

Alameda City Unified School District

Alameda Science and Technology Institute School

2009-2010 School Accountability Report Card

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Principal**

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Principal's Message

Founded in 2004, ASTI is proud to have already established a strong tradition of academic success. We continue to rank among the top schools in Alameda County and were recently recognized by US News & World Report as a Bronze Medal Awardee. Most importantly, 100% of ASTI seniors have continued their studies in college and many have done so at elite 4-year universities.

ASTI is a truly unique program that offers students the opportunity to earn their high school diploma, college credits, and a college degree at the same time. Our students are part of a very unique and growing trend of Early College High School students that are changing the face of education. ASTI's staff, students, and parents/guardians are all working toward the common goal of preparing students for success at the college level. We believe that ALL students are capable of succeeding at a high academic level and ALL students deserve and are entitled to a college education.

Mission Statement

To provide ALL students college access, especially those who are traditionally underrepresented.

To provide the academic rigor and support needed to prepare students for entrance into college after two years of high school instruction.

To provide a healthy and safe environment that facilitates the development of responsible, proactive and empowered global citizens.

ALL students deserve access to a college education and ALL students are capable of succeeding at a high academic level

School Profile

The Alameda Science and Technology Institute (ASTI) is located on the College of Alameda campus on the West End of Alameda. First opened in 2004, ASTI's mission is to provide the academic rigor and support needed to prepare students for entrance into college after two years of high school instruction. As one of the first Early College High Schools (ECHS) in California, ASTI offers a unique opportunity to students seeking an alternative to the traditional high school model. Students completing our program can obtain an Associate of Arts (AA) degree and significant transfer units in addition to their high school diploma. Underlying ASTI's mission is the fundamental belief that ALL students deserve and are entitled to a college education and that ALL students are capable of succeeding at the college level. As an Early College High School ASTI's first core principle is a commitment to serving students underrepresented in higher education. In recruitment we actively seek out students that are traditionally underrepresented in the areas of socioeconomic level, home language, first generation college goers and ethnicity. As a community we believe that making college accessible to ALL students – especially those who are underrepresented – is a vital step towards achieving equity in education and our society at large. ASTI seeks a future maximum enrollment of 180 students. ASTI serves approximately 165 students currently in a small and highly personalized school setting.

| Student Enrollment by Ethnic Group | |
|-------------------------------------------|------------|
| 2009-10 | |
| | Percentage |
| African American | 13.2% |
| American Indian | 0.7% |
| Asian | 53.0% |
| Filipino | 7.3% |
| Hispanic or Latino | 12.6% |
| Pacific Islander | 0.7% |
| White | 11.9% |
| Two or More | - |
| None Reported | 0.7% |

Discipline & Climate for Learning

ASTI maintains a safe and orderly environment by publicizing and enforcing school rules and consequences for non-compliance. As a small school, ASTI faculty members and administrators give individual attention to all students and thus need for disciplinary consequences is minimal. All ASTI activities are supervised by its staff. All ASTI students are expected to act responsibly as student learners and to respect themselves and one another. Students are informed of the discipline consequences should an infraction of school rules occur. ASTI is remarkable in its lack of disciplinary infractions when compared to other high schools, and this represents one more positive aspect of the strength of its small learning community.

| | Suspensions & Expulsions | | | | | |
|-----------------|--------------------------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 |
| Suspensions | 0 | 0 | 0 | 1126 | 1016 | 797 |
| Suspension Rate | 0.0% | 0.0% | 0.0% | 10.9% | 9.9% | 7.6% |
| Expulsions | 0 | 0 | 0 | 6 | 11 | 5 |
| Expulsion Rate | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.0% |

Enrollment By Grade

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

| | Enrollment Trend by Grade Level | | |
|------|---------------------------------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 |
| 9th | 37 | 45 | 51 |
| 10th | 44 | 35 | 43 |
| 11th | 14 | 27 | 31 |
| 12th | 28 | 13 | 26 |

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: | | | | | | | | | |
| | | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | | |
| 08 | 09 | 10 | 08 | 09 | 10 | 08 | 09 | 10 | 08 | 09 | 10 | |
| By Grade Level | | | | | | | | | | | | |
| English | 22 | 20 | 23 | 8 | 8 | 3 | 4 | 5 | 8 | 1 | - | - |
| Mathematics | 19 | 19 | 24 | 3 | 4 | 1 | 1 | 1 | 4 | - | - | - |
| Science | 20 | 20 | 24 | 5 | 2 | 1 | - | 2 | 4 | - | - | - |
| Social Science | 23 | 21 | 23 | 1 | 2 | 1 | 2 | 3 | 3 | - | - | - |

Data Sources

Data within the SARC was provided by Alameda City Unified School District, retrieved from the 2009-10 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.

Dropout & Graduation Rates

Alameda Science and Technology Institute believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation.

ASTI graduated its first class in the Spring of 2008. One hundred percent of the senior class has graduated and moved on to either a four-year or two-year college.

| | Graduation & Dropout Rates | | |
|-----------------|----------------------------|--------|--------|
| | 06-07 | 07-08 | 08-09 |
| Dropout Rate | 1.00% | - | 2.50% |
| Graduation Rate | 96.70% | 98.60% | 92.30% |

Teacher Assignment

Alameda City Unified recruits and employs the most qualified credentialed teachers.

| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 07-08 | 08-09 | 09-10 | 09-10 |
| Fully Credentialed | 5 | 9 | 8 | 2360 |
| Without Full Credentials | 0 | 0 | 0 | 5 |
| Working Outside Subject | 1 | 0 | 0 | 0 |

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 2010-11 school year, the most current data are reported.

| | Misassignments/Vacancies | | |
|------------------------------------------------|--------------------------|----------|----------|
| | 08-09 | 09-10 | 10-11 |
| Misassignments of Teachers of English Learners | 1 | 1 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 0 |
| Total Misassignments of Teachers | 1 | 1 | 0 |
| 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 2006-07 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 | 98.5% | 1.5% |
| High-Poverty Schools in District | N/A | N/A |
| Low-Poverty Schools in District | 99.8% | 0.2% |

Staff Development

ASTI staff participate in a wide variety of staff development activities aimed at developing curriculum and instructional practices that support the success of all students. Current staff development activities include:

- Weekly staff collaboration
- Peer Observations and conferences
- Sharing of Best Practices
- Early College High School network conferences
- Discipline-specific conferences

Counseling & Support Staff

Upon admission and continuing biannually through subsequent years, all ASTI students are comprehensively assessed in their reading, writing and math proficiencies to gauge their progress and determine their readiness for college. In yearly interviews thereafter and also in ongoing use of MAP (Measure of Academic Progress) value-added assessments only offered in AUSD at ASTI, the faculty continues to check student progress to indicate areas of both strength and challenge. ASTI students enroll in full-time College of Alameda coursework in the 11th and 12th grade years to satisfy high school requirements while also earning college credits simultaneously. Thus, two years of both time and significant college costs are avoided as students progress at an accelerated rate in the ASTI ECHS program.

ASTI's college counselor offers individualized college and career counseling to students throughout the four years they are students. Parent/Guardian informational nights, class meetings and individual meetings are all held to ensure that students stay on track for graduation and college eligibility. The college counselor also works with each student personally to identify appropriate colleges and guides them through the application process.

Counseling & Support Services Staff

| | Number of Staff | Full Time Equivalent |
|--------------------|-----------------|----------------------|
| Academic Counselor | 1 | 1 |

Contact Information

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Parents or community members who wish to participate in ASTI's PTSA, School Site Council, or as volunteers on school committees may contact Alameda Science and Technology Institute by phone at (510) 748-4021 or by email at ASTI@alameda.k12.ca.us.

Safe School Plan

The ASTI team meets regularly to discuss safety issues and to take proactive steps in addressing school-related safety issues. Since ASTI is co-located on the College of Alameda campus, ASTI also is under the jurisdiction of the Alameda County Sherriff's Office that works closely with COA and ASTI administrators on any safety and security issues that arise.

School Facilities

Located on the College of Alameda campus in a series of modular classrooms on the west end of campus, ASTI is a safe and clean facility with more than adequate school facilities. Because ASTI is actually co-located on the COA campus, ASTI students enjoy a small autonomous high school campus that also affords them all the privileges accessible to them as Early College High School students concurrently enrolled at the College of Alameda.

School Facility Conditions

Date of Last Inspection: 01/20/2011

Overall Summary of School Facility Conditions: Exemplary

| 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 | | | |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

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 available for Math (grades 9-11) and Science (grade 9). For results on course specific tests, please see <http://star.cde.ca.gov>.

| California Standards Test (CST) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 |
| English/Language Arts | 80 | 76 | 80 | 60 | 63 | 66 | 46 | 50 | 52 |
| Mathematics | 24 | 32 | 26 | 52 | 55 | 57 | 43 | 46 | 48 |
| Science | 70 | 77 | 90 | 56 | 60 | 65 | 46 | 50 | 54 |
| History/Social Science | 60 | 63 | 55 | 46 | 50 | 54 | 36 | 41 | 44 |

*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/ Language Arts | Mathematics | Science | History/ Social Science |
| District | 66 | 57 | 65 | 54 |
| School | 80 | 26 | 90 | 55 |
| African American | 71 | * | * | 18 |
| American Indian | * | * | * | * |
| Asian | * | * | * | * |
| Filipino | * | * | * | * |
| Hispanic or Latino | 65 | 18 | * | 58 |
| Pacific Islander | * | * | * | * |
| White | 76 | 18 | * | 64 |
| Males | 80 | 39 | 93 | 68 |
| Females | 79 | 18 | 88 | 47 |
| Socioeconomically Disadvantaged | 72 | 22 | 84 | 45 |
| English Learners | 56 | 22 | * | 29 |
| Students with Disabilities | * | * | * | * |
| Migrant Education | * | * | * | * |

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

Physical Fitness

In the spring of each year, Alameda Science and Technology Institute is required by the state to administer a physical fitness test to all students in grade 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.

| Percentage of Students in Healthy Fitness Zone | | | |
|------------------------------------------------|--------------------------|--------------------------|-------------------------|
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 15.6% | 31.1% | 40.0% |

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

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

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.

| Federal Intervention Programs | | |
|---------------------------------|-----------|-----------|
| | School | District |
| Program Improvement (PI) Status | Not in PI | Not in PI |
| First Year in PI | - | - |
| Year in PI (2010-11) | - | - |
| # of Schools Currently in PI | - | 2 |
| % of Schools Identified for PI | - | 10.00% |

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. 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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

| API School Results | | | |
|----------------------------|-------|-------|-------|
| | 07-08 | 08-09 | 09-10 |
| Statewide | 10 | 10 | 10 |
| Similar Schools | N/A | N/A | 6 |
| All Students at the School | | | |
| Actual API Change | 20 | -5 | -2 |
| Asian | | | |
| Actual API Change | - | - | 29 |
| Two or More Races | | | |
| Actual API Change | - | - | 0 |

* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)

| Growth API | | | |
|---------------------------------|--------|----------|-------|
| | School | District | State |
| All Students at the School | 842 | 833 | 767 |
| Asian | 883 | 877 | 890 |
| Socioeconomically Disadvantaged | 819 | 760 | 712 |

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 first table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

| | CAHSEE By Subject | | | | | | | | |
|-------------|-------------------|----------|-------|---------|----------|-------|---------|----------|-------|
| | 2007-08 | | | 2008-09 | | | 2009-10 | | |
| | School | District | State | School | District | State | School | District | State |
| English | 87.1 | 65.1 | 52.9 | 83.9 | 66.2 | 52.0 | 97.6 | 67.5 | 54.0 |
| Mathematics | 80.6 | 65.1 | 51.3 | 74.2 | 66.5 | 53.3 | 82.9 | 66.4 | 53.4 |

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.

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. To prepare for entrance to a CSU school, visit www.csumentor.edu.

UC/CSU Course Completion

Students at Alameda Science and Technology Institute 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 | 100.0% |
| % of Graduates Who Completed All Courses Required for UC/CSU Admission | 100.0% |

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

Advanced Placement Classes

Alameda Science and Technology Institute is an early college high school and as such does not offer traditional AP courses.

Curriculum Development

All curriculum development in the Alameda Unified School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Student Support Services and Assessment TSA to align with the state standards, district goals, and the statewide assessment program.

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.

Additional Internet Access/ Libraries

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

Parent and Student Involvement

ASTI students and parents currently contribute equally to the ASTI PTSA (Parent Teacher Student Association) as well as to the ASTI SSC (School Site Council) in active efforts to gain family and student participation in school decision-making. ASTI was proud to have chartered its first PTSA in 2007, and representation of strong student participation showed this school to be one of the first PTSAs in Alameda County's Peralta PTSA District with a student president and majority of students serving in this group. Indeed, ASTI School Site Council also has regular meetings with strong participation by students who serve as officers and also who participate in ad hoc and voluntary ways to contribute to and support implementation of the school's mission. In the Fall of 2008 ASTI began a regular group of Parents/Guardians and staff to further enhance collaboration. The group has so far played a key role in designing the recruitment and application process for the incoming freshmen class and engaged in significant fundraising.

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.

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 2008-09 financial statements).

| Average Teacher Salaries | |
|------------------------------|----------|
| School & District | |
| School | \$65,951 |
| District | \$64,092 |
| Percentage of Variation | 2.90% |
| School & State | |
| All Unified School Districts | \$65,399 |
| Percentage of Variation | 0.84% |

District-Adopted Textbooks

| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
|--------------|-------------------------|----------------------|---------------|------------|-----------|
| 9th | Mathematics | McDougal Littell | 2001 | Yes | 0.0% |
| 10th | Mathematics | McDougal Littell | 1999 | Yes | 0.0% |
| 9th-10th | Reading/ English | Glencoe/ McGraw Hill | 2001 | Yes | 0.0% |
| 11th-12th | Reading/ English | Prentice Hall | 2001 | Yes | 0.0% |
| 9th | Science | Holt | 2006 | Yes | 0.0% |
| 11th | Science | Prentice Hall | 2000 | Yes | 0.0% |
| 10th | Science | Prentice Hall | 2004 | 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% |

Average Salary Information

Teachers - Principal - Superintendent

2008-09

| | District | State |
|------------------------------|-----------|-----------|
| Beginning Teachers | \$41,893 | \$41,209 |
| Mid-Range Teachers | \$60,285 | \$65,228 |
| Highest Teachers | \$79,883 | \$83,339 |
| Elementary School Principals | \$104,402 | \$103,189 |
| Middle School Principals | \$112,410 | \$108,789 |
| High School Principals | \$113,585 | \$119,247 |
| Superintendent | \$192,500 | \$179,589 |

Salaries as a Percentage of Total Budget

| | | |
|-------------------------|-------|-------|
| Teacher Salaries | 42.3% | 40.6% |
| Administrative Salaries | 5.8% | 6.0% |

District Expenditures

Alameda City Unified spent an average of \$67094.00 to educate each student, based on 2008-09 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 | \$4,513 |
| From Restricted Sources | \$256 |
| From Unrestricted Sources | \$4,257 |
| District | |
| From Unrestricted Sources | \$474 |
| Percentage of Variation between School & District | 798.10% |
| State | |
| From Unrestricted Sources | \$5,681 |
| Percentage of Variation between School & State | 25.07% |

District Revenue Sources

In addition to general state funding, Alameda Science and Technology Institute receives state and federal funding for the following categorical funds and other support programs:

IASA-VI Formula Entitlements

Lottery: Instructional Materials

Other Local