

Alhambra High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Alhambra High School
Street	150 E Street
City, State, Zip	Martinez, CA 94553
Phone Number	(925) 335-5810
Principal	Kesha Emmendorfer
Email Address	kemmendorfer@martinez.k12.ca.us
School Website	https://www.alhambrahigh.org
County-District-School (CDS) Code	07617390730549

2022-23 District Contact Information

District Name	Martinez Unified School District
Phone Number	(925) 335-5800
Superintendent	Helen Rossi
Email Address	ngreen@martinez.k12.ca.us
District Website Address	www.martinez.k12.ca.us

2022-23 School Overview

As our site principal, I have the incredible opportunity to introduce you to our annual School Accountability Report Card for Alhambra High School. In accordance with Proposition 98, every school in California is required to issue an annual report to the greater school community. We are pleased to take this opportunity to inform you about our school programs, our vision and goals, and the progress we are making toward attaining that vision. At Alhambra High School, we focus on promoting maximum academic achievement for each and every child. Our purpose is to develop each child's intellectual potential through a balanced and challenging CA State Standards curriculum. Alhambra High School has meaningfully implemented the State Standards (Common Core, History Social Science Standards and the Next Generation Science Standards / NGSS) as well as adapted both the teaching methods and strategies used in the classroom. Our instructional model is student centered with students often engaged in rigorous academic, career, project based learning and relevant real world projects happening across the campus. Alhambra High School also integrates technology in the classroom through our 1:1 computing initiative, with a focus on using technology for collaboration, real world learning, and online assessment.

The dedicated staff recognizes that parents, and the community at large, are partners in our most important goal of preparing our students for a promising and productive future. The cooperation, collaboration, and active involvement of teachers, support staff, and parents are the foundational basis for our strong learning environment for all students. Our high expectations and encouragement of responsible citizenship and character are significant at Alhambra High School. Students, staff, and parents consistently model positive decision-making and citizenship as they work together in our caring learning community. Using a collaborative model, teachers work together in ongoing processes of collective inquiry, research and review of relevant information / data in order to achieve better results for the students we serve. We welcome your inquiries, and if you wish to visit the campus or meet a teacher, please call our office for an appointment.

Alhambra High School has a "small town culture" within the diverse, suburban Bay Area. The community and District strongly support change through the process of Strategic Planning. The goal was, and is, to continually strive to make Alhambra an outstanding comprehensive high school.

Mission/Vision Statement

Alhambra High School is a reflective community who, through continuous growth and learning, will prepare students for lifelong success. Therefore we commit to:

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- Educating students through authentic experiences and activities
- Encouraging inquiry, creativity, collaboration, and awareness of our local/global community
- Using technology to enhance learning
- Supporting social and emotional well-being, and the development of character
-

Student Learner Outcomes (SLO's)

GO DOGS!

Go Learn!

- Communicate powerfully, think critically, create beautifully, and collaborate productively
- Accept struggle and risk as a means of growth

Go Help!

- Advocate and encourage peers to take steps toward their goals
- Contribute to, and value, our positive school culture

Go Succeed!

- Develop self-reliance, character, and commitment to being a productive member of society
- Build knowledge and skills to be college and career ready
-

Alhambra High School is a comprehensive public high school in the Martinez Unified School District nestled in the rolling hills of Martinez. Alhambra keeps a strong tie to deeply rooted community traditions through strong academics, athletics and deep community involvement and investment. Many of our parents and business people are themselves graduates of Alhambra High. The population of 1,110 students is primarily Caucasian with a growing diversity of minority students. In 2015, Alhambra was honored by the state of California as a Gold Ribbon School. We also received a six-year accreditation from the Western Association of Schools and Colleges in the spring of 2017, with a very positive mid-term accreditation revisit in March 2020. We were due for an accreditation visit for the 2023-24 school year, but received an extension due to high admin turnover. Our next accreditation visit has been rescheduled for the spring of 2024.

Alhambra High School is proud of our technology integration, whereby we implemented a 1:1 computing initiative in 2014 and Chromebooks are used daily in the classroom to support and enhance student learning. Alhambra High School has received significant grant funding through the State of California and Contra Costa County Office of Education in order to grow and sustain our career pathway courses in three high wage, high need industry sectors: Engineering and Advanced Manufacturing, Health and Medicine, and Sports Medicine. Within those industry sectors, Alhambra offers 3 career pathways (course sequences that culminate in a capstone course with embedded work based learning opportunities): Public Health Administration, Wood and Auto, and Sports Medicine. The 2016-2017 school year was the beginning of the fully implemented pathways with off campus internships and have graduates who will have completed all the courses within these career pathways. In order to continue with the application for additional grant funding, Alhambra joined with the Contra Costa County Office of Education - ROP for the Career Technical Education Incentive Grant.

Additionally, Advanced Placement and Honors classes are offered in English, Mathematics, Social Studies, Science, World Language (Spanish) and Fine Arts. Our Performing Arts building (PAB) has seen upgrades through the community funded Measure K, with an impressive music room and Black Box theater, both of which complement our main stage where our drama and music departments have performances throughout the year. The Creative Writing Club produces Backroads, our yearly fine art magazine. AHS leadership / student government classes and appointed student congress involve many of our students in the school community. We field 35 teams in the following sports: football, cross country, water polo, girls volleyball, girls golf, girls tennis, basketball, wrestling, soccer, cheerleading, track & field, swimming & diving, boys volleyball, baseball, softball, boys golf, boys tennis and lacrosse.

In 2018, the Martinez Unified School District was the first school district in Contra Costa County to sign-on to the Sandy Hook Promise, a program whose mission is to create a culture engaged in preventing shootings, violence, and other harmful acts in schools. Alhambra High School hosted the first Northern California Say Something Media Day, with participation from local, state and federal officials, to bring attention to the positive work that students and staff are doing to prevent violence on our campus. The MUSD also launched the Say Something Anonymous Reporting System that allows youth and adults to submit secure and anonymous safety concerns to help identify and intervene upon at-risk individuals BEFORE they hurt themselves or others. The system enables school administrators and law enforcement to create effective interventions and to help prevent violence, suicide, bullying, self-harm and other forms of threatening behavior.

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In March of 2020, the MUSD made the adjustment to online distance learning in response to the COVID-19 Pandemic. Teachers switched from in person instruction to remote teaching and learning from home. Although Alhambra High School was already a 1:1 computing school, it was a significant instructional shift for our students, staff and community. In August 2020, the MUSD relaunched remote teaching / learning with a focused distance learning plan. Following the directives of CA SB98, the MUSD worked diligently to implement synchronous and asynchronous instructional strategies as well as implementing procedures to communicate with the students and families who were not engaged in their learning process. Based upon the progress reporting, Alhambra High School and MUSD are looking for additional intervention and credit recovery strategies for students who are struggling with distance learning.

As of December 2022, we are adjusting to life after a global pandemic with a renewed sense of urgency to support the whole student by offering them a rigorous curriculum in an inclusive and supportive environment.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	286
Grade 10	315
Grade 11	262
Grade 12	300
Total Enrollment	1,163

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.6
American Indian or Alaska Native	0.2
Asian	3.5
Black or African American	2.3
Filipino	3.6
Hispanic or Latino	34.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	11.3
White	43.0
English Learners	7.3
Foster Youth	0.0
Homeless	0.1
Migrant	0.0
Socioeconomically Disadvantaged	36.8
Students with Disabilities	16.2



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)	41.00	77.45	150.10	80.25	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.89	2.80	1.53	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.10	9.66	6.00	3.24	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	2.19	12.50	6.69	12115.80	4.41
Unknown	4.60	8.77	15.40	8.28	18854.30	6.86
Total Teaching Positions	53.00	100.00	187.10	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)	43.40	76.78	154.80	80.11	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.95	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.20	14.64	13.80	7.14	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.50	8.40	4.36	11953.10	4.28
Unknown	4.50	8.05	14.30	7.44	15831.90	5.67
Total Teaching Positions	56.50	100.00	193.30	100.00	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	5.10	7.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.10	8.20

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	0.00
Local Assignment Options	0.50	0.20
Total Out-of-Field Teachers	1.10	0.20

2021-22 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)	11.40	11.20
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.50	0.50

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Martinez Unified School District held a public hearing on September 26, 2022, and determined for the 2022-2023 school year, MUSD has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9, 10, 11: McGraw Hill, Study Sync, Board adopted in 2017. English 12 - Expository Reading and Writing Course, Board adopted in 2013.	Yes	0

	AP English Lit and Comp - Expository Reading and Writing Course, Center for Adv. of Reading, © 2020 (Adopted 5/30/13) AP Language and Comp - Common Core American Literature, Pearson, © 2015 (Adopted 1/21/15) ELD - EDGE, Cengage, Board adopted in 20		
Mathematics	Algebra Common Core, Geometry Common Core, Algebra 2 Common Core, Pearson Education, Board adopted in 2014.	Yes	0
Science	Pearson Education, Board adopted in 2018. AP Physics, Pearson, College Physics AP Edition, 4th, Board adopted 2018. Integrated Physics, Pearson, Physical Science, Concepts in Action, Board adopted 2018. AP Environmental Science, Brooks/Cole, Living in the Environment 18th ed., Board adopted 2019.	Yes	0
History-Social Science	Modern World History, US History, Government, Economics, Teachers Curriculum Institute (TCI), History Alive, Board adopted in 2019. AP European History, Bedford/St. Martin's, A History of Western Society, 10th Edition. Board adopted 2013. AP US History, W.W. Norton & Company, Give Me Liberty! 6th AP Edition, Board adopted 2022. AP US Gov't and Politics, Cengage Learning, American Government Institutions and Policies, Board adopted 2013.	Yes	0
Foreign Language	Spanish 1 -3, Vista Higher Learning, Senderos, Board adopted 2022. Spanish 2 and 3 Houghton Mifflin Avancemos, Board adopted in 2014. Spanish 4 Honors, Descubre 3, Vista Higher Learning, Board adopted 2017. AP Spanish: Temas and AP Spanish Language & Culture Exam Prep, Vista Higher Learning, Board adopted 2013. French 1, 2, 3, 4, Daccord, Vista Higher Learning, Board adopted 2022. American Sign Language 1, PS 19, Hands in Touch - ASL Level 1, Board adopted 2018. American Sign Language 2, PS 19, Hands in Touch - ASL Level 2, Board adopted 2019	Yes	0
Health	Glencoe McGraw Hill , Glencoe Health, Board adopted in 2008.	Yes	0
Visual and Performing Arts	Varies by course.		0
Science Laboratory Equipment (grades 9-12)	The availability and sufficiency of Science Laboratory Equipment meets the expectations established in the Williams Act. Replaced as needed/meets standard.	Yes	0

School Facility Conditions and Planned Improvements

Thanks to the support of the community through Measure K, Alhambra High School has seen numerous facility upgrades over the past few years. Some of our athletic fields received renovation, including our softball fields, tennis courts and track. The Performing Arts Building received a multi-million dollar addition of a new band classroom and Black Box theater for our drama programs. These new rooms are complete with state of the art recording and audio equipment.

Measure K Construction also included the new K building that houses standard classrooms as well as specialized classrooms for our Computer Science courses, Leadership and Life Skills classes as well as new collaboration areas and a student store in this new building. We also were fortunate to see improvements to the current Industrial Arts building, which will better serve our Engineering pathway, new art rooms that support our Digital Media pathways courses.

In the summer of 2018, approximately 20 classrooms that serve our core classes were modernized for increased student collaboration with new audio / visual equipment and furniture. In total, these various improvements have impacted every student on campus, supported our pathways, and improved our outdoor areas and athletic facilities.

The Swimming Facility received a renovation (plaster, tile, gutters, piping, filtration and aquatic equipment) in March 2020 - September 2020.

Alhambra had a complete replacement of the Fire Alarm system in March 2020 - September 2020.

Year and month of the most recent FIT report

December 2022

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	Replace and repair ceiling tiles. Repair cracks. Touch up painting.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Repair toilets in girls restroom and locker room.
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		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	55	N/A	53	N/A	47
Mathematics (grades 3-8 and 11)	N/A	28	N/A	40	N/A	33

2021-22 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	260	245	94.23	5.77	54.77
Female	130	122	93.85	6.15	61.16
Male	130	123	94.62	5.38	48.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	78	92.86	7.14	38.96
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	36	33	91.67	8.33	62.50
White	118	113	95.76	4.24	59.46
English Learners	17	14	82.35	17.65	7.14
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	88	81	92.05	7.95	46.25
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	37	30	81.08	18.92	16.67

2021-22 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	260	210	80.77	19.23	27.75
Female	130	101	77.69	22.31	27.00
Male	130	109	83.85	16.15	28.44
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	70	83.33	16.67	15.71
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	36	25	69.44	30.56	32.00
White	118	94	79.66	20.34	31.91
English Learners	17	15	88.24	11.76	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	88	69	78.41	21.59	19.12
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	37	29	78.38	21.62	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	36.11	34.82	34.34	35.61	28.5	29.47

2021-22 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	278	247	88.85	11.15	34.82
Female	152	132	86.84	13.16	34.85
Male	125	114	91.2	8.8	35.09
American Indian or Alaska Native	0	0	0	0	0
Asian	12	11	91.67	8.33	45.45
Black or African American	--	--	--	--	--
Filipino	12	11	91.67	8.33	36.36
Hispanic or Latino	87	78	89.66	10.34	32.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	36	87.8	12.2	27.78
White	120	106	88.33	11.67	37.74
English Learners	18	16	88.89	11.11	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	92	78	84.78	15.22	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	24	85.71	14.29	4.17

2021-22 Career Technical Education Programs

At Alhambra High School, we offer a variety of Career Technical Education (CTE) programs and pathways aligned with the California CTE Model Curriculum Standards and Framework and the Secretary's Commission on Achieving Necessary Skills (SCANS) and employability competencies. Our classroom instructions are standards-based. Our teachers provide current and relevant opportunities for students to attain the knowledge, attitudes, and skills required for entry into careers represented in our region. These courses are reviewed annually to ensure relevance and sequential alignment with state expectations. These CTE courses range from basic courses open to all students 9-12 (automotive repair, and woodworking) to advanced Regional Occupation Programs (ROP) (Auto Technician, Construction, Sports Medicine). AHS currently offers courses in 4 different career pathways: Arts, Media, and Entertainment, Building and Construction Trades, Health Science and Medical Technology, and Transportation. Alhambra High School has also received a grant for Project Lead the Way to support an Engineering pathway and program.

While these programs offer in-depth knowledge of career choices and offer opportunities to intern and job shadow professionals, they are also promoting the academic goals of the entire school. Students in these classes participate in rigorous reading and writing as they read technical materials, manuals, and other non-fiction reading. Students complete research papers and collaborate through group work to produce various projects. The skill needed in these courses are complementary to the knowledge and skills learned in other academic classes, such as Math and Science, and provide students with opportunities to apply their learning to real-world situations.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	361
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	81.1
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.78
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	56.50

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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
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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.

2022-23 Opportunities for Parental Involvement

Alhambra High School is proud of the parental involvement, which takes many forms. The chartered and formally organized groups are the School Site Council (SSC), ELAC, AHS Athletic Boosters, Visual and Performing Arts Boosters and PTSA. We also have parent groups that support individual sports and Grad Night. Annually, in partnership with the Martinez Police Department, Alhambra provides parent education evenings targeting safe driving for teens in coordination with California Highway Patrol (Start Smart) and Tobacco Use Prevention Education (TUPE) and anti-vaping education through a partnership with the Contra Costa County of Education. We welcome and encourage all parents to be actively involved. For more information, please see the web links on the district web site at www.alhambrahigh.org.

For additional information about organized opportunities for parent involvement at Alhambra Senior High School, please contact our PTSA President Todd Navarro or ASB leadership government class.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.7	0		4.6	1.1		8.9	7.8
Graduation Rate		96.7	98.2		92.2	95		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	282	277	98.2
Female	153	152	99.3
Male	128	124	96.9
American Indian or Alaska Native	0	0	0.0
Asian	12	12	100.0
Black or African American	--	--	--
Filipino	12	12	100.0
Hispanic or Latino	90	86	95.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	35	35	100.0
White	121	120	99.2
English Learners	22	20	90.9
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	111	108	97.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	32	28	87.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1217	1192	210	17.6
Female	600	585	101	17.3
Male	615	605	109	18.0
American Indian or Alaska Native	2	2	1	50.0
Asian	43	41	5	12.2
Black or African American	31	27	8	29.6
Filipino	44	43	1	2.3
Hispanic or Latino	419	410	71	17.3
Native Hawaiian or Pacific Islander	3	2	2	100.0
Two or More Races	139	137	22	16.1
White	515	510	96	18.8
English Learners	90	89	20	22.5
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	470	455	115	25.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	206	202	61	30.2

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.66	3.61	2.45
Expulsions	0.08	0.12	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.08	6.16	0.37	4.91	0.20	3.17
Expulsions	0.00	0.16	0.00	0.07	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.16	0.16
Female	3.33	0.00
Male	8.94	0.33
American Indian or Alaska Native	0.00	0.00
Asian	4.65	0.00
Black or African American	12.90	0.00
Filipino	4.55	0.00
Hispanic or Latino	4.77	0.48
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.60	0.00
White	7.96	0.00
English Learners	11.11	2.22
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.87	0.21
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.05	0.49

2022-23 School Safety Plan

Alhambra High School presents the School safety plan to the staff by March 1 annually and typically in the first Staff meeting in August each school year. The plan is vetted through School Site Council and led by one Assistant Principal. currently Jason Krikava. Additionally, the plan is reviewed and revised annually and presented to the school board after receiving input from ELAC and SSC (School Site Council) and AHS stakeholders and staff. The school conducts fire, earthquake, active shooter/lockdown drills annually and provides AHS staff with paper copies of evacuation locations, ICS (Incident Command System) roles and responsibilities of Teams such as Site Assessment, formerly known as Search and Rescue. Traditionally annually AHS participates in the Contra Costa County Shelter in Place Drill and the state-wide Great California Shakeout drill in the month of October. The MUSD holds school Safety Committee meetings to develop and implement a district wide safety plan. In the 2011-12 school year, Alhambra High School adopted a set of national safety protocols titled "Standard Response Protocol." The Martinez Police Department approached the district and asked them to adopt these protocols, as they are what the police department use as well. This allows for there to uniform language and expectations between the school and the police. In the 2012-13 school year, all sites in the district began to also use the SRP, so that the uniformity is district-wide. In the fall of 2015, the Martinez Police Department conducted an "Active Shooter" drill on campus. This took place outside of school hours on the weekend with administration and volunteer students. The purpose of this drill was to role-play a possible scenario to better understand the layout of the site and the challenges that would be presented in a real incident. The MUSD works in partnership with the Martinez Police Department to provide a safe and secure high school campus.

Alhambra High School, along with the entire Martinez Unified School District, has devoted time and resources to better address the issue of bullying and the overall social-emotional needs of our students. In 2018, the Martinez Unified School District was the first school district in Contra Costa County to sign-on to the Sandy Hook Promise, a program whose mission is to create a culture engaged in preventing shootings, violence, and other harmful acts in schools. Alhambra High School hosted the first Northern California Say Something Media Day, with participation from local, State and Federal officials, to bring attention to the positive work that students and staff are doing to prevent violence on our campus. The MUSD also launched the Say Something Anonymous Reporting System that allows youth and adults to submit secure and anonymous safety concerns to help identify and intervene upon at-risk individuals BEFORE they hurt themselves or others. The system enables school administrators and law enforcement to create effective interventions and to help prevent violence, suicide, bullying, self-harm and other forms of threatening behavior.

To support our ongoing evaluation of school climate, all ninth and eleventh grade students, staff and parents annually complete the California Healthy Kids Survey.

Date of Last Review/Update/Approval by SSC: October 20, 2022

Date Last Reviewed with Staff: August 9, 2022

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	32	12	15	20
Mathematics	28	10	17	15
Science	24	7	32	
Social Science	29	7	10	19

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	34	10	7	27
Mathematics	26	13	19	13
Science	24	9	31	
Social Science	28	7	14	16

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	20	17	13
Mathematics	24	16	21	8
Science	22	16	25	
Social Science	25	14	16	11

2021-22 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	415.36

2021-22 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)	2.8
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$7,505.58	\$1,560.40	\$5,945.18	\$74,327.25
District	N/A	N/A	\$5,886.69	\$77,441
Percent Difference - School Site and District	N/A	N/A	1.0	-4.1
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-10.3	-6.3

2021-22 Types of Services Funded

Alhambra High School receives services funded by the following sources: MUSD LCAP - English Language Learners, Foster Youth, Homeless, SED students; Special Education; Parcel Tax - Library Services, Music Program, Lottery - Discretionary expenditures, Martinez Education Foundation, Donors Choose Grants and other local grants (teacher and/or school wide grants to support improved student learning).

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$44,465	\$48,503
Mid-Range Teacher Salary	\$72,527	\$74,912
Highest Teacher Salary	\$93,898	\$100,321
Average Principal Salary (Elementary)	\$128,903	\$122,160
Average Principal Salary (Middle)	\$128,598	\$127,632
Average Principal Salary (High)	\$148,208	\$137,578
Superintendent Salary	\$210,000	\$198,665
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	23.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	4
Fine and Performing Arts	1
Foreign Language	0
Mathematics	3
Science	6
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	20

Professional Development

Martinez Unified's professional development focus has been to transform classroom practice to meet the demands of college and career readiness. MUSD values professional development as fundamental to the success of the District and aligns with the LCAP. Professional development increases educators' knowledge and enhances their professional skills, deepens their understanding and appreciation for the varied needs of students, and enhances their capacity to facilitate the learning success of all students. Focus areas for professional development are based on assessment data, District initiatives, and content standards and are focused on improving student achievement and deepening and strengthening teacher practice. Though each individual school site varies in its particular needs around these areas, as a district the vision for Professional Development is consistent among all schools.

Our staff also participates in site and district professional development days throughout the school year. Three and a half District-wide professional development days are scheduled throughout the year providing the opportunity for collaboration and expanding and deepening district curriculum work. Each Monday, Tuesday, Thursday, and Friday our instructional hours have been increased to allow for us to release our students early on Wednesdays. After students are released on Wednesdays, our staff participates in grade-level collaboration time and staff professional development. Professional Development days are delivered by both district and outside agencies or presenters. Additionally, many staff members have also engaged in outside Professional Development and training.

The following represents our current and recent past professional development topics:

- *Social Emotional well-being
- *Analyzing Student work - data analysis and collaboration surrounding the data. Training in Fastbridge and Inspect assessments within Illuminate.
- *Common Core professional development delivered through district-wide/site professional development
- *Racial Equity
- *MTSS
- *NGSS
- *English Language Development

At Alhambra High School, we will engage in collaboration and ongoing professional development to reflect, grow professionally, and adjust our practices so that our students can reach their full potential. We seek to become a reflective community of professionals that actively engages with research to improve teaching and learning.

Schoolwide Focus:

Through an equity lens, we will engage all learners in standards-based, grade-level work. We will begin by centering our practices around a common language of evidence-informed instructional strategies using The Walk-Thrus Framework.

The Martinez Unified School district, including Alhambra High School, places great value on Professional Development. Professional Development takes on many forms at Alhambra High School:

Staff Meetings: Twice a month, for one hour each, all teachers participate in a staff meeting after school. The aim is always to make these meetings about Professional Development, rather than informational. Typically, one meeting is used to deepen the staff's instructional practice. The other meeting often focuses on school climate and WASC or new school initiatives like Bell Schedules, Emergency Response, Data Collection, Planning for events like Open House, and the newest Instructional Strategies. Regardless of the content of the meeting, teachers collaborate and within departments and cross-departmentally to share their collective learning and knowledge with a grade level meeting typically the 4th Wednesday of each month.

Department Meetings: Twice a month, for one hour each, teachers meet as departments to discuss student achievement and also to receive follow-up training as needed.

Minimum Days: With some of the Common Core money from the state of California, the Martinez Unified School District chose to set up a series of half-day professional development for teachers. For 2019-20 the focus of these days was time and support in developing common benchmark assessments and implementation of year one within the Positive Behavioral Interventions and Supports (PBIS).

Whether working on the Common Core standards, technology, or data, all Professional Development aligns to Alhambra High School's WASC goals. In the 2016-17 school year, Alhambra received a six-year accreditation from WASC. During the 2019-20 school year, AHS collected WASC data for the mid-cycle review of goals and progress.

We recognize that our greatest resource in Martinez is our outstanding teaching force. We are committed to investing in our students' success by investing in the growth of their teachers.

Professional Development

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	2.5	3.5