaled floor plans showing overall dimensions, identifying the various major areas and their relationship. Include circulation and room-by-room tabulation of all net usable floor areas and a summary of gross floor area. Also, provide typical layouts of major equipment or operational layout.

3.3.2. Preliminary building exterior elevations and sections in sufficient detail to demonstrate design concept indicating location and size of fenestration.

3.3.3. As applicable, identify proposed roof system, deck, insulation system and drainage technique.

3.3.4. Identify minimum finish requirements, including ceiling, floors, walls, doors, windows, and types of hardware.

3.3.5. Identify code requirements, include occupancy classification(s) and type of construction.

3.4. Structural

3.4.1. Layout structural systems with dimensions and floor elevations. Identify structural systems (including pre-cast, structural steel with composite deck, structural steel bar joists); with preliminary sizing identified.

3.4.2. Identify foundation systems (including fill requirements, piles, caissons, spread footings); with preliminary sizing identified.

3.5. Mechanical

3.5.1. Calculate block heating, ventilation, and cooling loads including skin versus internal loading.

3.5.2. Select a minimum of two (2) HVAC systems that appear compatible with loading conditions for subsequent life cycle costing.

3.5.3. Show selected system on drawings as follows:

3.5.3.1. Single line drawing(s) of all mechanical equipment spaces, ductwork and pipe chases.

3.5.3.2. Location and preliminary sizing of all major equipment and duct work in allocated spaces.

3.5.3.3. Schematic piping.

3.5.3.4. Temperature control zoning.

3.5.4. Provide design criteria to include the intent base of design for the Project.

3.5.5. Evaluate and confirm the load requirements of all equipment and systems, the impact of those on existing facilities, and the requirements to increase these loads to accommodate the increase.

3.6. Plumbing

3.6.1. As applicable, identify plumbing systems, including a conceptual single line diagram showing major piping and equipment, and identifying the sizes and locations of major equipment items including toilets, pumps, tanks, vaults and related items.

3.7. Electrical

3.7.1. Calculate overall approximate electrical loads.

3.7.2. Identify proposed electrical system for service, power, lighting, low voltage and communication loads, including proposed or planned additional buildings or other facilities on the Project site.

3.7.3. Show system(s) selected on drawings as follows:

3.7.3.1. Single line drawing(s) showing major distribution system.

3.7.3.2. Location and preliminary sizing of all major electrical systems and components including:

3.7.3.2.1. Load centers.
3.7.3.2.2. Main panels.
3.7.3.2.3. Switch gear.

3.7.4. Provide design criteria to include the intent base of design for the Project.

3.7.5. Evaluate and confirm the load requirements of all equipment and systems, the impact of those on existing facilities, and the requirements to increase these loads to

accommodate the increase.

3.8. Civil

3.8.1. Develop on and off-site utility systems such as sewer, water, storm drain, firewater lines and fire hydrants.

3.8.2. Identify surface improvements including roadways, walkways, parking (with assumed wheel weights), preliminary finish grades and drainage.

3.8.3. Coordinate finish floor elevations with architectural site plan.

3.9. Landscape

Develop and coordinate landscape design concepts entailing analysis of existing conditions, proposed components and how the occupants will use the facility. Include location and description of planting, ground improvements and visual barriers.

3.10. Specifications

Prepare outline specifications of proposed architectural, structural, mechanical and electrical materials, systems and equipment and their criteria and quality standards. Architect is to use District's standardized equipment/material list for new construction and modernization in development of the Project design and specifications. Architect shall review and comment on District's construction bid contracts and contract documents ("Division 0" documents) and Division 1 documents as part of its work under this Agreement.

3.11. Construction Cost Budget

Revise the Construction Cost Budget for the Project. Along with the conditions identified in the preceding Phase, the following conditions apply to the revised Construction Cost Budget:

3.11.1. Schematic Estimates: This estimate consists of unit cost applied to the major items and quantities of work. The unit cost shall reflect the complete direct current cost of work. Complete cost includes labor, material, waste allowance, sales tax and subcontractor's mark-up.

3.11.1.1. General conditions shall be applied separately. This estimate shall be prepared by specification section and summarized by the CSI categories.

3.11.2. The estimate shall separate the Project's building cost from site and utilities cost. Architect shall submit to District the cost estimating format for prior review and approval.

3.11.3. Escalation: all estimates shall be priced out at current market conditions. The estimates shall incorporate all adjustments as appropriate, relating to mid-point construction, contingency, and cost index (i.e. Lee Saylor Index).

3.11.4. The Construction Cost Budget for the Project must at no point exceed District's Project Budget allocation for construction. The accuracy of the Construction Cost Budget shall be the responsibility of Architect.

3.11.5. Architect shall submit its proposed Construction Cost Budget to District and

Construction Manager for review and approval. At that time, Architect shall coordinate with District and Construction Manager to further develop, review, and reconcile the Construction Cost Budget.

3.11.6. Throughout all Design Phases, Architect must recommend reasonable adjustments in the program and scope of the Project; and to include design alternates as may be necessary so that the design comes within the estimated Construction Cost Budget. Architect will receive no additional fee for any redesign service necessary to revise the Project design or Deliverables due to cost escalations or market conditions that Architect should have reasonably anticipated.

3.11.7. At the end of this Phase, the Construction Cost Budget may include design contingencies of no more than ten percent (10%) in the cost estimates.

3.12. Meetings

During this Phase, Architect shall attend, take part in, and, when indicated and requested by District and School Site staff, conduct meetings, site visits, and workshops. Architect shall take part in all meetings requested by District and School Site staff during the Schematic Design Phase.

3.13. Deliverables and Numbers of Copies

Architect shall upload all design documentation and Deliverables utilizing Procore. Additionally, Architect shall provide to District a hard copy of the following items produced in this phase, together with one copy of each item in electronic format:

3.13.1. Two copies of breakdown of Construction Cost Budget as prepared for this Phase;

3.13.2. Two copies of meeting Reports/Minutes;

3.13.3. Two copies of Schematic Design Package with alternatives;

3.13.4. Two copies of a statement indicating changes made to the Architectural Program and Schedule; and

3.13.5. Two copies of DSA file, including all correspondence and meeting notes to date, or notification in writing that Architect has not met or corresponded with DSA.

3.14. Presentation

3.14.1. Architect shall present and review with District the detailed Schematic Design.

3.14.2. The Schematic Design shall be revised within the accepted program parameters until a final concept within the Construction Cost Budget has been accepted and approved by District at no additional cost to District.

3.15. District Sign Off

3.15.1. Architect shall not begin Design Development Phase services until District provides written approval of the Schematic Design package.

4. DESIGN DEVELOPMENT PHASE

Upon District's acceptance of Architect's work in the previous phase and assuming District has not delayed or terminated this Agreement, Architect shall prepare from the accepted Deliverables from the Schematic Design Phase the Design Development Phase documents consisting of the following for each proposed system within Architect's Services:

4.1. Architectural

4.1.1. Scaled, dimensioned floor plans with final room locations including all openings.

4.1.2. 1/8" scale building sections showing dimensional relationships, materials and component relationships.

4.1.3. Identification of all fixed equipment to be installed.

4.1.4. Site plan completely drawn with beginning notes and dimensions including grading and paving.

4.1.5. Preliminary development of details and large-scale blow-ups.

4.1.6. Legend showing all symbols used on drawings.

4.1.7. Floor plans identifying all fixed and major movable equipment and furniture.

4.1.8. Further refinement of outline specification for architectural, structural, mechanical, electrical, civil and landscape manuals, systems and equipment.

4.1.9. Typical reflected ceiling development including ceiling grid and heights for each ceiling to be used, showing:

4.1.9.1. Light fixtures.

4.1.9.2. Ceiling registers or diffusers.

4.1.9.3. Access Panels.

4.2. Structural

4.2.1. Structural drawing with all major members located and sized including roof and floor framing and foundation plans.

4.2.2. Establish final building and floor elevations.

4.2.3. Preliminary specifications.

4.2.4. Identify foundation requirement (including fill requirement, piles) with associated soil pressure, water table and seismic center.

4.3. Mechanical

4.3.1. Heating and cooling load calculations as required and major duct or pipe runs sized to interface with structural.

4.3.2. Major mechanical equipment should be scheduled indicating size and capacity.

4.3.3. Ductwork and piping should be substantially located and sized.

4.3.4. Devices in ceiling must be located.

4.3.5. Legend showing all symbols used on drawings.

4.3.6. More developed outline specifications indicating quality level and manufacture.

4.3.7. Control systems must be identified.

4.3.8. Further evaluation and confirmation of the load requirements of all equipment and systems, the impact of those on existing facilities, and the requirements to increase these loads to accommodate the increase.

4.4. Plumbing

4.4.1. As applicable, identify updated, detailed single line diagram of the Project's plumbing including toilet plans, schematic piping, hot and cold and gas piping and sewer lines.

4.4.2. Major plumbing equipment must be scheduled indicating size and capacity.

4.4.3. Provide plumbing engineering calculations.

4.5. Electrical

4.5.1. All lighting fixtures must be located and scheduled showing all types and quantities of fixtures to be used, including proposed lighting levels for each usable space.

4.5.2. All major electrical equipment must be scheduled indicating size and capacity.

4.5.3. Complete electrical distribution including a one-line diagram indicating final location of switchboards, communications, controls (high and low voltage), motor control centers, panels, transformers and emergency generators, if required. Low voltage system includes fire alarm system, security system, clock and public address system, voice data system, and telecom/technology system.

4.5.4. Legend showing all symbols used on drawings.

4.5.5. More developed and detailed outline specifications indicating quality level and manufacture.

4.5.6. Further evaluation and confirmation of the load requirements of all equipment and systems, the impact of those on existing facilities, and the requirements to increase these loads to accommodate the increase.

4.6. Civil

4.6.1. Further refinement of Schematic Design Phase development of on and off-site utility systems for sewer, electrical, water, storm drain and fire water. Includes, without limitation, pipe sizes, materials, invert elevation location and installation details.

4.6.2. Further refinement of Schematic Design Phase roadways, walkways, parking and storm drainage improvements. Includes details and large-scale drawings of curb and gutter, manhole, thrust blocks, paved parking and roadway sections.

4.7. Landscape

Further refinement of Schematic Design concepts. Includes coordination of hardscape, landscape planting, ground cover and irrigation main distribution lines.

4.8. Bid Documents

Architect shall review and comment on District's construction bid contracts and contract documents ("Division 0" documents and "Division 1" documents).

4.9. Construction Cost Budget

4.9.1. Revise the Construction Cost Budget for the Project. Along with the conditions identified in this Agreement and the preceding Phases, the following conditions apply to the revised Construction Cost Budget:

4.9.2. Design Development Estimate: This further revised estimate shall be prepared by specification section, summarized by CSI category and divided by trade and work item. The estimate shall include individual item unit costs of materials, labor and equipment. Sales tax, contractor's mark-ups, and general conditions shall be listed separately.

4.9.3. The Construction Cost Budget for the Project must at no point exceed District's Project Budget allocation for construction. The accuracy of the Construction Cost Budget shall be the responsibility of Architect.

4.9.4. Architect shall submit its proposed Construction Cost Budget to District and Construction Manager for review and approval. At that time, Architect shall coordinate with District and Construction Manager to further develop, review, and reconcile the Construction Cost Budget.

4.9.5. At this stage of the design, the Construction Cost Budget may include design contingencies of no more than ten percent (10%) in the cost estimates.

4.10. Constructability Review

District and/or its designee may conduct a construction review of the Design Development documents. If conducted, District will provide that report to Architect who shall make necessary changes along with providing written comments for each item listed in the report, at no additional cost to District.

4.11. Meetings

During this Phase, Architect shall attend, take part in, and, when indicated and requested by District and School Site staff as necessary, conduct meetings, site visits, and workshops. Architect shall take part in any meeting requested by District and School Site staff during the Design Development Phase.

4.12. Deliverables and Numbers of Copies

4.12.1. Architect shall upload all design documentation and Deliverables utilizing Procore. Additionally, Architect shall provide to District a hard copy of the following items produced in this phase, together with one copy of each item in electronic format:

4.12.1.1. Two copies of Design Development drawing set from all professional disciplines necessary to deliver the Project;

4.12.1.2. Two copies of specifications;

4.12.1.3. Two copies of revised Construction Cost Budget; and

4.12.1.4. Two copies of DSA file, including all correspondence and meeting notes to date, or notification in writing that Architect has not met or corresponded with DSA.

4.13. Presentation

4.13.1. Architect shall present and review with District the detailed Design Development Deliverables.

4.13.2. The Design Development Deliverables shall be revised within the accepted program parameters until a final concept within the accepted Construction Cost Budget has been approved by District at no additional cost to District.

4.14. District Sign Off

Architect shall not begin Design Development Phase services until District provides written approval of the Design Development package.

5. CONSTRUCTION DOCUMENTS PHASE

Upon District's acceptance of Architect's work in the previous phase and assuming District has not delayed or terminated this Agreement, Architect shall prepare from the accepted Deliverables from the Design Development Phase the Construction Documents consisting of the following for each proposed system within Architect's scope of work:

5.1. Construction Documents ("CD") 50% Stage:

5.1.1. **General**

Prior to listing any specific equipment, material, supply, or furnishing, Architect shall verify, list and identify lead times and availability of all Project equipment, materials, supplies, and furnishings and ensure that all of these will be available to the contractor(s) in a timely fashion so as to not delay the Project and/or delay District's beneficial occupancy of the Project. Architect shall also provide other options to District regarding other possible and more available equipment, materials, supplies, or furnishings.

5.1.2. **Architectural**

5.1.2.1. Site plan developed to show building location, and major site elements.

5.1.2.2. Elevations (exterior and interior), sections and floor plans corrected to reflect design development review comments.

5.1.2.3. Architectural details and large blow-ups started including waterproofing details.

5.1.2.4. Well-developed finish, door, and hardware schedules.

5.1.2.5. Fixed equipment details and identification started.

5.1.2.6. Reflected ceiling plans coordinated with floor plans and mechanical and electrical systems.

5.1.3. **Structural**

5.1.3.1. Structural floor plans and sections with detailing well advanced.

5.1.3.2. Structural footing and foundation plans, floor and roof framing plans with detailing well advanced.

5.1.3.3. Completed cover sheet with general notes, symbols and legends.

5.1.4. **Plumbing**

5.1.4.1. Update all plumbing calculations and have all plumbing sized and plumbing schedule for equipment substantially developed.

5.1.5. **Mechanical**

5.1.5.1. Mechanical calculations virtually completed with all piping and ductwork sized.

5.1.5.2. Large scale mechanical details started.

5.1.5.3. Mechanical schedule for equipment substantially developed.

5.1.5.4. Complete design of Emergency Management System ("EMS").

5.1.6. **Electrical**

5.1.6.1. Lighting, power, signal and communication plans showing all switching and controls. Fixture schedule and lighting details development started.

5.1.6.2. Distribution information on all power consuming equipment; lighting and device branch wiring development well started.

5.1.6.3. All electrical equipment schedules started.

5.1.6.4. Special system components approximately located on plans.

5.1.6.5. Complete design of low voltage system. Low voltage system includes fire alarm system, security system, clock and public address system, voice data system, and telecom/technology system.

5.1.7. **Civil**

5.1.7.1. All site plans, site utilities, parking, walkway, and roadway systems updated to reflect revisions from Design Development Phase Documents, including all topographical and major site elements and existing/proposed contour lines.

5.1.7.2. Site utility plans started.

5.1.8. **Landscape**

All landscape, hardscape, and irrigation plans updated to reflect update revisions from Design Development Phase Documents.

5.1.9. **Specifications**

More than fifty percent (50%) complete development and preparation of technical specifications describing materials, systems and equipment, workmanship, quality and performance criteria required for the construction of the Project.

5.1.9.1. No part of the specifications shall call for a designated material, product, thing, or service by specific brand or trade name unless:

5.1.9.1.1. The specification is followed by the words "or equal" so that bidders may furnish any equal material, product, thing, or service, as required by Public Contract Code section 3400, or

5.1.9.1.2. The designation is allowable by a specific exemption or exception pursuant to Public Contract Code, section 3400.

5.1.9.2. Specifications shall not contain restrictions that will limit competitive bids other than those required for maintenance convenience by District and only with District's prior approval.

5.1.9.3. Specifications shall be in CSI format.

5.1.10. **Construction Cost Budget**

5.1.10.1. Revise the Construction Cost Budget for the Project. Along with the conditions identified in the preceding phases, Architect shall update and refine the Design Development Phase revisions to the Construction Cost Budget.

5.1.10.2. The Construction Cost Budget for the Project must at no point exceed District's Project Budget allocation for construction. The accuracy of the Construction Cost Budget shall be the responsibility of Architect.

5.1.10.3. Architect shall submit its proposed Construction Cost Budget to District and Construction Manager for review and approval. Architect shall coordinate with District and Construction Manager to further develop, review, and reconcile the Construction Cost Budget.

5.1.10.4. At this stage of the design, the Construction Cost Budget shall not include any design contingencies of no more than five percent (5%) in the cost estimates.

5.1.11. **Constructability Review**

District and/or its designee may conduct a construction review of the 50% Construction Documents. If conducted, District will provide that report to Architect who shall make necessary changes along with providing written comments for each item listed in the report, at no additional cost to District.

5.1.12. **Deliverables and Numbers of Copies**

Architect shall upload all design documentation and Deliverables utilizing District's Project management information system and guidelines. Additionally, Architect shall provide to District a hard copy of the following items produced in this phase, together with one copy of each item in electronic format:

5.1.12.1. Two copies of reproducible copies of working drawings;

5.1.12.2. Two copies of specifications;

5.1.12.3. Two copies of statement of requirements for testing and inspection of service for compliance with Construction Documents and applicable codes; and

5.1.12.4. Two copies of a statement indicating any authorized changes made to the design from the last phase and the cost impact of each change on the previously approved Construction Cost Budget. If no design changes occur but shifts of costs occur between disciplines, identify for District review.

5.1.13. **District Sign Off**

Architect shall not begin Construction Documents – 100% / Completion Stage services until District provides written approval of the then current fixtures, equipment, and finishes prepared by Architect.

5.2. Construction Documents – 100% / Completion Stage:

5.2.1. **Architectural**

5.2.1.1. Completed site plan.

5.2.1.2. Completed floor plans, elevations, and sections.

5.2.1.3. Architectural details and large blow-ups completed, including waterproofing details.

5.2.1.4. Finish, door, and hardware schedules completed, including all details.

5.2.1.5. Fixed equipment details and identification completed.

5.2.1.6. Reflected ceiling plans completed.

5.2.2. **Structural**

5.2.2.1. Structural floor plans and sections with detailing completed.

5.2.2.2. Structural calculations completed.

5.2.3. **Mechanical**

5.2.3.1. Large scale mechanical details complete.

5.2.3.2. Mechanical schedules for equipment completed.

5.2.3.3. Completed electrical schematic for environmental cooling and exhaust equipment.

5.2.3.4. Complete energy conservation calculations and report.

5.2.4. **Plumbing**

5.2.4.1. Plumbing calculations completed.

5.2.4.2. Large scale plumbing details completed.

5.2.4.3. Plumbing schedules for equipment completed.

5.2.5. **Electrical**

5.2.5.1. Lighting and power plan showing all switching and controls. Fixture schedule and lighting details completed.

5.2.5.2. Distribution information on all power consuming equipment, including lighting, power, signal and communication device(s) branch wiring completed.

5.2.5.3. All electrical equipment schedules completed.

5.2.5.4. Special system components plans completed.

5.2.5.5. Electrical load calculations completed.

5.2.6. **Civil**

All site plans, site utilities, parking and roadway systems completed.

5.2.7. **Landscape**

All landscape, hardscape, and irrigation plans completed.

5.2.8. **Specifications**

5.2.8.1. Complete development and preparation of technical specifications describing materials, systems and equipment, workmanship, quality and performance criteria required for the construction of the Project.

5.2.8.2. No part of the specifications shall call for a designated material, product, thing, or service by specific brand or trade name unless:

5.2.8.2.1. The specification is followed by the words “or equal” so that bidders may furnish any equal material, product, thing, or service, as required by Public Contract Code section 3400; or

5.2.8.2.2. The designation is allowable by specific allowable exemption or exception pursuant to Public Contract Code section 3400.

5.2.8.3. Specifications shall not contain restrictions that will limit competitive bids other those required for maintenance convenience by District and only with District's prior approval.

5.2.8.4. At one hundred percent (100%) review, District shall review the specifications and direct Architect to make all necessary corrections at no additional cost to District.

5.2.8.5. Coordination of the specifications with specifications developed by other disciplines.

5.2.8.6. Specifications shall be in CSI format.

5.2.9. **Construction Cost Budget**

5.2.9.1. Revise the Construction Cost Budget for the Project. Along with the conditions identified in the preceding phases, Architect shall update and refine the 50% Construction Documents Phase revisions to the Construction Cost Budget.

5.2.9.2. The Construction Cost Budget for the Project must at no point exceed District's Project Budget allocation for construction. The accuracy of the Construction Cost Budget shall be the responsibility of Architect.

5.2.9.3. Architect shall submit its proposed Construction Cost Budget to District and the Construction Manager for review and approval. At that time, Architect shall coordinate with District and Construction Manager to further develop, review, and reconcile the Construction Cost Budget.

5.2.9.4. At this stage of the design, the Construction Cost Budget shall not include any design contingencies in excess of the cost estimates.

5.2.10. **Constructability Review**

District and/or its designee shall conduct a construction review of the Construction Documents. A report shall be given to Architect who shall make necessary changes along with providing written comments for each item listed in the report.

5.2.11. **Meetings**

During this phase, Architect shall attend, take part in, and, when indicated and requested by District and School Site staff conduct meetings, site visits, and workshops. Architect shall take part in all necessary meetings requested by District and School Site staff during the Construction Document Phase.

5.2.12. **Deliverables and Numbers of Copies**

Architect shall upload all design documentation and Deliverables utilizing District's Project management information system and guidelines. Additionally, Architect shall provide to District a hard copy of the following items produced in this phase, together

with one copy of each item in electronic format:

5.2.12.1. Two copies of reproducible copies of working drawings;

5.2.12.2. Two copies of specifications;

5.2.12.3. Two copies of engineering calculations;

5.2.12.4. Two copies of revised Construction Cost Budget;

5.2.12.5. Two copies of statement of requirements for testing and inspection of service for compliance with Construction Documents and applicable codes;

5.2.12.6. Two copies of DSA file including all correspondence, meeting, back check comments, checklists to date; and

5.2.12.7. Two copies of a statement indicating any authorized changes made to the design from the last phase and the cost impact of each change on the previously approved Construction Cost Budget. If no design changes occur but shifts of costs occur between disciplines, identify for District review.

5.2.13. **District Sign Off**

Architect shall not begin Construction Documents Final Back-Check Stage services until District has provided written approval of the final fixtures, equipment, and finishes prepared by Architect.

5.3. Construction Documents Final Back-Check Stage

The Construction Documents final back-check stage shall be for the purpose of Architect incorporating all regulatory agencies' comments into the drawings, specifications, and estimates. All changes made by Architect during this stage shall be at no additional cost to District.

5.3.1. **Approval of Construction Documents**. Architect shall obtain all necessary approvals for the Construction Documents from governmental agencies with jurisdiction therefor as necessary for the bidding and construction of the work depicted in the Construction Documents, including without limitation, approvals by DSA. Architect shall revise the Construction Documents as required by DSA or other governmental agencies to obtain their respective approvals. Except for Architect's fees (which are included in the Contract Price for Basic Services) incurred in obtaining the approvals or preparing revisions pursuant to the foregoing, District shall pay all other costs or fees necessary for obtaining the approvals.

5.3.2. The final Construction Documents delivered to District upon completion of Architect's work shall be the Bid Set and shall consist of the following:

5.3.2.1. Drawings: Original tracings of all drawings on Architect's tracing paper with each Architect/Consultant's State license stamp.

5.3.2.2. Specifications: Original word-processed technical specifications on reproducible masters in CSI format.

5.3.3. Architect shall update and refine the completed Construction Documents.

5.3.4. **District Sign Off**

Architects Construction Documents Phase services shall not be deemed complete until District has provided written approval of the final Construction Documents.

6. BIDDING PHASE

Upon District's acceptance of Architect's work in the previous phase and assuming District has not delayed or terminated this Agreement, Architect shall perform Bidding Phase services for District as follows:

6.1. Architect shall:

6.1.1. Contact potential bidders and encourage their participation in the Project.

6.1.2. Coordinate the development of the bidding procedures and the construction contract documents with District. The development of bidding procedures and the construction contract documents shall be the joint responsibility of District and Architect.

6.1.3. Attend bid walk(s) as scheduled.

6.1.4. While the Project is being advertised for bids, all questions concerning intent of design will be referred to District for screening and subsequent processing through Architect.

6.1.5. If items requiring interpretation of the drawings or specifications are discovered during the bidding period, those items shall be analyzed by Architect for decision by District as to the proper procedure required. Corrective action will be in the form of an addendum prepared by Architect and issued by District.

6.1.6. Attend bid opening.

6.1.7. Coordinate with Consultants.

6.1.8. Timely respond to District questions and clarifications.

6.2. Deliverables and Number of Copies

Architect shall upload the following Deliverables utilizing District's Project management information system and guidelines. Architect shall provide to District a hard copy of the following items produced in this phase, together with one copy of each item in electronic format:

6.2.1. Two copies of meeting report/minutes from kick-off meeting;

6.2.2. Two copies of meeting report/minutes from pre-bid site walk;

6.2.3. Upon completion of the Bidding Phase, Architect shall produce a Conforming Set of plans and specifications incorporating all addenda issued. Architect shall supply District with two (2) complete, reproducible sets of plans and specifications marked as a "Conforming Set", and one (1) electronic set of plans in PDF or compatible and one (1) electronic copy of the conforming specifications in PDF.

7. CONSTRUCTION ADMINISTRATION PHASE

Upon District's acceptance of Architect's work in the previous phase and assuming District has not delayed or terminated this Agreement, Architect shall perform Construction Administration Phase services for District as follows:

7.1. Architect's responsibility to provide Construction Administration Phase services commences with District's award of the contract for construction of the Project and terminates upon satisfactory performance and completion of all tasks in this phase and commencement of the Closeout Phase or upon District's termination of this Agreement, whichever occurs first. [OPTIONAL] While Architect shall work as many hours as necessary to complete Construction Administration Phase services, Architect agrees that at a minimum it will dedicate [Insert Number] (XX) hours per week to the Project through the duration of the Construction Administration Phase.

7.2. **Management System**. Architect shall, to the extent required and applicable, utilize Procore to provide the Services hereunder.

7.3. **Change Orders**

7.3.1. Architect shall review all Project change order requests to determine if those requests are valid and appropriate. Architect shall provide a recommendation to District regarding whether the change should be approved, partially approved, returned to the contractor for clarification, or rejected.

7.3.2. Architect shall provide its response to a change order request as soon as possible and within a time to not cause a delay to the Project and/or delay District's beneficial occupancy. Architect shall be responsible for any delay established by contractor resulting from Architect's response time exceeding the time required for District's response to change orders set forth in the Project construction contract. Architect shall be solely responsible for coordinating any response required by Consultants to provide a substantive and acceptable response. Architect shall be responsible for any delay caused by Consultants for Consultant's failure to timely respond to a change order.

7.3.3. Architect shall furnish all necessary additional drawings for supplementing, clarifying, and/or correcting purposes and for change orders. District shall request these drawings from Architect and shall be at no additional cost unless designated as Extra Services by District. The original tracing(s) and/or drawings and contract wording for change orders shall be submitted to District for duplication and distribution.

7.4. **Submittals**

7.4.1. Architect shall review and approve or take other appropriate action upon contractor's submittals such as: shop drawings, project data, samples and change orders, but only for the limited purpose of checking for conformance with information given and the design concept expressed in the contract documents.

7.4.2. Architect shall review contractor's schedule of submittals and advise District on whether that schedule is complete. Architect shall provide District with proposed revisions to this schedule and advise District on whether District should approve this schedule.

7.4.3. Architect's action upon contractor's submittals shall be taken as expeditiously as possible so as to cause no unreasonable delay in the construction of the Project or in the work of separate contractors, while allowing sufficient time in Architect's professional judgment to permit adequate review. In no case shall the review period associated with

a single, particular submittal exceed ten (10) business days from its receipt by Architect, unless the complexity of the submittal warrants a longer time period for the review to be mutually agreed upon by both Parties. Architect's response to each submittal shall be a substantive and acceptable response. This 10-day time period shall not include time when a submittal is within District's control or if the submittal is being reviewed by DSA. In no way does this provision reduce Architect's liability if it fails to prepare acceptable documents.

7.5. **RFIs**. During the course of construction, Architect must respond to all Requests for Information ("RFI") as expeditiously as possible so as not to impact and delay the construction progress. In no case shall Architect's review period associated with a RFI exceed seven (7) Days, unless the complexity of the RFI warrants a longer time period for review as reasonably agreed to by District in writing in its sole discretion. Architect's response to each RFI shall be a substantive and acceptable response. This 7-day time period includes time when a submittal is within the control of Architect's Consultants. This 7-day time period shall not include time when a submittal is within District's control or if the submittal is being reviewed by DSA. In no way does this provision reduce Architect's liability if it fails to prepare acceptable documents. Architect shall be solely responsible for coordinating any response required by Consultants to provide a substantive and acceptable response. Architect shall be responsible for any delay caused by any Consultant for Consultant's failure to timely respond.

7.6. On the basis of on-site observations, Architect shall keep District informed of the progress and the quality of the work and shall endeavor to guard District against defects and deficiencies in the work. Architect shall notify District in writing of any defects or deficiencies Architect observes in the work performed by District's contractors. However, Architect shall not be a guarantor of the contractor's performance. Further, Architect shall not have control over, charge of, or responsibility for the construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the construction work.

7.7. **Rejection of Work**. Architect shall have the authority, only after written pre-approval of District, to reject Project contractors' work that does not conform to the requirements of the construction contract documents. Architect shall have the authority, upon its sole discretion, to reject Project contractors' work that presents an immediate risk of injury to persons.

7.8. **Quality Control/Punch List Process**. During the Construction Administration and Closeout Phases, Architect shall evaluate Project contractors' execution and overall delivery of work and shall use Architect's best efforts to ensure the Project meets or exceeds the criteria as set forth in the Conforming Set. The Parties acknowledge that this process is not commissioning of the Project or the Project's system(s).

7.8.1. The Quality Control/Punch List ("QC/Punch") Process is a comprehensive and systematic process to verify that the building systems and assemblies are constructed and installed as designed to meet District's requirements. Quality Control during the Construction Phase, the Closeout Phase, and all warranty periods shall achieve the following specific objectives:

7.8.1.1. Verification and documentation that assemblies and equipment are installed per manufacturer's recommendations, product minimum standards, and the design intent expressed in the Contract Documents.

7.8.1.2. Verification and documentation that the manufacturer(s) and designer(s) of assemblies, equipment, and systems have approved the full compliance, performance, and operation of all completed assemblies, equipment, and systems for that they manufactured and/or designed.

7.8.1.3. Verification and documentation that assembly, equipment, and system function.

7.8.1.4. Verification of the completeness of operations and maintenance materials.

7.8.1.5. Ensure that District's operating personnel receive all required training and are offered additional and supplemental training, on the operation and maintenance of building assemblies, equipment, and systems.

7.8.1.6. Verification and documentation of all incomplete items on punch list, and items of known non-compliance in materials, installation or operation.

7.8.2. The QC/Punch Process does not reduce the responsibility of any designers or contractors to provide a finished and fully functioning product.

7.9. **As-Built Drawings**. Architect shall review and evaluate for District, the contractor(s)' documentation of the actual construction performed during the Project that the contractor(s) must prepare and submit as As-Builts.

7.9.1. Architect shall provide to contractor(s), electronic "background" copies of all plans on which the contractor(s) shall indicate its "As-Builts" in electronic format back to District.

7.10. **Record Drawings**. Only if requested specifically by District, Architect shall incorporate all information on all As-Builts, sketches, details, and clarifications, and prepare one set of final Record Drawings for District. The Record Drawings shall incorporate onto one set of electronic drawings, all changes from all As-Builts, sketches, details, and clarifications. If a set of Record Drawings has been requested by District, then (1) Architect shall deliver it to District at completion of the construction and (2) it receipt of Record Drawings, approved by District, shall be a condition precedent to District's approval of Architect's final payment. Architect may insert the following notice on the Record Drawings:

> These drawings [or corrected specifications] have been prepared based on information submitted, in part, by others. Architect has provided a review consistent with its legal standard of care.

7.11. **O&M Manuals / Warranties**. Architect shall review equipment, operation and maintenance manuals, and a complete set of warranty documents for all equipment and installed systems, to ensure that they meet the requirements of the plans and specifications.

7.12. Architect shall also provide, at District's request, architectural/engineering advice to District on start-up, break-in, and debugging of facility systems and equipment, and apparent deficiencies in construction following the acceptance of the contractor's work.

7.13. **Contractor's Application for Payment**. Failure of Architect to perform the following tasks shall be a material breach of this Agreement.

7.13.1. **Development of Payment Procedures**. In consultation with District and Construction Manager, Architect shall assist in the development and implementation of procedures, forms and documents for the submittal, review, processing and disbursement of Progress Payments to the Project contractor(s).

7.13.2. **Certification of Payment Due**. Based on Architect's observations and evaluations,

Architect shall certify the amount due on each application for progress payment. Architect shall review and respond to applications for progress payment in a prompt manner so as to allow District to timely meet its payment obligations to Project contractor(s) under the terms of the construction contract documents and applicable law, rule or regulation.

7.13.3. **Final Payment**. Architect shall review, evaluate and certify for payment the Project contractor(s)'s application for final payment. Architect shall review and respond to the Project contractor(s)'s application for final payment in a prompt manner so as to allow District to timely meet its obligation to make payment of the Final Payment under applicable law, rule or regulation.

7.13.4. Recommendations of Payment by Architect constitute Architect's representation to District that work has progressed to the point indicated to the best of Architect's knowledge, information, and belief, and that the quality of the work is in general conformance with the contract documents.

7.14. Meetings

During this phase, Architect shall attend, take part in, and, when indicated, conduct meetings, site visits, and workshops.

7.15. Deliverables and Number of Copies

Architect shall upload the following Deliverables utilizing District's Project management information system and guidelines. Architect shall provide to District a hard copy of the following items produced in this phase, together with one copy of each item in electronic format:

7.15.1. Two copies of meeting report/minutes from kick-off meeting;

7.15.2. Two copies of observation reports; and

7.15.3. Two copies of weekly meeting reports.

7.16. Duty to Timely Respond to DSA Inquiries. Architect acknowledges that District, DSA, and/or the Inspector of Record may require Architect to submit changes or clarifications to the Construction Drawings and other documentation to DSA for its consideration and approval during the Construction Administration Phase ("DSA Request"). Any delay by Architect in responding to the DSA Request is likely to result in delays to the Project. Accordingly, Architect shall respond expeditiously and with all due diligence to any DSA Request ("DSA Response"), provided that in no event shall Architect's DSA Response occur later than two (2) Days after Architect receives notice of the DSA Request, unless a longer period of time is approved in writing, in advance, by District.

8. CLOSEOUT PHASE

8.1. As the Construction Administration Phase progresses, Architect shall perform the following Closeout Phase services for District:

8.1.1. Architect shall review the Project and observe the construction as required to determine when the contractor has completed the construction of the Project and shall prepare punch lists of items that remain in need of correction or completion.

8.1.2. Architect shall collect from the contractor, review, and forward to District all written warranties, operation manuals, spare parts, lien waivers, and Certificates of Inspection and Occupancy with Architect's recommendation as to the adequacy of these items.

8.1.3. Architect shall prepare or collect, as applicable, and provide to DSA, all reports required by DSA related to the design and construction of the Project.

8.1.4. Architect shall obtain all required DSA approval on all CCDs and any other changes that require DSA approval.

8.1.5. Architect shall prepare verified report(s) for the Project (DSA-6A/E Verified Report, Rev 04/08, or more recent revision if available).

8.1.6. Architect shall prepare a set of Record Drawings for the Project, as requested by District.

8.1.7. Architect shall review and prepare a package of all warranty and O&M documentation.

8.1.8. Architect shall organize electronic files, plans and prepare a Project binder.

8.1.9. Architect shall coordinate all Services required to close-out the design and construction of the Project with District and between Consultants.

8.1.10. Architect shall coordinate and obtain DSA approval of the Project in a time period not to exceed twelve (12) months from the date of the start of the Closeout Phase (see Exhibit C) or issuance of final payment release to the contractor(s); whichever occurs first.

8.2. When the design and construction of the Project is complete, District may prepare and record with the County Recorder a Notice of Completion.

8.3. Meetings

During this phase, Architect shall attend, take part in, and, when indicated, conduct meetings, site visits, and workshops.

8.4. Deliverables and Number of Copies

Architect shall upload the following Deliverables utilizing District's Project management information system and guidelines. Architect shall provide to District a hard copy of the following items produced in this phase, together with one copy of each item in electronic format:

8.4.1. All Project punch lists; and

8.4.2. Upon completion of the Project, all Project documents, including As-Builts and Record Drawings (if requested by District). These Deliverables are the sole property of District.

9. MEETINGS / SITE VISITS / WORKSHOPS

9.1. Architect shall attend, take part in, and, when requested, conduct meetings, site visits and workshops, as indicated below. Architect shall chair, conduct and take minutes of any meeting Architect attends (excluding Governing Board meetings and Citizens' Bond Oversight Committee meetings). Architect shall invite District and/or its representative to participate in these meetings. Architect shall keep a separate log to document design/coordination comments generated in these meetings. The approximate number of meetings below is an estimated

requisite to adequately achieve the indicated meeting objective. THE EXACT NUMBER OF MEETINGS REQUIRED TO ACCOMPLISH THE MEETING OBJECTIVES WILL BE BASED ON THE ARCHITECTURAL TEAM'S PERFORMANCE. ADDITIONAL MEETINGS OR FEWER MEETINGS MAY BE HELD, AS NECESSARY, TO ACHIEVE THE MEETING OBJECTIVES, BUT AT NO ADDITIONAL COMPENSATION TO ARCHITECT.

9.2. General Meeting, Site Visit and Workshop Requirements

9.2.1. Architect shall always be prepared to answer questions and issues from District staff, site staff, potential bidders, and/or contractors, as applicable.

9.2.2. Architect shall maintain documentation of all meetings, site visits or site observations held in conjunction with the design and construction of the Project, with documentation of major discussion points, observations, decisions, questions or comments. This documentation shall be furnished to District and/or its representative for inclusion in the overall Project documentation.

9.2.3. As required, Architect shall provide at no additional cost to District copies of all documents or other information needed for each meeting, site visit, and workshop.

9.2.4. Each meeting may last up to one full Day (eight (8) hours) and shall be held at District's office or at the Project site, unless otherwise indicated.

9.3. Meetings During Project Initiation Phase (Three (3) meeting(s))

9.3.1. Within seven (7) Days following execution of this Agreement, Architect shall participate in one Project kick-off meeting to determine the Project intent, scope, budget and timetable, which shall encompass the following:

9.3.1.1. Architect, its appropriate Consultant(s), and District staff, shall attend the meeting.

9.3.1.2. The Project kick-off meeting will introduce District's and Architect's key team members to each other and define roles and responsibilities relative to the Project.

9.3.1.3. During this meeting, Architect shall:

9.3.1.3.1. Identify and review pertinent information and/or documentation necessary from District for the completion of the Project.

9.3.1.3.2. Review and explain the overall Project goals, general approach, tasks, work plan and procedures and deliverable products of the Project.

9.3.1.3.3. Review and explain the scope of work and Project work plan for all parties present; determine any adjustments or refinements that need to be made to the work plan.

9.3.1.3.4. Review documentation of the Project kick-off meeting prepared by District's representative and comment prior to distribution.

9.4. Initial Site Visits (Three (3) meeting(s))

9.4.1. Architect shall visit the Project site to complete a visual inventory and documentation of the existing conditions.

9.4.2. Access to the Project site and associated areas shall be coordinated in advance with District. If additional site visits are required, such visits shall be at no additional costs to District.

9.5. Meetings During Architectural Program (Three (3) meeting(s))

9.5.1. Architect shall participate in two (2) public community information site meetings to receive input from the community regarding its desires and expectations regarding the design of the Project and the schedule of use of the sites during construction.

9.5.2. Architect shall conduct one (1) site meeting with District's facilities team to gather information from the facilities team, maintenance team, and site personnel and to make a visual presentation regarding the Project.

9.5.3. Electrical, civil, mechanical, structural, landscaping, and estimating consultant(s) shall participate in these meetings as appropriate and shall provide input and feedback into the development of the Construction Cost Budget.

9.6. Meetings During Schematic Design Phase (Eight (8) meeting(s))

9.6.1. Within fourteen (14) Days following the start of the Schematic Design Phase, Architect shall conduct one design workshop with District's facilities team and site personnel to complete a basic design framework with computer-aided design equipment (CADD). District may, at its discretion, allow Architect to proceed with this meeting without using CADD. Architect shall conduct a meeting at least every two (2) weeks during this Phase with itself, all its Consultants required for that meeting, District, and their designated representatives, until District has indicated its acceptance of Architect's Schematic Design. District reserves the right to require attendance of specific Consultant(s). This workshop shall include the following:

9.6.1.1. Architect shall designate its team member duties and responsibilities;

9.6.1.2. Architect and District shall review District goals and expectations;

9.6.1.3. District shall provide input and requirements;

9.6.1.4. Architect and District shall review Project scope and budget, including the Construction Cost Budget and the Project Budget;

9.6.1.5. Prepare and/or revise the scope of work list and general work plan from the Pre-Design Phase, for documentation in a computer-generated Project schedule; and

9.6.1.6. Establish and agree regarding methods to facilitate the communication and coordination efforts for the Project.

9.6.2. Architect shall conduct approximately four (4) District-Architect coordination meetings, one every 2 weeks, throughout the Schematic Design Phase.

9.6.3. Architect shall conduct approximately four (4) Design Committee meetings throughout the Schematic Design Phase.

9.7. Meetings During Design Development Phase (Six (6) meeting(s))

9.7.1. At the time designated for completion of the Design Development package, Architect shall conduct four meetings with District to review the following:

9.7.1.1. Present the Design Development package for review and comment to proceed with preparation of final plans and specification.

9.7.1.2. Architect and District shall review Project scope and budget, including the Construction Cost Budget and the Project Budget.

9.7.2. **Value Engineering Workshop (Two (2) meeting(s))**

Architect shall conduct value engineering workshop(s), as requested by District, including Architect's consultant(s), District, and Construction Manager. This workshop shall be on-going and may include several meetings.

9.8. Meetings During Construction Documents Phase (Eight (8) meeting(s))

9.8.1. Prior to beginning work on the fifty percent (50%) design package, Architect shall conduct meetings with District to revise the Design Development package and receive comments.

9.8.2. At the time designated for completion of the fifty percent (50%) submittal package, Architect shall conduct one meeting, per package or submittal, with District to review the following:

9.8.2.1. Present the fifty percent (50%) submittal package for review and comment to proceed with preparation of final plans and specification.

9.8.2.2. Architect and District shall provide further review of Project scope and budget, including the Construction Cost Budget and the Project Budget.

9.8.2.3. At the time designated for completion of the one hundred percent (100%) Construction Document package, Architect shall conduct meetings with District to review the following:

9.8.2.3.1. Present the one hundred percent (100%) Construction Document package for review and comment to proceed with preparation of final plans and specification.

9.8.2.3.2. Architect and District shall provide further review of Project scope and budget, including the Construction Cost Budget and the Project Budget.

9.9. Meetings During Bidding Phase (Three (3) meeting(s))

9.9.1. Attend and take part in two meetings with all potential bidders, District staff, and Construction Manager.

9.9.2. Conduct one kick-off meeting, per site, with the successful bidder, District staff, and Construction Manager to finalize the roles and responsibilities of each party and provide protocols and processes to follow during construction.

9.10. Meetings During Construction Administration Phase

9.10.1. Architect shall visit the Project site as necessary or when requested by District or Construction Manager, but in no case less than once per week, sufficient to determine that the Project is being constructed in accordance with the plans and specifications, and to resolve discrepancies in the contract documents and to monitor the progress of the construction of the Project. After any visit, Architect must submit to District an architect field observation report within two (2) business days of Architect's visit.

9.10.2. Conduct weekly project meetings with District staff to review with District staff the progress of the work.

9.10.3. Architect shall ensure that Consultant(s) visit the site in conformance with their agreement.

9.11. Citizens' Bond Oversight Committee Meetings

Architect acknowledges that the design and construction of the Project is subject to oversight by District's citizens' bond oversight committee. Architect shall, at District's direction, attend District citizens' bond oversight committee meeting(s) and present Architect's design to District's citizens' bond oversight committee for review and recommendation to District's Governing Board.

9.12. Governing Board Meetings

Architect acknowledges that District's Governing Board must approve all designs. Architect shall, at District's direction, attend Board meeting(s) and present Architect's design to District's Governing Board for review and approval.

EXHIBIT B
CRITERIA AND BILLING FOR EXTRA SERVICES

Architect shall bill hourly for any Extra Services, unless provided for otherwise herein, or unless an alternate payment structure is expressly requested in writing by District. The following Extra Services shall be performed by Architect if needed and if authorized in writing by District in accordance with the Article "Payment for Extra Services or Changes":

1. Making revisions in drawings, specifications, or other documents when such revisions are:

    1.1. Required to comply with direction from District that is substantively different than approvals or instructions previously given by District.

    1.2. Required by the enactment or revisions of codes, laws, or regulations subsequent to the preparation of the Conforming Set, unless those enactments or revisions were foreseeable or reasonably should have been foreseeable by Architect prior to preparation of the Conforming Set.

    1.3. Due to changes required as a result of District's failure to respond to a written request from Architect within a reasonable time, as requested by Architect.

    1.4. Required to provide services in connection with Change Orders and directive not the fault of Architect.

2. Providing services required because of significant documented changes in a Project initiated by District, including but not limited to size, quality, complexity, District's schedule, or method of bidding or negotiating and contracting for construction.

3. Providing consultation concerning replacement of work damaged by fire or other cause during construction and furnishing services required in connection with replacement of that work.

4. Providing services made necessary by the default of contractor(s), by major defects, or deficiencies in the work of contractor(s).

5. In the absence of a final Certificate of Payment or Notice of Completion, providing Services more than sixty (60) Days after the date of completion of work by contractor(s) and after Architect has completed all its obligations and tasks under this Agreement.

6. Providing Deliverables or other items in excess of the number indicated in **Exhibit A**. Before preparing, providing, sending, or invoicing for extra deliverables, Architect shall inform District that expected deliverables may be in excess of the number indicated in **Exhibit A**, so that District can procure the additional deliverables itself or direct Architect to procure the deliverables at District's expense or on District's account at a specific vendor. This includes the cost and preparation of Record Drawings.

7. Providing services as directed by District that are not part of the Services of this Agreement.

8. Providing services as an expert and/or witness for District in any mediation, arbitration, and/or trial in which Architect is (1) not a party, and (2) did not in any way cause the dispute that is being adjudicated.

9. Providing training, adjusting, or balancing of systems and/or equipment sixty (60) Days after completion of work by contractor(s) and after Architect has completed all of its obligations and tasks under this Agreement.

10. The following rates, which include overhead, administrative cost and profit, shall be utilized in arriving at the fee for Extra Services and shall not be changed for the term of this Agreement.

Job Title	Hourly Rate
Principal	$270/hr.
Project Manager/Associate/Director	$250/hr.
Project Architect/Designer	$235/hr.
Job Captain	$210/hr.
Construction Admin Project Manager	$220/hr.
Assistant Construction Admin Project Manager	$200/hr.
Interior Designer	$220/hr.
Junior Designer	$195/hr.
Construction Admin Project Coordinator	$185/hr.
Administrative	$135/hr.
Consultants: 1.10 times the consultants'standard hourly rates.	

The above rates are effective January 1, 2024, and are in effect for the calendar year 2024. On January 1 of each of the subsequent years, the above rates shall be adjusted at the rate of the Consumers Price Index as published by the Bureau of Labor Statistics.

11. The mark-up on any approved item of Extra Services performed by Consultant(s) shall not exceed **five percent (5%)**.

12. Mileage to/from the Project site is **NOT** reimbursable as Extra Services.

13. There shall be no payment for Extra Services or Changes that have not been authorized in writing by District prior to the performance of the identified Extra Service or Change.

EXHIBIT C

SCHEDULE OF WORK

1. Promptly after the execution of an Addendum to this Agreement, Architect shall prepare and submit for approval to District a Schedule of Work showing the order in which Architect proposes to carry out Architect's Services ("Schedule of Work"). The Schedule of Work shall apply to the completion of all services listed hereunder within the times established by this Agreement. The Schedule of Work shall be in the form of a progress chart clearly delineating all important increments and review dates. Architect shall update the Schedule of Work on a monthly basis and deliver two (2) copies to District along with the monthly billing.

2. Architect shall complete all Services in accordance with the Schedule of Work as authorized by District in writing.

3. The durations stated in the Schedule of Work must include the review periods required by District and all other regulatory agencies.

4. All times to complete tasks set forth in this Exhibit are of the essence. If delays in the Schedule of Work are imposed by District's inability to comply with requested meeting schedules, Architect shall maintain the right to request an adjustment in the Schedule of Work if deemed necessary to meet the deadlines set forth in this Exhibit. If approved, such extensions shall be authorized in writing by District.

Phase	Due Date
Pre- Design & Start-Up Services (Incl. Development of Architectural Program)	_____, 20___
Schematic Design Phase	_____, 20___
Design Development Phase	_____, 20___
Construction Documents Phase/Design Revision	_____, 20___
Bidding Phase	_____, 20___
Construction Administration Phase	_____, 20___
Close Out	_____, 20___

5. **Note**: The exact dates required to completion of the Project construction are subject District's modification in accordance with District's construction contract with the contractor(s), but Architect acknowledges that its Fee is based on Architect's performance of the Services and **not** on the length of time to perform those Services or for the design or construction of the Project.

EXHIBIT D

PAYMENT SCHEDULE

1. Compensation

1.1. District shall pay Architect for all Services satisfactorily completed pursuant to this Agreement in an amount equal to the fee set forth in the applicable Addendum to this Agreement. ("Fee"):

1.2. The Fee shall be full compensation for all Architect's Services, including, without limitation, all costs for personnel, travel within two hundred (200) miles of the Project location, offices, per diem expenses, printing and shipping of Deliverables in the quantities set forth in Exhibit A or any other direct or indirect expenses incident to providing the Services. Except as expressly set forth in this Agreement and Exhibit B, there shall be no payment for extra costs or expenses.

1.3. District shall pay Architect for all Services satisfactorily performed pursuant to the following schedule ("Payment Schedule"):

PERCENTAGE OF TOTAL FEE PER PHASE		
Phase		**Percent Amount**
Pre-Design, Start Up and Schematic Design Phase		15%
Design Development Phase		15%
Construction Documents Phase		39%
DSA Stamped Approval	5%	
Bidding Phase		1%
Construction Administration Phase		20%
Closeout Phase		5%
Generate Punch List	1%	
Sign Off On Punch List	1%	
Receive and Review All O&M Documents	1%	
Filing All DSA Required Closeout Documents	1%	
Receiving Final DSA Closeout, with Certification	1%	

2. Method of Payment. Invoices shall be on a form approved by District and are to be submitted to District via District's authorized representative.

2.1. Architect is responsible for promptly paying its Consultants. If reasonably requested by District Architect shall submit to District documentation showing proof that payments were made to Consultant(s). If so requested, this documentation shall be a precondition of District's payment to Architect.

2.2. Architect shall submit to District for approval a copy of Architect's monthly pay request format.

2.3. Upon receipt and approval of Architect's invoices, District agrees to make payments within forty-five (45) Days of receipt of a District-approved invoice as follows:

2.3.1. **Pre- Design/Architectural Program Development Phase**

Monthly payments for the percentage of Services complete up to ninety-five percent (95%) of the Fee for the Phase; one hundred percent (100%) payment upon District's acceptance of the Pre-Design/Architectural Program.

2.3.2. **Schematic Design Phase**

Monthly payments for the percentage of Services complete up to ninety-five percent (95%) of the Fee for the Phase; one hundred percent (100%) payment upon District's acceptance of the Schematic Design Phase.

2.3.3. **Design Development Phase**

Monthly payments for the percentage of Services complete up to ninety-five percent (95%) of the Fee for the Phase; one hundred percent (100%) payment upon District's acceptance of the Design Development Phase.

2.3.4. **Construction Documents Phase**

Monthly payments for percentage of Services complete up to ninety-five percent (95%) of the Fee for the phase; one hundred percent (100%) payment upon District's acceptance of the Construction Documents Phase.

2.3.5. **Bidding Phase**

Monthly payments for the percentage of Services complete up to ninety-five percent (95%) of the Fee for the phase; one hundred percent (100%) payment upon District's award of the bid.

2.3.6. **Construction Administration Phase**

Monthly payments for the percentage of Services complete, up to ninety-five percent (95%) of the Fee for the phase; one hundred percent (100%) payment upon District's agreement that Architect can generate a Punch List as part of the Closeout Phase. Regardless of the Services performed during any given month, Architect can invoice for no more than the percentage of construction completed on the Project.

2.3.7. **Closeout**

Individual payment(s) proportionate to the items completed within this Phase.

3. Format and Content of Invoices

3.1. Architect acknowledges that Architect's invoices for Basic Services must include detailed descriptions of the Services performed.

3.2. Invoices for Extra Services require a more detailed explanation and specificity. For example, the following descriptions, in addition to complying with all other terms of this Agreement, illustrate an appropriate level of detail for Architect's invoice(s) related to Extra Services. The times indicated are for illustrative purposes only:

Review/Respond RFIs, Const. Admin Mtgs., Review Shop Drawings, Field Sketches	5.5 hours
Prepare Construction Documents: floor plans, exterior elevations, consultant coordination.	7.5 hours
Master Budget update, Master Schedule Update, Board	6.5 hours

Presentation, Accounting coordination	

EXHIBIT E

INSURANCE REQUIREMENTS

Architect shall procure prior to commencement of the Services and maintain for the duration of this Agreement insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the Services by Architect, Architect's agents, representatives, employees and Consultant(s). Architect's liabilities, including but not limited to Architect's indemnity obligations, under this Agreement, shall not be deemed limited in any way to the insurance coverage required herein. Maintenance of specified insurance coverage is a material element of this Agreement and Architect's failure to maintain or renew coverage or to provide evidence of renewal during the term of this Agreement, as required or when requested, may be treated as a material breach of contract.

1. **Minimum Scope and Limits of Insurance**. Coverage shall be at least as broad as the following scopes and limits and shall be an occurrence-based basis unless otherwise indicated:

   1.1. **Commercial General Liability**. One million dollars ($1,000,000) per occurrence for bodily injury, personal injury and property damage. If Commercial General Liability or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to each project/location or the general aggregate limit shall be twice the required occurrence limit.

   1.2. **Commercial Automobile Liability, Any Auto**. One million dollars ($1,000,000) per accident for bodily injury and property damage.

   1.3. **Workers' Compensation Liability**. For all Architect's employees who are subject to this Agreement and to the extent required by the applicable state or federal law, Architect shall keep in full force and effect, a Workers' Compensation policy. That policy shall provide employers' liability coverage with minimum liability coverage of one million dollars ($1,000,000) per accident for bodily injury or disease. Architect shall provide an endorsement that the insurer waives the right of subrogation against District and its respective elected officials, officers, employees, agents, representatives, consultants, trustees, and volunteers.

   1.4. **Employment Practices Liability**. For all Architect's employees who are subject to this Agreement and to the extent required by the applicable state or federal law, Architect shall keep in full force and effect, an Employment Practices Liability policy. That policy shall provide employers' liability coverage with minimum liability coverage of one million dollars ($1,000,000) per occurrence. Architect shall provide an endorsement that the insurer waives the right of subrogation against District and its respective elected officials, officers, employees, agents, representatives, consultants, trustees, and volunteers.

   1.5. **Professional Liabilit**y. This insurance shall cover the design professional's liability arising from the services of Consultant(s) with a minimum of one million dollars ($1,000,000) per claim limit and two million dollars ($2,000,000) aggregate limit, and subject to no more than **seventy-five thousand dollars ($75,000) per claim deductible**, coverage to continue through completion of construction plus "tail" coverage for two (2) years thereafter. **This policy can be on a claims-made basis.**

2. **Deductibles and Self-Insured Retention**. Architect shall inform District in writing if any deductibles or self-insured retention exceeds $25,000. At the option of District, either:

   2.1. District can accept the higher deductible; or

   2.2. Architect's insurer shall reduce or eliminate the deductibles or self-insured retention as respects

District, its officers, officials, employees and volunteers.

3. **Other Insurance Provisions**. The general liability and automobile liability policies are to contain, or be endorsed to contain, the following provisions:

3.1. District reserves the right to modify the limits and coverages described herein, with appropriate credits or changes to be negotiated for those changes.

3.2. The coverage scope and limits of insurance indicated herein shall be the greater of:

3.2.1. The minimum coverage and limits specified in this Agreement; or

3.2.2. The broader coverage and maximum limits of coverage, if any, of any existing insurance policy required of Architect to be kept pursuant to this Agreement.

3.3. District, its representatives, consultants, trustees, officers, officials, employees, agents, and volunteers ("Additional Insureds") are to be covered as additional insureds as respects liability arising out of activities performed by or on behalf of Architect; instruments of Service and completed operations of Architect; premises owned, occupied or used by Architect; or automobiles owned, leased, hired or borrowed by Architect. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. Architect shall ensure that any available insurance proceeds broader than or in excess of the specified minimum insurance coverage limits/requirements shall also be available to the Additional Insureds.

3.4. For any claims related to the projects, Architect's insurance coverage shall be primary insurance as respects the Additional Insureds. Any insurance or self-insurance maintained by the Additional Insureds shall be in excess of Architect's insurance and shall not contribute with it.

3.5. Any failure to comply with reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to the Additional Insureds.

3.6. Architect's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

3.7. Each insurance policy required by this clause shall be endorsed to state that coverage shall not be suspended, voided, canceled by either Party, reduced in coverage or in limits except after thirty (30) Days prior written notice by certified mail, return receipt requested, has been given to District. At the option of District, Architect shall be the party required to provide District this notice in lieu of Architect's insurance provider.

4. **Acceptability of Insurers**. Insurance is to be placed with insurers admitted in California with a current A.M. Best's rating of no less than A:VII. Architect shall inform District in writing if any of its insurer(s) have an A.M. Best's rating less than A:VII. At the option of District, either:

4.1. District can accept the lower rating;

4.2. Require Architect to procure insurance from another insurer.

5. **Verification of Coverage**. Architect shall furnish District with:

5.1. Certificates of insurance showing maintenance of the required insurance coverage; and

5.2. Original endorsements affecting general liability and automobile liability coverage. The

endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. All endorsements are to be received and approved by District before Services commence.

EXHIBIT F **DSA FORM PR 13-01**	**EXHIBIT G** **DSA FORM IR-A6**	**EXHIBIT H** **DSA FORM 3**

ROOFING CONTRACT FINANCIAL INTEREST CERTIFICATION
(Public Contract Code section 3006)

I Mark Quattrocchi, Quattrocchi Kwok Architects, Inc.
Name — Name of Architect / Engineer

certify that I have not offered, given, or agreed to give, received, accepted, or agreed to accept, any gift, contribution, or any financial incentive whatsoever to or from any person in connection with the roof project contract on this project. As used in this certification, "person" means any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.

Furthermore, I Mark Quattrocchi, Quattrocchi Kwok Architects, Inc.
Name — Name of Architect / Engineer

certify that I do not have, and throughout the duration of the contract, I will not have, any financial relationship in connection with the performance of this contract with any architect, engineer, roofing consultant, materials manufacturer, distributor, or vendor that is not disclosed below.

I Mark Quattrocchi, Quattrocchi Kwok Architects, Inc.
Name — Name of Architect / Engineer

Have the following financial relationships with an architect, engineer, roofing consultant, materials manufacturer, distributor, or vendor, or other person in connection with the following roof project contract:

Name of firm: Quattrocchi Kwok Architects, Inc.

Mailing address: 636 Fifth Street, Santa Rosa, 95404

Addresses of branch office used for this Project: 636 Fifth Street, Santa Rosa CA 95404

If subsidiary, name and address of parent company: NA

I certify that to the best of my knowledge, the contents of this disclosure are true, or are believed to be true.

Date: 2/13/2024

Proper Name of Architect / Engineer: Quattrocchi Kwok Architects, Inc.

Signature:

Print Name: Mark Quattrocchi

Title: Principal

IRAN CONTRACTING ACT CERTIFICATION
(Public Contract Code § 2204)

Pursuant to Public Contract Code section 2204, an Iran Contracting Act certification is required for solicitations of goods or services of one million dollars ($1,000,000) or more.

Architect / Engineer shall complete **ONLY ONE** of the following three paragraphs.

☐ 1. Architect / Engineer's total Fee is less than one million dollars ($1,000,000).

OR

☒ 2. Architect / Engineer's total Fee is one million dollars ($1,000,000) or more, but Architect / Engineer is **not** on the current list of persons engaged in investment activities in Iran created by the California Department of General Services ("**DGS**") pursuant to Public Contract Code § 2203(b), and Architect / Engineer is not a financial institution extending twenty million dollars ($20,000,000) or more in credit to another person, for 45 Days or more, if that other person will use the credit to provide goods or services in the energy sector in Iran and is identified on the current list of persons engaged in investment activities in Iran created by DGS.

OR

☐ 3. Architect / Engineer's total Fee is one million dollars ($1,000,000) or more, but District has given prior written permission to Architect / Engineer to submit a proposal pursuant to Public Contract Code § 2203(c) or (d). **A copy of the written permission from District is included with this Agreement**.

I certify that I am duly authorized to legally bind Architect / Engineer to this certification, that the contents of this certification are true, and that this certification is made under the laws of the State of California.

Date: 2/13/2024

Proper Name of Architect / Engineer: Quattrocchi Kwok Architects, Inc.

Signature:

Print Name: Mark Quattrocchi

Title: Principal

RUSSIAN SANCTIONS CERTIFICATION

On February 21, 2022, President Biden issued Executive Order 14065 ("**Federal Order**") imposing economic sanctions and prohibiting many activities including, but not limited to, investing in, importing to, exporting from, and contracting with, areas of Ukraine and in Russia. On March 4, 2022, California Governor Newsom issued Executive Order N-6-22 requiring state agencies to take steps to ensure any agency and entity under contract with state agencies comply with the Federal Order ("**State Order**").

The District requires the Architect / Engineer, as a vendor with the District, to comply with the economic sanctions imposed in response to Russia's actions in Ukraine, including the orders and sanctions identified on the U.S. Department of the Treasury website (https://home.treasury.gov/policy-issues/financial-sanctions/sanctions-programs-and-country-information/ukraine-russia-related-sanctions).

If your Firm's contract with the District has a cumulative value of $5 million or more, you must also provide a written response to the District, in addition to this certification, indicating:

(1) that your Firm is in compliance with the required economic sanctions of the Federal and State Orders;

(2) the steps your Firm has taken in response to Russia's actions in Ukraine, including, but not limited to, desisting from making new investments in, or engaging in financial transactions with, Russian entities, not transferring technology to Russia or Russian entities, and directly providing support to the government and people of Ukraine.

I certify that I am duly authorized to legally bind the Architect / Engineer to this certification, and I certify that the Architect / Engineer is compliant with the Federal Order and the State Order.

Date: 2/13/2024

Proper Name of Architect / Engineer: Quattrocchi Kwok Architects, Inc.

Signature: _____

Print Name: Mark Quattrocchi

Title: Principal

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2023-2024.41 Criteria to Determine the Order of Layoff Among Certificated Employees with the Same First Date of Paid Service

Item Type: Consent

Background: The Board of Education finds that to effectively implement a reduction in particular kinds of service, pursuant to Education Code Section 44955, the District must establish objective criteria to determine the order of layoff for employees who first rendered service to the District on the same date. The Board shall establish criteria for determining certificated employees who have the same date of paid service in a probationary position based solely on the needs of the District and the students thereof.

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Tim Erwin - Assistant Superintendent, Human Resources

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ATTACHMENTS:

	Description	Upload Date	Type
	Resolution Criteria to Determine the Order of Layoff Among Certificated Employees	2/7/2024	Resolution Letter

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

February 13, 2024 Resolution No. 2023-2024.41

Resolution Establishing Criteria to Determine the Order of Layoff Among Certificated Employees with the Same First Date of Paid Service

WHEREAS, Education Code section 44955 permits the Governing Board to release or discontinue particular kinds of services; and

WHEREAS, the order of layoff is generally based on the date a teacher first rendered paid service in a probationary position; and

WHEREAS, among employees who first rendered paid service to the District on the same date, the law requires that the Governing Board shall determine the order of layoff solely on the basis of the needs of the District and its students;

NOW, BE IT RESOLVED, that as between employees who first rendered paid service in a probationary position on the same date, the needs of the District and its students will be best served by using the following criteria to establish order of layoff applied in priority order as follows:

1. Credential
   Those certificated employees with multiple credentials types shall be ranked above those certificated employees with a single credential type. Added authorizations (e.g. subject matter authorizations, supplementary authorizations, autism authorization, etc.) are not considered credential types.

2. Authorization to Provide Instruction to English Learners
   If the first criterion fails to break the tie, those certificated employees with a Certificate of Cross-Cultural Language and Academic Development (CLAD), Bilingual Cross-Cultural and Academic Development (BCLAD), California Teacher of English Learners, or other equivalent English Learner authorization shall be ranked above those without such authorization or those on an emergency permit.

3. Credential Status In Areas of Assignment
   If the first two criteria fail to break the tie, those certificated employees who possess a clear credential authorizing service in the subject matter to which they will be assigned shall be ranked above those possessing a preliminary credential in the subject matter to which they will be assigned.

4. Advanced Degree
   If the first three criteria fail to break the tie, those certificated employees with an advanced degree shall be ranked above those without an advanced degree.

5. Years of Overall Teaching Experience
   If the first four criteria fail to break the tie, those certificated employees with the most years of total teaching experience in a public or private school shall be ranked above those with fewer years of total teaching experience.

6. Drawing Lots
   If the first five criteria fail to break the tie, the District shall break any remaining ties by drawing lots.

PASSED AND ADOPTED by the following called vote this 13th day of February, 2024.

AYES: _____MEMBERS:_____

NOES:_____MEMBERS:_____

ABSENT:_____MEMBERS:_____

_____
Jennifer Williams, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:
By:_____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2023-2024.42 Approval of Budget Transfers, Increases, Decreases

Item Type: Consent

Background: After the adoption of the proposed budget for the fiscal year, it is often necessary to make budgetary transfers and revisions. Budget transfers allow budget managers to redistribute funds as needs and plans change. Budget revisions allow the District to increase or decrease funds based on entitlements and grants actually received by the District.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): Will increase revenues and expenditures in the District in the amount of $72,457.44.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.| #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

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ATTACHMENTS:

Description	Upload Date	Type
Attachment A	2/6/2024	Backup Material
Resolution No. 2023-2024.42	2/6/2024	Resolution Letter

2/5/24
Attachment A

BUDGET REVISIONS
(Budget Revisions affect Fund Balance;
Amounts are either added or subtracted from Fund Balance)

School/Dept	Description	Amount
Alameda High School	Donations	$ 4,681.00
ASTI High School	Donations	$ 900.00
Bayfarm Elementary	Donations	$ 475.00
Earhart Elementary	Donations	$ 215.80
Edison Elementary	Donations	$ 59.02
Ed Services	Donations	$ 25.00
Encinal Jr./Sr. High School	Donations	$ 27,242.03
Franklin Elementary School	Donations	$ 1,000.00
Island High School	Donations	$ 1,214.41
Lincoln Middle School	Donations	$ 522.00
Maya Lin Elementary	Donations	$ 185.00
MOF	Donations	$ 271.60
Otis Elementary	Donations	$ 6,354.00
Paden Elementary	Donations	$ 25,627.51
Ruby Bridges Elementary	Donations	$ 1,035.07
Wood Middle School	Donations	$ 2,650.00
	Total Donations	**$ 72,457.44**

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

February 13, 2024 Resolution No. 2023-2024.42

Approval of Budget Transfers, Increases, Decreases

WHEREAS, the state statute require budget appropriations to be adopted by the Board of Education in the following object codes:

1000 Certificated Salaries
2000 Classified Salaries
3000 Employee Benefits
4000 Books and Supplies
5000 Services and Other Operating Expense
6000 Capital Outlay
7000 Other Sources and Uses

AND, WHEREAS, the Board of Education desires to change the adopted appropriations;

NOW, THEREFORE, BE IT RESOLVED that the changes be made to the adopted appropriations as per Attachment A.

PASSED AND ADOPTED by the following vote this 13th day of February, 2024:

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

_____
Jennifer Williams, President
Board of Education
Alameda Unified School District

ATTEST:

By: _____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2023-2024.43 Authorization to Dispose of Surplus Property

Item Type: Consent

Background: Education Code Sections 17545 and 17546 authorize that the Board of Education may, through its designated agent, legally dispose of surplus equipment in such a state of obsolescence or disrepair that it should be disposed of and removed from district inventory.

Exhibit A contains a list of either damaged or obsolete materials or surplus property no longer required for district use.

Approval will authorize staff to dispose of these items as most appropriate and aligned with Administrative Regulation 3270: Sale and Disposal of Books, Equipment, and Supplies.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	Resolution No. 2023-2024.43	2/6/2024	Resolution Letter
🗋	Exhibit A	2/6/2024	Exhibit

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

February 13, 2024 Resolution No. 2023-2024.43

Authorization to Dispose of Surplus Property

WHEREAS, the state requires a resolution to be adopted by the Board of Education for the property transfer or retirement of used and obsolete equipment used in Maintenance, Operations, and Facilities, Food Services, or Technology as listed in:

Exhibit A - Property Transfer or Retirement Form

AND WHEREAS, the Board of Education desires to change the adopted appropriations,

NOW, THEREFORE, BE IT RESOLVED that the changes be made to the adopted appropriations as per the Exhibit.

PASSED AND ADOPTED by the following vote this 13th day of February, 2024:

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

_____
Jennifer Williams, President
Board of Education
Alameda Unified School District

ATTEST:
By:_____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Update on 2023 California School Dashboard Results (10 Mins/Information)

Item Type: Information

Background: Tonight, staff bring to the Board results from the 2023 California School Dashboard.

The CA School Dashboard is a powerful online tool that displays the performance of local educational agencies (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.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: This item is presented for information only.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Lindsey Jenkins-Stark, Sr. Manager of Research, Data, and Assessment

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ATTACHMENTS:

Description	Upload Date	Type
Presentation: 22-23 CA Dashboard Results_2.13.24	2/13/2024	Presentation

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

2022-23 California School Dashboard Results

Lindsey Jenkins-Stark
Senior Manager of Data, Assessment, and Research

February 13, 2024

Outcomes

- Provide a brief overview of the California School Dashboard and its components
- Review a summary of Alameda Unified School District's 2023 Dashboard performance

What is the California School Dashboard?

The California School Dashboard (Dashboard) is an online tool designed to help communities across the state access important information about kindergarten through grade twelve schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success.

https://www.caschooldashboard.org/

What Metrics are in the CA Dashboard?

Conditions & Climate: How well schools are providing a healthy, safe and welcoming environment

- **State Measures:** Suspension Rate
- **Local Indicators:** Basics – Teachers; Instructional Materials; Facilities; Parent and Family Engagement; Local Climate Survey

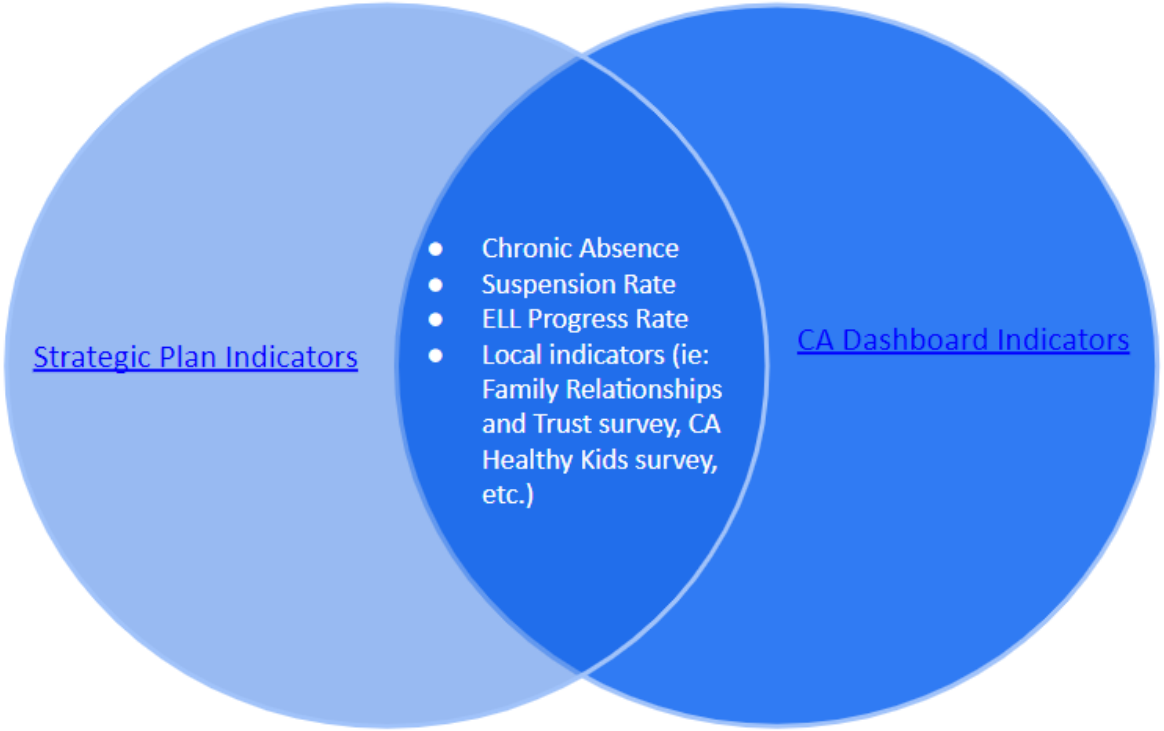
Academic Engagement: How well schools are engaging students in their learning

- **State Measures:** Chronic Absenteeism; Graduation Rate
- **Local Indicators:** Access to a Broad Course of Study

Academic Performance: Student assessment results and aspects of school performance

- **State Measures:** English Language Arts; Mathematics; English Learner Progress; College/Career Readiness (not reported in 2022)
- **Local Indicators:** Implementation of Academic Standards

Strategic Plan Indicators and CA Dashboard Indicators



Restarting Accountability

Winter, 2019

2018-19 CA Dashboard Results Released

December 2019 was the last time the state released CA Dashboard results and used them for accountability.

Spring, 2020

2019-2020 CA Dashboard Accountability Suspended

On March 27, 2020, the California Department of Education (CDE) received a waiver from the US Department of Education (ED) to waive some of the assessment, accountability, and reporting requirements. The waiver releases the requirement for California to produce state indicators for the 2020 Dashboard. In June 2020, the Governor signed Senate Bill 98 which waives the state requirements to produce the 2020 Dashboard and use it to identify local education agencies (LEAs) for additional accountability programs. LEAs that were eligible for accountability programs remain in place.

Spring, 2021

2020-21 CA Dashboard Accountability Suspended, Some Data Published

In April, the ED grants a waiver to the CDE for accountability and school identification requirements for the 202-21 school year. While the ED released California from producing data related to accountability, the CDE is still required to release chronic absenteeism and tech access data. In July 2021, Assembly Bill 130 suspends the use of the 2021 Dashboard for LEA eligibility for accountability programs, including differentiated assistance. LEAs identified for DA on the 2019 Dashboard continue to participate in activities. Local indicator data continues to be reported.

Winter, 2022

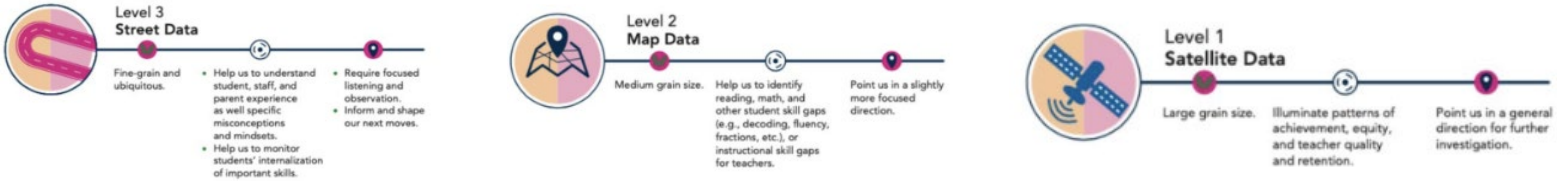
2021-22 CA Dashboard Results Released

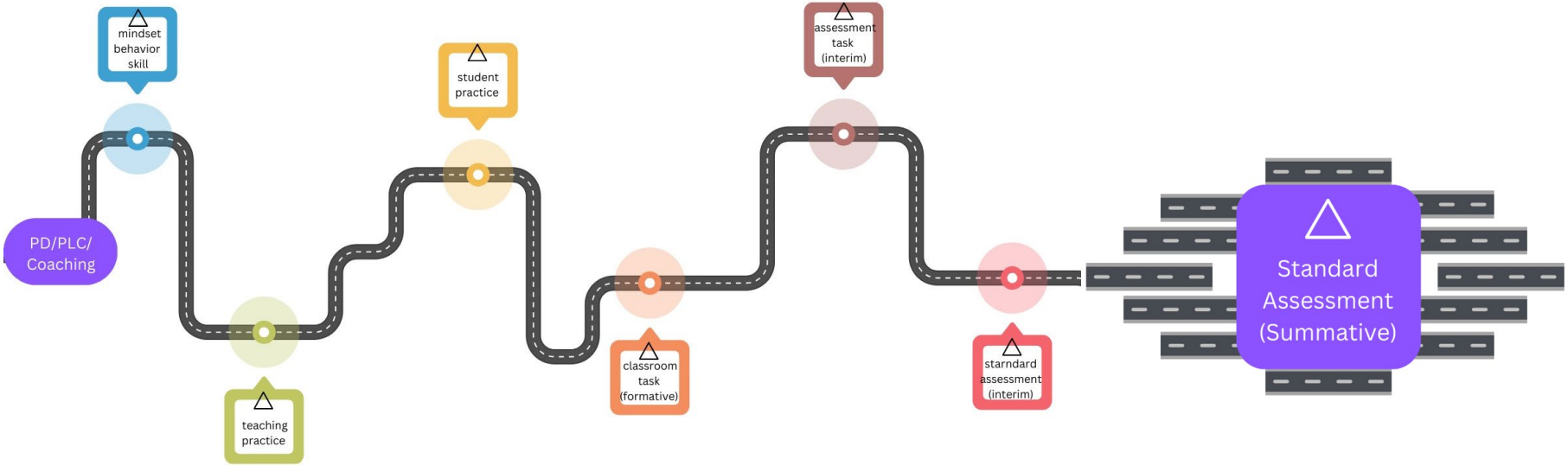
On December 15th, the first year of CA Dashboard results is released to the public since 2020. Per Assembly Bill 130, the California Department of Education (CDE) is restricted to only use 2021-22 school year performance data. Therefore only status for each applicable state indicator is reported, change and performance colors are not reported.

2022-23 CA Dashboard

On December 15th, 2023 the first year of CA Dashboard results including performance colors based on change and status data is released to the public since 2020.

Instructional Theory of Change



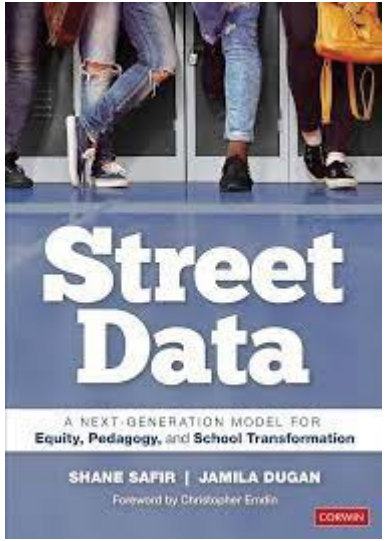


Inclusive Approach

In order to repurpose data as a tool instead of placing blame, using data for gatekeeping, or reinforcing biased narratives, we can…

1) Illuminate bright spots & ***counter narratives***
2) Encourage collection and reflection of more leading/street data
3) Use language that places responsibility on the system, not on students:

Inclusive Terms for Groups & Communities in Education

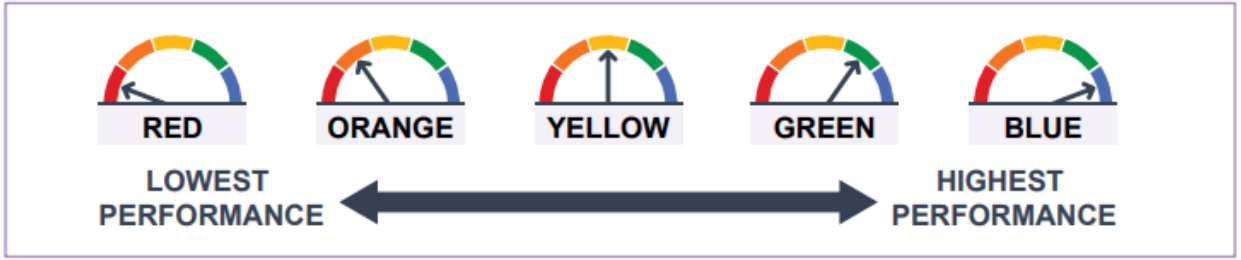


How is Performance Determined

Level	Declined Significantly (Change)	Declined (Change)	Maintained (Change)	Increased (Change)	Increased Significantly (Change)
Very High (Status)	Yellow	Green	Blue	Blue	Blue
High (Status)	Orange	Yellow	Green	Green	Blue
Medium (Status)	Orange	Orange	Yellow	Green	Green
Low (Status)	Red	Orange	Orange	Yellow	Yellow
Very Low (Status)	Red	Red	Red	Orange	Yellow

Performance in a given indicator is determined by a **combination** of status **and** change using indicator-specific rubrics

Example: a district with a status of 'Medium' that Increased its performance would have a performance rating of **green**



All Indicators

AUSD

Chronic Absenteeism Yellow	Suspension Rate Yellow	English Learner Progress Yellow	Graduation Rate Blue
College/Career High	English Language Arts Green	Mathematics Green	Basics: Teachers, Instructional Materials, Facilities STANDARD MET
Implementation of Academic Standards STANDARD MET	Parent and Family Engagement STANDARD MET	Local Climate Survey STANDARD MET	Access to a Broad Course of Study STANDARD MET

California

Chronic Absenteeism Yellow	Suspension Rate Orange	English Learner Progress Yellow	Graduation Rate Orange
College/Career Medium	English Language Arts Orange	Mathematics Orange	

Suspension Rate

The percent of students who were suspended for at least one full day during the school year

LEARN MORE

Suspension Rate

All Students | State

Yellow

2.2% suspended at least one day

Increased 0.8%

EQUITY REPORT

Number of Student Groups in Each Level

2	5	4	1	0
Red	Orange	Yellow	Green	Blue

View More Details

LEVEL	INCREASED SIGNIFICANTLY *from Prior Year (by 2.1 p.pts or more)*	INCREASED *from Prior Year (by 0.3 p.pts to 2.0 p.pts)*	MAINTAINED *from Prior Year (declined or increased by 0.2 p.pts or fewer)*	DECLINED *from Prior Year (by 0.3 p.pts to 1.9 p.pts)*	DECLINED SIGNIFICANTLY *from Prior Year (by 2.0 p.pts or more)*
VERY LOW *1.0% or less in Current Year*	Gray (N/A)	Green ▪ Asian	Blue (None)	Blue (None)	Blue (None)
LOW *1.1% to 2.5% in Current Year*	Orange (None)	Yellow ▪ **All Students (District Placement)** ▪ Filipino ▪ White ▪ Two or More Races	Green (None)	Green (None)	Blue (None)
MEDIUM *2.6% to 4.5% in Current Year*	Orange (None)	Orange ▪ English Learners ▪ Socioeconomically Disadvantaged ▪ Hispanic	Yellow (None)	Green (None)	Green (None)
HIGH *4.6% to 8.0% in Current Year*	Red ▪ African American	Orange ▪ Foster Youth ▪ Students with Disabilities	Orange (None)	Yellow ▪ Homeless	Yellow (None)
VERY HIGH *8.1% or greater in Current Year*	Red (None)	Red ▪ Native Hawaiian or Pacific Islander	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Viewing the district 5x5 tables by school type adds cut scores to the status and change labels, however, the district placement may not be held to the school type cut scores shown. District placement is kept on the 5x5 table for reference purposes only.

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
12	2	5	4	1	0

Chronic Absenteeism

The percent of students who were absent for 10 percent of more of the total instructional school days

LEARN MORE

Chronic Absenteeism

All Students | State

Yellow

15.1% chronically absent

Declined 1.8%

EQUITY REPORT

Number of Student Groups in Each Level

1	2	6	1	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEVEL	INCREASED SIGNIFICANTLY *from Prior Year (by 3.1 p.pts or more)*	INCREASED *from Prior Year (by 0.5 p.pts to 3.0 p.pts)*	MAINTAINED *from Prior Year (declined or increased by 0.4 p.pts or fewer)*	DECLINED *from Prior Year (by 0.5 p.pts to 2.9 p.pts)*	DECLINED SIGNIFICANTLY *from Prior Year (by 3.0 p.pts or more)*
VERY LOW *2.5% or less in Current Year*	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
LOW *2.6% to 5.0% in Current Year*	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM *5.1% to 10.0% in Current Year*	Orange (None)	Orange (None)	Yellow (None)	Green ▪ Asian	Green (None)
HIGH *10.1% to 20.0% in Current Year*	Red (None)	Orange (None)	Orange (None)	Yellow ▪ All Students (District Placement) ▪ White ▪ Two or More Races	Yellow ▪ English Learners ▪ Filipino
VERY HIGH *20.1% or greater in Current Year*	Red (None)	Red ▪ Homeless	Red (None)	Orange ▪ Students with Disabilities ▪ Hispanic	Yellow ▪ Socioeconomically Disadvantaged ▪ African American

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
10	1	2	6	1	0

Graduation Rate

The percent of students who received a diploma at the end of grade twelve

LEARN MORE

Graduation Rate

All Students | State

Blue

95.1% graduated

Maintained 0.5%

EQUITY REPORT

Number of Student Groups in Each Level

0	0	2	4	3
Red	Orange	Yellow	Green	Blue

View More Details →

LEVEL	DECLINED SIGNIFICANTLY *from Prior Year (by 5.1 p.pts or more)*	DECLINED *from Prior Year (by 1.0 p.pts to 5.0 p.pts)*	MAINTAINED *from Prior Year (declined or increased by 0.9 p.pts or fewer)*	INCREASED *from Prior Year (by 1.0 p.pts to 4.9 p.pts)*	INCREASED SIGNIFICANTLY *from Prior Year (by 5.0 p.pts or more)*
VERY HIGH (HIGHEST STATUS) *95.0% or greater in Current Year*	Gray (N/A)	Blue (None)	Blue ▪ All Students (District Placement) ▪ Asian ▪ White	Blue ▪ Filipino	Blue (None)
HIGH *90.5% to 94.9% in Current Year*	Orange (None)	Yellow (None)	Green ▪ Two or More Races	Green ▪ Socioeconomically Disadvantaged ▪ Hispanic	Blue (None)
MEDIUM *80.0% to 90.4% in Current Year*	Orange (None)	Orange (None)	Yellow ▪ African American	Green ▪ English Learners	Green (None)
LOW *68.0% to 79.9% in Current Year*	Red (None)	Orange (None)	Orange (None)	Yellow ▪ Students with Disabilities	Yellow (None)
VERY LOW (LOWEST STATUS) *67.9% or less in Current Year*	Red (None)	Red (None)	Red (None)	Red (None)	Red (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
9	0	0	2	4	3

English Language Arts*

The average distance from meeting the standard on the ELA State Assessment (SBAC or CAA)

LEARN MORE

English Language Arts

All Students | State

Green

33.9 points above standard

Maintained -2.8 Points

EQUITY REPORT

Number of Student Groups in Each Level

1	2	3	2	2
Red	Orange	Yellow	Green	Blue

View More Details →

LEVEL	DECLINED SIGNIFICANTLY *from Prior Year (by more than 15.1 points)*	DECLINED *from Prior Year (by 3.0 to 15.0 points)*	MAINTAINED *from Prior Year (declined or increased by less than 2.9 points or fewer)*	INCREASED *from Prior Year (by 3.0 to 14.9 points)*	INCREASED SIGNIFICANTLY *from Prior Year (by 15.0 points or more)*
VERY HIGH (HIGHEST STATUS) *+45.0 points or more Current Year*	Green (None)	Green ▪ White	Blue ▪ Asian	Blue ▪ Two or More Races	Blue (None)
HIGH *+10.0 to +44.9 points in Current Year*	Green (None)	Green ▪ Filipino	Green ▪ **All Students (District Placement)**	Green (None)	Blue (None)
MEDIUM *-5.0 to +9.9 points in Current Year*	Yellow (None)	Yellow ▪ Hispanic	Yellow (None)	Green (None)	Green (None)
LOW *-5.1 to -70.0 points in Current Year*	Orange ▪ English Learners	Orange (None)	Orange ▪ Socioeconomically Disadvantaged	Yellow ▪ African American	Yellow ▪ Homeless
VERY LOW (LOWEST STATUS) *-70.1 points or lower in Current Year*	Red (None)	Red ▪ Students with Disabilities	Red (None)	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Viewing the district 5x5 tables by school type adds cut scores to the status and change labels, however, the district placement may not be held to the school type cut scores shown. District placement is kept on the 5x5 table for reference purposes only.

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
10	1	2	3	2	2

*A more in-depth analysis of the State Assessments was presented to the public at the October 24, 2023

Math*

The average distance from meeting the standard on the Math State Assessment (SBAC or CAA)

LEARN MORE

Mathematics

All Students | State

Green

8.5 points above standard

Maintained 1.3 Points

EQUITY REPORT

Number of Student Groups in Each Level

1	2	4	2	1
Red	Orange	Yellow	Green	Blue

View More Details →

LEVEL	DECLINED SIGNIFICANTLY *from Prior Year (by 15.1 points or more)*	DECLINED *from Prior Year (by 3.0 to 15.0 points)*	MAINTAINED *from Prior Year (declined increased by 2.9 points or fewer)*	INCREASED *from Prior Year (by 3.0 to 14.9 points)*	INCREASED SIGNIFICANTLY *from Prior Year (by 15.0 points or more)*
VERY HIGH (HIGHEST STATUS) *+35.0 points or more in Current Year*	Green (None)	Green (None)	Blue (None)	Blue ▪ Asian	Blue (None)
HIGH *0.0 to +34.9 points in Current Year*	Green (None)	Green (None)	Green ▪ **All Students (District Placement)** ▪ White	Green ▪ Two or More Races	Blue (None)
MEDIUM *-0.1 to -25.0 points in Current Year*	Yellow (None)	Yellow ▪ Filipino	Yellow (None)	Green (None)	Green (None)
LOW *-25.1 to -95.0 points in Current Year*	Orange ▪ English Learners	Orange ▪ Hispanic	Orange (None)	Yellow ▪ Socioeconomically Disadvantaged ▪ African American	Yellow ▪ Homeless
VERY LOW (LOWEST STATUS) *-95.1 points or fewer in Current Year*	Red (None)	Red ▪ Students with Disabilities	Red (None)	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Viewing the district 5x5 tables by school type adds cut scores to the status and change labels, however, the district placement may not be held to the school type cut scores shown. District placement is kept on the 5x5 table for reference purposes only.

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
10	1	2	4	2	1

*A more in-depth analysis of the State Assessments was presented to the public at the October 24, 2023

English Learner Progress

English Learner Progress

All Students | State

Yellow

56.9% making progress towards English language proficiency

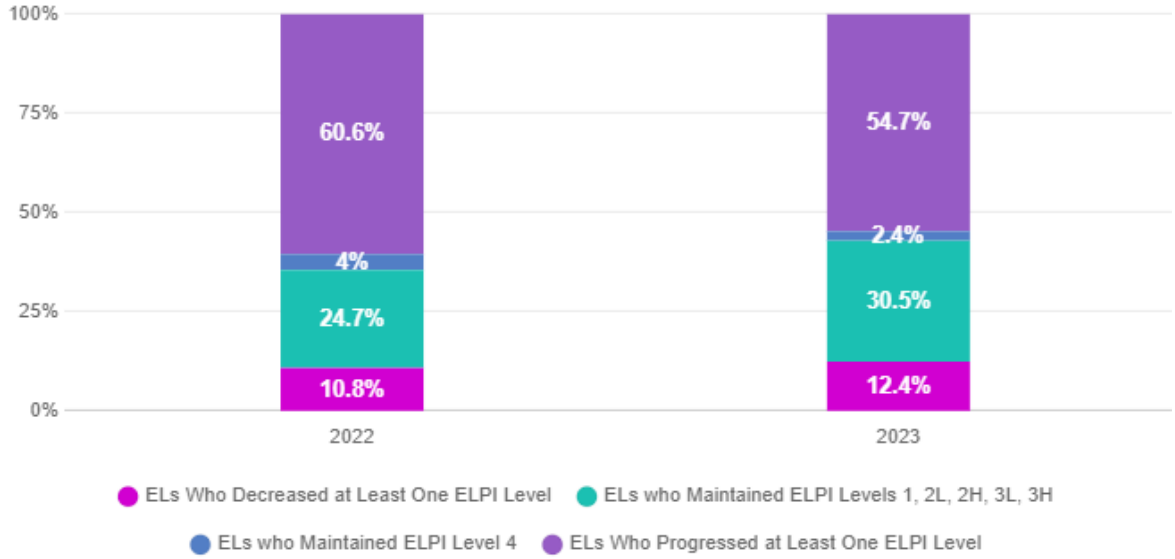
Declined 7.6%

Number of EL Students: 515

Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



College and Career Indicator

LEARN MORE

College/Career

All Students | State

High

64.3% prepared

EQUITY REPORT

Number of Student Groups in Each Level

0	4	2	3	1
Very Low	Low	Medium	High	Very High

View More Details →

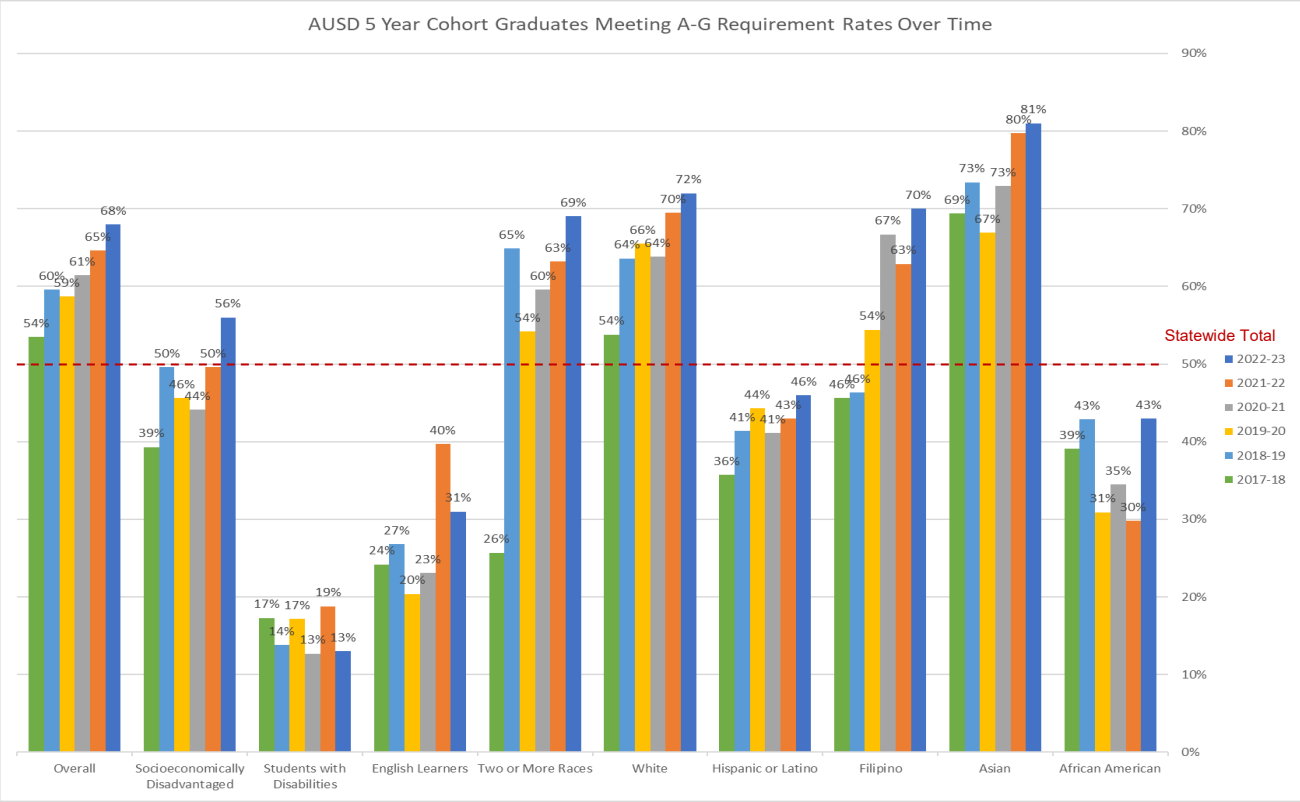
VERY HIGH *70.0% or greater in Current Year*	Very High ▪ Asian
HIGH *55.0% to 69.9% in Current Year*	High ▪ **All Students (District Placement)** ▪ Filipino ▪ White ▪ Two or More Races
MEDIUM *35.0% to less than 54.9% in Current Year*	Medium ▪ Socioeconomically Disadvantaged ▪ Hispanic
LOW *10.0% to 34.9% in Current Year*	Low ▪ English Learners ▪ Homeless ▪ Students with Disabilities ▪ African American
VERY LOW *9.9% or lower in Current Year*	Very Low (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Very Low	Low	Medium	High	Very High
10	0	4	2	3	1

UC/CSU Requirements



Performance Across Indicators by Student Group

Student Group Report for 2023

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Yellow	Yellow	Blue	Green	Green	High
English Learners	Yellow	Yellow	Orange	Green	Orange	Orange	Low
Foster Youth	N/A	--	Orange	--	--	--	--
Homeless	N/A	Red	Yellow	--	Yellow	Yellow	Low
Socioeconomically Disadvantaged	N/A	Yellow	Orange	Green	Orange	Yellow	Medium
Students with Disabilities	N/A	Orange	Orange	Yellow	Red	Red	Low
African American	N/A	Yellow	Red	Yellow	Yellow	Yellow	Low
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	Green	Green	Blue	Blue	Blue	Very High
Filipino	N/A	Yellow	Yellow	Blue	Green	Yellow	High
Hispanic	N/A	Orange	Orange	Green	Yellow	Orange	Medium
Native Hawaiian or Pacific Islander	N/A	--	Red	--	--	--	--
White	N/A	Yellow	Yellow	Blue	Green	Green	High
Two or More Races	N/A	Yellow	Yellow	Green	Blue	Green	High

N/A: Not Applicable

-- : No Performance Level

Support: Differentiated Assistance

How does a district qualify for DA support?

The **same student group** must meet the criteria in **two different priority areas:**

Priority 4 *Pupil Achievement*	Priority 5 *Pupil Engagement*	Priority 6 *School Climate*	Priority 8 *Broad Course of Study*
ELA and Math ***Red/Red*** *or* ***Red/Orange*** *on the ELA and Mathematics Academic Indicators*	**Chronic Absenteeism** ***Red*** *on the Chronic Absenteeism Indicator*	**Suspension** ***Red*** *on the Suspension Rate Indicator*	**College/ Career Readiness** ***Very Low Status**** *on the College/Career Indicator*
OR	**OR**		
ELPI ***Red*** *on the English Learner Progress Indicator*	**Graduation** ***Red*** *on the Graduation Rate Indicator*		

**For the 2023 Dashboard, there are no performance level colors for the College/Career Readiness Indicator*

AUSD Differentiated Assistance History

- **2017**: AUSD is identified for Differentiated Assistance based on the performance of Students with Disabilities (Year 1).
- **2018:** AUSD exits Differentiated Assistance for Students with Disabilities based on Fall 2018 Dashboard results. AUSD is identified for Differentiated Assistance based on the performance of Homeless students (Year 1).
- **2019**: AUSD is identified for Differentiated Assistance based on the performance of Homeless students (Year 2).
- **2020 & 2021:** Suspended due to COVID 19
- **2022:** AUSD is identified for Differentiated Assistance based on the performance of Homeless Students (restart Year 1 due to COVID 19).
- ***2023**: AUSD no longer qualifies for Differentiated Assistance*

Summary: Conditions & Climate and Academic Engagement

Bright Spots	Areas to Dig Deeper
• **The suspension rate** declined (-.3% to -1.9%) for Students Experiencing Homelessness. • **Chronic absenteeism** declined (-.5% to -2.9%) or declined significantly (-3% or more) for all student groups except for Students Experiencing Homelessness. • **The Graduation Rate** increased (1% to 4.9%) for students who identify as Filipino, Hispanic, and for Students with Disabilities, Socioeconomically Disadvantaged students, and English Learning students. • AUSD's overall **Graduation Rate** is very high (over 95%).	• **The suspension rate** increased (+.3% to +2%) for students who identify as Filipino, White, Two or More Races, Hispanic, Pacific Islander, and for students who are Learning English, are Socioeconomically Disadvantaged, and Foster Youth; and increased significantly (+2.1% or more) for students who identify as African American. • **The suspension rate** remains High (4.6% to 8%) for: students who identify as African American, Students with Disabilities and Foster Youth; and Very High for students who identify as Pacific Islander. • **Chronic absenteeism** is very high (20.1% or greater) for: Students Experiencing Homelessness, Students with Disabilities, Socioeconomically Disadvantaged students, and students who identify as Hispanic or African American; and high (10.1% to 20%) for: students who identify as White, Two or More Races, Filipino, and Students Learning English. • **The graduation rate** is low (68% to 79.9%) for Students with Disabilities, and medium(80% to 90.4%) for students who identify as African American, and English Learning students.

Summary: Academic Performance

Bright Spots	Areas to Dig Deeper
• **AUSD's overall average distance from meeting standard (DFS) in ELA and Math** is high (+10 to +44.9 points). • **The DFS on the ELA State Assessment** increased (+3 to +14.9 points) for students identifying as Two or More Races and African American and increased significantly (+15% or more points) for Students Experiencing Homelessness. • **The DFS on the ELA State Assessment** is very high (+45 points or more) or high (+10 to +44.9 points) for students who identify as Asian, White, Two or More Races, and Filipino. • **The DFS on the Math State Assessment** increased (+3 to +14.9 points) for students identifying as Asian, Two or More Races and African American and students who are Socioeconomically Disadvantaged and increased significantly (+15% or more points) for Students Experiencing Homelessness. • **The DFS on the Math State Assessment** is very high (+35 points or more) for students who identify as Asian and high (0 to +34.9 points) for students who identify as White and Two or More Races.	• **The average distance from standard (DFS) on the ELA State Assessment** declined (-3 to -15 points) for students identifying as White, Filipino, Hispanic, and for Students with Disabilities, and declined significantly (-15.1 or more points) for English Learning students. • **The DFS on the ELA State Assessment** is low (-5.1 to -70 points) for students who identify as African American, English Learning students, Socioeconomically Disadvantaged students, and Students Experiencing Homelessness and very low (-70.1 points or more) for Students with Disabilities. • **The DFS on the Math State Assessment** declined (-3 to -15 points) for students identifying as Filipino, Hispanic, and for Students with Disabilities, and declined significantly (-15.1 or more points) for English Learning students. • **The DFS on the Math State Assessment is low** (-25.1 to -95 points) for students who identify as African American or Hispanic, and for English Learning students, Socioeconomically Disadvantaged students, and Students Experiencing Homelessness and very low (-95.1 points or more) for Students with Disabilities.

Summary: Academic Performance, *cont...*

Bright Spots	Areas to Dig Deeper
• The majority of AUSD English Learning students are making **progress towards English language proficiency** (56.9%). • **The College and Career Indicator** is very high (70% or greater) or high (55% to 69.9%) for students who identify as Asian, Filipino, White, or Two or More Races. • **The percent of AUSD graduates meeting A-G Requirements** has increased over time overall (54% to 67.5%), for students who identify as Two or More Races (65/54% to 69%), White (54% to 72%), Hispanic/Latino (36% to 45.7%), Filipino (46% to 69.6%), Asian (69% to 81.3%), Socioeconomically Disadvantaged Students (39 to 56.3%), and English Learning Students (24% to 40/31.4%).	• The percentage of English Learning students who made **progress towards English language proficiency** declined 7.6% compared to last year. • **The College and Career Indicator** is low (10% to 34.9%) for students who identify as African American, Students with Disabilities, English Learning Students, and Students Experiencing Homelessness. • **The percent of AUSD graduates meeting A-G requirements** has remained stagnant and low for Students with Disabilities (range of 10-19%) and students who identify as African American (range of 30%-43%).

African American Student Achievement

Bright Spots	Areas to Dig Deeper
• Chronic Absenteeism declined significantly from the prior year (-5.7%). • The graduation rate of students who identify as African American is Medium/High at 90%. • The average distance from meeting standard increased in ELA (6.5 points) and Math (9.7 points) for students who identify as African American.	• Chronic absenteeism is high for students who identify as African American (37.7%). • The suspension rate increased significantly (2.2%) and is high for students who identify as African American (6.8%). • A-G requirement completion is low for students who identify as African American (4.3%). • The average distance from meeting standard is low in both ELA (43.9 points below standard) and Math (93.2 points below standard) for students who identify as African American.

Overall Summary

- AUSD is outperforming the state in ELA, Math, Graduation Rates, Suspension Rates and the College and Career Indicator on the CA Dashboard. AUSD is performing the same as the state in Chronic Absenteeism and the English Learner Progress indicators on the Dashboard.
- AUSD's Chronic Absence Rate improved, declining across the district and for nearly all student groups while the Suspension Rate increased across the district and for nearly all student groups.
- AUSD's performance improved for Students Experiencing Homelessness in several indicators including suspension rate, ELA and Math though chronic absence for this student group remains high.
- AUSD's performance improved for students who identify as African American in several indicators including chronic absence, ELA, and Math. However, the suspension rate for students who identify as African American has increased.
- Opportunity gaps persist across indicators, primarily between students who identify as White, Asian, and Two or More Races and those who identify as African American or Hispanic, Socioeconomically Disadvantaged students, English Learning students, Students Experiencing Homelessness and Students with Disabilities.
- AUSD's Graduation Rate continues to be high overall, but the percent of graduates meeting A-G requirements is much lower, and while it is improving for all student groups, it remains stagnant for students who identify as African American and Students with Disabilities.
- AUSD no longer qualifies for differentiated assistance.

Approaches to Address Trends

Math	ELA
• Eureka Math 2.0 Adoption implementation in Grades K-5. Including: site-specific implementation learning walks, with a focus on language, student talk, and engagement, Math Teacher Leaders at K-5. • New 6-8 Math curriculum adoption & implementation • Algebra 1, Geometry, Algebra 2 discovery process for new curriculum to be piloted in 2023-2024 • Summer Algebra recovery through anti-bias grant	• Re-focus on Integrated ELD via Constructing Meaning (6-12) and GLAD (K-5) • Literacy Framework, and deepening screening and intervention tools • Secondary pilot of vertically articulated 6-12 English Language Development curriculum • Streamlined and launched process for progress monitoring of current English Learners and Reclassified Fluent English Proficient students to ensure supports

Cross-Content Practices
• Teacher collaboration focused on student data • School site review of SBAC data in relationship to their SPSA instructional focus to gather more leading/street data • Grading for Equity: Ensure grades are more aligned with standards • Aligning and codifying interventions that span General Education and Special Education • Mentor and Advisor program for Black and Latinx scholar students • Targeted approaches in the LCAP around indicators and student groups that need improvement

2022-23 California School Dashboard Results

Board Discussion & Questions

Resources

- Flyers for Parents (and Those New to the Dashboard)
- Flyers for Educators
- On-Demand Recordings and Notetaking Guide
- Talking Points
- Additional Resources

How is Race/Ethnicity Determined?

What is the federal requirement for collecting data on race and ethnicity?

A two-part question must be used to collect data about students' or staff members' race and ethnicity.

- The first part should consist of a question about the respondent's ethnicity:
  - Hispanic or Latino
  - Not Hispanic or Latino
- The second part asks respondents to select one or more races from the following categories:
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Native Hawaiian or Other Pacific Islander
  - White

In addition, California *Government Code (GC)* Section 8310.5 requires the detailed collection of Asian and Pacific Islander sub-populations.

Data Reporting

What do we do about students or staff members who are already in our student information system whose race or ethnicity is stored as "Declined to State" or "Unknown"?

The federal guidelines assume that the process for identifying students and staff remains unchanged; that is, the race and ethnicity for all students and staff are identified, preferably by self-identification. The CDE will implement a default designation in federal reports that will be applied to records without valid race designations. To prevent such default designations for missing information in student and staff records, LEAs may want to re-survey students or staff for whom the data are missing.

back to top

I have aggregate reports that I need to send off for other state and federal programs. How do I aggregate the data according to the new categories?

Aggregation will not be an issue with CALPADS reporting, because LEAs will report student level data to CALPADS. LEAs may have specialized programs, however, where they may be required to submit aggregate reports that include student or staff demographic data. Race and ethnicity data should be aggregated into the following seven categories for federal education program reporting:

- Hispanic/Latino of any race;

Only for individuals who are non-Hispanic/Latino:

- American Indian or Alaska Native,
- Asian,
- Black or African American,
- Native Hawaiian or Other Pacific Islander,
- White

For any individuals who identify themselves as not Hispanic and identify themselves by more than one race, they should be reported as:

- Two or more races

Please contact your CDE program representative to confirm specific state program reporting instructions.

For additional information: https://www.cde.ca.gov/ds/sp/cl/refaq.asp#q1

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Update on School Level Initiatives to Support African American Achievement at Lincoln Middle School (20 Minutes/Information)

Item Type: Information

Background: AUSD continues to share the struggle of many school districts when it comes to serving all of our students effectively. That is, we continue to see differences in outcomes and opportunities for students in our system, differences that correlate to factors like race, disability, and housing status. This pattern warrants both our sustained attention and a sustained effort to disrupt.

It is our belief that through collective action we can disrupt and change the outcomes we are seeing for our African American students.

In May 2023, leaders from Ruby Bridges Elementary, Wood Middle, and Encinal Jr. & Sr. High School presented their plans for particular programs and strategies to support achievement for our African American students. Alameda High School brought their presentation to the Board in October 2023.

Tonight, leaders from Lincoln Middle School will share information about their site plans to support achievement for our African American students with the Board. Subsequent presentations on this topic will come to the Board throughout the 2023-2024 school year.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: This item is presented for information only.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission,

and guiding principles.| #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Kirsten Zazo, Asst. Supt. of Ed. Services and Sheila SatheWarner, Principal, Lincoln MS

ATTACHMENTS:

	Description	Upload Date	Type
🗋	Presentation: School Level Initiatives at LMS_2.13.24	2/7/2024	Presentation

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Update on School Level Initiatives to Support African American Achievement at Lincoln Middle School

February 13, 2024

Lincoln Middle School

Presenters

Sheila SatheWarner
Veronika Huntsberry
and LMS Students in our Truth Program

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School Context - LMS

- In Fall of 2020, we had 4 teachers/admin of color **(0 Black, 1 Latinx)**
- **This year we have 12 teachers/admin of color (2 Black and 3 Latinx)**
- In 2021-2022, **23% of students in COST were Black** (only 8% of population) and **31% Latinx** (only 15% of population)
- **This year 9% of students in COST are Black and 9% Latinx**

SPSA Goal One - Instruction Focus Actions

Teacher Actions/Expectations	
1.	Daily Structured Academic Discourse built into instruction
2.	**All Courses show evidence of Disrupt Text/ Racial Reconciliation work**
3.	Plan curriculum using the SPIRAL Framework/Studio Pathways templates and formative data LMS Instructional Planning Tool Checklist

SP

Studio Pathways

Entry points through the development of an artful, culturally inclusive environment that supports learning across content.

I

Inquiry

Creative and research-based approaches to subject areas, driven by lines of thought, curiosity, and purposeful intention.

R

Reconciliation

Reckoning, racial healing and social change as achieved through shared knowledge, ongoing power analysis and continued exploration of narratives and lineages.

A

Artistic Research

Active and engaged experiential methods and techniques, centered in culturally responsive arts integration practices, in order to process and encode learning.

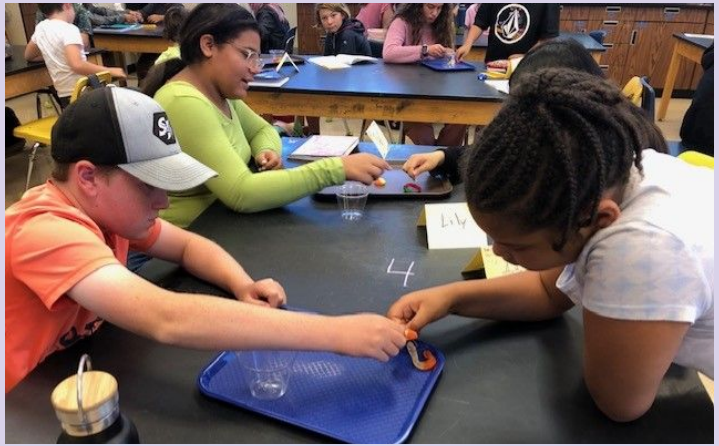
L

Liberation

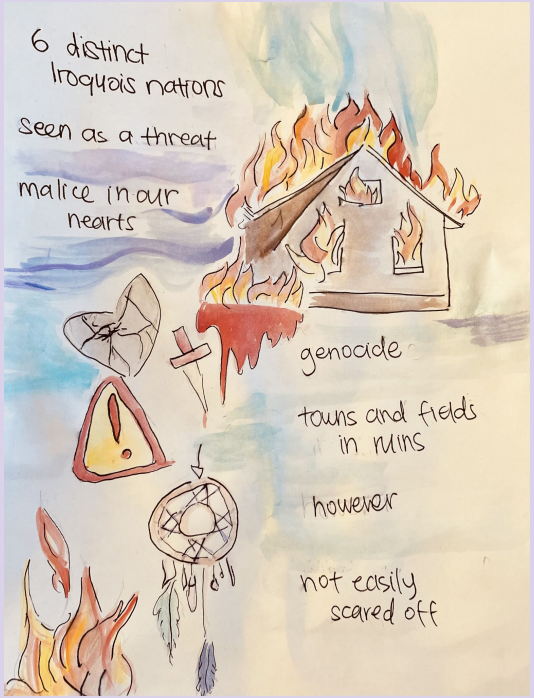
Removal of obstacles to connection and joy, making learning visible through embodied performances of understanding, personal expression and reflection, critical thinking, and collective wisdom.

Studio Pathways

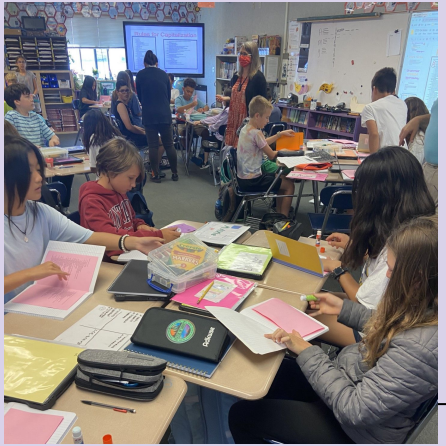
Inquiry



Racial Reconciliation



Artistic Research



Liberation and Joy

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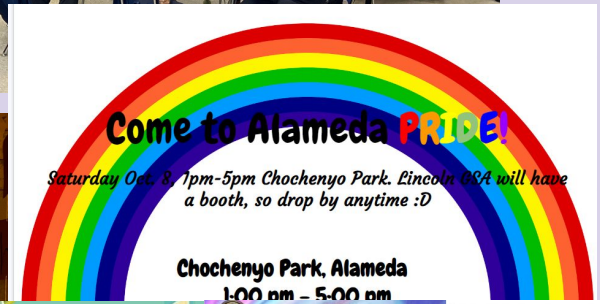
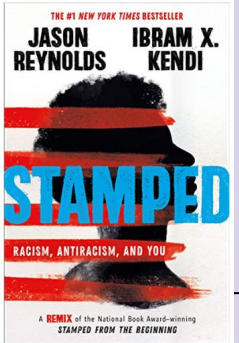
SPSA Goal Two - Social Emotional Learning Actions

	Teacher Actions/Expectations
1.	Create a safe environment with quiet corners, collect data of its use
2.	Implement weekly restorative practices and collect data on classroom climate and participation
3.	Affinity Groups: Truth Program, Gente Unida, AAPI, GSA, MSA, Jew Crew collect student voice, parent outreach

Equity and Inclusion Work





- Town Halls for Black/Latinx Families
- Truth Program, Gente Unida, AAPI, MSA and Jew Crew Affinity Spaces
- Disrupt Text/Racial Reconciliation Work
- Active GSA

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Affinity Groups Student Voice
The WHY
of Racial Reconciliation work

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Successes and Progress to Date

- 3 students in Truth when we started, over 30 students today
- More teacher buy in and more Affinity Spaces
- Students feel more empowered because they are seen and heard
- Black and BIPOC teachers experience fewer micro/macro agessions at LMS

Dilemmas

- How do we continue to train new staff on this work?
- How do we include and train support staff on this work?

Next Steps

What support is needed to help you continue to make progress on your goals for African American student achievement?

- **Funding for Disrupt Text and Scholars Work**
- **Support Recruiting more BIPOC teachers**
- **More Funding for anti-racist PD such at Studio Pathways**

School Level Initiatives for AA Achievement at Lincoln MS

Board Discussion/Questions

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Report on Budget Priorities, Challenges, and Constraints for 2024 and Beyond: Mid-Year LCAP Report (10 Mins/Information)

Item Type: Information

Background: The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

AUSD's 2023-24 Local Control and Accountability Plan was approved by the Board on June 27, 2023. This was year three of a three-year plan that began in 2021-22. A new three-year plan needs to be put in place for 2024-25, 2025-26, and 2026-27.

At the August 8th Board of Education meeting, staff presented the process for development of this three-year plan and the timeline for engagement and implementation.

Tonight's presentation will give the Board and Community a mid-year update on how the LCAP work is progressing.

AUSD LCAP Goals: 2a. Support all students in becoming college and career ready.| 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): n/a

Recommendation: This item is presented for information only.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.| #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

	Description	Upload Date	Type
🗋	February 13: Mid-Year LCAP Update Presentation	2/7/2024	Presentation
🗋	January 9: Superintendent's Presentation on Budget Priorities, Challenges, and Constraints for 2024 and Beyond	1/8/2024	Presentation

ALAMEDA UNIFIED SCHOOL DISTRICT
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Budget Priorities, Challenges, and Constraints for 2024 and Beyond: Mid-Year LCAP Update

Kirsten Zazo, Asst. Superintendent of Ed Services
February 13, 2024

LCAP Mid-Year Report Background

Per Ed. Code 52062(a)(6):

(A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district.

(B) The report shall include both of the following:

> *(i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan.*
>
> *(ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.*

2023-24 Timeline (For 2023-24 LCAP)

Dec-March	• Stakeholder Engagement on LCAP • Sites budgeting and SPSA crafting
April	• Submit Draft of Annual Update for 23-24 LCAP to ACOE
	• Submit Draft of LCAP to ACOE
May	• Review sessions with Alameda County Office of Education (ACOE) • Site SPSA Approval with SSC
June	• By June, hold 2 Board meetings: - Public Hearing June 13, 2024 - Adoption June 25, 2024 • Site SPSA due for Board Approval- June
July	• Submit Board approved LCAP within 5 days of Board Adoption and by July 1
August	• August - ACOE issues clarifying questions to LEA
	• August 27 - District responds to clarifying questions
September	• September - ACOE sends LCAP approval to Board of Education

State Accountability Model for California

California's Eight State Priorities

1 Basic Services
- Rate of teacher misassignments
- Access to standards-aligned materials
- Facilities in good repair

2 Implementation of State Standards
- Academic content
- Performance standards

3 Parental Involvement
- Efforts to seek parental input in decision making
- Promotion of parent participation

4 Pupil Achievement
- Standardized test scores
- Advanced placement test pass rates
- English learning proficiency and reclassification rates
- Evidence of college and career readiness

5 Pupil Engagement
- Attendance rates
- Middle & high school dropout rates
- Graduation rates
- Chronic absenteeism rates

6 School Climate
- Suspension rates
- Expulsion rates
- Sense of safety and connectedness (school climate surveys)

7 Course Access
- Pupil enrollment in a broad course of study, including core academic subjects, STEM, world languages, the arts, health, career technical education, and physical education

8 Other Pupil Outcomes
- Pupil outcomes in broad course of study

Source: California Department of Education, State Priority Related Resources. https://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp.

AUSD Strategic Goals 2022-2025

Focus Area 1: Foundational Program	Focus Area 2: Systems and Structures for Student Support	Focus Area 3: Resource, Talent Management, and Communications
➔ 1.1 Student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk ➔ 1.2 Learning is aligned to and supported by grade-level standards and clear policies ➔ 1.3 Relationships are built or improved to support learning and supportive environments	★ 2.1 Every school and teacher provides the academic, social/emotional, and culturally responsive support each student needs ★ 2.2 Educators have time to collaborate and grow in service of student learning ★ 2.3 School teams consistently support equitable student outcomes ★ 2.4 School and student schedules create equitable access and learning opportunities	❖ 3.1 Finance: provide long-term financial stability necessary to maintain core programming and services ❖ 3.2 Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel ❖ 3.3 Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD's students, staff, and families.

Strategic Plan Goals Are LCAP Goals (Update)

LCAP Goal 1: Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; **Strategic Plan Goal 1.2:** Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning.

LCAP Goal 2: Strategic Plan Goal 1.3: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning.

LCAP Goal 3: Strategic Plan Goal 2.1: Every teacher provides the academic, social emotional, and culturally responsive support each student requires.

LCAP Goal 4: Strategic Plan Goal 2.2: Educators have dedicated time to collaborate, learn, and grow in service of student learning.

LCAP Goal 5: Strategic Plan Goals 2.3: School Teams (Instructional Leadership Teams, Coordination of Services Team) consistently ensure equitable outcomes for students and **Strategic Plan Goal 2.4:** Schedules are strategically designed to create access to equitable learning opportunities and prioritize support for students who need it most.

LCAP Goal 6: Strategic Plan 3.1: Finance: Provide the long-term financial stability necessary to maintain core programming. **Strategic Plan Goal 3.2:** Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel. **Strategic Plan Goal 3.3:** Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD's students, staff, and families.

Strategic Plan Goals Are LCAP Goals (Update)

LCAP Goal 7: Increase the academic performance of Black/AA students in the areas of ELA and math by improving the quality of Tier 1 instruction and increasing Tier 2-3 interventions through direct services to students.

In 2022-23, 62% of students overall at Ruby Bridges experienced typical or high growth and 60% of Black/AA students experienced typical or high growth compared to the overall district in which 68% of students in 1-5 experienced good or typical growth in Reading.

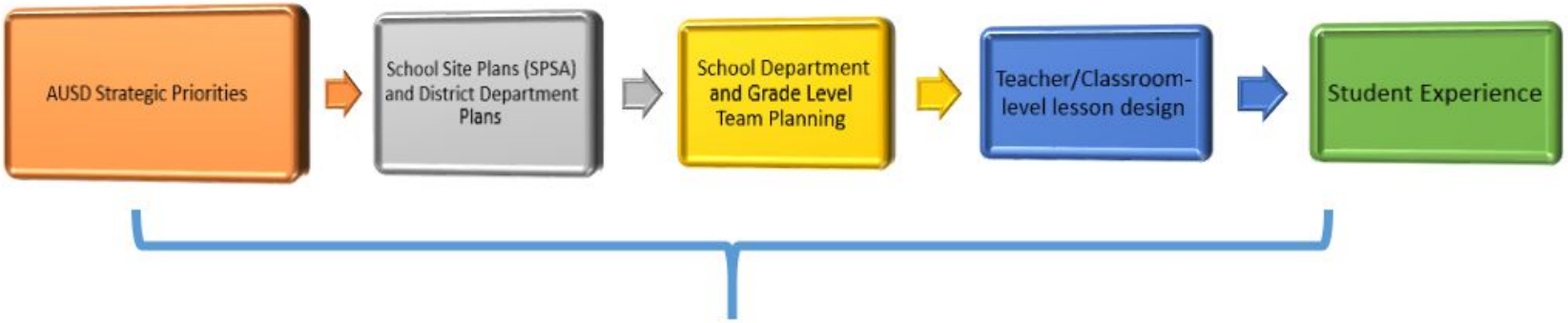
In math, 55% of students overall at Ruby Bridges experienced typical or high growth and 57% of Black/AA students experienced typical or high growth compared to the overall district in which 61% of students in 1-5 experienced good or typical growth.

By June 2024, 75% of students will have typical or high growth in the areas of reading and math as measured by the STAR SGP report.

LCAP Goal 8: Increase access to school by improving the chronic absenteeism rate of our unhoused students from 56% to 41% by June of 2024.

How All Plans Work Together

1. Strategic priorities should drive and influence each subsequent level of planning district-wide.
2. Those priorities gain sharper focus and detail the closer they move to the classroom.
3. The LCAP seeks to compile and account the investments, expenditures, and initiatives that support all levels of planning.



Local Control Accountability Plan (LCAP)

State-required, locally drafted plan that describes the goals, actions, services, and expenditures to support student outcomes.

Goals, Actions, and Services: Goal 1

LCAP Goal 1: Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning

District Metrics:

- Chronic Absenteeism (Dashboard/Dataquest)
- Suspension Rate (Dashboard)
- Expulsion Rate (Dataquest)
- High School Graduation Rate (Dashboard)
- High School Dropout Rate (Dataquest)
- Middle School Drop-out Rate (Dataquest)
- Student Safety (California Healthy Kids Survey)
- Average Daily Attendance Percentage
- Student Connectedness - CHKS relationships
- ELA/Math - SBAC
- ELA/Math - Early Assessment Program (EAP)
- CA Standards Aligned Classroom Tasks - Walkthrough Tool

State Priorities Addressed:

- Priority 5 (Pupil Engagement)
- Priority 6 (School Climate)
- Priority 2 (Implementation of State Standards)
- Priority 4 (Pupil Achievement)
- Priority 7 (Course Access)
- Priority 8 (Pupil Outcomes)

Related Dashboard Indicators:

- Chronic Absenteeism
- Suspension Rate
- Graduation Rate
- Local Climate Survey
- Academic Indicator (ELA)
- Academic Indicator (Math)
- College/Career
- Implementation of Academic Standards

Reporting Mid-Year Outcome Data

Metric	Available
Goal 1: Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning	
Chronic Absenteeism	X
Suspension Rate	X
Expulsion Rate	X
High School Graduation Rate	**IN PROGRESS**
High School Dropout Rate	**IN PROGRESS**
Middle School Dropout Rate	**IN PROGRESS**
Percentage of schools offering courses described in Ed. Code 51210 and Ed. Code 51220 as applicable.	X
Average Daily Attendance	X
Student Connectedness - CHKS relationships	**IN PROGRESS**
Math SBAC: Average Distance From Standard Met	X
ELA SBAC: Average Distance From Standard Met	X

Reporting Mid-Year Outcome Data

Metric	Available
Goal 1: Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning	
Early Assessment Program (EAP): Percentage of 11th grade students demonstrating college readiness in Math on EAP	X
Early Assessment Program (EAP): Percentage of 11th grade students demonstrating college readiness in ELA on EAP	X
CA Standards Aligned Classroom Tasks - Percentage of classroom tasks that are standards aligned on walkthrough tool	X

Key

Available For Data Pull	X
Unavailable For Data Pull (i.e. unreliable due different factors, state produced data, i.e.)	In Progress

Mid-Year Outcome Data: Goal 1

LCAP Metric	21-22 (Baseline LCAP Data)		Mid Year (as of Jan 29)
Chronic Absenteeism	All	18%	11.8%
	SED	32.2%	18.1%
	EL	22.7%	17.5%
	SWD	31.1%	23.0%
	HY	57.9%	52.2%
	AA	37.5%	22.7%
	Asian	8.9%	4.0%
	Filipino	17.4%	9.9%
	H/L	27.5%	20.3%
	White	15.0%	10.4%
	Multi	16.8%	6.7%
Average Daily Attendance	All	97.0%	94.2%

LCAP Metric	21-22 (Baseline LCAP Data)		Mid Year (as of Jan 29)
Suspension Rate	All	1.6%	1.4%
	SED	2.9%	2.7%
	EL	1.5%	2.4%
	SWD	4.1%	3.1%
	HY	7.4%	2.9%
	AA	4.9%	5.3%
	Asian	0.5%	0.7%
	Filipino	1.6%	0.6%
	H/L	1.7%	2.0%
	White	1.6%	1.0%
	Multi	1.6%	0.7%
Expulsion Rate	All	0%	0.04%

Mid-Year Outcome Data: Goal 1

LCAP Metric	21-22 (Baseline LCAP Data)	Mid Year (as of Jan 29)
Percentage of schools offering courses described in Ed. Code 51210 and Ed. Code 51220 as applicable.	100%	100%
CA Standards Aligned Classroom Tasks - Percentage of classroom tasks that are standards aligned on walkthrough tool	100%	100%

Mid-Year Outcome Data: Goal 1

LCAP Metric	21-22 (Baseline LCAP Data)		Mid Year (as of Jan 29)
Math SBAC Proficiency	All	56.6%	57.3%
	SED	36.1%	37.3%
	EL	11.1%	16.7%
	SWD	16.7%	20.3%
	HY	12.5%	16.7%
	AA	26.1%	27.9%
	Asian	65.4%	68.5%
	Filipino	53.7%	46.8%
	H/L	38.5%	35.3%
	White	63.9%	64.5%
	Multi	62%	64.7%

LCAP Metric	21-22 (Baseline LCAP Data)		Mid Year (as of Jan 29)
ELA SBAC Proficiency	All	67.6%	66.1%
	SED	50.1%	47.7%
	EL	5.7%	9.4%
	SWD	20.5%	20.3%
	HY	17.4%	16.7%
	AA	46.6%	41.9%
	Asian	74.5%	71.8%
	Filipino	69.9%	66.3%
	H/L	54.8%	49.9%
	White	74.5%	72.8%
	Multi	68.6%	73.2%

Mid-Year Outcome Data: Goal 1

LCAP Metric	21-22 (Baseline LCAP Data)		Mid Year (as of Jan 29)
Early Assessment Program (EAP): Percentage of 11th grade students demonstrating college readiness in ELA on EAP (SBAC Level 3 or higher)	All	71.74%	75.82%
	SED	54.60%	62.64%
	EL	12.20%	14.81%
	SWD	56%	34.33%
	HY	*	*
	AA	28.95%	47.73%
	Asian	78.92%	80.59%
	Filipino	76.74%	80.85%
	H/L	58.88%	64.57%
	White	77.57%	81.59%
	Multi	78.05%	84.94%

LCAP Metric	21-22 (Baseline LCAP Data)		Mid Year (as of Jan 29)
Early Assessment Program (EAP): Percentage of 11th grade students demonstrating college readiness in Math on EAP (SBAC Level 3 or higher)	All	50.85%	47.14%
	SED	35.12%	34.87%
	EL	22%	14.81%
	SWD	11.54%	13.84%
	HY	*	*
	AA	10.25%	14.28%
	Asian	62.98%	62.36%
	Filipino	50%	34.78%
	H/L	30.19%	28.35%
	White	59.77%	53.77%
	Multi	50%	55.55%

**cohort is less than 10 students, too small to protect anonymity*

Reporting Mid-Year Expenditure - Goal 1

Actions	Title	Total Funds (Revised)	Mid Year Report (Exp)
1.1	Teaching and Learning Services	$916,064.00	$530,511.87
1.2	Career Technical Education (CTE)	$798,973.00	$284,635.29
1.3	Focal Support - Professional Development - Additional Day	$334,793.00	$195,286.00
1.4	Focal Support - Instructional Coaches	$1,143,171.00	$601,807.68
1.5	Focal Support - ELD Support - ELD	$68,713.00	$31,985.24
1.6	Focal Support - ELD Support - ELD	$204,684.00	$119,392.29

Reporting Mid-Year Expenditure - Goal 1

Actions	Title	Total Funds (Revised)	Mid Year Report (Exp)
1.7	Focal Support - Assessment Services	$751,455.00	$513,916.33
1.8	Credit Recovery	$63,468.00	$0.00
1.9	Instructional Materials	$1,903,304.00	$1,005,536.16
1.10	Development and Support - Standards and Engagement	$510,890.00	$223,552.25
1.11	Special Education Services	$34,625,647.00	$15,218,132.77
1.12	Instructional Technology	$2,053,189.00	$1,079,460.58

Board Questions and Discussion

APPENDIX

Available Mid Year Data

Goals, Actions, and Services: Goal 2

LCAP Goal 2: Strategic Plan Goal 1.3: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning.

District Metrics:

- Engaged and Trusting Family Relationships - % Positive responses on Family Relationships and Trust Survey

State Priorities Addressed:

- Priority 3 (Parental Involvement)

Related Dashboard Indicators:

- Parent Engagement

Reporting Mid-Year Outcome Data

Metric	Available
Goal 2:Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning	
Engaged and Trusting Family Relationships - % Positive responses on Family Relationships and Trust Survey	**IN PROGRESS**

Goals, Actions, and Services: Goal 3

LCAP Goal 3: Strategic Plan Goal 2.1: Every teacher provides the academic, social emotional, and culturally responsive support each student requires

District Metrics:

- Reclassification Rate
- Annual English Language Proficiency Assessments for California (ELPAC) growth (currently EL Progress Indicator from dashboard)
- Percentage of non-Long Term English Learner (LTEL) ELs at risk of becoming LTEL
- EL Access to Common Core State Standards (CCSS) & ELD Standards implementation (designated)

State Priorities Addressed:

- Priority 2 (Implementation of State Standards)
- Priority 4 (Pupil Achievement)
- Priority 7 (Course Access)
- Priority 8 (Pupil Outcomes)

Related Dashboard Indicators:

- English Learner Progress

Reporting Mid-Year Outcome Data

Metric	Availability
Goal 3:Strategic Plan Goal 2.1: Every teacher provides the academic, social emotional, and culturally responsive support each student requires	
English Learner Reclassification Rate: % of ELs reclassifying to Fluent English Proficient (FEP)	**IN PROGRESS**
Annual growth target for English Language Proficiency Assessment for California (ELPAC)	**IN PROGRESS**
Percentage of non LTEL English Learners who are at risk of becoming LTELs (% of English Learners who are in their 5th year of English Learner status)	**IN PROGRESS**
English Learner Access to Common Core State Standards (CCSS): % of non-newcomer ELs accessing CCSS in setting with English-only peers	X
English Language Development (ELD) Standards Implementation: % of ELs receiving designated ELD instruction with fidelity to district model and aligned to ELD Standards	X
Expanded Learning Opportunities Programs will be offered to all TK/K-6th grade unduplicated pupils in 2023.	X

Goals, Actions, and Services: Goal 4

Strategic Plan Goal 2.2: Educators have dedicated time to collaborate, learn, and grow in service of student learning

District Metrics:

- CA Standards Aligned Professional Development: Percentage of Professional Development that is standards aligned

State Priorities Addressed:

- Priority 2 (Implementation of State Standards)
- Priority 4 (Pupil Achievement)
- Priority 8 (Pupil Outcomes)

Related Dashboard Indicators:

- Academic Indicator (ELA)
- Academic Indicator (Math)
- College/Career
- Implementation of Academic Standards

Reporting Mid-Year Outcome Data

Metric	Availability
Goal 4:Strategic Plan Goal 2.2 Educators participate in continuous cycles of inquires to collaborate, learn, and grow in service of student learning in the context of best practices and current education research.	
CA Standards Aligned Professional Development: Percentage of Professional Development that is standards aligned	X

Goals, Actions, and Services: Goal 5

LCAP Goal 5: Strategic Plan Goals 2.3: School Teams (Instructional Leadership Teams, Coordination of Services Team) consistently ensure equitable outcomes for students. 2.4: Schedules are strategically designed to create access to equitable learning opportunities and prioritize support for students who need it most.

District Metrics:

- Reclassification Rate
- Annual English Language Proficiency Assessments for California (ELPAC) growth (currently EL Progress Indicator from dashboard)
- Percentage of non-Long Term English Learner (LTEL) ELs at risk of becoming LTEL
- EL Access to Common Core State Standards (CCSS) & ELD Standards implementation (designated)

State Priorities Addressed:

- Priority 2 (Implementation of State Standards)
- Priority 4 (Pupil Achievement)
- Priority 7 (Course Access)
- Priority 8 (Pupil Outcomes)

Related Dashboard Indicators:

- English Learner Progress

Reporting Mid-Year Outcome Data

Metric	Availability
Goal 5: Strategic Plan Goals 2.3:School Teams (Instructional Leadership Teams, Coordination of Services Team) consistently ensure equitable outcomes for students and 2.4: Schedules are strategically designed to create access to equitable learning opportunities and prioritize support for students who need it most	
UC ‘a-g’ Completion: Percentage of graduating seniors completing UC ‘a-g’ requirements	X
Career Pathway Enrollment: Percentage of high school students enrolled in CTE pathway coursework	X
Career Pathway Completion: Percentage of 12th grade students completing Career Technical Education (CTE) Pathway	**In Progress**
Career Pathway AND UC ‘a-g’ Completion: Percentage of 12th grade students completing Career Technical Education (CTE) Pathway AND UC ‘a-g’ requirements	**In Progress**
Advanced Placement (AP) Exam Pass Rate: Percentage of AP Exams taken with a score of 3 or more	X
Advanced Placement (AP) Enrollment: Percentage of students (Grades 10-12) enrolling in at least 1 AP course	X
College/Career Readiness: Percentage of high school graduates who placed in the ‘prepared’ level for the C/C indicator on the California Dashboard	X
Percent of students referred for a Special Education assessment who eligible for Special Education vs. those who are referred for a Special Education assessment and aren't eligible.	**In Progress**
Triennial Assessment Completion Date	**In Progress**

Goals, Actions, and Services: Goal 6

LCAP Goal 6: Strategic Plan Goals 3.1: Finance: Provide the long-term financial stability necessary to maintain core programming. 3.2: Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel. 3.3: Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD' students, staff, and families.

District Metrics:

- Percentage of teachers fully credentialed and highly qualified
- Percentage of teachers qualified to teach ELs
- Percentage of teachers appropriately assigned
- Number of substantiated Williams complaints for textbooks
- School facilities ratings

State Priorities Addressed:

- Priority 1 (Basic Services)

Related Dashboard Indicators:

- Basics

Reporting Mid-Year Outcome Data

Metric	Availability
Goal 6: Strategic Plan 3.1: Finance: Provide the long-term financial stability necessary to maintain core programming 3.2: Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel. 3.3: Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD' students, staff, and families.	
Credentialing: % of teachers fully credentialed and highly qualified	In progress
English Learner (EL) Authorization: % of teachers qualified to teach ELs	In progress
Assignment: % of teachers appropriately assigned	In progress
Williams Complaints – Textbooks: Number of substantiated instructional materials Williams Complaints per year	X
Facilities Rating: % of school sites scoring at least 'good' using Facilities Inspection Tool (FIT)	X

Goals, Actions, and Services: Goal 7

LCAP Goal 7:

Increase the academic performance of Black/AA students in the areas of ELA and math by improving the quality of Tier 1 instruction and increasing Tier 2-3 interventions through direct services to students.

- In 2022-23, 62% of students overall at Ruby Bridges experienced typical or high growth and 60% of Black/AA students experienced typical or high growth compared to the overall district in which 68% of students in 1-5 experienced good or typical growth in Reading.
- In math, 55% of students overall at Ruby Bridges experienced typical or high growth and 57% of Black/AA students experienced typical or high growth compared to the overall district in which 61% of students in 1-5 experienced good or typical growth.
- By June 2024, 75% of students will have typical or high growth in the areas of reading and math as measured by the STAR SGP report.

District Metrics:

- Average Distance from Meeting Standard in ELA SBAC (lagging indicator)
- Star Reading Growth Percentile Rank from Fall to Winter and Fall to Spring (leading indicator)
- Average Distance from Meeting Standard in Math SBAC (lagging indicator)
- Star Math Growth Percentile Rank from Fall to Winter and Fall to Spring (leading indicator)

State Priorities Addressed:

- Priority 4 (Pupil Achievement)

Related Dashboard Indicators:

- Academic Indicator (ELA)
- Academic Indicator (Math)

Reporting Mid-Year Outcome Data

Metric	Availability
Goal 7:Increase the academic performance of Black/AA students in the areas of ELA and math by improving the quality of T1 instruction and increasing T2-3 interventions through direct services to students. In 2022-23 62 percent of students overall at Ruby Bridges experience typical or high growth and 60 percent of Black/AA students experience typical or high growth compared to the overall district in which 68% of students in 1-5 experience good or typical growth in Reading. In math, 55 percent of students overall at Ruby Bridges experience typical or high growth and 57 percent of Black/AA students experience typical or high growth compared to the overall district in which 61% of students in 1-5 experience good or typical growth. By June 2024, 75 percent of students will have typical or high growth in the area of reading and math as measured by the STAR SGP report.	
Average Distance from Meeting Standard in ELA SBAC (lagging indicator)	In Progress
Average Distance from Meeting Standard in Math SBAC (lagging indicator)	In Progress
Star Reading Growth Percentile Rank from Fall to Winter and Fall to Spring (leading indicator)	In Progress
Star Math Growth Percentile Rank from Fall to Winter and Fall to Spring (leading indicator)	In Progress

Goals, Actions, and Services: Goal 8

LCAP Goal 8: Increase access to school by improving the chronic absenteeism rate of of our unhoused students from 56% to 41% by June of 2024.

District Metrics:

- Chronic Absence for unhoused students

State Priorities Addressed:

- Priority 5 (Pupil Engagement)

Related Dashboard Indicators:

- Chronic Absenteeism

Reporting Mid-Year Outcome Data

Metric	Availability
Goal 8: Increase access to school by improving the chronic absenteeism rate of of our unhoused students from 56% to 41% by June of 2024.	
Chronic Absence for unhoused students	X

Mid-Year Outcome Data: Goal 3

LCAP Metric	21-22 (Baseline LCAP Data)	Mid Year (as of Jan 29)
English Learner Access to Common Core State Standards (CCSS): % of non-newcomer ELs accessing CCSS in setting with English-only peers	100%	100%
English Language Development (ELD) Standards Implementation: % of ELs receiving designated ELD instruction with fidelity to district model and aligned to ELD Standards	100%	100%
Expanded Learning Opportunities Programs will be offered to all TK/K-6th grade unduplicated pupils in 2023.	New Metric for 23-24	100%

Mid-Year Outcome Data: Goal 4

LCAP Metric	21-22 (Baseline LCAP Data)	Mid Year (as of Jan 29)
CA Standards Aligned Professional Development: Percentage of Professional Development that is standards aligned	100%	100%

Mid-Year Outcome Data: Goal 5

LCAP Metric	21-22 (Baseline LCAP Data)		Mid Year (as of Jan 29)
UC A-G Requirement Completion: Percentage of Graduating Seniors completing UC A-G requirements: All, SED, EL, SWD, HY, AA, A, F, H/L, W, M	All	68.6%	60.6%
	SED	58.4%	42.7%
	EL	34.4%	11.1%
	SWD	14.3%	19.1%
	HY	*	*
	AA	45.6%	32.9%
	Asian	82.7%	72%
	Filipino	70.9%	68.8%
	H/L	47.1%	68.8%
	White	72.5%	63.6%
	Multi	69%	67.7%

LCAP Metric	21-22 (Baseline LCAP Data)		Mid Year (as of Jan 29)
Advanced Placement Enrollment: Percentage of students (Grades 10-12) enrolling in at least 1 AP course by: All, SED, EL, SWD, HY, AA, A, F, H/L, W, M	All	48%	51.7%
	SED	31%	38.6%
	EL	11%	14.3%
	SWD	8%	13.1%
	HY	6%	*
	AA	24%	31.1%
	Asian	57%	70%
	Filipino	39%	50.8%
	H/L	34%	36.8%
	White	56%	52.7%
	Multi	50%	53.8%

**cohort is less than 10 students, too small to protect anonymity*

Mid-Year Outcome Data: Goal 5

LCAP Metric	21-22 (Baseline LCAP Data)	Mid Year (as of Jan 29)
Advanced Placement (AP) Exam Pass Rate: Percentage of AP Exams taken with a score of 3 or more	77%	76.2%
Career Pathway Enrollment: Percentage of High School Students Enrolled in CTE Pathway Coursework	27%	32.6%
College/Career Readiness: Percentage of high school graduates who placed in the 'prepared' level for the C/C indicator on the California Dashboard	*	64.3%

** Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2022 Dashboard*

Mid-Year Outcome Data: Goal 6

LCAP Metric	21-22 (Baseline LCAP Data)	Mid Year (as of Jan 29)
Williams Complaints – Textbooks: Number of substantiated instructional materials Williams Complaints per year	0	0
Facilities Rating: % of school sites scoring at least 'good' using Facilities Inspection Tool (FIT)	100%	100%

Mid-Year Outcome Data: Goal 7

LCAP Metric	21-22 (Baseline LCAP Data)	Mid Year (as of Jan 29)	
Average Distance from Meeting Standard in ELA SBAC (lagging indicator)	**New Metric for 23-24**	-40.4	Overall
		-60.5	**AA**
Average Distance from Meeting Standard in Math SBAC (lagging indicator)	**New Metric for 23-24**	**-33.5**	**Overall**
		-82.4	**AA**
Star Reading Growth Percentile Rank from Fall to Winter and Fall to Spring (leading indicator)	**New Metric for 23-24**	**58.1%**	
Star Math Growth Percentile Rank from Fall to Winter and Fall to Spring (leading indicator)	**New Metric for 23-24**	**67.2%**	

Mid-Year Outcome Data: Goal 8

LCAP Metric	21-22 (Baseline LCAP Data)	Mid Year (as of Jan 29)
Chronic Absence for unhoused students	40%	46.9%

Reporting Mid-Year Expenditure - Goal 2

Actions	Title	Total Funds (Revised)	Mid Year Report (Exp)
2.1	Family Engagement - Differentiated and Culturally Responsive	$209,624.00	$122,276.49
~~2.2~~	~~Family Engagement Leadership and Coordination~~	~~$10,820.00~~	~~$0.00~~
2.3	Parent/Guardian Empowerment and Training	$33,000.00	$899.62

Reporting Mid-Year Expenditure - Goal 3

Actions	Title	Total Funds (Revised)	Mid Year Report (Exp)
3.1	Focal Support - Expanded learning	$3,239,816.00	$1,368,417.49
3.2	Focal Support - Additional FTE for English Learners and Newcomers	$406,464.00	$197,831.30
3.3	Focal Support - Teen Parenting	$131,139.00	$70,897.38
3.4	Focal Support - Additional Staff to support school with the highest unduplicated count students	$1,796,371.00	$865,235.42
3.5	Focal Support - Underserved Populations	$187,649.00	$64,227.90

Reporting Mid-Year Expenditure - Goal 4

Actions	Title	Total Funds (Revised)	Mid Year Report (Exp)
4.1	Professional Learning - Collaboration	$689,302.00	$283,124.57

Reporting Mid-Year Expenditure - Goal 5

Actions	Title	Total Funds (Revised)	Mid Year Report (Exp)
5.1	Student Counseling Staff Support	$2,959,063.00	$1,492,742.34
5.2	Mental Health and Physical Care Services	$4,579,285.00	$2,213,714.99
5.3	Intervention Services	$1,558,471.00	$811,449.12
5.4	Expansion of Kindergarten Schedule	$1,201,168.00	$570,136.84
5.5	Student Services	$135,901.00	$73,156.39
5.6	Elementary Master Schedule - FTE Support	$2,959,063.00	$1,492,742.34

Reporting Mid-Year Expenditure - Goal 6

Actions	Title	Total Funds (Revised)	Mid Year Report (Exp)
6.1	Human Resources and Supports	$6,518,946.00	$2,876,697.85
6.2	Site Discretionary Allocations	$659,385.00	$252,855.41
6.3	Maintenance, Operations, and Facilities	$16,368,458.00	$7,963,248.26
6.4	Highly Qualified Teaching Workforce	$46,116,911.00	$24,479,895.40
6.5	Technology Services	$1,705,336.00	$950,419.22
6.6	School Site Front Office and Support Staff	$9,046,507.00	$4,744,240.64
6.7	Operational Services - Communication, Business, and Leadership	$6,816,004.00	$4,154,331.67

Reporting Mid-Year Expenditure - Goal 7

Actions	Title	Total Funds (Revised)	Mid Year Report (Exp)
7.1	Literacy Instruction and Intervention Support	$471,392.00	$282,904.42
7.2	Implementation of the High-Reliability Schools Framework-Level 1 Safe, Supportive, and Collaborative Culture	$17,990	$17,906
7.3	AVID Elementary professional development for 5th-grade teachers	$14,301	$14,301
7.4	. 6 FTE Instructional Coach to focus on math and integrated learning through STEAM	$72,000.00	$0

Reporting Mid-Year Expenditure - Goal 8

Actions	Title	Total Funds (Revised)	Mid Year Report (Exp)
8.1	Case Management and Support	$355,417.00	$173,226.05
8.2	Support Materials for Foster/Homeless Families	$2,129.00	$323.44

Report on Budget Priorities, Challenges, and Constraints for 2024 and Beyond

Pasquale Scuderi, Superintendent

January 9, 2023

AUSD
ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Governor's Budget Expected January 10

Areas we will be watching:

- Projected Cost of Living Adjustment FY 24-25
- Projected Cost of Living Adjustment FY 25-26
- Any new restricted or categorical money (block grants, 1x allocations, etc.) for education

Multiple Budget Components to Manage in 2024

- California State Revenue is down $68 billion for Fiscal Year 24-25.
- Reduction in projected Cost of Living Adjustment* from 3.94% to 1% means about $5 million *less* for Alameda Schools in 24-25.
- Currently in negotiations with employee groups for compensation
- If local parcel tax measures are not renewed in March of 2024**, District will need to present $12 million in proposed cuts to the county office by June of 2024 (to be in effect for 25-26 school year).

** Governor's budget expected January 10, 2024*

*** Additional details presented on January 9 and January 24 to Board of Education*

Contingency Timeline: April 2024 - Nov. 2024

	April '24	May '24	June '24	July '24	Aug. '24	Sept. '24	Oct. '24	Nov. '24
If parcel tax *IS* approved in March 2024	Budget stabilized and new annual state revenue becomes focus.							
If parcel tax is *NOT* approved in March 2024	Develop list of reductions = to $12 million begins and ongoing							Second attempt at renewal of parcel tax
	Planning begins for second election in Nov. '24							
	List of reductions is further analyzed and discussed							Board of Education election

Contingency Timeline: Dec. 2024 - July 2025

	Dec. '24	Jan. '25	Feb. '25	March '25	April '25	May '25	June '25	July '25
If parcel tax *IS* approved in March '24	Budget stabilized and new annual state revenue becomes focus.							
If parcel tax is *NOT* approved in March 2024	Planning for implementation of cuts begins							$12 million in reductions *IN EFFECT* for August 2025
	Discussion of third attempt to pass parcel tax begins and ongoing							
		Layoff notices related to reductions generated						
			Layoff notices to Board					
				Layoff notices issued to employees				

AUSD ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

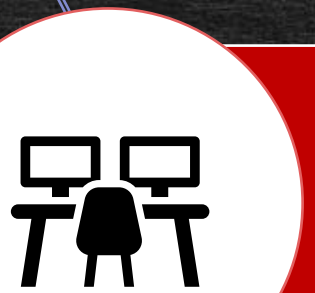
Second Stream of Local Revenue Expires in June 2027

- Measure A (passed in March 2020) provides an additional $10 million dollars annually.
- Revenue is exclusively used to support salaries.

IF Closing a $12 Million Dollar Shortfall Becomes Necessary (Expiration of Measure B1 in June 2025)

- District Office and Service Cuts
- Position and Program Cuts at Schools
- School Closures or Consolidations
- Increased Class Sizes K-3
- Salary Rollbacks or Multi-Year Salary Freezes

If Closing a $12 Million Dollar Shortfall Becomes Necessary



District Office and Service Cuts

- Reductions in District staff will have impact on school support or services at school sites.
- AUSD runs proportionately smaller district office than county average.
- Proportionately much leaner than SFUSD and other larger districts.

If Closing a $12 Million Dollar Shortfall Becomes Necessary

Position and Program Cuts at Schools

- Reductions in positions that support literacy, teacher practice, counseling services, mental health services
- Some support/service/enrichment dollars may need to absorb some general operating costs if a revenue loss this large materializes.

If Closing a $12 Million Dollar Shortfall Becomes Necessary

School closures or consolidations

- Preliminary analysis would begin February of 2024.
- Initial process would begin IF local tax revenue was not extended in March election.
- Criteria to be used in deciding which schools to consolidate or close would include: enrollment, condition of school facility, operating cost of school, capacity of school to accommodate additional students, demographic balance, and other factors.

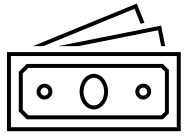
If Closing a $12 Million Dollar Shortfall Becomes Necessary

Increased Class Sizes in Grades K-3*

- Current class sizes of 25:1 in grades K-3 would increase to 30:1 or 32:1.
- This would result in $1.8 million to $2.5 million in reduced costs.

** Must be negotiated with AEA*

If Closing a $12 Million Dollar Shortfall Becomes Necessary



Salary Rollbacks or Multi-Year Salary Freezes*

- Freezes would mean utilizing all or at least a significant portion of any new annual revenue from the state to backfill the lost local revenue.
- The length and impact of this remedy would also depend on projected new revenue from the state over-time.

** Must be negotiated with all bargaining groups*

Significant One-Time Monies

Dollars that can supported limited term projects but will not provide relief for ongoing expenses and staffing costs

- LCFF Supplemental Carryover
  - Possible investments at Ruby Bridges
  - Possible investments to boost UC/CSU Eligibility Rates for African-American High School Students
  - Continued support of AVID program
- Arts, Music, and Block Grant (currently held in reserve)

Local Control Accountability Planning Continues Despite Variables

- Planning and process for a new 3-year Local Control Accountability Plan (LCAP) will continue
- Obviously, significant adjustments may be necessary given the fiscal variables at hand
- LCAP summary process shared on September 26, 2023