

# Albany High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Albany High School
<b>Street</b>	603 Key Route Blvd.
<b>City, State, Zip</b>	Albany, CA 94706
<b>Phone Number</b>	510.558.2500
<b>Principal</b>	Alexia Ritchie
<b>E-mail Address</b>	aritchie@ausdk12.org
<b>Web Site</b>	<a href="https://ahs.ausdk12.org/">https://ahs.ausdk12.org/</a>
<b>CDS Code</b>	01-61127-0130450

<b>District Contact Information</b>	
<b>District Name</b>	Albany Unified School District
<b>Phone Number</b>	510.558.3750
<b>Superintendent</b>	Valerie Williams
<b>E-mail Address</b>	vwilliams@ausdk12.org
<b>Web Site</b>	<a href="http://www.ausdk12.org">http://www.ausdk12.org</a>

### **School Description and Mission Statement (School Year 2018-19)**

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

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

#### **Vision/Mission Statement**

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

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

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

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

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

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

Effective Communicators in a variety of formats and cultural contexts

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

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

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	298
Grade 10	269
Grade 11	293
Grade 12	269
<b>Total Enrollment</b>	<b>1,129</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.1
Asian	29.9
Filipino	1.6
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	0.4
White	36.0
Socioeconomically Disadvantaged	21.7
English Learners	9.1
Students with Disabilities	7.2
Foster Youth	0.1

## 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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	68	64	69	217
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)			0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	1	1
<b>Total Teacher Misassignments *</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Year and month in which data were collected: October 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	AHS uses core novels in place of an adopted textbook.	No	0.0%
<b>Mathematics</b>	Pre Calculus/Pre Calculus with Limits/2001/McDougal Littel Honors Pre Calculus/Calculus with Pre Calculus/2004/McDougal Littel AP Calculus AB/Calculus (Stewart)/2004/Thompson Learning AP Calculus BC/Calculus 6th Edition (Swok)/1994/PWS AP Statistics/Stats, Modeling the World/2010/Addison-Wesley Statistics/ Stats, Modeling the World/2010/Addison-Wesley	No	0.0%
<b>Science</b>	Biology: Biology (Prentice Hall) Advanced Placement Biology: Biology in Focus AP Edition Chemistry: Foundations of College Chemistry (Arena) Advanced Placement Chemistry: General Chemistry (Robinson) Physics: Physics Principles and Problems (Glencoe Science) Advanced Placement Physics: Physics (Giancoli) Anatomy and Physiology: Hole's Essentials of Human Anatomy & Physiology (McGraw Hill) Advanced Placement Environmental Science: Environment (Wiley)	No	0.0%
<b>History-Social Science</b>	Grade 10: World History, People & Nations (Holt) Grade 11: American Odyssey (Glencoe) Grade 12: US Government: American Politics Today (Norton & Company) Grade 12: Advanced Placement Comparative Government: Introduction to Comparative Politics Grade 12: Economics: Economics in our Times (NTC Publishing)	No	0.0%
<b>Foreign Language</b>	Spanish: Realidades 1-4 (2004) Advanced Placement Spanish: Abriendo Paso (2005) French: Discovering French 1-4 Advanced Placement French: Une Fois Pour Toute		

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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

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

A Facilities Master Plan was approved in 2014. Plans are in progress to utilize Bond Measures B & E approved by Albany voters in June 2016. In general, our district needs to prepare for anticipated growth in enrollment and the addition and/or replacement of existing facilities. Over the coming year, we will finalize the design for the Albany High School Classroom Addition Project and begin construction. AHS is in particular need of expanded classroom space and CTE (Career Technical Education) workspaces. District and site custodial and maintenance personnel maintain a clean and functional facility. There are six custodians working at AHS from early morning to late night Monday through Friday. One custodian works the day shift from early morning to afternoon. One custodian works from very early morning to opening bell. Three custodians work from afternoon to late night. One custodian works from evening to late night.

The school is in good overall condition.

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

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

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

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>		
Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Room -109-B Room 214-A Room 217
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Boys Locker Room: Boys Restroom hand dryer not working
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	3rd Floor Student Restrooms Library
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	Good

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	83.0	74.0	79.0	76.0	48.0	50.0
Mathematics (grades 3-8 and 11)	74.0	63.0	73.0	70.0	37.0	38.0

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	286	271	94.76	74.17
Male	150	142	94.67	66.20

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	136	129	94.85	82.95
Black or African American	13	12	92.31	50.00
Asian	84	81	96.43	72.84
Filipino	--	--	--	--
Hispanic or Latino	50	46	92.00	69.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	94	88	93.62	80.68
Two or More Races	32	31	96.88	77.42
Socioeconomically Disadvantaged	74	69	93.24	59.42
English Learners	36	33	91.67	36.36
Students with Disabilities	16	9	56.25	22.22

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.

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	287	274	95.47	62.77
Male	151	143	94.7	63.64
Female	136	131	96.32	61.83
Black or African American	13	12	92.31	25
Asian	84	82	97.62	74.39
Filipino	--	--	--	--
Hispanic or Latino	50	49	98	46.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	95	87	91.58	63.22
Two or More Races	32	31	96.88	70.97
Socioeconomically Disadvantaged	75	72	96	44.44
English Learners	36	36	100	33.33
Students with Disabilities	17	10	58.82	30

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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

**Career Technical Education Programs (School Year 2017-18)**

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

The following classes are currently offered at AHS:

- Photography and Advanced Photography
- Communications/Graphic Arts
- Journalism
- Video Production
- Sports Medicine
- Culinary Arts

AHS also offers a business/design program called Venture and Environmental Design, Science, Engineering, and Technology (EDSET).

**Career Technical Education Participation (School Year 2017-18)**

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	542
<b>% of pupils completing a CTE program and earning a high school diploma</b>	96.9%
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	0.0%

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

UC/CSU Course Measure	Percent
<b>2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	99.9
<b>2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	61.6



## 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.1	33.4	27.5

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.

## 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 2018-19)

Parents and caregivers are engaged and supportive in the education of their children at Albany High. They demonstrate their commitment to an outstanding academic and cultural program in many ways. By and large, they provide excellent environments at home for students to study, and they provide their students with experiences that help them develop the background knowledge that is so helpful for learning. They are supportive of teachers and the school, as demonstrated not only through financial contributions and community building activities, but also the field trip and special project grants, staffing support, athletic donations, and volunteerism in the library, at dances, on field trips, and in the decision-making bodies. Those bodies include the School Site Council, Instructional Improvement Council, Athletic Boosters and Albany Coming Together (ACT). The Parent Teacher Student Association (PTSA) is actively involved in parent education and is working to develop a parent/caregiver voice in policy decisions throughout the school.

### State Priority: Pupil Engagement

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	5.1	4.1	4.0	5.5	4.8	3.9	10.7	9.7	9.1
Graduation Rate	93.9	95.3	92.7	93.4	93.3	91.9	82.3	83.8	82.7

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

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	96.3	96.0	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	97.4	96.2	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	93.8	94.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	96.6	95.8	92.1
Two or More Races	93.3	96.7	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	50.0	52.6	56.7
Students with Disabilities	100.0	100.0	67.1
Foster Youth	0.0	0.0	74.1

### 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.5	3.5	0.9	1.6	3.1	2.1	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

In May 2018, the AUSD Governing Board approved an independent contractor agreement with Safe Havens International to develop district and site emergency preparedness and mitigation plans. Staff from Safe Havens International have conducted meetings with district and site administrators and staff, as well as local emergency response agencies, to gather information and start the plan development process. Safe Havens International will use the information gathered to customize AUSD's safety plans. The final emergency plans will be delivered to AUSD by the end of the 2018 calendar year. This will allow ample time for school site councils and/or school safety planning committees to review the plans prior to their presentation to the AUSD Governing Board for review, discussion, and potential approval in March 2019.

During the safety plan development process, the following school site safety plans are also in place:

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

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

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

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

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

#### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.0	19	34		22.0	24	28	1	24.0	16	32	
Mathematics	24.0	17	25	6	23.0	14	30	3	26.0	8	27	6
Science	27.0	4	34	1	26.0	8	30	1	27.0	6	30	1
Social Science	28.0	5	30	3	26.0	5	33	1	27.0	5	28	2

Note: 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.

#### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	291.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.6	N/A
Psychologist	1.5	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.8	N/A

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

\*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.

#### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7858.0	\$2663.0	\$5195.0	\$68554
District	N/A	N/A	\$7028.0	\$72,154
Percent Difference: School Site and District	N/A	N/A	-30.0	-5.1
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-31.3	-4.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2017-18)

During the 2017-2018 school year, the following support services were provided:

- Title I dollars were allocated to staff English Language Development teachers.
- Supplemental funds (Local Control Funding Formula) were allocated to staff counseling services, and tutoring services.
- College Readiness Block Grant funds were allocated to support after school tutoring in mathematics and to provide opportunities for UC/CSU a-g course remediation.
- SchoolCare, a community fundraising group, allocated staffing for additional electives, library staffing and college/career support staffing.
- Common Core Implementation Funds were allocated to staff teachers on special assignment in core content areas.

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,326	\$45,681
Mid-Range Teacher Salary	\$68,927	\$70,601
Highest Teacher Salary	\$92,910	\$89,337
Average Principal Salary (Elementary)	\$136,524	\$110,053
Average Principal Salary (Middle)	\$141,656	\$115,224
Average Principal Salary (High)	\$151,534	\$124,876
Superintendent Salary	\$212,198	\$182,466
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

## Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	5	N/A
Foreign Language	4	N/A
Mathematics	5	N/A
Science	11	N/A
Social Science	12	N/A
All courses	39	40.8

Cells with N/A values do not require data.

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

## Professional Development (Most Recent Three Years)

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Each school year, teachers are given three days of school wide professional development each year. Regular departmental, faculty and professional learning community meetings are scheduled on a weekly basis. During the 2018-2019 school year, we are going through our WASC Self-Study and have created a structure for all stakeholders, certificated, classified, students, and families to participate in the focus and home group discussions. In 2018-19 we engaged faculty and community stakeholders with a "data-dive" that explored the summative data and implications of Smarter Balanced Summative Assessments (SBAC), California Healthy Kids Survey, and local measures from students at Albany High.

Professional development focus areas in 2016-17 focused on full implementation and supporting teachers with Common Core State Standards and Next Generation Science Standards. In 2016-2017 we engaged in a school wide discussion about the convergence and divergence of our various approaches to grading students. This has coincided with the adoption of a new grade book program that is part of the larger Powerschool Learning Management System. The goal of this professional development is that updated approaches to grading by teachers will coincide with the creation of new grade books in Powerschool. We were fortunate to have funds that provided teachers on special assignment (TSA) for English/Language Arts, mathematics, and science department teachers. In 2017-18 and 2018-19, our focus shifted to our district wide initiative of implementing social emotional/social justice competencies.

Many of the professional development leadership initiatives come from Albany High staff members. We are very proud of our internal professional development committee that routinely organizes and provides workshop model activities that all faculty engage in during our Wednesday after school collaboration time. Faculty attends conferences and works with our county office on topics such as Social Justice Mathematics. Albany High administrators are given departments to supervise and support via observations, informal walk-throughs, and the induction program for new teachers.