Alameda Science and Technology Institute

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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	49
Grade 10	42
Grade 11	45
Grade 12	49
Total Enrollment	185

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.2
Asian	53
Filipino	7.6
Hispanic or Latino	7.6
White	19.5
Two or More Races	7.6
Socioeconomically Disadvantaged	32.4
English Learners	5.9
Students with Disabilities	3.2
Homeless	0.5

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 for Alameda Science and	18-19	19-20	20-21
With Full Credential	7	6	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Alameda Unified	18-19	19-20	20-21
With Full Credential	♦	♦	409
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at Alameda Science and Technology Institute

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials
Year and month in which data were collected: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Thematic Units centered around novels common across grade levels. Novel lists currently in revision. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
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. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
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. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
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. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
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. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	Health standards guide programming. **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Alameda Science Technology Insitute 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.

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/3/2020

System Inspected	Repair Status	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	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Portable 2: Ceiling tiles show signs of water intrusions. Portable 3: Ceiling tiles show signs of water intrusions.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	98	N/A	66	N/A	50	N/A
Math	90	N/A	58	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	63	N/A	48	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
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: 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.

School Safety Plan (School Year 2020-2021)
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

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.5	0.5	2.9	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.1	1.3	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	185

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	25	2	2		25		5		22	3	2	
Mathematics	18	5	1		23	3	2		18	6		
Science	23	2	2		23	1	3		23	1	3	
Social Science	24	2	3		24	1	4		24	2	2	1

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4

The major focus for site staff development was on engagement and instructive practices to maximize student talk time and deepen productive struggle in the zone of proximal development. This was done on Wednesdays 2;3:30pm. Support was provided via walkthroughs, observations w/debrief, peer consultation.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,966	$49,782
Mid-Range Teacher Salary	$72,867	$76,851
Highest Teacher Salary	$95,138	$97,722
Average Principal Salary (ES)	$106,679	$121,304
Average Principal Salary (MS)	$129,891	$128,629
Average Principal Salary (HS)	$133,136	$141,235
Superintendent Salary	$230,000	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	33.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$11,951.12	$3,183.08	$8,768.04	$80,816.93
District	N/A	N/A	$8,905.50	$77,156
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.6	4.6
School Site/ State	12.3	2.0

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

Types of Services Funded

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.

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)

Rate for Alameda Science and	2016-17	2017-18	2018-19
Dropout Rate	0	0	0
Graduation Rate	97.8	100	100

Rate for Alameda Unified School	2016-17	2017-18	2018-19
Dropout Rate	5	3.5	5.2
Graduation Rate	87	91.4	88.9

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	45
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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	76.22
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	93.18

2019-20 Advanced Placement Courses

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

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

Career Technical Education Programs

ASTI did not offer any CTE courses in 2020-21

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.