

Alameda Science and Technology Institute

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.



Tracy Corbally, Principal

Principal, Alameda Science and Technology Institute

About Our School

Welcome to Alameda Science and Technology Institute! Established in 2004, ASTI is an early college high school located on the College of Alameda campus. We are a public magnet school, a partnership between Alameda Unified School District and College of Alameda. Our students reap the challenges and benefits of enrolling in community college classes as they matriculate toward high school diplomas. We serve 187 students.

Contact

Alameda Science and Technology Institute
555 Ralph Appenzato Memorial Pkwy
Alameda, CA 94501-2109

Phone: 510-748-4021
Email: tcorbally@alamedaunified.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Alameda Unified
Phone Number	(510) 337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
Website	http://www.alameda.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	Alameda Science and Technology Institute
Street	555 Ralph Appezato Memorial Pkwy
City, State, Zip	Alameda, Ca, 94501-2109
Phone Number	510-748-4021
Principal	Tracy Corbally, Principal
Email Address	tcorbally@alamedaunified.org
Website	https://asti-alameda.usd-ca.schoolloop.com
County-District-School (CDS) Code	01611190106401

Last updated: 1/30/2020

School Description and Mission Statement (School Year 2019—20)

School Mission and Vision

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

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

Philosophy

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

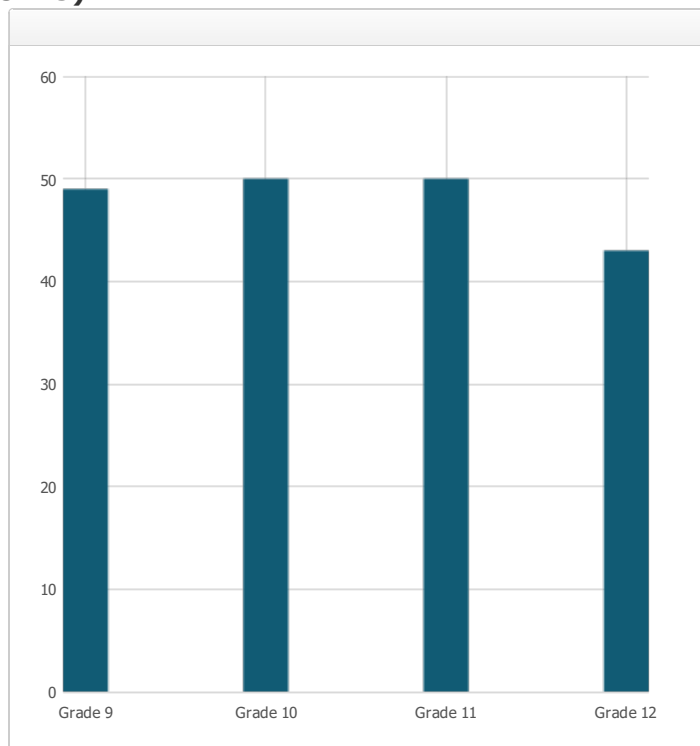
Early College High School (ECHS) Core Principles: As an Early College High School (ECHS), ASTI is part of a larger network of programs throughout the state of California and across the nation. Each of these programs was founded with the charge to adhere to interrelated core principles that together constitute the fundamental beliefs of the Early College initiative. These core principles include:

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

Last updated: 1/30/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	49
Grade 10	50
Grade 11	50
Grade 12	43
Total Enrollment	192



Last updated: 1/30/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	4.70 %
American Indian or Alaska Native	%
Asian	47.40 %
Filipino	8.90 %
Hispanic or Latino	9.40 %
Native Hawaiian or Pacific Islander	1.00 %
White	22.90 %
Two or More Races	4.70 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	28.60 %
English Learners	6.30 %
Students with Disabilities	3.60 %
Foster Youth	%
Homeless	0.50 %

A. Conditions of Learning

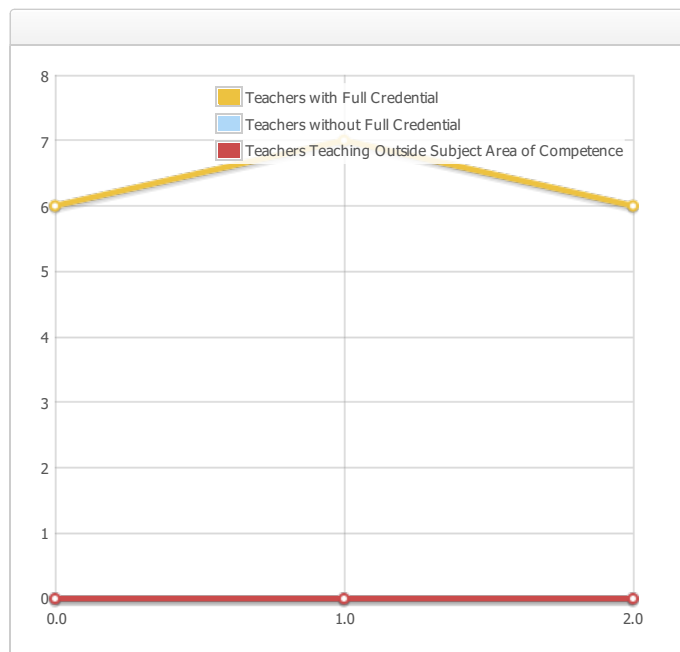
State Priority: Basic

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

Teacher Credentials

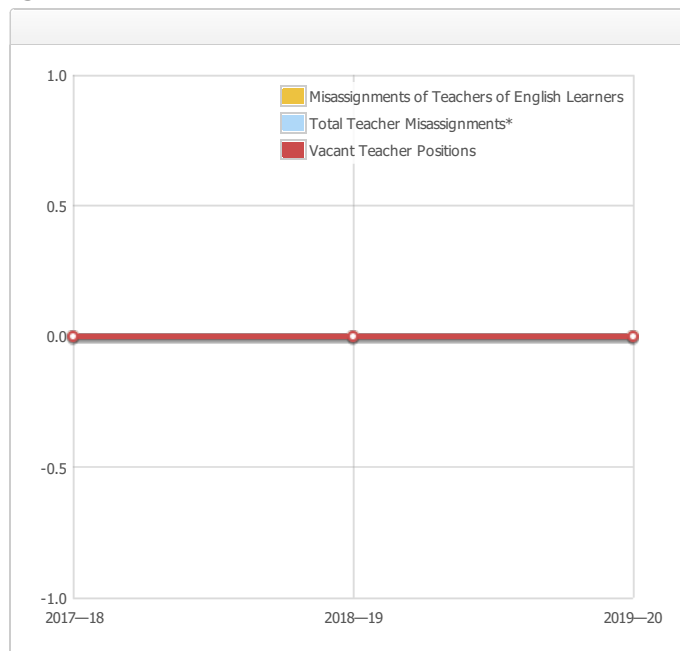
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	6	7	6	452
Without Full Credential	0	0	0	23
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	12



Last updated: 1/24/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/24/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Thematic Units centered around novels common across grade levels. Novel lists currently in revision.	No	0.00 %
Mathematics	Precalculus with Limits: A Graphing Approach (5th). McDougal Littell, 2008. Adopted 4.28.09 Calculus: Early Transcendental Functions (6th). Cengage Publishing, 2015. Adopted 6.28.16. Statistics: Workshop Statistics, Key College Publishing 2008. Adopted 4/28/2009; AP Statistics The Practice of Statistics (5th). Bedford, Freeman, and Worth, 2015. Adopted 6.28.16.	Yes	0.00 %
Science	Biology. Prentice Hall (Pearson), 2004. Adopted 5.13.08. Campbell Biology In Focus. Pearson AP Edition, 2014. Bridge Materials. AP Environmental Science. Prentice Hall (Pearson) 10th, 2007. Adopted 5.13.08. Chemistry (Zumdahl). HMH, 2000 (5th). Chemistry (Zumdahl). Brooks/Cole, 9th (AP Edition), 2014. Bridge Materials. Conceptual Physics. Prentice Hall (Pearson), 2009. Adopted 5.13.08.	Yes	0.00 %
History-Social Science	MWH: World History, The Modern Era. Prentice Hall, 2007. Adopted 4.07. USH: The Americans: Rec. to the 21st Century. McDougal Littell (HMH), 2007. Adopted 4.07. AP USH: America's History. Bedford St. Martin, 2000. Adopted 6.13.00. AP Euro: Western Civilization. Thomson Wadsworth (HMH), 2006. Adopted 6.26.07. AP Gov: American Government Institutions and Policies. HMH, 2004. AP Economics: Economics Principles & Practices. Harcourt, 2001. Adopted 4.23.02. Econ: Economics Principles & Practices. Glencoe/McGraw-Hill, 2001. Adopted 2.13.01. Gov: Magruder's American Government. Prentice Hall (Pearson), 2003. Adopted 1.14.03.	Yes	0.00 %
Foreign Language	Mandarin: Mandarin I-IV. Cheng & Tsui texts/workbooks. French: Bien Dit!, French 1-3. HMH, 2018. AP Themes 1e (AP French 4-5). Vista Higher Learning, 2016. Adopted 5.23.17. Spanish: ¡Avancemos!, Spanish 1-4. HMH, 2018. Adopted 5.23.17.	Yes	0.00 %
Health	Health standards guide programming.	No	0.00 %
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2020

School Facility Conditions and Planned Improvements

The Alameda Science Technology Institute is located inside the College of Alameda with seven portables. The portables have a new clock/bell/PA system installed in 2019. The site is fairly clean.

Last updated: 1/17/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Admin office motion sensor produces false alarm, needs repair or replacement. Portable 7 has a phone line issue.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Portable 3 ceiling tiles show signs of leaks.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good
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Last updated: 1/16/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	93.0%	98.0%	66.0%	66.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	89.0%	90.0%	58.0%	58.0%	38.0%	39.0%

Note: 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.

Note: 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.

Last updated: 1/30/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	48	96.00%	4.00%	97.92%
Male	24	24	100.00%	0.00%	95.83%
Female	26	24	92.31%	7.69%	100.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	19	19	100.00%	0.00%	100.00%
Filipino	--	--	--	--	
Hispanic or Latino	--	--	--	--	
Native Hawaiian or Pacific Islander					
White	16	15	93.75%	6.25%	100.00%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	14	14	100.00%	0.00%	92.86%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: 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.

Note: 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.

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

Last updated: 1/30/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	48	96.00%	4.00%	89.58%
Male	24	24	100.00%	0.00%	87.50%
Female	26	24	92.31%	7.69%	91.67%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	19	19	100.00%	0.00%	84.21%
Filipino	--	--	--	--	
Hispanic or Latino	--	--	--	--	
Native Hawaiian or Pacific Islander					
White	16	15	93.75%	6.25%	93.33%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	14	14	100.00%	0.00%	78.57%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: 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.

Note: 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.

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

Last updated: 1/30/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/30/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

ALAMEDA UNIFIED SCHOOL DISTRICT
 CTE INFORMATION FOR SARC
 SY 2019-2020

CTE COURSES OFFERED UC A - G

Biotechnology 1 D
 Computer Science Discoveries CTE 1 D
 Computer Science Discoveries CTE 2 D
 Digital Filmmaking 1 G
 Digital Filmmaking 2
 Multimedia Art 1 G
 Advanced Multimedia Art 2 G
 Advanced Multimedia Projects
 Sports Medicine 1 G
 Sports Medicine 2
 Marketing 1 G
 Marketing 2 G
 Radio Broadcast Journalism 1 G
 Radio Broadcast Journalism 2 G
 Physiological Development of Children 1
 Physiological Development of Children 1
 Life After High School
 Exploring Computer Science
 Art
 Photography
 Economics of Business Ownership G
 Sports and Entertainment Marketing

ALAMEDA UNIFIED SCHOOL DISTRICT
 CTE INFORMATION FOR SARC
 Career Technical Education Pathways
 SY 2019-2020

Industry Sector CTE Pathway Course 1 Course 2
 Health Science & Medical Technology Biotechnology Biotech 1 Biotech 2 *
 Health Science & Medical Technology Sports Medicine Sports Medicine 1 Sports Medicine 2
 Information Computer Technology Computer Science Computer Science Discoveries CTE 1 Computer Science Discoveries CTE 2
 Arts Media & Entertainment Multimedia Multimedia Art 1 Advanced Multimedia Art 2
 Arts Media & Entertainment Digital Filmmaking Digital Filmmaking 1 Digital Filmmaking 2
 Arts Media & Entertainment Radio Broadcast Journalism Radio 1 Radio 2
 Marketing Marketing Marketing 1 Marketing 2
 Child Development Early Childhood Education Psychological Development of Children 1 Psychological Development of Children 2

*Biotech 2 will be offered in SY 2020-21

AUSD CTE Advisory Council Title/Affiliation CTE Pathway

Nicole Kidd, Chair Owner, NK Insights Marketing
 Ana Bagtas Parent and Community Development Staff, City of Alameda All Sectors
 Tim Karas President, College of Alameda All Sectors
 Susan Haworth Owner, Cambios Life Coaching All Sectors
 Michael McDonough President, Alameda Chamber of Commerce All Sectors
 Madlen Saddik Exec. Director, Alameda Chamber of Commerce Marketing
 Debbie Potter Community Development Director, City of Alameda All Sectors
 Carolyn Hogg Information Technology Director, City of Alameda ICT
 Eric Fonstein Development Manager, City of Alameda All sectors
 Lois Butler Economic Development Office City of Alameda All sectors
 Ana McClanahan Dean, College of Alameda ICT/Health Science
 Dan Gerard Alameda Fire Dept Allied Health
 Stan Bunger Radio Broadcaster, KCBS Arts Media & Entertainment
 Vina Cera Co-Chair, Media Communications Department, Laney College Arts Media & Entertainment
 Arthur Culang Owner, Arthur Culang Consulting Health Science
 Damon Tighe Training Specialist, Bio-Rad Health Science
 Robert J. Macey Genomics Professor, Merritt College Health Science
 S. Brooke Briggance Parent AND Deputy Director, FACES for the Future, Public Health Institute Allied Health
 Annie Thatcher-Stephens Athletic Trainer, Childrens' Hospital Allied Health
 Shaun Daniels Owner, Castaway Creative Arts Media & Entertainment
 Maggie Simpson Adams Owner, Decomp Films Arts Media & Entertainment

Vicki Sedlack Executive Director, Alameda Education Foundation All sectors
 Derek Lee Executive Director, PilotCity ICT
 Amanda Azerki Solution Engineer, Esri ICT
 Robert Kreitz Former Superintendent, Tri-Valley ROP CTE Specialist
 Tina Kreitz Retired Early Childhood Educator Early Childhood

Last updated: 1/30/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	50
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/31/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	79.69%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	95.45%

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

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
-------------	--	--	---

Note: 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.

Last updated: 1/30/2020

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

ASTI's present parent engagement opportunities include:
 Updating the website using parent input from survey, SSC and PTSA
 Mandatory grade level information nights
 Back To School Night, Awards Nights, and an annual PTSA fundraiser
 Translation at parent events
 Sophomore counseling
 SSC & PTSA
 Emailed weekly announcements
 Weekly principal robocalls
 Tardy letters, SST, etc.

State Priority: Pupil Engagement

Last updated: 1/30/2020

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

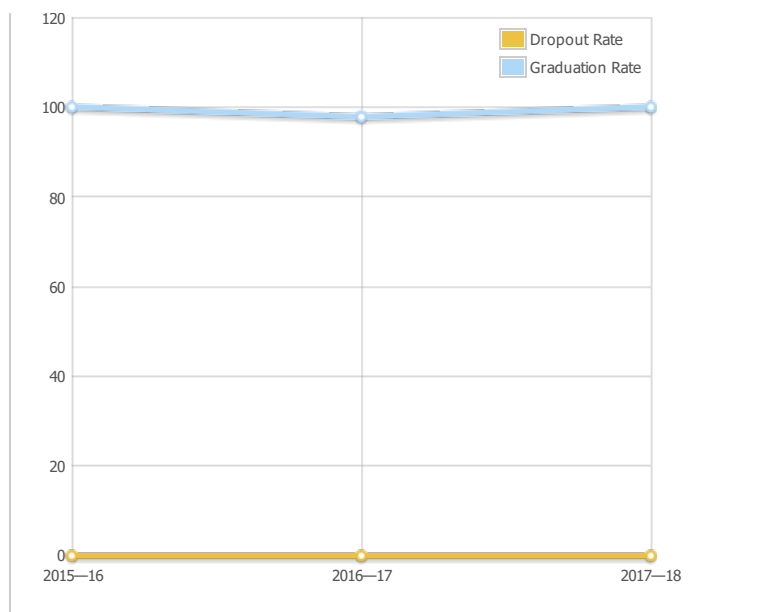
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	5.40%	9.70%
Graduation Rate	100.00%	86.90%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	5.00%	3.50%	9.10%	9.60%
Graduation Rate	97.80%	100.00%	87.00%	91.40%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/30/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	--	--	--	--	--	--	3.60%	3.50%	3.50%
Expulsions	--	--	--	--	--	--	0.10%	0.10%	0.10%

Last updated: 1/30/2020

School Safety Plan (School Year 2019—20)

ASTI's Safety Plan includes role assignments in case of emergency, ALICE protocol for lockdown, and protocol for various natural disasters. It is reviewed with Staff and School Site Council annually every September-October.

Last updated: 1/30/2020

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	1	2	1
Mathematics	18.00	4	2	
Science	24.00	1	3	
Social Science	21.00	3	2	

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	2	2	
Mathematics	18.00	5	1	
Science	23.00	2	2	
Social Science	24.00	2	3	

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00		5	
Mathematics	23.00	3	2	
Science	23.00	1	3	
Social Science	24.00	1	4	

* Number of classes indicates how many classrooms 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.

Last updated: 1/30/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	192.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.20
Other	0.10

*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.

Last updated: 1/30/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14077.65	\$7388.71	\$6688.94	\$70241.04
District	N/A	N/A	\$8605.52	\$73425.00
Percent Difference – School Site and District	N/A	N/A	-25.06%	-4.43%
State	N/A	N/A	\$7506.64	\$78059.00
Percent Difference – School Site and State	N/A	N/A	-11.52%	-10.54%

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

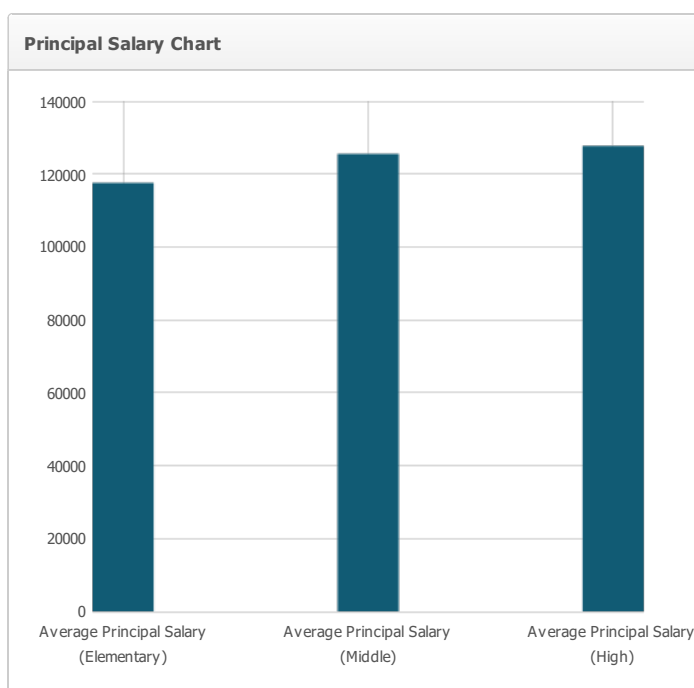
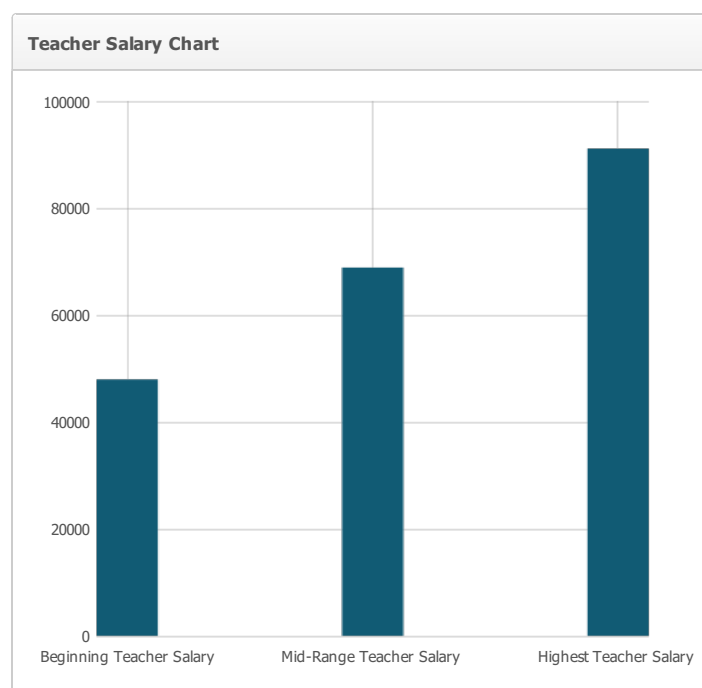
LCFF Funds are used to support after school tutoring in math and to provide support for Integrated ELD. ASTI partners with a local mental health agency to provide one-on-one therapeutic counseling to students via referral. ASTI students receive Special education services as warranted by IEPs.

Last updated: 1/30/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,966	\$49,084
Mid-Range Teacher Salary	\$68,867	\$76,091
Highest Teacher Salary	\$91,138	\$95,728
Average Principal Salary (Elementary)	\$117,569	\$118,990
Average Principal Salary (Middle)	\$125,538	\$125,674
Average Principal Salary (High)	\$127,726	\$137,589
Superintendent Salary	\$238,311	\$230,096
Percent of Budget for Teacher Salaries	38.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/30/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/30/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	4