

# Alameda City Unified School District

## Island High (Continuation) School

### 2008-2009 School Accountability Report Card

**Alysse Castro,  
Principal**

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**510-748-4024**

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#### Principal's Message

The Island High motto is "Success by Choice." We believe it. We hope you do to. By coming to Island students have made a choice to stay in school, catch up on credits, and graduate. One of the big differences between Island High and other schools is that we give students a lot of choices about how to get to their diploma. Students then have to make some big choices about what their goals are and how hard they want to work to accomplish them. Then, every day, students make small choices that move them in the direction of their goals.

To do well at Island, there are three areas in which students need to succeed: Academics, Attendance and Attitude. Every students' career at Island begins with making their three plans to master these areas.

#### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Island High School at 510-748-4024.

#### School Profile

Island High is the continuation high school serving Alameda Unified. It serves 200 students, 16 and older, generally in grades 10-12. The academic emphasis is on credit recovery, and each student has an individualized graduation plan. All graduation requirements are offered, as well as a variety of electives.

Students have access to a broad range of social services, including health education and individual and group counseling. An on-site day care center provides services to parenting teens completing their education and an after school program, new in 2009-10, provides job training and enrichment activities.

#### Mission Statement

Island's mission is clear: Every Student is a Graduate and on a Career Path.

We are guided by our Core Values for Continuation High School:

#### Alternatives to Traditional High School

All continuation high school students were not well served by the traditional high school. It is our job to offer a different path to a diploma.

- Focus on diploma outcomes, not typical high school experiences.
- Do not re-create the problems of the traditional high school.
- If something isn't serving our kids, we change it.
- We take full advantage of the options in continuation high school.
- We utilize continuation best practices.
- Island is an alternative place to learn, not an alternative to learning.

#### Student Enrollment by Ethnic Group

2008-09

|                         | Percentage |
|-------------------------|------------|
| African American        | 20.1%      |
| American Indian         | 0.5%       |
| Asian                   | 11.3%      |
| Caucasian               | 26.3%      |
| Filipino                | 10.8%      |
| Hispanic or Latino      | 26.3%      |
| Pacific Islander        | 4.6%       |
| Multiple or No Response | 0.0%       |

### Engagement

All people enjoy learning. It is our job to make it enjoyable.

- Efficient learning comes from actively doing something interesting.
- Most continuation students are hands-on learners. We teach to their needs.
- Learning should be connected to existing knowledge, needs, or interests.
- If students are failing, we are failing. The school needs to change.

### Relationships

All people learn best when part of a community that knows and values them as individuals. It is our job to provide a warm, respectful and safe campus through building relationships.

- Everybody knows everybody else on campus by name.
- All students and families receive regular, supportive input.
- Concerns are addressed by conversations over time.
- Conflicts are de-escalated.
- Love is a renewable resource; we can afford to give it away.

### Options

All people have their own strengths and skills that they leverage to achieve their own, as well as shared, goals and objectives. It is our job to provide choices and recognize alternatives.

- Students set personal goals in academics, career choices, and personal time.
- Students choose how they will show competency to complete courses, including participation in group instruction, completion of individual projects, and examination.
- Course projects offer choices or opportunities to customize assignments.

### Encouragement

All people want to succeed. It is our job to identify and celebrate each path to success.

- Specific public recognition for victories large and small.
- Families receive positive, proactive contact.

### Parent Involvement

All Incoming Island families attend a new family orientation to learn how the school functions and have input into their student's Individual Graduation Plan.

At the end of each 6-week grading period, all families are invited to report card night, where they can pick up their student's report card, and meet with teachers and the principal.

Island families are welcome to join the School Site Council which meets every six weeks to give input and support to school programs and activities.

### Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

| Enrollment Trend by Grade Level |         |         |         |
|---------------------------------|---------|---------|---------|
|                                 | 2006-07 | 2007-08 | 2008-09 |
| 10th                            | 8       | 1       | 7       |
| 11th                            | 53      | 59      | 49      |
| 12th                            | 125     | 131     | 138     |

### Discipline & Climate for Learning

Students at Island High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Island High discipline program is to maintain a calm environment for learning. Parents and students are informed of school rules and discipline policies through family orientation sessions. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies every six weeks.

|                 | Suspensions & Expulsions |       |       |          |       |       |
|-----------------|--------------------------|-------|-------|----------|-------|-------|
|                 | School                   |       |       | District |       |       |
|                 | 06-07                    | 07-08 | 08-09 | 06-07    | 07-08 | 08-09 |
| Suspensions     | 84                       | 38    | 27    | 1348     | 1126  | 1016  |
| Suspension Rate | 45.2%                    | 19.9% | 13.9% | 13.2%    | 10.9% | 9.9%  |
| Expulsions      | 2                        | 1     | 0     | 13       | 6     | 11    |
| Expulsion Rate  | 1.1%                     | 0.5%  | 0.0%  | 0.1%     | 0.1%  | 0.1%  |

### Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from parent volunteers. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

|                | Class Size Distribution |    |    |                        |   |   |                |   |   |              |   |   |
|----------------|-------------------------|----|----|------------------------|---|---|----------------|---|---|--------------|---|---|
|                | Average Class Size      |    |    | Classrooms Containing: |   |   |                |   |   |              |   |   |
|                | 07                      | 08 | 09 | 1-20 Students          |   |   | 21-32 Students |   |   | 33+ Students |   |   |
| English        | 18                      | 19 | 18 | 10                     | 5 | 7 | -              | 3 | 4 | -            | - | - |
| Mathematics    | 14                      | 15 | 15 | 5                      | 4 | 6 | -              | - | - | -            | - | - |
| Science        | 19                      | 24 | 20 | 4                      | 1 | 2 | -              | 2 | 1 | -            | - | - |
| Social Science | 19                      | 19 | 20 | 9                      | 8 | 6 | 1              | 3 | 4 | -            | - | - |

### Safe School Plan

Safety of students and staff is a primary concern of Island High The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in May 2006 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Students are supervised before school and at lunch. Visitors register in the office before being welcomed on campus.



## School Facilities

Island High (Cont.) was originally constructed in 1977 and is comprised of 15 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 1 computer lab, and 1 playground. Recent remodeling included restroom renovation, HVAC upgrade and roof repair. Cleaning Process: The principal works daily with the custodian to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. Deferred Maintenance Budget The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2008/09 school year the district allocated \$444,917 for deferred maintenance program. This represents .5% of the district's general fund budget.

| School Facility Conditions                                 |                                  |      |      |   |
|--|----------------------------------|------|------|---|
| Date of Last Inspection: 01/05/2010                        |                                  |      |      |   |
| Overall Summary of School Facility Conditions: Fair        |                                  |      |      |   |
| Items Inspected  | Facility Component System Status |      |      | Deficiency & Remedial Actions Taken or Planned  |
|  | Good                             | Fair | Poor |   |
| Systems (Gas Leaks, Mech/HVAC, Sewer)                      | X                                |      |      |   |
| Interior   | X                                |      |      |   |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X                                |      |      |   |
| Electrical   | X                                |      |      |   |
| Restrooms/Fountains  | X                                |      |      |   |
| Safety (Fire Safety, Hazardous Materials)                  |                                  |      | X    | Island High School - One exit was completely blocked causing an extreme fire hazard. The exit is being cleared immediately following this report. |
| Structural (Structural Damage, Roofs)                      | X                                |      |      |   |
| External (Grounds, Windows, Doors, Gates, Fences)          | X                                |      |      |   |

## Data Sources

Data within the SARC was provided by Alameda City Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## Teacher Assignment

Alameda City Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Island High (Cont.) had 14 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

|                          | Teacher Credential Status |        |        | District |
|--------------------------|---------------------------|--------|--------|----------|
|                          | School                    | School | School |          |
|                          | 06-07                     | 07-08  | 08-09  | 08-09    |
| Fully Credentialed       | 10                        | 11     | 15     | 522      |
| Without Full Credentials | 2                         | 2      | 1      | 25       |
| Working Outside Subject  | 0                         | 1      | 0      | 5        |

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2008-09 school year, the most current data are reported.

|  | Misassignments/Vacancies |          |          |
|--|--------------------------|----------|----------|
|  | 06-07                    | 07-08    | 08-09    |
| Misassignments of Teachers of English Learners | 3                        | 1        | 1        |
| Misassignments of Teachers (other)             | 0                        | 0        | 0        |
| <b>Total Misassignments of Teachers</b>        | <b>3</b>                 | <b>1</b> | <b>1</b> |
| Vacant Teacher Positions                       | 0                        | 0        | 0        |

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

|                                  | NCLB Compliant Teachers                                      |  |
|----------------------------------|--|--|
|                                  | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School                           | 100.0%   | 0.0%   |
| District                         | 94.5%  | 5.5%   |
| High-Poverty Schools in District | 0.0%   | 0.0%   |
| Low-Poverty Schools in District  | 96.7%  | 3.3%   |



## Counseling & Support Staff

It is the goal of Island High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling life dilemmas. The counselor to pupil ratio is 1:200. Outside agencies provide additional mental health services every day. The table lists the support service personnel available at Island High.

### Counseling & Support Services Staff

|                    | Number of Staff | Full Time Equivalent |
|--------------------|-----------------|----------------------|
| Academic Counselor | 1               | 1.0                  |
| Counselor          | 1               | .25                  |
| Health Clerk       | 1               | .2                   |

## Staff Development

Staff members build teaching skills and concepts by participating in training, conferences and professional collaborations throughout the year. The district dedicated 3 days to staff development annually for the past years. Topics for staff development during the 2008-09 school year included:

- Continuation Best Practices
- Effective Advising and Counseling
- Academic Vocabulary
- Strategic Instruction Model
- Active Engagement Strategies

## Curriculum Development

All curriculum development in the is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Curriculum and Instruction and Assessment Coordinator to align with the state standards, district goals, and the statewide assessment program.

During the 2008/09, changes to the curriculum included:

- Adoption of new Houghton Mifflin California Math program for elementary schools, grades K- 5
- Adoption of new Houghton Mifflin California Math programs for 6-8th grade

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

### Adequate Yearly Progress (AYP)

|                    | School                  |             | District                |             |
|--------------------|-------------------------|-------------|-------------------------|-------------|
|                    | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Made AYP Overall   | Yes                     |             | No                      |             |
| Met AYP Criteria   | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate | Yes                     | Yes         | Yes                     | Yes         |
| Percent Proficient | Yes                     | Yes         | No                      | No          |
| API School Results | Yes                     |             | Yes                     |             |
| Graduation Rate    | Yes                     |             | Yes                     |             |

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

### API School Results

|                      | 06-07 | 07-08 | 08-09 | 2009 API Growth Score |
|----------------------|-------|-------|-------|-----------------------|
| Statewide Rank       | B     | B     | B     |                       |
| Similar Schools Rank | B     | B     | B     |                       |
| All Students         |       |       |       |                       |
| Actual Growth        | -65   | -57   | 123   | 567                   |

*B - This is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.*

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

| California Standards Test (CST) |        |      |      |          |      |      |       |      |      |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject                         | School |      |      | District |      |      | State |      |      |
|                                 | 2007   | 2008 | 2009 | 2007     | 2008 | 2009 | 2007  | 2008 | 2009 |
| English/Language Arts           | 3      | 1    | 11   | 58       | 60   | 63   | 43    | 46   | 50   |
| Mathematics                     | *      | *    | *    | 52       | 52   | 55   | 40    | 43   | 46   |
| Science                         | *      | 8    | *    | 49       | 56   | 60   | 38    | 46   | 50   |
| History/Social Science          | 6      | 8    | 10   | 45       | 46   | 50   | 33    | 36   | 41   |

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

| California Standards Test (CST)    |                              |             |         |                               |
|------------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subgroups                          |                              |             |         |                               |
| Subject                            | English/<br>Language<br>Arts | Mathematics | Science | History/<br>Social<br>Science |
| African American                   | 4                            | *           | *       | 8                             |
| American Indian                    | *                            | *           | *       | *                             |
| Asian                              | *                            | *           | *       | *                             |
| Filipino                           | 8                            | *           | *       | *                             |
| Hispanic or Latino                 | 8                            | *           | *       | 11                            |
| Pacific Islander                   | *                            | *           | *       | *                             |
| Caucasian                          | 26                           | *           | *       | 23                            |
| Males                              | 8                            | *           | *       | 13                            |
| Females                            | 19                           | *           | *       | 3                             |
| Socioeconomically<br>Disadvantaged | 6                            | *           | *       | 8                             |
| English Learners                   | *                            | *           | *       | *                             |
| Students with<br>Disabilities      | *                            | *           | *       | *                             |
| Migrant Education                  | *                            | *           | *       | *                             |

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

## Physical Fitness

In the spring of each year, Island High (Cont.) is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

| Federal Intervention Programs   |           |           |
|---------------------------------|-----------|-----------|
|                                 | School    | District  |
| Program Improvement (PI) Status | Not in PI | Not in PI |
| First Year in PI                | -         | -         |
| Year in PI (2009-10)            | -         | -         |
| # of Schools Currently in PI    | -         | 1         |
| % of Schools Identified for PI  | -         | 5.26%     |

| Percentage of Students in Healthy Fitness Zone   |                          |                          |                         |
|--|--------------------------|--------------------------|-------------------------|
| Grade Level  | Four of Six<br>Standards | Five of Six<br>Standards | Six of Six<br>Standards |
| *Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. |                          |                          |                         |

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

| National Assessment of Educational Progress      |                     |          |                             |            |          |
|--|---------------------|----------|-----------------------------|------------|----------|
| Reading and Mathematics Results for Grades 4 & 8 |                     |          |                             |            |          |
| By Performance Level - All Students              |                     |          |                             |            |          |
|  | Average Scale Score |          | % at Each Achievement Level |            |          |
|  | State               | National | Basic                       | Proficient | Advanced |
| Reading 2007 Grade 4                             | 209                 | 220      | 30                          | 18         | 5        |
| Reading 2007 Grade 8                             | 251                 | 261      | 41                          | 20         | 2        |
| Math 2009 Grade 4                                | 232                 | 239      | 41                          | 25         | 5        |
| Math 2009 Grade 8                                | 270                 | 282      | 36                          | 18         | 5        |

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

| National Assessment of Educational Progress                            |                    |     |          |     |
|--|--------------------|-----|----------|-----|
| Reading and Mathematics Results for                                    |                    |     |          |     |
| Students with Disabilities (SD) and/or English Language Learners (ELL) |                    |     |          |     |
| By Grades 4 & 8 and Participation Rate - All Students                  |                    |     |          |     |
|  | Participation Rate |     |          |     |
|  | State              |     | National |     |
|  | SD                 | ELL | SD       | ELL |
| Reading 2007 Grade 4   | 74                 | 93  | 65       | 80  |
| Reading 2007 Grade 8   | 78                 | 92  | 66       | 77  |
| Math 2009 Grade 4  | 79                 | 96  | 84       | 94  |
| Math 2009 Grade 8  | 85                 | 96  | 78       | 92  |

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

## Instructional Materials

AUSD held a Public Hearing on September 22, 2009, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. In addition, ASTI students use college texts provided in their classes at College of Alameda.

| District-Adopted Textbooks |                        |                     |               |            |           |  |
|----------------------------|------------------------|---------------------|---------------|------------|-----------|--|
| Grade Levels               | Subject                | Publisher           | Adoption Year | Sufficient | % Lacking |  |
| 10th                       | Mathematics            | McDougal Littell    | 1999          | Yes        | 0.0%      |  |
| 11th                       | Mathematics            | McDougal Littell    | 1999          | Yes        | 0.0%      |  |
| 10th                       | Reading/English        | Glencoe/McGraw Hill | 2001          | Yes        | 0.0%      |  |
| 11th-12th                  | Reading/English        | Prentice Hall       | 2001          | Yes        | 0.0%      |  |
| 10th                       | Science                | Prentice Hall       | 2004          | Yes        | 0.0%      |  |
| 11th                       | Science                | Prentice Hall       | 2000          | Yes        | 0.0%      |  |
| 11th                       | Social Science/History | McDougal Littell    | 2007          | Yes        | 0.0%      |  |
| 12th                       | Social Science/History | Prentice Hall       | 2003          | Yes        | 0.0%      |  |
| 10th                       | Social Science/History | Prentice Hall       | 2007          | Yes        | 0.0%      |  |

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Alameda Free Library, 1550 Oak Street, which contains numerous computer workstations.

## District Revenue Sources

In addition to general state funding, Island High (Cont.) receives state and federal funding for the following categorical funds and other support programs:

State Lottery  
 IASA-VI Formula Entitlements  
 Medi-Cal Billing Option  
 Cal-SAFE Supportive Services  
 Resource: 6092 - Cal-SAFE Child Care & Development Services  
 Resource: 7180 - Instructional Materials Standards Based  
 Other Federal  
 Teachers As a Priority (TAP)  
 Lottery: Instructional Materials  
 Economic Impact Aid  
 Transportation Bus Replacement  
 Immediate Intervention  
 Tenth Grade Counseling  
 Other local

## District Expenditures

Alameda City Unified spent an average of \$7856.07 to educate each student, based on 2006-07 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

| Expenditures per Pupil                            |         |
|---|---------|
| School  |         |
| Total Expenditures Per Pupil                      | \$6,158 |
| From Restricted Sources                           | \$1,024 |
| From Unrestricted Sources                         | \$5,133 |
| District  |         |
| From Unrestricted Sources                         | \$660   |
| Percentage of Variation between School & District |         |
| State   |         |
| From Unrestricted Sources                         | \$5,512 |
| Percentage of Variation between School & State    | 6.88%   |

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2007-08 financial statements).

| Average Teacher Salaries     |          |
|------------------------------|----------|
| School & District            |          |
| School                       | \$61,526 |
| District                     | \$62,223 |
| Percentage of Variation      | 1.13%    |
| School & State               |          |
| All Unified School Districts | \$64,246 |
| Percentage of Variation      | 4.24%    |

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

| Average Salary Information               |           |           |
|--|-----------|-----------|
| Teachers - Principal - Superintendent    |           |           |
| 2007-08                                  |           |           |
|  | District  | State     |
| Beginning Teachers                       | \$40,673  | \$40,917  |
| Mid-Range Teachers                       | \$58,529  | \$64,688  |
| Highest Teachers                         | \$77,556  | \$82,849  |
| Elementary School Principals             | \$101,085 | \$102,130 |
| Middle School Principals                 | \$106,320 | \$108,050 |
| High School Principals                   | \$112,983 | \$117,805 |
| Superintendent                           | \$172,396 | \$176,845 |
| Salaries as a Percentage of Total Budget |           |           |
| Teacher Salaries                         | 42.4%     | 40.3%     |
| Administrative Salaries                  | 5.7%      | 5.9%      |

## Dropout & Graduation Rates

Island High is structured as a dropout prevention program. A small school and small classes creates a more personal environment. All students have an Advisory class 4 times a week in which they develop and maintain and individual graduation plan. Students also have access to a full time academic counselor and personal counseling. A flexible schedule, variable credits, and personalized instruction support students in graduating.

| Graduation & Dropout Rates |        |        |        |
|----------------------------|--------|--------|--------|
|                            | 05-06  | 06-07  | 07-08  |
| Dropout Rate               | 18.30% | 22.60% | 41.10% |
| Graduation Rate            | 46.00% | 58.80% | 41.60% |

## Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "\*" means that the student group is not numerically significant.

| Completion of High School Graduation Requirements |        |          |       |
|---|--------|----------|-------|
|   | School | District | State |

\* Data was not available at the time of publication.

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

| CAHSEE By Subject |         |          |       |         |          |       |         |          |       |
|-------------------|---------|----------|-------|---------|----------|-------|---------|----------|-------|
|                   | 2006-07 |          |       | 2007-08 |          |       | 2008-09 |          |       |
|                   | School  | District | State | School  | District | State | School  | District | State |
| English           | -       | 59.7     | 48.6  | -       | 65.1     | 52.9  | -       | 66.2     | 52.0  |
| Mathematics       | -       | 59.1     | 49.9  | -       | 65.1     | 51.3  | -       | 66.5     | 53.3  |

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

### College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit [www.ucop.edu/pathways](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

## Advanced Placement Classes

Island High is a continuation high school and does not offer advanced placement (AP) courses. All Island students looking to advance their studies can take classes at the College of Alameda or other local community colleges.

## UC/CSU Course Completion

Students at Island High (Cont.) are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

| UC/CSU Course Enrollment   |            |
|--|------------|
|  | Percentage |
| % of Student Enrollment in Courses Required for UC/CSU Admission       | 5.6%       |
| % of Graduates Who Completed All Courses Required for UC/CSU Admission | -          |

\* Duplicated Count (one student can be enrolled in several courses).

| Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)    |          |
|--|----------|
| Question   | Response |
| How many of the school's pupils participate in CTE?  |          |
| What percent of the school's pupils complete a CTE program and earn a high school diploma?   |          |
| What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education? |          |

