

# Albany High

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/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](#) 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.

### Alexia Ritchie, Principal

 Principal, Albany High

#### About Our School

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

#### Contact

*Albany High*  
603 Key Route Blvd.  
Albany, CA 94706-1422

Phone: 510-558-2500  
E-mail: [aritchie@ausdk12.org](mailto:aritchie@ausdk12.org)

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Albany City Unified
<b>Phone Number</b>	(510) 558-3750
<b>Superintendent</b>	Valerie Williams
<b>E-mail Address</b>	<a href="mailto:vwilliams@ausdk12.org">vwilliams@ausdk12.org</a>
<b>Web Site</b>	<a href="http://www.ausdk12.org">http://www.ausdk12.org</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Albany High
<b>Street</b>	603 Key Route Blvd.
<b>City, State, Zip</b>	Albany, Ca, 94706-1422
<b>Phone Number</b>	510-558-2500
<b>Principal</b>	Alexia Ritchie, Principal
<b>E-mail Address</b>	<a href="mailto:aritchie@ausdk12.org">aritchie@ausdk12.org</a>
<b>County-District-School (CDS) Code</b>	01611270130450

*Last updated: 12/22/2017*

### School Description and Mission Statement (School Year 2017-18)

The 2016-17 school year was both rewarding and challenging for our students and staff. We continued to pursue our WASC (Western Association of Schools and Colleges) goals that have been incorporated into our Single Plan for Student Achievement (SPSA). Many of the statistical indicators of student achievement have improved, including the Early Assessment Program, PSAT (Pre-Scholastic Aptitude Test), ACT (Academic College Testing), attendance, and discipline rates. With regard to Smarter Balanced Assessment Consortium (SBAC) testing in English language arts/literacy, 84% of our 2017 11th graders met or exceeded standards. 12% nearly met standards. In SBAC mathematics, 75% of 11th grade students met or exceeded standards and 15% nearly met standards. We also saw our overall graduation rate increase by 2% with significant gains made by English Learners. We did however see a decline in graduation rates for a few groups including Hispanic/Latino and students with disabilities.

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.

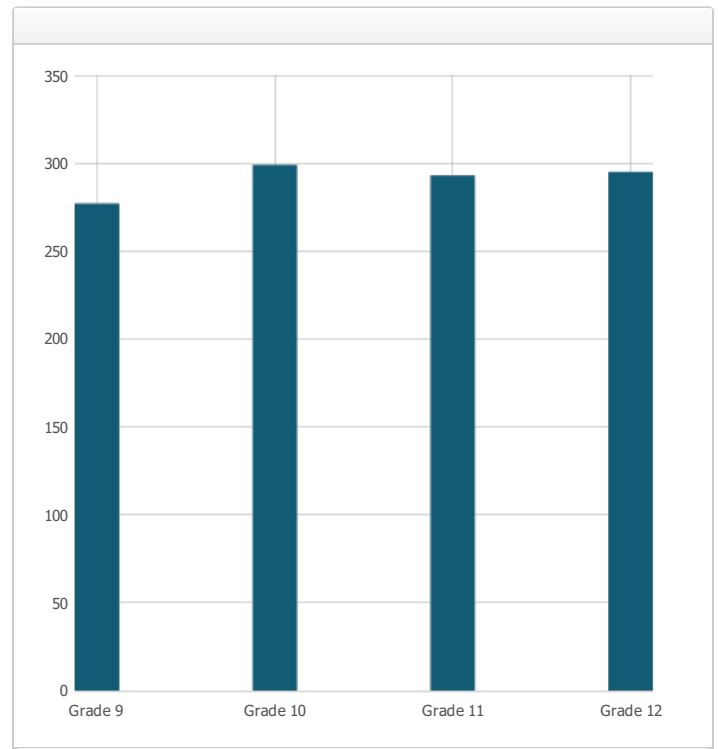
Our students are wonderful in their ability to take advantage of the diverse program and broad supports available to them. They get their work done; they ask questions; they take risks; they participate in sports, music, drama and clubs; and they quickly become very knowledgeable about what their paths are to future success in college and careers. The students take on many community, political and social awareness activities that positively contribute to our school culture and purpose.

Albany High School provides an environment challenging to our students and educates 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.

*Last updated: 12/22/2017*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 9	277
Grade 10	299
Grade 11	293
Grade 12	295
Total Enrollment	1164



Last updated: 12/22/2017

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	4.3 %
American Indian or Alaska Native	0.3 %
Asian	28.8 %
Filipino	1.5 %
Hispanic or Latino	17.1 %
Native Hawaiian or Pacific Islander	0.3 %
White	36.7 %
Two or More Races	10.7 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	19.0 %
English Learners	9.4 %
Students with Disabilities	6.4 %
Foster Youth	0.2 %

Last updated: 12/22/2017

## A. Conditions of Learning

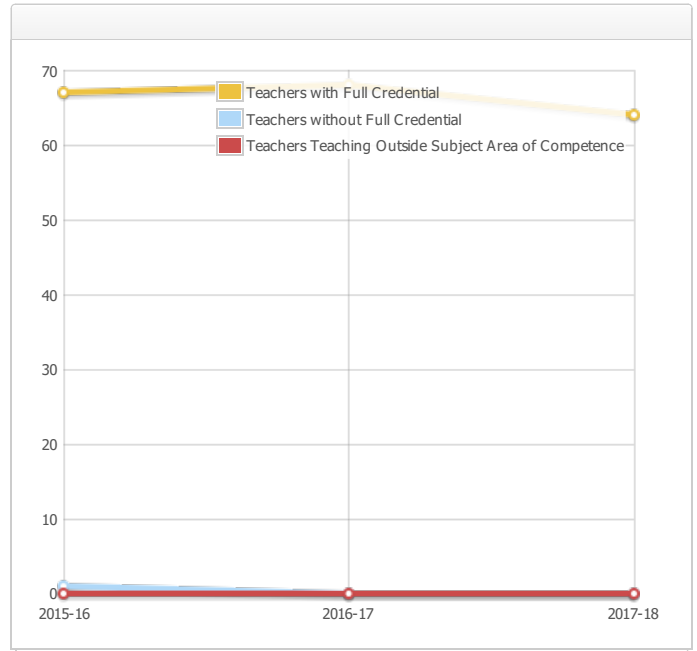
### State Priority: Basic

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	67	68	64	213
Without Full Credential	1	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



Last updated: 12/22/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 12/22/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: October 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	AHS uses core novels in place of an adopted textbook.	No	0.0 %
Mathematics	Integrated Math I and Integrated Math II (College Prep Math) Geometry (McDougal Littell)	No	0.0 %
Science	Biology (Prentice Hall) Physics Principles and Problems (Glencoe Science) Foundations of College Chemistry (Arena) AP Chemistry: General Chemistry (Robinson)	No	0.0 %
History-Social Science	10th Grade: World History, People & Nations (Holt) 11th Grade: American Odyssey (Glencoe) 12th Grade US Government: American Politics Today (Norton & Company) 12th Grade Economic: Economics in our Times (NTC Publishing)	No	0.0 %
Foreign Language			0.0 %
Health	NA		0.0 %
Visual and Performing Arts	NA		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: 12/22/2017

## School Facility Conditions and Planned Improvements

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. The school safety plan is updated annually. The key element 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.

*Last updated: 12/22/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Several areas have missing ceiling tiles and paint peeling. Maintenance work orders have been created and work is in progress.
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	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: November 2017

Overall Rating	Good
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*Last updated: 12/22/2017*

## 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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	83%	83%	77%	79%	48%	48%
Mathematics (grades 3-8 and 11)	75%	74%	73%	73%	36%	37%

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.

*Last updated: 12/22/2017*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	291	253	86.94%	83.40%
Male	133	112	84.21%	82.14%
Female	158	141	89.24%	84.40%
Black or African American		--	72.73%	75.00%
American Indian or Alaska Native	--	--	--	
Asian	83	72	86.75%	88.89%
Filipino	--	--	--	
Hispanic or Latino	49	41	83.67%	65.85%
Native Hawaiian or Pacific Islander	--	--	--	
White	109	96	88.07%	87.50%
Two or More Races	34	33	97.06%	84.85%
Socioeconomically Disadvantaged	63	48	76.19%	79.17%
English Learners	39	28	71.79%	53.57%
Students with Disabilities	14	--	57.14%	25.00%
Students Receiving Migrant Education Services				
Foster Youth				

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: 12/22/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	291	251	86.25%	74.00%
Male	133	109	81.95%	75.00%
Female	158	142	89.87%	73.24%
Black or African American		--	72.73%	12.50%
American Indian or Alaska Native	--	--	--	
Asian	83	77	92.77%	78.95%
Filipino	--	--	--	
Hispanic or Latino	49	41	83.67%	51.22%
Native Hawaiian or Pacific Islander	--	--	--	
White	109	90	82.57%	87.78%
Two or More Races	34	31	91.18%	70.97%
Socioeconomically Disadvantaged	63	52	82.54%	57.69%
English Learners	39	35	89.74%	38.24%
Students with Disabilities	14	--	50.00%	--
Students Receiving Migrant Education Services				
Foster Youth				

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: 12/22/2017*

## CAASPP Test Results in Science for All Students

### Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	80.0%	85.0%	82.0%	82.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 12/22/2017*

### Career Technical Education Programs (School Year 2016-17)

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).

*Last updated: 1/18/2018*

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	554
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	96.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 12/22/2017*

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.8%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	62.3%



# 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	18.5%	36.3%	27.0%

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.

Last updated: 12/22/2017

## 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 schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

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 by the monthly teacher treat days and the annual end-of-year teacher tea, 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.

For more information on how to become involved, please contact PTSA president Phoebe Green at (510) 558-2501

### State Priority: Pupil Engagement

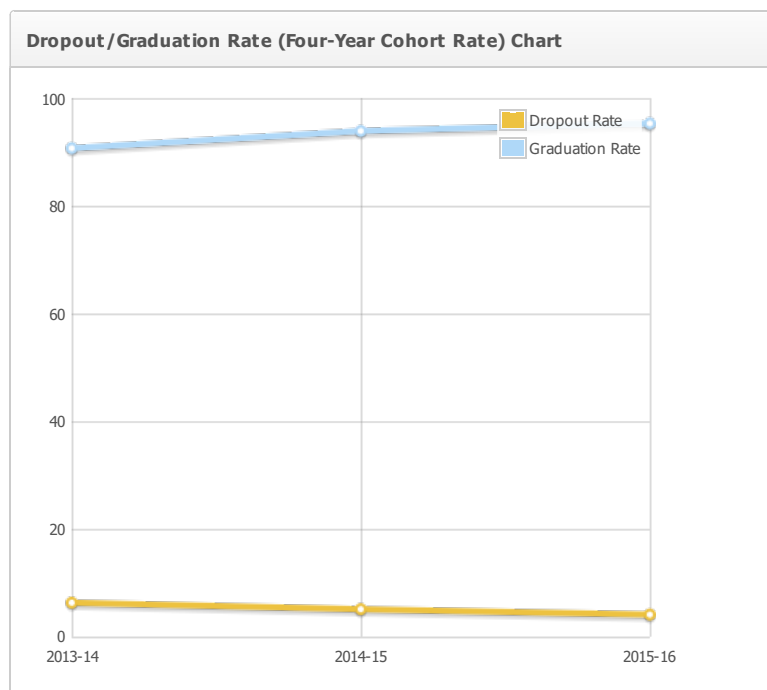
*Last updated: 12/22/2017*

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	6.3%	5.1%	4.1%	6.7%	5.5%	4.8%	11.5%	10.7%	9.7%
Graduation Rate	90.7%	93.9%	95.3%	89.7%	93.5%	93.3%	81.0%	82.3%	83.8%





**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	98.6%	97.3%	87.1%
Black or African American	100.0%	90.5%	79.2%
American Indian or Alaska Native	0.0%	0.0%	80.2%
Asian	100.0%	100.0%	94.4%
Filipino	100.0%	80.0%	93.8%
Hispanic or Latino	97.7%	95.9%	84.6%
Native Hawaiian or Pacific Islander	100.0%	100.0%	86.6%
White	95.3%	95.4%	91.0%
Two or More Races	100.0%	100.0%	90.6%
Socioeconomically Disadvantaged	100.0%	100.0%	85.5%
English Learners	63.6%	63.6%	55.4%
Students with Disabilities	87.5%	92.6%	63.9%
Foster Youth	0.0%	0.0%	68.2%



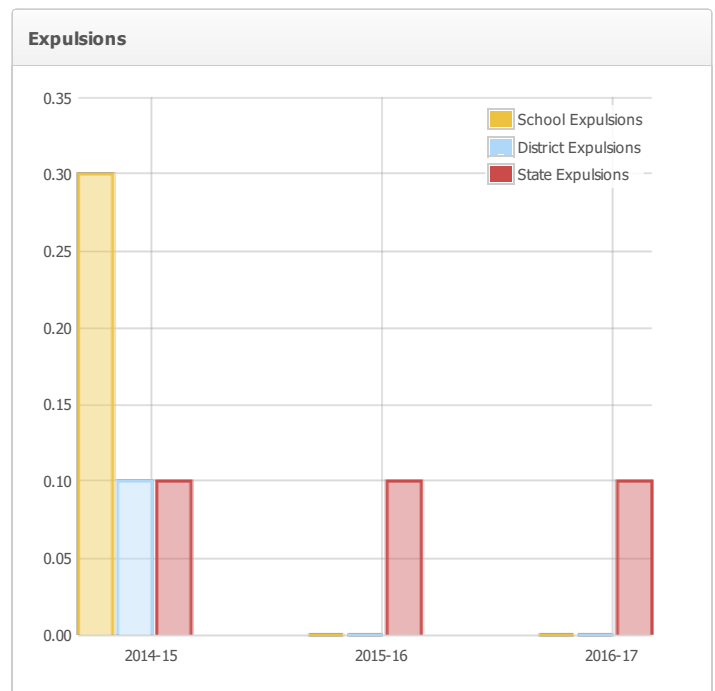
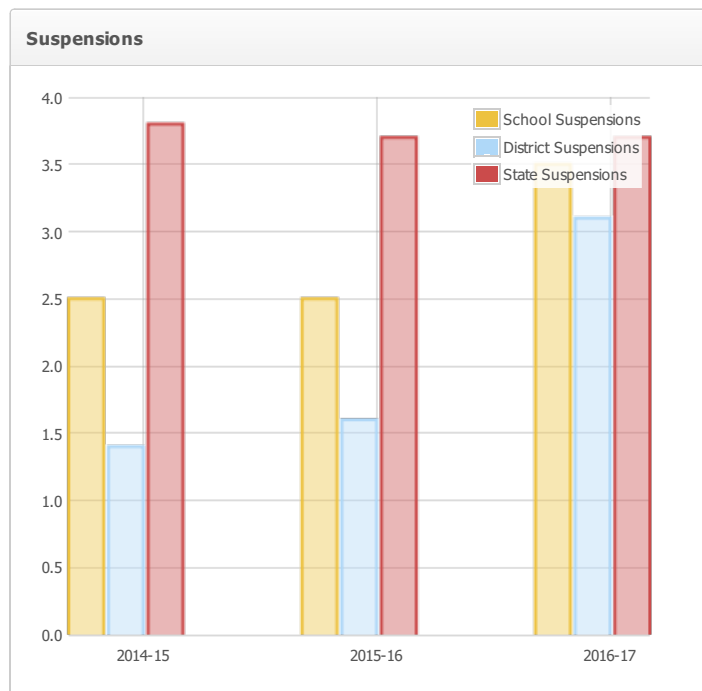
# State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.5%	2.5%	3.5%	1.4%	1.6%	3.1%	3.8%	3.7%	3.7%
Expulsions	0.3%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/22/2017

## School Safety Plan (School Year 2017-18)

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.

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2017.

*Last updated: 12/22/2017*

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 3	Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

*Last updated: 12/22/2017*

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

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	18	33	0	23.0	19	34	0	22.0	24	28	1
Mathematics	24.0	19	21	9	24.0	17	25	6	23.0	14	30	3
Science	28.0	3	30	4	27.0	4	34	1	26.0	8	30	1
Social Science	27.0	5	29	2	28.0	5	30	3	26.0	5	33	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.

Last updated: 12/22/2017

**Academic Counselors and Other Support Staff (School Year 2016-17)**

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	0.7	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.

Last updated: 12/22/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7858.0	\$2663.0	\$5195.0	\$69769.0
District	N/A	N/A	\$7028.0	\$70558.0
Percent Difference – School Site and District	N/A	N/A	-30.0%	-1.1%
State	N/A	N/A	\$6574.0	\$69649.0
Percent Difference – School Site and State	N/A	N/A	-23.4%	0.2%

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

Last updated: 12/8/2017

## Types of Services Funded (Fiscal Year 2016-17)

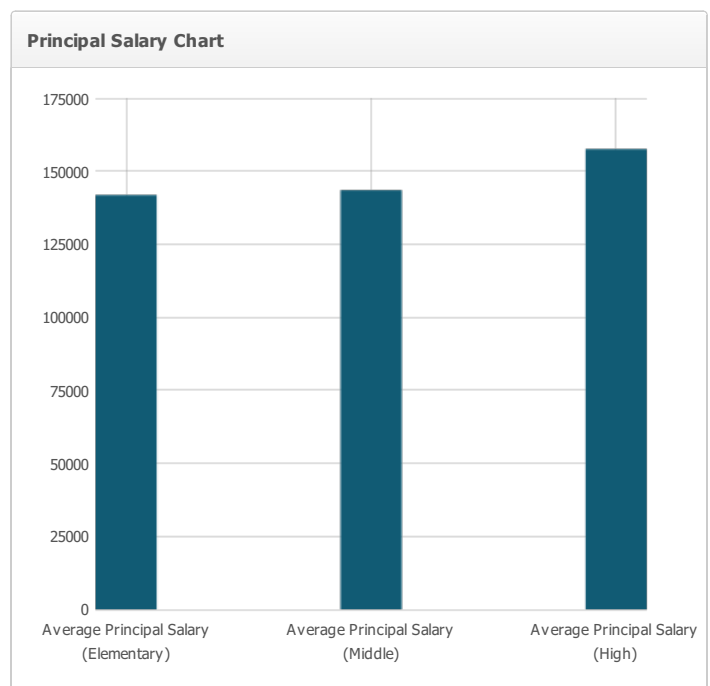
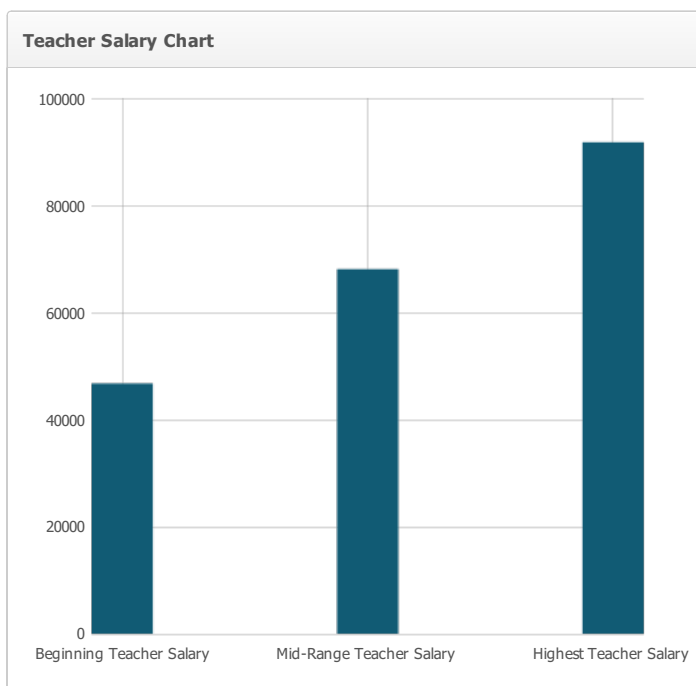
In addition to regular teaching and support services (clerical, custodial and maintenance), many services are funded at Albany High School, such as special-education programs, mental health counseling services, programs for English learners, library services, student leadership support, alternative educational options and tutoring services.

Last updated: 12/8/2017

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,742	\$44,144
Mid-Range Teacher Salary	\$68,076	\$69,119
Highest Teacher Salary	\$91,763	\$86,005
Average Principal Salary (Elementary)	\$141,843	\$106,785
Average Principal Salary (Middle)	\$143,513	\$111,569
Average Principal Salary (High)	\$157,572	\$121,395
Superintendent Salary	\$211,638	\$178,104
Percent of Budget for Teacher Salaries	35.0%	34.0%
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/>.



Last updated: 12/8/2017

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	1	N/A
Fine and Performing Arts	3	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	2	N/A
All Courses	18	37.5%

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

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

*Last updated: 1/18/2018*

**Professional Development**

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. In 2016-17, we had .80 FTE teachers filling the role of Teachers on Special Assignment for ELA and math. There is also funding available to support science teachers with NGSS resources and training.

For the past three years, the school has been engaged in developing an inquiry approach to various topics including issues of equity, an instructional focus on claims / evidence / reasoning, and differentiated instruction. In addition facilitating interventions, closing the achievement gap, and creating options to meet individual student needs have been continually addressed.

There have also been specific department efforts that have garnered professional development time and resources. That includes preparation for the Next Generation Science Standards, introduction of a new CPM (College Preparatory Mathematics) curriculum and continued focus on making students college-ready in writing and mathematics as part of the California State University's Early Assessment Program.

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.

*Last updated: 12/22/2017*