

# Albany High School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



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

#### SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Albany High School
<b>Street</b>	603 Key Route Blvd.
<b>City, State, Zip</b>	Albany, CA 94706
<b>Phone Number</b>	510.558.2500
<b>Principal</b>	Darren McNally
<b>Email Address</b>	dmcnally@ausdk12.org
<b>School Website</b>	ahs.ausdk12.org
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	01-61127-0130450

### 2024-25 District Contact Information

<b>District Name</b>	Albany Unified School District
<b>Phone Number</b>	510.558.3750
<b>Superintendent</b>	Frank Wells
<b>Email Address</b>	fwells@ausdk12.org
<b>District Website</b>	www.ausdk12.org

### 2024-25 School Description and Mission Statement

Albany High School provides an environment challenging to our students and strives to educate them to become happy, productive, and responsible citizens of a diverse society. We expect our graduates to be complex thinkers with the skill to analyze and solve problems in a variety of contexts; effective communicators in a variety of formats and cultural contexts; self-directed learners with diverse experiences and perspectives that help guide them to healthy and productive lives; and individuals academically prepared for college and other postsecondary educational opportunities.

The two key factors in our success are the total commitment and dedication by our adults, including parents, teachers and staff,

## 2024-25 School Description and Mission Statement

and the desire of our students to participate fully in their high school education experience. Our parents are supportive of this school through their contributions, both monetary and through supporting educational and elective opportunities for all students. They also provide rich experiences for their children outside of school. The teachers work with great intelligence and creativity to find ways for students to grasp the material in their curriculum. Our staff, including administration, counselors, secretaries, custodians, and instructional aides, are relentless in their efforts to provide a coherent instructional program, excellent facilities and extensive supports for student achievement. In addition, the district administration is helpful for finding the resources that enable the school to achieve its goals and by promoting strong initiatives in the areas of mathematics for equity and social-emotional/social justice competencies.

### Vision/Mission Statement

Albany High School provides an environment challenging to our students and educates them to become happy, productive, and responsible citizens of a diverse society.

### Vision for Equitable Access to Vibrant and Challenging Coursework

All students at Albany High School, including those from underserved populations, deserve vibrant and challenging coursework at all levels and in all disciplines. Such courses encourage students to achieve at their highest potential and maximize their options for post-secondary education and employment. We must act effectively to provide the supports needed to help address some of the challenges and barriers faced by our students and communities.

### Student Learning Outcomes (formally ESLR's)

At Albany High School, we expect our graduates to be:

Complex thinkers with the skill to analyze and/or solve problems in a variety of contexts

Effective Communicators in a variety of formats and cultural contexts

Self-Directed Learners with diverse experiences and perspectives that help guide them to healthy and productive lives

Individuals academically prepared for college and other post-secondary educational opportunities

As part of our 2019 WASC review, the school has decided to work on revising the Student Learning Outcomes and will use our School Site Council as the local governing board that will present that to staff and District leadership for final approval.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	260
Grade 10	301
Grade 11	286
Grade 12	270
<b>Total Enrollment</b>	<b>1,117</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.1
Non-Binary	0.6
American Indian or Alaska Native	0.2
Asian	33.4
Black or African American	4.5
Filipino	1.4
Hispanic or Latino	15.4
Native Hawaiian or Pacific Islander	0.1
Two or More Races	13.1
White	30.6
English Learners	6.2
Foster Youth	0.1
Homeless	0.5
Socioeconomically Disadvantaged	30.5
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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	48.80	83.49	151.00	84.89	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	1.71	4.70	2.64	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.00	5.16	12.60	7.12	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.10	3.66	2.80	1.61	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	3.40	5.95	6.60	3.73	18854.30	6.86
<b>Total Teaching Positions</b>	58.50	100.00	177.90	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>					234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>					4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>					12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>					11953.10	4.28
<b>Unknown/Incomplete/NA</b>					15831.90	5.67
<b>Total Teaching Positions</b>					279044.80	100.00

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	56.60	89.92	162.40	90.49	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.60	1.05	2.90	1.66	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.10	3.33	8.50	4.75	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	1.62	2.30	1.29	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	2.50	4.06	3.20	1.79	14303.80	5.15
<b>Total Teaching Positions</b>	62.90	100.00	179.50	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00		0.4
<b>Misassignments</b>	3.00		1.6
<b>Vacant Positions</b>	0.00		0
<b>Total Teachers Without Credentials and</b>	3.00		2.1

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	2.10		1
<b>Local Assignment Options</b>	0.00		0
<b>Total Out-of-Field Teachers</b>	2.10		1

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.10		2.4
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.60		0.4

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	AHS uses core novels in place of an adopted textbook.	Yes	0.0%
<b>Mathematics</b>	Pre Calculus/Pre Calculus with Limits/2001/McDougal Littel Honors Pre Calculus/Calculus with Pre Calculus/2004/McDougal Littel AP Calculus AB/Calculus (Stewart)/2004/Thompson Learning AP Calculus BC/Calculus 6th Edition (Swok)/1994/PWS AP Statistics/Stats, Modeling the World/2010/Addison-Wesley Statistics/ Stats, Modeling the World/2010/Addison-Wesley CPM Core Connections-1,2 and 3.	Yes	0.0%
<b>Science</b>	Biology: Biology (Prentice Hall) Advanced Placement Biology: Biology in Focus AP Edition Chemistry: Foundations of College Chemistry (Arena) Advanced Placement Chemistry: General Chemistry (Robinson) Physics: Physics Principles and Problems (Glencoe Science) Advanced Placement Physics: Physics (Giancoli) Anatomy and Physiology: Hole's Essentials of Human Anatomy & Physiology (McGraw Hill) Advanced Placement Environmental Science: Environment (Wiley)	Yes	0.0%
<b>History-Social Science</b>	Grade 10: World History, People & Nations (Holt) Grade 11: Give Me Liberty!: An American History (W.W. Norton & Company) (2021) Grade 12: US Government: American Politics Today (W.W. Norton & Company) Grade 12: Advanced Placement Comparative Government: Introduction to Comparative Politics Grade 12: Economics: Principles in Action (Pearson) (2021)	Yes	0.0%

<b>Foreign Language</b>	Spanish: Realidades 1-4 (2004) Advanced Placement Spanish: Abriendo Paso (2005) French: Discovering French 1-4 Advanced Placement French: Une Fois Pour Toute	Yes	0.0
-------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----	-----

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

## School Facility Conditions and Planned Improvements

Albany High School opened a new main building in 2001. The main building houses most academic classrooms, computer labs and a new gymnasium. The art building houses a multipurpose room, a small theater, and art and music classrooms. MacGregor High School was relocated to the Albany High School campus for the 2014-15 year.

During the summer of 2009, the swimming pool was demolished to make way for a new aquatic complex. The aquatic facility construction began in fall 2010 and was completed in December 2011.

A Facilities Master Plan was approved in 2014, and construction is underway to utilize Bond Measures B & E approved by Albany voters in June 2016. The Albany High School Classroom Addition Project was recently completed and includes classroom space and CTE (Career Technical Education) workspaces.

District and site custodial and maintenance personnel maintain a clean and functional facility. There are six custodians working at AHS from early morning to late night Monday through Friday. One custodian works the day shift from early morning to afternoon. One custodian works from very early morning to opening bell. Three custodians work from afternoon to late night. One custodian works from evening to late night.

The school is in good overall condition.

The safety of students and staff is a primary concern at Albany High School. Key elements of the plan encompasses student safety and evacuation procedures. Fire, earthquake and lockdown drills are conducted on a regular basis. Any visitors to the campus are required to check in at the school's office.

District maintenance staff ensures work orders are completed in a timely manner. A work-order process is in place and is used to certify efficient service to each school site and give the highest priority to emergency repairs.

The site administration works with the custodial staff members to ensure the cleaning of the school is done appropriately and the site is clean and safe for students, staff and visitors

**Year and month of the most recent FIT report**

10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	83	84	75	75	46	47
<b>Mathematics</b> (grades 3-8 and 11)	66	70	67	67	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	286	268	93.71	6.29	83.58
<b>Female</b>	134	129	96.27	3.73	81.40
<b>Male</b>	151	139	92.05	7.95	85.61
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	91	89	97.80	2.20	85.39
<b>Black or African American</b>	20	18	90.00	10.00	66.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	42	39	92.86	7.14	79.49
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	42	39	92.86	7.14	87.18

<b>White</b>	84	76	90.48	9.52	86.84
<b>English Learners</b>	13	10	76.92	23.08	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	56	50	89.29	10.71	70.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	20	17	85.00	15.00	35.29

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	286	266	93.01	6.99	69.55
<b>Female</b>	134	128	95.52	4.48	61.72
<b>Male</b>	151	137	90.73	9.27	77.37
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	91	89	97.80	2.20	82.02
<b>Black or African American</b>	20	18	90.00	10.00	44.44
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	42	40	95.24	4.76	52.50
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	42	39	92.86	7.14	69.23
<b>White</b>	84	74	88.10	11.90	70.27
<b>English Learners</b>	13	13	100.00	0.00	23.08
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	56	53	94.64	5.36	50.94
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	20	16	80.00	20.00	18.75

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	62.87	56.78	62.63	59.72	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	265	239	90.19	9.81	56.49
Female	109	95	87.16	12.84	56.84
Male	155	144	92.90	7.10	56.25
American Indian or Alaska Native	0	0	0	0	0
Asian	90	86	95.56	4.44	54.65
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	34	85.00	15.00	41.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	30	85.71	14.29	56.67
White	87	77	88.51	11.49	70.13
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	52	45	86.54	13.46	44.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	21	65.63	34.37	33.33

## 2023-24 Career Technical Education Programs

Albany High School offers several CTE courses and continues to work toward building CTE pathways (two or more related courses).

The following classes are currently offered at AHS:

- Photography and Advanced Photography
- Computer Graphics
- Culinary Arts and International Cuisine

AHS also offers a smaller specialized cohort centering on Environmental Design, Society, English and Technology (EDSET). This course is made available to all Juniors, students are selected via an application process and are in the program for two years. This program requires an internship.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	224
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.94
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	75

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	97.6%	98.0%	98.0%	97.6%	98.0%

## 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.

## 2024-25 Opportunities for Parental Involvement

Parents and caregivers are engaged and supportive in the education of their children at Albany High. They demonstrate their commitment to an outstanding academic and cultural program in many ways. By and large, they provide excellent environments at home for students to study, and they provide their students with experiences that help them develop the background knowledge that is so helpful for learning. They are supportive of teachers and the school, as demonstrated not only

## 2024-25 Opportunities for Parental Involvement

through financial contributions and community building activities, but also the field trip and special project grants, staffing support, athletic donations, and volunteerism in the library, at dances, on field trips, and in the decision-making bodies. Those bodies include the School Site Council, Instructional Improvement Council, Athletic Boosters, Albany Music Fund, SchoolCARE and Albany Education Foundation. The Parent Teacher Student Association (PTSA) is actively involved in parent education and is working to develop a parent/caregiver voice in policy decisions throughout the school.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	6.1	1.8	1.9	6.3	2.7	2.9	7.8	8.2	8.9
<b>Graduation Rate</b>	91.6	94.6	96.3	91.1	92.6	94.9	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	268	258	96.3
<b>Female</b>	113	108	95.6
<b>Male</b>	154	150	97.4
<b>Non-Binary</b>	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	90	87	96.7
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	46	44	95.7
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	29	28	96.6
<b>White</b>	89	86	96.6
<b>English Learners</b>	18	16	88.9
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	109	102	93.6
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	32	24	75.0

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

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1136	1130	204	18.1
Female	527	524	105	20.0
Male	601	598	97	16.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	376	376	51	13.6
Black or African American	52	52	16	30.8
Filipino	16	16	1	6.3
Hispanic or Latino	182	179	36	20.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	149	149	39	26.2
White	342	339	58	17.1
English Learners	73	73	17	23.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	236	235	57	24.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	108	104	39	37.5

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

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.88	1.45	1.23	1.46	1.37	1.11	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.23	0.00
Female	0.00	0.00
Male	2.33	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.06	0.00
Black or African American	5.77	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.55	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.67	0.00
White	1.46	0.00
English Learners	1.37	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.69	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.56	0.00

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

## 2024-25 School Safety Plan

We secure our campus perimeter from criminal activity by having site administrators and three full-time security aides patrol the campus. The campus is closed to outsiders, and access signs are displayed prominently at entry points. Albany High School currently has cameras in all of the main parts of the buildings to help prevent crime on campus.

## 2024-25 School Safety Plan

Physical conditions that could lead to accidental harm are reported and corrected promptly by site administration, custodial and maintenance teams. School grounds are kept clean at all times. Graffiti is painted over in a timely manner, and repairs are made as necessary. School buildings and classrooms are well maintained and attractive and are free of physical hazards. Classrooms have adequate space for the student-teacher ratio and are conducive to learning. Standard incident-reporting procedures are in place.

Valuables and equipment are inventoried properly, engraved for identification and stored securely. Parents and volunteers are recruited and trained as mentors for student activities. The community uses the school during off-hours.

The school and community collaborate on crime-prevention efforts. The crisis-response plan identifies procedures to follow during: 1. human emergencies, such as death of a student, suicide pacts, intruders, etc.; and 2. natural emergencies, such as fires, earthquakes or other natural disasters.

Police and fire department representatives participate in safety reviews of the campus and will assist staff to respond effectively to school security and safety. Fire, earthquake and lockdown drills are conducted regularly throughout the year.

The CSSP was completely revised during the 2021-2022 school year, with annual reviews. The most recent approval by the School Site Council and Board of Trustees was in the Spring on 2023.

## 2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	11	40	
Mathematics	22	14	32	4
Science	22	12	32	
Social Science	22	11	36	

## 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	17	36	
Mathematics	21	22	26	4
Science	22	12	34	
Social Science	21	17	28	2

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	17	33	
Mathematics	22	20	20	8
Science	24	9	30	2
Social Science	23	14	34	1

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	265.95

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.9

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8112	3304	4808	75511
District	N/A	N/A	7242	\$91,658
Percent Difference - School Site and District	N/A	N/A	-40.4	-19.3
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-76.6	-14.9

## Fiscal Year 2023-24 Types of Services Funded

The following support services were provided:

Title I dollars were allocated to staff English Language Development teachers.

Supplemental funds (Local Control Funding Formula) were allocated to staff counseling services, and tutoring services.

Site funds were allocated to support after school tutoring in mathematics and to provide opportunities for UC/CSU a-g course remediation.

SchoolCare, a community fundraising group, allocated staffing for additional electives, library staffing and college/career support staffing.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,191	\$54,930
Mid-Range Teacher Salary	\$84,750	\$85,386
Highest Teacher Salary	\$114,235	\$111,172
Average Principal Salary (Elementary)	\$168,094	\$136,564
Average Principal Salary (Middle)	\$166,857	\$141,339
Average Principal Salary (High)	\$186,734	\$153,241
Superintendent Salary	\$263,717	\$224,537
Percent of Budget for Teacher Salaries	31.81	28.69
Percent of Budget for Administrative Salaries	5.92	5.55

## 2023-24 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	39.2
------------------------------------------	------

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	4
English	4
Fine and Performing Arts	4
Foreign Language	3
Mathematics	5
Science	11
Social Science	3
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	34

## Professional Development

Professional Development is coordinated by the site leadership including the Instructional Leadership Team and the site administration. For the 2022-2023 school year AUSD created the position of Director of Professional Development. This position is focused on leading and coordinating professional learning for staff throughout the district, including our school site.

We have full-day professional learning time built into the annual schedule. In addition, some of the weekly meetings are devoted to professional learning. Current areas of focus are Multi-Tiered Systems of Support (MTSS), Universal Design for Learning (UDL), Culturally Responsive Teaching (CRT), and Equity. In addition, we have been training staff in restorative practices. For the 2022-2023 school year we also added a Teacher on Special Assignment position focused on improving outcomes for underserved groups in the Math Department, continuing into this school year.

For the 2023-2024 school year we have also begun implementing all-faculty PD and training on UDL and CRT.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	