

ALBANY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION

*The mission of Albany Unified School District is to provide excellence in public education, empowering all to achieve their fullest potential as productive citizens. AUSD is committed to creating comprehensive learning opportunities in a safe, supportive, and collaborative environment, addressing the individual needs of each student.*

REGULAR MEETING

**ALBANY CITY HALL**

1000 San Pablo Avenue  
Albany, CA 94706

**TUESDAY**

November 1, 2011

**A G E N D A**

**I. OPENING BUSINESS**

**6:30 p.m.**

- A) Call to Order
- B) Roll Call
- C) Identify Closed Session Pursuant to Agenda Section III Below

**II. PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS**

*General public comment on any Closed Session item will be heard. The Board may limit comments to no more than three (3) minutes.*

**III. CLOSED SESSION**

**6:35 p.m.**

- A) With respect to every item of business to be discussed in Closed Session pursuant to Education Code Section 35146: *Students: Student ID#204462*
- B) With respect to every item of business to be discussed in Closed Session Pursuant to Government Code Section 54957.6: Conference with Labor Negotiator (Superintendent Marla Stephenson, District Representative), Regarding Negotiations as pertains to:
  - California School Employees Association (CSEA)
  - Albany Teachers Association (ATA)
  - SEIU Local 1021

**IV. OPEN SESSION**

**7:00 p.m.**

*Depending upon completion of Closed Session items, the Board of Education intends to convene to Open Session at 7:00 p.m. to conduct the remainder of its meeting, reserving the right to return to Closed Session at any time.*

- A) Reconvene to Open Session
- B) Roll Call
- C) Pledge of Allegiance
- D) Report of Action Taken in Closed Session

- E) Approval of Agenda
- F) Approval of Consent Calendar

*(The Consent Calendar includes routine items that may be handled with one action. Board Members may request any item be removed from the Consent Calendar without formal action.)*

1. Board of Education Minutes
  - a) *Approve Minutes of the October 18, 2011 Regular Meeting-----*(pg. 5)
2. Personnel
  - a) Certificated Personnel Assignment Order-----(pg. 14)
    1. Amendment
      - a. Teacher
    2. Leave
    3. Extra Assignment
      - a. Teacher Leader
    4. New Hire
      - a. Teacher Substitute
    5. Separation of Service
      - a. Teacher Substitute
    6. Status Change
  - b) Classified Personnel Assignment Order
    1. Amendment
      - a. Para-Educator, Aft Sch Wld Lang
    2. Leave
    3. Extra Assignment
    4. New Hire
      - a. Clerical Aide
      - b. Coach, Basketball, Men, JV
      - c. Coach, Soccer, Men's, Varsity
      - d. Para-Educator, Aft Schl Wld Lang
      - e. Yard Aide
    5. Separation of Service
      - a. Clerical Aide
    6. Status Change
      - a. Para-Educator, Spec Ed
    7. Student Workers
  - c) Uncompensated Service Assignment Order
    1. Volunteer(s)
  - d) *Approve Internship Contract Agreement - Brandman University-----*(pg. 24)
3. Business and Operations
  - a) *Accept Gardener and Margaret Young Living Trust donation of -----*(pg. 25)  
*\$188,551.51, to be expended for Albany High School athletic equipment.*

- b) *Approve Facility Fee Schedule 2011-12*------(pg. 26)

4. Student Services

- a) *Ratify Independent Contractor Services Agreement - Ralph Cantor.* --- (pg. 30)
- b) *Approve Out-of-State Field Trip Request for the Albany High School--(pg. 31)*  
*Music Departments to attend the National Festival of the State in Seattle,*  
*Washington on March 15, 2012 – March 18, 2012.*
- c) *Approve Out-of-State Field Trip Request for the Albany High School--(pg. 32)*  
*Theatre Ensemble Club to Attend the Oregon Shakespeare Festival*  
*in Ashland, Oregon on April 5, 2012 – April 8, 2012.*
- d) *Approve Amendments to Independent Contractor Agreement*----- (pg. 33)  
*– Alison Seevak.*

5. Special Education

- a) *Approve Master Contract - A Better Chance School.* ----- (pg. 34)

V. STUDENT MEMBER REPORT

VI. STAFF REPORTS

- A) *English Learner Update*

VII. PERSONS TO ADDRESS THE BOARD ON MATTERS NOT ON THE AGENDA

*Board practice limits each speaker to no more than three (3) minutes. The Brown Act limits Board ability to discuss or act on items which are not on the agenda; therefore, such items may be referred to staff for comment or for consideration on a future agenda.*

VIII. REVIEW AND ACTION ITEMS

*(Members of the public will have the opportunity to speak on all issues.)*

- A) *Approve Single School Plans for Student Achievement (SPSA)* ----- (pg. 35)

IX. REVIEW AND DISCUSSION ITEM

- A) *Review Administrative Regulation 5022 - Student and Family Privacy Rights*---(pg. 160)
- B) *Conduct 1st Reading of Board Policy 6173.1 - Education For Foster Youth*---(pg. 164)
- C) *Conduct 1st Reading of Board Policy 6163.2 - Animals at School*----- (pg. 167)
- D) *Review Administrative Regulation 6115 - Ceremonies and Observances*----- (pg. 170)
- E) *Review Administrative Regulation 6163.4 – Student Use of Technology*----- (pg. 173)

X. BOARD AND SUPERINTENDENT COMMENTS

XI. FUTURE AGENDA ITEMS

- |                                |          |
|--------------------------------|----------|
| Media Access Committee Report  | November |
| CSBA Conference                | December |
| Confirm Mission & Beliefs      | December |
| 1 <sup>st</sup> Interim Report | December |

Spotlight Recognition Albany Education Foundation  
Livermore Berkeley National Lab Task Force Report

December  
December

**XII. FUTURE BOARD MEETINGS**

1. Tuesday, November 15, 2011, 7:00 p.m., Regular Meeting
  - Albany City Hall, 1000 San Pablo Avenue, Albany
2. Tuesday, December 6, 2011, 7:00 p.m., Regular Meeting
  - Albany City Hall, 1000 San Pablo Avenue, Albany

**XIII. ADJOURNMENT**

*The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board Meetings shall be adjourned at 9:30 p.m. unless extended to a specific time determined by a majority of the Board.*

The Board of Education meeting packet is available for public inspection at the Albany Public Library, 1247 Marin Avenue, all school sites, and the lobby of the Albany Unified School District office, 1051 Monroe Street, Albany. The agenda is available on the Albany Unified School District web site: [www.ausdk12.org](http://www.ausdk12.org)

If you provide your name and/or address when speaking before the Board of Education, it may become a part of the official public record and the official minutes will be published on the Internet.

In compliance with the Americans with Disabilities Act (ADA), if you need special assistance to participate in this meeting, please contact the Superintendent's Office at 510-558-3766. Notification must be give forty-eight (48) hours prior to the meeting to make reasonable arrangements for accessibility (28 CFR 35.102.104 ADA Title II).



# Albany Unified School District

## ALBANY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

1051 Monroe Street

Albany, CA 94706

### MINUTES FOR REGULAR MEETING

October 18, 2011

*Albany City Hall  
1000 San Pablo Avenue  
Albany, CA 94706*

#### ***I. OPENING BUSINESS 6:30 p.m.***

##### *A) Call to Order*

President Low called the meeting to order at 6:30 p.m.

##### *B) Roll Call*

PRESENT: President Low, Member Maris, Member Rosenbaum, and Member Knight.

STAFF: Superintendent Stephenson

EXCUSED: Vice President Black

##### *C) Identify Closed Session Pursuant to Section III Below*

#### ***II. PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS***

There being no business under this item, the Board moved to the next item on the agenda.

#### ***III. CLOSED SESSION***

A) With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54957: Pending Litigation: Keenan File No. 447719.

B) With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 35146: Students: Stipulated Agreement - Student ID No.206379.

C) With respect to every item of business to be discussed in Closed Session Pursuant to Government Code Section 54957.6: Conference with Labor Negotiator (Superintendent Marla Stephenson, District Representative), Regarding Negotiations as pertains to:

1. California School Employees Association (CSEA)
2. Albany Teachers Association (ATA)
3. SEIU Local 1021

#### ***IV. OPEN SESSION***

##### *A) Reconvene to Open Session*

##### *B) Roll Call*

PRESENT: President Low, Member Maris, Member Rosenbaum, Member Knight, and Student Board Member Yoon

**STAFF:** Superintendent Stephenson; Associate Superintendent Harden; Marsha Brown, Director III Student Services; Thomas Murphy, Albany High School Aquatics Center Construction Manager; Amanda Garcia, Albany High School Aquatics Center Director; Don Albright, Facilities Supervisor; and Allan Garde, AUSD Budget Analyst.

**EXCUSED:** Vice President Black and Student Board Member Kim

There being no further business under this item, the Board moved to the next item on the agenda.

*C) Pledge of Allegiance*

The Board and members of the public recited the Pledge of Allegiance.

There being no further business under this item, the Board moved to the next item on the agenda.

*D) Report of Action Taken in Closed Session*

President Low reported that no action was taken in closed session.

There being no further business under this item, the Board moved to the next item on the agenda.

*E) Approval of Albany Unified School District Board of Education Agenda for the October 18, 2011 Meeting*

*President Low requested a motion to Approve: E) Albany Unified School District Board of Education Agenda for the October 18, 2011 meeting.*

*Motion by Member Maris, seconded by Member Rosenbaum to Approve: E) Albany Unified School District Board of Education Agenda for the October 18, 2011 meeting.*

*The Board was polled and passed unanimously. Members: President Low, Member Maris, Member Knight and Member Rosenbaum voting AYE. Vice President Black excused.*

There being no further business under this item, the Board moved to the next item on the agenda.

*F) Approval of Consent Calendar*

*1. Board of Education Minutes*

*Minutes of the October 4, 2011 Meeting.*

*2. Personnel*

*a) Certificated Personnel Assignment Order*

*1. Amendment*

*a. Teacher*

*2. Leave*

*3. Extra Assignment*

*a) Chair, Applied Tech*

*b) Chair, Arts*

*c) Chair, Counseling*

*d) Chair, ELD*

*e) Chair, English*

*f) Chair, Foreign Language*

*g) Chair, Math*

*h) Chair, PE*

- i) Chair, Science
- j) Chair, Social Studies
- k) Chair, Spec Ed
- l) Coach, Basketball, Boys, 6<sup>th</sup>
- m) Coach, Basketball, Boys, 7<sup>th</sup>
- n) Coach, Basketball, Var., Head
- o) Coach, Wrestling
- p) Coach, Wrestling, Asst.
- q) Coach, Wrestling, Head
- r) Teacher Leader
- 4. New Hire
  - a) Teacher
  - b) Teacher, Substitute
- 5. Separation of Service
- 6. Status Change

*b) Classified Personnel Assignment Order*

- 1. Amendment
  - a) Aide, Clerical
  - b) Coach, Football, JV, Assist.
  - c) Coach, Football, Var., Assist.
- 2. Leave
- 3. Extra Assignment
  - a) Coach, Basketball, Boys, 8<sup>th</sup>
  - b) Coach, Basketball, Girls, 6<sup>th</sup>
  - c) Coach, Basketball, Girls, 7<sup>th</sup>
- 4. New Hire
  - a) Clerical, Substitute
  - b) Coach, Basketball, Head, Women
  - c) Coach, Basketball, JV, Women
  - d) Coach, Cross County, Asst.
  - e) Coach, Football, JV Asst.
  - f) Coach, Football, Var. Asst.
  - g) Coach, Soccer, Head, Men
  - h) Coach, Wrestling, Asst.
  - i) Don Funded Supp Art
  - j) Para-Educator, Aft Sch Wld Lang
  - k) Para-Educator, Substitute
  - l) Parent Liaison
  - m) Yard Aide
- 5. Separation of Service
  - a) Coach, Football, Var. Asst.
  - b) Para-Educator
- 6. Status Change
- 7. Student Workers

*c) Uncompensated Service Assignment Order*

- 1. Intern
  - a) Mental Health
  - b) School Psych
- 2. Volunteer(s)

**3. Business and Operations**

- a) Approve Donations from 7/1/11 – 9/30/11
- b) Approve Annual Accounting of Developer Fees

**4. Student Services**

- a) Approve Addendum to Agreement with School Innovations & Advocacy, Inc. for School Accountability Report Card (SARC)
- b) Approve Addendum to edPlan Online Agreement with School Innovations & Advocacy, Inc. for School Improvement Plans (SIP)/Single Plans for Student Achievement (SPSA)

The Board requested and received clarification on the Addendum to edPlan Online Agreement with School Innovations & Advocacy, Inc. for School Improvement Plans (SIP)/Single Plans for Student Achievement (SPSA). It was noted that due to School Innovations & Advocacy, Inc.'s satisfactory performance with the School Accountability Report Card (SARC), the decision was made to include Single Plans for Student Achievement (SPSA).

*President Low requested a motion to Approve: (F) Consent Calendar.*

*Motion by Member Knight, seconded by Member Maris to Approve: (F) Consent Calendar.*

*The Board was polled and passed unanimously. Members: President Low, Member Knight and Member Rosenbaum, and Member Maris voting AYE. Vice President Black excused.*

There being no further business under this item, the Board moved to the next item on the agenda.

**V. STUDENT MEMBER REPORT**

Student Board Member Yoon presented an electronically submitted Student Member Report to the Board that consisted of the following:

Student Board Member Report for the October 18, 2011 Regular Board Meeting:

- Homecoming Feedback/Reflection - positive feedback from many teachers and students.
- Club Activity: Albany High Unicef-organized elementary (Cornell, Marin, Ocean View) presentations for Trick-or-Treat for UNICEF.
- AHS Financial Aid Information Night-Wednesday Night (10/19; 7:00 – 8:45).
- Canned Food Drive (Tuesday (10/11)-Friday (10/14))-raised approximately 180 cans, seniors alone brought 117.
- 1 week left for online AHS Library fundraiser-ends Friday, October 21<sup>st</sup>; go to <http://www.titlewish.com/100242> to donate securely by credit card.

Emilie Raguso, *Albany Patch*, addressed the Board and complimented the students at Albany High School's *Cougar Online* for providing great coverage and photos of AHS Homecoming activities. It was noted that the *Cougar Online* is the online companion to the printed version of the *AHS Cougar*, the school newspaper of Albany High School.

There being no further business under this item, the Board moved to the next item on the agenda,



## VI. STAFF REPORTS

P9

### *A) Albany High School Aquatics Center*

Amanda Garcia, Albany High School Aquatics Center Director; Don Albright, AUSD Facilities Supervisor; Allan Garde, AUSD Budget Analyst; Thomas Murphy, Albany High School Aquatics Center Construction Manager; and Devin Kokotas, Bollo Construction Manager provided the Board with a multi-media presentation on the Albany High School Aquatics Center that included the following: 1) Completion of Gen7 Classrooms; 2) Construction Overview; 3) Winterization; 4) Summary; and 5) Budget Overview.

The Board requested and received clarification on the impact of window delays on the final project. It was noted that the impact cannot be assessed until the product is received. The Board requested and received clarification on sustainability. It was noted that the project has a cogeneration system and solar panels.

Nick Pilch, Albany Strollers & Rollers, addressed the Board expressing the need for bicycle racks at the facility and suggested that the project serve as a showcase for alternative bicycle racks currently on the market. Member Rosenbaum noted that the bicycle racks should be placed in an area with security cameras based on his knowledge of the history with bicycle thefts in the area.

The Board engaged in a discussion and thanked Mr. Murphy, Ms. Garcia, Mr. Albright, Mr. Garde, and Mr. Kokotas for the report (to view the discussion and presentation, visit [www.ausdk12.org](http://www.ausdk12.org)).

There being no business under this item, the Board moved to the next item on the agenda.

## **VII. PERSONS TO ADDRESS THE BOARD ON MATTERS NOT ON THE AGENDA**

*Board practice limits each speaker to no more than three (3) minutes. The Brown Act limits Board ability to discuss or act on items which are not on the agenda; therefore, such items may be referred to staff for comment or for consideration on a future agenda.*

Nick Pilch, Albany Strollers & Rollers, addressed the Board requesting access to the wireless internet while attending Board of Education meetings at Albany City Hall. President Low explained that the Brown Act limits the Board's ability to discuss or act on items which are not on the agenda.

It was noted that the password to access the wireless internet while attending Board of Education meeting at Albany City Hall meetings is: dinnerwithalbany2010.

Miguel Gomez, Albany High School student addressed the Board expressing the need for additional bicycle racks at Albany High School. President Low explained that the Brown Act limits the Board's ability to discuss or act on items which are not on the agenda.

There being no further business under this item, the Board moved to the next item on the agenda.

## **VIII. REVIEW AND ACTION ITEMS**

### *A) Fee Schedule for Albany High School Aquatics Center*

Ms. Garcia, Albany High School Aquatics Center Director, addressed the Board regarding the subject of the Albany High School Aquatics Center fee schedule. The Board requested and received clarification on the subject of fees charged to AUSD employees for use of the facility. It was noted that fees are charged to AUSD employees for use of the facility because the goal of the Aquatics Center is to be financially self-supporting.

Dave DeHart, ATA President, addressed the Board and requested a fee waiver for AUSD employees using the facility stating that historically fees have been waived for AUSD employees using the facility during lap swim.

**P10**  
It was noted that providing fee waivers becomes an issue of equity because AUSD employees utilize the Adult Education and Children's Center programs and do not receive fee waivers. It was noted that Member Rosenbaum supports a fee waiver for AUSD employees and Member Knight supports a fee reduction for AUSD employees utilizing the facility.

The Board requested and received clarification on the subject of fees charged at facilities in surrounding cities and the possibility of increasing non-resident fees. It was noted that the proposed fees are comparable to facilities in surrounding cities. It was also noted that the fees have been reviewed and revised by district office staff and the Community Advisory Committee, and that approval of the proposed fees is the last item remaining prior to moving forward and providing program information to the public.

After a discussion, the Board agreed to approve the proposed fee schedule and requested that staff gather data for review at a future meeting on AUSD employee use of the facility and the anticipated financial impact of providing fee waivers (to view the discussion visit [www.ausdk12.org](http://www.ausdk12.org)).

*President Low requested a motion to Approve: Fee Schedule for Albany High School Aquatics Center.*

*Motion by Member Maris seconded by Member Knight to Approve: Fee Schedule for Albany High School Aquatics Center.*

*The Board was polled and passed. Members: President Low, Member Maris, Member Knight voting AYE and Member Rosenbaum voting NAY. Vice President Black excused.*

There being no further business under this item, the Board moved to the next item on the agenda.

#### ***B) Recommendation to Designate Certificate Teachers to Permanent and Probation Status***

Superintendent Stephenson addressed the Board and referred to a corrected copy of the Recommendation to Designate Certificate Teachers to Permanent and Probation Status that was provided to the Board and the public. Dave DeHart, ATA President, addressed the Board and requested a list of positions at the elementary schools that are currently shared.

*President Low requested a motion to Approve: Corrected Recommendation to Designate Certificate Teachers to Permanent and Probation Status.*

*Motion by Member Rosenbaum seconded by Member Knight to Approve: Corrected Recommendation to Designate Certificate Teachers to Permanent and Probation Status.*

*The Board was polled and passed unanimously. Members: President Low, Member Maris, Member Knight and Member Rosenbaum voting AYE. Vice President Black excused.*

There being no further business under this item, the Board moved to the next item on the agenda.

#### ***C) Board Policies– 4000s***

##### ***1. Conduct 2nd Reading, Adopt; Board Policy 4113 – Assignment***

*President Low requested a motion to Adopt: (C, 1.) Board Policy 4113 – Assignment.*

*Motion by Member Rosenbaum, seconded by Member Maris to Adopt: (C, 1.) Board Policy 4113 – Assignment.*

*The Board was polled and passed unanimously. Members: President Low, Member Maris, Member Knight and Member Rosenbaum voting AYE. Vice President Black excused.*

*2. Conduct 2nd Reading, Adopt; Board Policy 4030 – Nondiscrimination in Employment*

*President Low requested a motion to Adopt: (C, 2.) Board Policy 4030 – Nondiscrimination in Employment.*

*Motion by Member Rosenbaum, seconded by Member Maris to Adopt: (C, 2.) Board Policy 4030 – Nondiscrimination in Employment.*

*The Board was polled and passed unanimously. Members: President Low, Member Maris, Member Knight and Member Rosenbaum voting AYE. Vice President Black excused.*

*There being no further business under this item, the Board moved to the next item on the agenda.*

*3. Conduct 2nd Reading, Adopt; Board Policy 4127, 4227, 4327 – Temporary Athletic Coaches*

*President Low requested a motion to Adopt: (C, 3.) Board Policy 4127, 4227, 4327 – Temporary Athletic Coaches.*

*Motion by Member Rosenbaum, seconded by Member Maris to Adopt: (C, 3.) Board Policy 4127, 4227, 4327 – Temporary Athletic Coaches.*

*The Board was polled and passed unanimously. Members: President Low, Member Maris, Member Knight and Member Rosenbaum voting AYE. Vice President Black excused.*

*There being no further business under this item, the Board moved to the next item on the agenda.*

*4. Conduct 2nd Reading, Adopt; Board Policy 4020 – Drug & Alcohol Free Workplace*

*President Low requested a motion to Adopt: (C, 4.) Board Policy 4020 – Drug & Alcohol Free Workplace.*

*Motion by Member Rosenbaum, seconded by Member Maris to Adopt: (C, 4.) Board Policy 4020 – Drug & Alcohol Free Workplace.*

*The Board was polled and passed unanimously. Members: President Low, Member Maris, Member Knight and Member Rosenbaum voting AYE. Vice President Black excused.*

*There being no further business under this item, the Board moved to the next item on the agenda.*

*D) Board Policies– 5000s*

*1. Conduct 2nd Reading, Adopt; Board Policy 5131.7 - Weapons and Dangerous Instruments*

*President Low requested a motion to Adopt: (D, 1.) Board Policy 5131.7 - Weapons and Dangerous Instruments.*

*Motion by Member Rosenbaum, seconded by Member Maris to Adopt: (D, 1.) Board Policy 5131.7 - Weapons and Dangerous Instruments.*

~~P12~~  
*The Board was polled and passed unanimously. Members: President Low, Member Maris, Member Knight and Member Rosenbaum voting AYE. Vice President Black excused.*

There being no further business under this item, the Board moved to the next item on the agenda.

*E) Board Policies-- 6000s*

*1. Conduct 2nd Reading, Adopt; Board Policy 6145 – Extracurricular Cocurricular Activities*

The Board engaged in a discussion regarding the feasibility of revising specific language in the policy for clarification purposes. It was noted that the sample language is reviewed by legal counsel prior to being provided by the California School Boards Association. Therefore, it is not advisable to revise the language for clarification purposes because the intent may be lost in the revision.

*President Low requested a motion to Adopt: (E, 1.) Board Policy 6145 – Extracurricular Cocurricular Activities.*

*Motion by Member Rosenbaum, seconded by Member Maris to Adopt: (E, 1.) Board Policy 6145 – Extracurricular Cocurricular Activities.*

*The Board was polled and passed unanimously. Members: President Low, Member Maris, Member Knight and Member Rosenbaum voting AYE. Vice President Black excused.*

*2. Conduct 2nd Reading, Adopt; Board Policy 6163.4 - Student Use of Technology*

The Board engaged in a discussion regarding AHS students utilizing an alternative secure social network, and it was noted that AHS students may be reluctant to use an alternative social network.

*President Low requested a motion to Adopt: (E, 2.) Board Policy 6163.4 - Student Use of Technology.*

*Motion by Member Rosenbaum, seconded by Member Maris to Adopt: (E, 2.) Board Policy 6163.4 - Student Use of Technology.*

*The Board was polled and passed unanimously. Members: President Low, Member Maris, Member Knight and Member Rosenbaum voting AYE. Vice President Black excused.*

There being no further business under this item, the Board moved to the next item on the agenda.

**IX. REVIEW AND DISCUSSION ITEMS**

*Review Administrative Regulation 1240 – Volunteer Assistance*

Superintendent Stephenson addressed the Board regarding Administrative Regulation 1240 – Volunteer Assistance noting that the following revisions were made based upon the discussion at the October 4, 2011 Board of Education meeting: 1) Designations for volunteers – divided into three categories; 2) Volunteer I - *not* required to submit an application, get fingerprinted, or take a TB test because direct contact with students is supervised; 3) Volunteer II - *required* to submit an application, get fingerprinted, *and* take a TB test because of limited supervision with regular and ongoing student contact; and 4) Superintendent or designee – given the authority to exempt volunteers from the TB testing if serving less than one year and contact with students is supervised (to view the discussion, visit [www.ausdk12.org](http://www.ausdk12.org)).

There being no further business under this item, the Board moved to the next item on the agenda.

**X. EXTEND TIME OF BOARD MEETING TO 9:35 PM.**

P13

President Low noted that a vote is needed to extend the meeting time past 9:30 p.m.

*President Low requested a motion to Approve: IX: Extend Time of Board Meeting to 9:35 p.m.*

*Motion by Member Maris seconded by Member Rosenbaum to Approve: IX: Extend Time of Board Meeting to 9:35 p.m.*

*The Board was polled and passed unanimously. Members: President Low, Member Maris, Member Knight and Member Rosenbaum voting AYE. Vice President Black excused.*

There being no further business under this item, the Board moved to the next item on the agenda.

**XI. BOARD AND SUPERINTENDENT COMMENTS**

The Board discussed the Lawrence Berkeley National Laboratory Task Force noting that a decision on the choice of a second campus is expected in November 2011. The Board requested a presentation from the Board's appointees at the December 15, 2011 meeting.

**XII. FUTURE AGENDA ITEMS**

Media Access Committee Report	November
English Learner Update	November
Facilities Fee Update/Review	November
CSBA Conference	December
Confirm Mission & Beliefs	December
1 <sup>st</sup> Interim Report	December
Spotlight Recognition AEF	December

There being no further business under this item, the Board moved to the next item on the agenda.

**XIII. FUTURE BOARD MEETINGS**

1. Tuesday, November 1, 2011, 7:00 p.m., Regular Meeting
  - Albany City Hall, 1000 San Pablo Avenue, Albany
2. Tuesday, November 15, 2011, 7:00 p.m., Regular Meeting
  - Albany City Hall, 1000 San Pablo Avenue, Albany
3. Tuesday, December 15, 2011, 7:00 p.m., Regular Meeting
  - Albany City Hall, 1000 San Pablo Avenue, Albany

There being no further business, the Board adjourned at 9:35 p.m.

**XIV. ADJOURNMENT**

*The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board Meetings shall be adjourned at 9:30 p.m. unless extended to a specific time determined by a majority of the Board.*

# ***Personnel Assignment Order: Pending Approval, non confidential***

**BOE Meeting**      11/1/2011

## **Class    Certificated**

### ***Category: Amendment***

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Teacher	Orrick, Sarah						Approve	
Teacher	Rayyan, Hassan						Approve	
Teacher	Vasarhely, Stephanie						Approve	
Teacher	Vasarhely, Stephanie						Approve	

### ***Category: Extra Assignment***

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Teacher Leader	Davis, Sally		OV		11/12 SY		Approve	GF
Teacher Leader	Dunn, Beth		OV		11/12 SY		Approve	GF
Teacher Leader	Goldberg, Margaret		OV		11/12 SY		Approve	Site
Teacher Leader	Merlino, Marilyn		OV		11/12 SY		Approve	GF
Teacher Leader	Sinclair, Judy		OV		11/12 SY		Approve	Site

***Monday, October 24, 2011***

**BOE Meeting** 11/1/2011

Teacher Leader	Sinclair, Michelle	OV	11/12 SY	Approve	GF
Teacher Leader	Willis, Cheryl	OV	11/12 SY	Approve	Site

**Category: New Hire**

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Teacher, Substitute	Cadle, Carrie		DW		11/2/11		Approve	GF
Teacher, Substitute	Orrick, Sarah		DW		11/2/11		Approve	GF

**Category: Separation of Service**

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Teacher, Substitute	Stern, Rebecca				10/6/11		Approve	

**Class Classified****Category: Amendment**

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Para-Educator, Alt Sch Wild Lang	Curren, Elena		ACC				Approve	

**Category: New Hire**

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Clerical Aide	Pope, Pat		CO		11/2/11		Approve	Kitchen

Monday, October 24, 2011

Page 2 of 10

**BOE Meeting** 11/1/2011

Coach, Basketball, Men, JV	Assia, Alex	AHS	11/12 Season	Approve	GF			
Coach, Basketball, Men, JV	Guzman, Emilio	AHS	11/12 Season	Approve	GF			
Coach, Soccer, Men's, Varsity	Toczynski, Benjy	AHS	11/12 Season	Approve	GF			
Para-Educator, Aft Sch Wild Lang	Alvarado, Anna	ACC	11/2/11	Approve	ACC			
Yard Aide	Baigalmaa, Tserendori	MA	11/2/11	Approve	PTA			
Yard Aide	Harper, Douglas	OV	11/2/11	Approve	GF			
Yard Aide	Lee, Deborah	CO	11/2/11	Approve	GF			
Yard Aide	Newell, Susan	CO	11/2/11	Approve	GF			
Yard Aide	Newton, Christine	MA	10/5/11	Approve	PTA			
Yard Aide	Solia, Olga	MA	11/2/11	Approve	PTA			
Category: Separation of Service								
Position	Name	Reason	Site	FTE/Amt	Effec Date	End Date	Action	Funding
Clerical Aide	Newell, Susan		CO		10/7/11		Approve	Kitchen
Category: Status Change								
Position	Name	Reason	Site	FTE/Amt	Effec Date	End Date	Action	Funding



**BOE Meeting** 11/1/2011

Para-Educator, Spec Ed	Duffy, Welton	AMS	11/2/11	Approve	Sp Ed
Para-Educator, Spec Ed	Gonzalez, Valentina	AMS	11/2/11	Approve	Sp Ed

**Class Uncompensated Service****Category: Volunteer**

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
	Ackerman, Laura				11/2/11		Approve	
	Adey, Gail				11/2/11		Approve	
	Ahmadi, Hassan				11/2/11		Approve	
	Albert, Erin				11/2/11		Approve	
	Alonso, Alesia				11/2/11		Approve	
	Angelova Delay, Dilliana				11/2/11		Approve	
	Beck, Andrea				11/2/11		Approve	
	Bersamin, Melina				11/2/11		Approve	
	Blitner, Theresa				11/2/11		Approve	
	Bockholt, Lori				11/2/11		Approve	

Monday, October 24, 2011

Page 4 of 10

**BOE Meeting 11/1/2011**

Brady, Julie	11/2/11	Approve
Brashares, Justin	11/2/11	Approve
Brashares, Katrina	11/2/11	Approve
Brito, Dotty	11/2/11	Approve
Buchan, Jackie	11/2/11	Approve
Campbell, Shawn	11/2/11	Approve
Chanhpaseuth, Bhat	11/2/11	Approve
Daal, Petra	11/2/11	Approve
Dachler, Kristen	11/2/11	Approve
Davis, Robin	11/2/11	Approve
Dinglasan, Judith	11/2/11	Approve
Fukjuma, Judy	11/2/11	Approve
Gasowski, Igor	11/2/11	Approve
Good, Anne	11/2/11	Approve

**BOE Meeting**      **11/1/2011**

Gray, Leslie	11/2/11	Approve
Hampton, Samantha	11/2/11	Approve
Healy, Margaret	11/2/11	Approve
Honicky, RJ	11/2/11	Approve
Hsu, Rose	11/2/11	Approve
Hsu-Storaker, Lily	11/2/11	Approve
Huang, Junping	11/2/11	Approve
Hwang, Sung Gi	11/2/11	Approve
Jiang, Hao	11/2/11	Approve
Johnston, Ashleigh	11/2/11	Approve
Jung, Kenneth	11/2/11	Approve
Kang, Jee Young	11/2/11	Approve
King, Sharon	11/2/11	Approve
Kirkhy, Lisa	11/2/11	Approve

**Monday, October 24, 2011**

**Page 6 of 10**

**BOE Meeting 11/1/2011**

Klein, Shoshana	11/2/11	Approve
Lee, Miyoung	11/2/11	Approve
Lewis, Selina	11/2/11	Approve
Liang, Hui Jun	11/2/11	Approve
Lo, Juliet	11/2/11	Approve
Lopez, Heidi	11/2/11	Approve
Lopez, Maria	11/2/11	Approve
Luoma, Marian	11/2/11	Approve
Marlette, Dawn	11/2/11	Approve
Martinez de Borgfeldt, To	11/2/11	Approve
McCroskey Lewis, Holly	11/2/11	Approve
Mendoza-Denton, Rodolf	11/2/11	Approve
Montegrande, Dhea	11/2/11	Approve
Newman-Lauer, Marcy	11/2/11	Approve

**BOE Meeting**      **11/1/2011**

Nichols, Janet	11/2/11	Approve
Norton, Monica	11/2/11	Approve
O'Brien, Thomas	11/2/11	Approve
Orozco, Cathy	11/2/11	Approve
Pal, Sangeeta	11/2/11	Approve
Paolini, Gary	11/2/11	Approve
Pereyras, Marie	11/2/11	Approve
Pires, Luciana	11/2/11	Approve
Place, Deborah	11/2/11	Approve
Pope, Pat	11/2/11	Approve
Popkin, Suzanne	11/2/11	Approve
Reed-Fort, Patrice	11/2/11	Approve
Roberts, Michael	11/2/11	Approve
Roseman, Michelle	11/2/11	Approve

**BOE Meeting 11/1/2011**

Rowan, Sylvia	11/2/11	Approve
Ruffner, Scott	11/2/11	Approve
Shores, Stan	11/2/11	Approve
Starr, Gail	11/2/11	Approve
Suarez, Maria	11/2/11	Approve
Thomsen, Elizabeth	11/2/11	Approve
Tristan, Stephanie	11/2/11	Approve
Tsultem, Uranchimeg	11/2/11	Approve
Turbow, Ellen	11/2/11	Approve
Turbow, Myron	11/2/11	Approve
Wang, Hongxin	11/2/11	Approve
Wang, Yuhua	11/2/11	Approve
Wasson, Daniel	11/2/11	Approve
Weng, Xiaoping	11/2/11	Approve

*BOE Meeting*      11/1/2011

Wiley, Jacqueline	11/2/11	Approve
Wu, Tien Hua	11/2/11	Approve
Zawde, Fady	11/2/11	Approve

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of November 1, 2011**

**ITEM: APPROVE THE INTERNSHIP CONTRACT AGREEMENT  
BETWEEN AUD AND BRANDMAN UNIVERSITY**

**PREPARED BY:** Cynthia Attiyeh, Human Resources Administrator

**TYPE OF ITEM: CONSENT**

---

**BACKGROUND INFORMATION:**

This internship agreement between the Albany Unified School District and Brandman University is a mutually beneficial to both parties. The intern receives structured, "hands-on" experience in the Multiple Subject, Single Subject and Education Specialist Internship Credentials and the district maintains positive relations with a local university. In addition, staff develops mentoring skills and receives information about the most current information about occupational therapy

---

**FINANCIAL INFORMATION:**

Funding Source: N/A

**RECOMMENDATION:** Approve the Internship Contract Agreement between AUD and Brandman University



**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of November 1, 2011**

**ITEM:** Gardener and Margaret Young Living Trust Donation

**PREPARED BY:** Laurie Harden, Assistant Superintendent, Business Services

**TYPE OF ITEM:** Consent Agenda

---

**BACKGROUND INFORMATION:**

The district recently received a donation from the Gardener and Margaret Young Living Trust. These funds were donated with the stipulation they be expended solely for "the purchase of athletic equipment for the athletic programs for boys and girls attending Albany High School".

**FINANCIAL INFORMATION:**

**\$188,551.51**

**RECOMMENDATION: Accept Gardener and Margaret Young Living Trust donation of \$188,551.51, to be expended for Albany High School athletic equipment.**

1 TRUTNER LAW OFFICES  
2 HERMAN A. TRUTNER (SB No. 37284)  
3 2109 FOURTH STREET  
4 LIVERMORE, CA 94550  
5 TELEPHONE: (925) 447-1222

6 Attorney for Trustees

7 IN THE SUPERIOR COURT OF THE STATE OF CALIFORNIA  
8 IN AND FOR THE COUNTY OF ALAMEDA

9 In re.

No.

10 GARDENER AND MARGARET YOUNG LIVING TRUST

11 RECEIPT OF DISTRIBUTE

12 \_\_\_\_\_  
13  
14 The undersigned, MARLA STEPHENSON, on behalf of the ALBANY UNIFIED  
15 SCHOOL DISTRICT, hereby acknowledges receipt from KAY B. KINNEY, TRUSTEE OF  
16 THE GARDENER AND MARGARET YOUNG LIVING TRUST, cash in the amount of  
17 \$188,551.51 (One Hundred Eighty Eight Thousand, Five Hundred Fifty One Dollars and  
18 51/100) for the purchase of athletic equipment for the athletic programs for boys and girls  
19 attending Albany High School, as distribution pursuant to the terms of the above-entitled Trust.

20 Dated: 10/24/11 \_\_\_\_\_

21 ALBANY UNIFIED SCHOOL DISTRICT

22 By: Marla Stephenson  
23 MARLA STEPHENSON, SUPERINTENDENT  
24  
25  
26

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of November 1, 2011**

**ITEM:** Facility Fee Schedule 2011-12  
**PREPARED BY:** Don Albright, Facilities Supervisor  
**TYPE OF ITEM:** Consent Agenda

---

**BACKGROUND INFORMATION:**

Per Board Policy 1330, the Board is required to annually approve a schedule of fees for the use of school facilities.

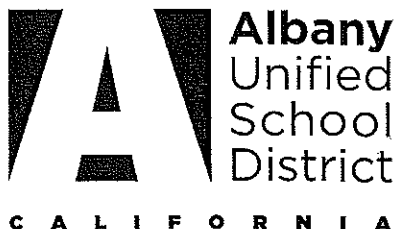
Staff has collected facility fee schedules from surrounding districts to assure our fees are comparable to other districts facility fees.

Currently, our fees are in line with surrounding districts and staff is recommending no change to our current Facility Fee Schedule for the 2011-12 year.

**FINANCIAL INFORMATION:**

None.

**RECOMMENDATION: Approve Facility Fee Schedule for 2011-12 year.**



1051 Monroe Street  
Albany, CA 94706  
510.558.3750 Phone  
510.559.6560 Fax  
www.ausdk12.org

#### District Administration

Maria Stephenson, *Superintendent*  
Laurie Harden, *Assistant Superintendent*

#### Board of Education

Paul Black  
Jonathan Knight  
Patricia Low  
Allan Maris  
Ronald Rosenbaum

### Facility Fee Schedule

*Liability Insurance Requirement: Prior to using the facility, the permit holder shall provide a Certificate of Insurance to the District in the amount of \$1,000,000 (one million dollars), combined single limits, with the District as an Additional Insured.*

Facility	Direct Rental Costs	Fair Rental Costs
----------	---------------------	-------------------

#### Classrooms & Libraries

#### Hourly Rate

Elementary Schools (Marin / Cornell / OceanView)	\$16.50	\$28.00
Albany Middle School (AMS)	\$19.00	\$30.00
Albany High School (AHS)	\$19.00	\$30.00

#### Kitchens

Elementary Schools (Marin / Cornell / OceanView)	\$25.00	\$50.00
High Schools (AHS/MacGregor)	\$30.00	\$60.00

#### Multi-Purpose Rooms

Marin/Cornell	\$24.00	\$50.00
OceanView	\$25.00	\$53.00
Albany High School (AHS)	\$26.00	\$55.00

#### Gymnasiums/Indoor Facilities/Sport Courts

Albany Middle School (AMS)	\$42.50	\$73.50
Albany High School (AHS)	\$42.50	\$73.50
AHS Weight Room	\$22.00	\$22.00

#### Cougar Field Sports Complex

Football Field <i>without</i> lights/Soccer Field (artificial turf only)	\$32.00	\$55.50
Softball Field	\$16.50	\$28.00
Track	\$16.50	\$27.00
Restroom (weekend / flat rate)	\$79.50 / day	\$79.50 / day

#### Albany High School Little Theater (seats 400)

Hourly Rate	\$40.00	\$70.00
Stage Light / Sound System	\$27.00 / day	\$27.00 / day
Booth with Group's Operator	\$105.00 / day	\$105.00 / day
Booth with ASB Student Operator	\$15.50	\$15.50

#### Equipment

LCD projector with Operator	\$27.00	\$27.00
ASB PA system + Operator	\$10.00 / day + \$15.00 / hour	\$10.00 / day + \$15.00 / hour
AMS Sound System	\$27.00	\$27.00
Piano	\$27.00 / day	\$27.00 / day

#### Custodial Services

Custodian (2 hour minimum charge)	\$27.00	\$27.00
-----------------------------------	---------	---------

*For information on the definition of User Groups who qualify for direct rental costs vs. fair rental costs, please refer to Board Policy 1330.*

Description	Current - Albany	Small Districts - Average	Medium Districts - Average	Large Districts - Average
Processing Fee	\$0.00	\$0.00-\$950.00	\$0.00-\$950.00	\$0.00-\$10.00
<b>Direct Costs</b>				
Classrooms & Libraries	\$16.50-\$19.00	\$11.51-\$60.00	\$6.85-\$22.00	\$3.39-\$31.00
Kitchens	\$25.00-\$30.00	\$17.75-\$60.00	\$13.00-\$33.75	\$6.80-\$22.00
Multi-Purpose Rooms	\$24.00-\$26.00	\$24.50-\$60.00	\$13.00-\$27.00	\$9.00-\$108.00
Gymnasiums/Indoor Facilities/Sport Courts	\$15.00-\$42.50	\$25.00-\$46.00	\$10.40-\$41.28	\$12.00-\$144.00
Cougar Field Sports Complex	\$15.50-\$32.00 / \$79.50/day	\$11.51-\$74.00	\$4.00-\$100.00	\$2.23-\$86.40
Little Theater	\$40.00	\$43.00-\$60.00	\$20.00-\$151.75	\$17.86-\$31.00
Custodial Services	\$27.00	\$29.00-\$55.00	\$25.00-2x Hrly	\$27.50-\$79.16
<b>Fair Rental Costs</b>				
Classrooms & Libraries	\$28.00-\$30.00	\$21.00-\$115.09	\$11.50-\$65.00	\$9.00-\$107.14
Kitchens	\$50.00-\$60.00	\$31.25-\$197.95	\$30.00-\$125.00	\$53.56-\$60.00
Multi-Purpose Rooms	\$50.00-\$55.00	\$42.00-\$161.12	\$30.00-\$95.75	\$18.00-\$80.00
Gymnasiums/Indoor Facilities/Sport Courts	\$22.00-\$73.50	\$79.00-\$143.86	\$45.00-\$163.94	\$30.00-\$124.97
Cougar Field Sports Complex	\$27.00-\$55.50 / \$79.50/day	\$29.00-\$215.78	\$8.00-\$240.00	\$20.00-\$150.00
Little Theater	\$70.00	\$70.00-\$207.15	\$50.00-\$87.00 / \$3,300/12hrs	\$80.00-\$89.28
Custodial Services	\$27.00	\$23.00-\$55.00	\$25.00-\$62.85	\$37.50-\$79.16

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of November 1, 2011**

**ITEM:                    RATIFY INDEPENDENT CONTRACTOR SERVICES  
AGREEMENT WITH RALPH CANTOR**

**PREPARED BY:        Marsha A. Brown, Director – Student Services**

**TYPE OF ITEM:        REVIEW & ACTION**

---

**BACKGROUND INFORMATION:**

The district has received a donation from the Anonymous Fund at the East Bay Community Foundation, intended for drug and alcohol prevention activities at Albany Middle School.

AMS has used Mr. Cantor in the past to provide similar services. He will plan for and deliver two classroom sessions for each of the 7<sup>th</sup> grade wheel wellness classes through out the year (20 classroom sessions). In addition, he will provide nine hours of mentoring and consultation around curriculum and lesson development in the areas of tobacco, alcohol and drugs. A presentation to the entire staff of AMS is also included in the contract.

The district received notification of the grant award on October 3<sup>rd</sup>, and Mr. Cantor's contract was scheduled to begin October 1, 2011 in order to cover all 7<sup>th</sup> grade wheel wellness classes. His work is scheduled to be completed by June 8, 2012.

---

**FINANCIAL INFORMATION:**

Cost not to exceed \$3,000 from donations.

---

**RECOMMENDATION:**

**REVIEW AND RATIFY THE INDEPENDENT CONTRACTOR SERVICES  
AGREEMENT WITH RALPH CANTOR**

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of November 1, 2011**

**ITEM:** **APPROVE THE OUT-OF-STATE FIELD TRIP REQUEST FOR  
THE ALBANY HIGH SCHOOL MUSIC DEPARTMENTS TO  
ATTEND THE NATIONAL FESTIVAL OF THE STATE IN  
SEATTLE, WASHINGTON**

**PREPARED BY:** Marsha A. Brown, Director of Student Services

**TYPE OF ITEM:** **CONSENT**

---

**BACKGROUND INFORMATION:**

Dates of Trip:  
March 15 – 18, 2011

Students will depart Albany High School at 5:00 a.m. on Thursday, March 15<sup>th</sup> and return at 12:30 p.m. on Sunday, March 18<sup>th</sup>. Two school days will be missed.

Description of Trip:  
Approximately 100 students will participate in the trip from choral and instrumental groups. Students will participate in clinics and exchanges with college directors and other high school groups. Students will also perform for large public audiences.

**X Standard Field Trip Request**

---

**FINANCIAL INFORMATION:**

Funding Source: Albany Music Fund

**RECOMMENDATION:**

**APPROVE THE EXTENDED FIELD TRIP REQUEST FOR THE ALBANY HIGH  
SCHOOL MUSIC DEPARTMENTS TO ATTEND THE NATIONAL FESTIVAL OF  
THE STATE IN SEATTLE, WASHINGTON**

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of November 1, 2011**

**ITEM:** **APPROVE THE OUT-OF-STATE FIELD TRIP REQUEST FOR THE ALBANY HIGH SCHOOL THEATER ENSEMBLE CLUB TO ATTEND THE OREGON SHAKESPEARE FESTIVAL IN ASHLAND, OREGON**

**PREPARED BY:** Marsha A. Brown, Director of Student Services

**TYPE OF ITEM:** **CONSENT**

---

**BACKGROUND INFORMATION:**

Dates of Trip:  
April 5 – 8, 2011

Students will depart Albany High School at 8:00 a.m. on Thursday, April 5<sup>th</sup> and return at 5:00 p.m. on Sunday, April 8<sup>th</sup>. Two school days will be missed.

Description of Trip:  
Approximately 25 students will participate in the trip from the Theater Ensemble Clug. Students will attend live theater performances.

**X Standard Field Trip Request**

---

**FINANCIAL INFORMATION:**

Funding Source: student fund raising activities and parents. No student will be denied participation due to financial issues.

**RECOMMENDATION:**

**APPROVE THE OUT-OF-STATE FIELD TRIP REQUEST FOR THE ALBANY HIGH SCHOOL THEATER ENSEMBLE CLUB TO ATTEND THE OREGON SHAKESPEARE FESTIVAL IN ASHLAND, OREGON**



**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of November 1, 2011**

**ITEM: APPROVE AMENDMENTS TO INDEPENDENT  
CONTRACTOR AGREEMENT WITH ALISON SEEVAK FOR  
MARIN AND OCEAN VIEW SCHOOLS**

**PREPARED BY: Marsha A. Brown, Director – Student Services**

**TYPE OF ITEM: REVIEW & ACTION**

---

**BACKGROUND INFORMATION:**

The Board approved the original Independent Contractor Agreement with Alison Seevak on September 6, 2011. The original contract was for poetry classes for three 5<sup>th</sup> grade classes at Cornell School.

Both Marin and Ocean View Schools are interested in providing poetry classes for an identified grade level: 4<sup>th</sup> grade at Marin and 5<sup>th</sup> grade at Ocean View. Poetry classes are scheduled to begin in January for Marin and March for Ocean View.

---

**FINANCIAL INFORMATION:**

Cost not to exceed \$3,000 from donations.

---

**RECOMMENDATION:**

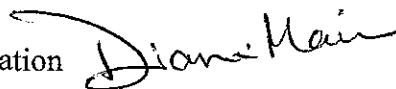
**APPROVE AMENDMENTS TO INDEPENDENT CONTRACTOR  
AGREEMENT WITH ALISON SEEVAK FOR MARIN AND OCEAN VIEW  
SCHOOLS**

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of November 1, 2011**

**ITEM:** APPROVE MASTER CONTRACT BETWEEN ALBANY UNIFIED  
SCHOOL DISTRICT AND A BETTER CHANCE SCHOOL

**PREPARED BY:** Diane Marie, Director of Special Education



**TYPE OF ITEM:** CONSENT – STUDENT SERVICES

---

**BACKGROUND INFORMATION:**

Dates of Service:

October 19, 2011- June 30, 2012

Description of Services:

Basic Education at a Non Public School

Speech Therapy at a Non Public School

Occupational Therapy at a Non Public School

1:1 aide at a Non Public School

Number of Students:

2

Rate:

Basic Education: \$165/day

Speech Therapy: \$79/hour

Occupational Therapy: \$76/hour

1:1 aide: \$112/day

Cost not to exceed:

\$71,549

**X Standard Contract**

       Contract deviates from Standard Contract. Description below.

---

**FINANCIAL INFORMATION:**

Funding Source: Special Education

**RECOMMENDATION:**

Approve the Master Contract between Albany Unified School District and A Better Chance School.

**ALBANY UNIFIED SCHOOL DISTRICT****Regular Meeting of November 1, 2011**

**ITEM:                   APPROVE SINGLE SCHOOL PLANS FOR STUDENT ACHIEVEMENT FOR 2011-2012**

**PREPARED BY:**     Marsha A. Brown, Director – Student Services

**TYPE OF ITEM:**     **Consent**

---

**BACKGROUND INFORMATION:**

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Consolidated Application process, creating the Single Plan for Student Achievement (SPSA). Its stated purpose is to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index." The Academic Performance Index (API) is a rating of schools based on their performance on state academic assessments.

This legislation established the following requirements for school plans and may be subject to change based on legislative initiatives:

1. School districts must assure that school site councils have developed and approved a plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process, and any other school program they choose to include in it.
  2. School plans must be developed with the review, certification, and advice of any applicable school advisory committees.
  3. The content of the plan must be aligned with school goals for improving student achievement.
  4. School goals must be based upon an analysis of verifiable state data such as the Academic Performance Index and the California English Language Development Test. It may also include any data voluntarily developed by the school or district to measure student achievement.
  5. The plan must address how funds will be used to improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index.
  6. The plan must be reviewed annually and updated and include proposed expenditures of funds allocated to the school by the school site council.
  7. The governing board of the local educational agency must approve the plans annually.
-

**FINANCIAL INFORMATION:**

The Single School Plans for Student Achievement reflect the estimated funding allocations that will be distributed to the sites for the 2011-12 school year. This includes programs such as the former School/Library Improvement Block Grant (SLIBG), Title 1, and anticipated donations.

**RECOMMENDATION: APPROVE SINGLE SCHOOL PLANS FOR STUDENT ACHIEVEMENT FOR 2011-2012**

## The Single Plan for Student Achievement

### Ocean View Elementary School

School Name

01-61127-6116222

CDS Code

Date of this revision: October, 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Terry Georgeson  
Position: Principal  
Telephone Number: 510-558-4800  
Address: 1000 Jackson Street  
Albany, CA 94706  
E-mail Address: tgeorgeson@ausdk12.org

### Albany Unified School District

School District

Superintendent: Marla Stephenson  
Telephone Number: (510) 558-3766  
Address: 1051 Monroe Street  
Albany, CA 94706  
E-mail Address: mstephenson@ausdk12.org

The District Governing Board approved this revision of the School Plan on June 2, 2010.

## **II. School Vision and Mission**

The mission at Ocean View Elementary School is to inspire, guide and challenge students to become responsible and compassionate citizens. We believe our greatest asset is the diversity of our students in language, ethnicity and personal experience. We support this mission by focusing on the following:

- \*Striving to deliver the highest quality educational experience for all students
- \*Valueing each student for their unique qualities
- \*Providing a safe and welcoming environment for students, parents and staff

### III. School Profile

Ocean View School Elementary School is a part of the Albany Unified School District. The school is located in Albany, California, approximately 15 miles northeast of San Francisco near the University of California Berkeley Student Housing Village and the East Bay shoreline. Ocean View serves families from the local community as well from all over the world, with 30% of our families connected to the University of California Berkeley. Prospective parents can tour the school each Tuesday, view classrooms and talk with the principal. We value parent involvement and encourage participation in classrooms, library, field trips, lunchtime and throughout the school. The Ocean View PTA is committed to parent advocacy and the alignment of funding to student focused school goals. They are instrumental in building a welcoming community for the families of our students through fund raising, activities such as the annual Meet and Greet, International Potluck and Parent Education Nights. During the 2010-2011 school year Ocean View Elementary School enrolled 564 students serving grades Kindergarten through 5th. The schools demographic characteristics include 38% English Learners with 10% reclassified Fluent-English-Proficient. The school is 40% Asian, 29% Caucasian, 16% Latino/Hispanic, 9% African American and 5% Students with Disabilities. The school qualifies as a Title One school with 30% participating in the Free or Reduced Lunch Program. We have 23 general education classrooms and one SDC classroom. Our Kindergarten through 4th grade classrooms have a teacher to student ratio range of 22:1 to 26:1. 5th grade classrooms are 25:1 to 30:1. A staggered reading program offers reading intervention to all students through a Early Bird/Late Bird program providing small group instruction to Kindergarten through 3rd grade. Additionally, we have teachers who specialize in the following subjects: Physical Education, Music, Science and Media/Library. The Science program for 4th and 5th grades is offered through a specialist who teaches two 50-minute classes weekly in a science lab. The Media/Library hosts a computer lab with 30 computers with access to the Internet and software to support math, language development and reading intervention programs.

Ocean View Elementary School has a supportive staff comprised of one full-time Principal, 1 full time equivalent (FTE) Intervention Teacher, 1.6 FTE English Language Learners Specialist Teachers, one Speech and Language Specialist, one part-time psychologist, one special day class teacher, one resource teacher and one Occupational Therapist. Ocean View also offers counseling through an internship program three days a week. Our support staff includes a secretary, office clerk, two custodians, five noontime supervisors/games coordinators and two kitchen staff. Our after school program is provided through the Albany Children's Center and offers on-site childcare for Kindergarten through 3rd grade and a Chinese school Kindergarten through 5th grade. Hours are from 7:30am - 6:00 p.m. daily. Enrichment classes are offered to students Kindergarten -3rd grades in the Early Bird and Late Bird hours from 8:30-9:30 and again 2:05 to 3:05 pm. Enrichment classes may include: Spanish, Vocal Music, World Percussion, Engineering, Photography, Chess, Yoga and Tennis.

Students at Ocean View Elementary School receive a core academic curriculum based on California State Standards taught by No Child Left Behind (NCLB) Highly Qualified teachers. Students also have a variety of co-curricular and student activities that promote leadership, personal choice and an opportunity to bond with their school community. Visual and performing arts offer students opportunities to pursue interests in Vocal Music, Band and Visual Arts. The Physical Education, Media/Library, Science, and Music curriculum embedded in the regular school day provides each K-3 grade teacher 90 minutes of preparation per week and intermediate teacher 235 minutes of preparation per week. The library hosts a 30 student computer lab with access to internet and software to support math, reading and language development. Students in the 5th grade create as a part of their library time classroom newspapers for fellow students and families. Students in Kindergarten through 5th grade, who have a home language other than English and qualify, are supported with English Language Development classes.

As a Title One School 30% of our students participate in the Free or Reduced Lunch program. Over 24 languages are spoken in our classrooms. This diversity provides wonderful opportunities for a greater cross-cultural experiences for our students. They have a rich multicultural foundation on which to build their skills towards becoming a citizen of the larger world. 42% of our students are English Language Learners and 4% of households responding to a survey regarding STAR testing indicated they have at least some college education with 95% reporting they were college graduates.

The Instructional Leadership Team (ILT) includes administration, six classroom teachers and one specialist teacher. The duties of this group are:

- hold regular meetings
- prioritize ILT goals through analyzing school and student data
- provide instructional leadership through planning staff development and staff meetings
- assist with the planning and scheduling of site activities
- act as a liaison to colleagues and staff
- help in the implementation of the district strategic goals

The Student Study Team (SST) assists teachers to modify the regular classroom program to meet students individual needs. Membership includes the family, teacher, principal, psychologist, resource specialist and speech language specialist. Meetings are scheduled weekly. We discuss interventions being used thus far, a student's strengths, weaknesses and continued needs. An action plan is developed which may include recommendations for District and school-level support programs or further evaluations. A follow-up meeting date is scheduled to discuss the success of the action plan and generate further interventions if needed.

For students who continue to be unsuccessful with the classroom modifications, the SST may recommend Special Education assessments when necessary and appropriate. When testing is completed, an Individualized Education Program (IEP) meeting is held to determine a student's eligibility and placement.

Ocean View Elementary School serves a Resource Specialist Program and Special Day Specialist Program. Students are served with a two-pronged approach. First, the Special Education Specialist works with the regular classroom teacher to suggest ways to adapt instruction to meet the special education needs of the student/students in question. Second, either the Special Education Specialist or the Instructional Assistant supports the student by providing direct instruction within the regular classroom or by pulling students out for services. In most cases, this involves clustering a small number of students in a classroom and pulling them together during the regular Language Arts or Math periods for instruction. Occasionally, other students are also involved in these small-groups. This could be a few regular education students who are also experiencing difficulty with a given concept or skill and are included in the group.

When possible English Language Learners maybe clustered into classrooms based on primary language and level of English Language proficiency. Every staff member has a CLAD certificate or the equivalent and is trained to teach to English Language Learners. All teachers have been provided the further opportunity to receive additional Language Development training (Guided Language Acquisition Design) and have been trained in sheltered strategies that support English Learners. Each year, teachers review the results of the annual California English Language Development Test for each English Learner to assist in planning the student's instructional program. Currently, approximately 42% of Ocean View students are identified as English Language Learners.

The School Site Council (SSC), is a group of parents and staff that meets regularly, is charged with monitoring the Single Plan for Student Achievement. The SSC monitors the Single Plan for Student Achievement in order to ensure that all students have access to the core curriculum, that the program of support services is coordinated to minimize duplication and eliminate gaps, and that the school program is responsive to the academic, social and physical needs of each student. The Single Plan for Student Achievement also ensures that the needs of the sub groups such as ELL, Socioeconomically Disadvantaged and other students are addressed along with the training needs of the staff. Finally, the SSC is charged with ensuring that there is ongoing evaluation of the school program.



#### IV. Comprehensive Needs Assessment Components

##### A. Data Analysis (See Appendix A)

Ocean View Staff and School Site Council use the following data to create school-wide goals for the 2010-2011 academic year:

State STAR tests for Language Arts and Math

CELDT

Academic Performance Index

Annual Yearly Progress by Ethnicity, ELL level and SED status from the 2010-11 school year

Math Benchmark Assessments

Everyday Math embedded unit assessments

District-developed math pacing guide

Annual Yearly Progress Targets for 2011-2012 - ELA: 77.6% MATH: 78.5%

All Students: 363 students tested in English Language Arts in 2010-2011 testing period

72% of the students scored proficient or above in English Language Arts

18% of the students scored basic in English Language Arts

6% of the students scored below basic in English Language Arts

4% of the students scored far below basic in English Language Arts

Grade 2: 97 students tested in ELA

65% of the students scored proficient or above in English Language Arts

25% of the students scored basic in English Language Arts

6% of the students scored far below basic in English Language Arts

4% of the students scored far below basic in English Language Arts

Grade 3: 69 students tested in ELA

65% of the students scored proficient or above in English Language Arts

17% of the students scored basic in English Language Arts

10% of the students scored below basic in English Language Arts

7% of the students scored far below basic in English Language Arts

Grade 4: 88 students tested in ELA

85% of the students scored proficient or above in English Language Arts

11% of the students scored basic in English Language Arts

1% of the students scored below basic in English Language Arts

4% of the students scored far below basic in English Language Arts

Grade 5: 102 students tested in ELA

75% of the students scored proficient or above in English Language Arts

18% of the students scored basic in English Language Arts

6% of the students scored below basic in English Language Arts

2% of the students scored far below basic in English Language Arts

All Students: 361 students tested in Math

80% of the students scored proficient or above in Math

12% of the students scored basic in Math

7% of the students scored far below basic in Math

Grade 2: 98 students tested in Math

75% of the students scored proficient or above in Math

16% of the students scored basic in Math

9% of the students scored below basic in Math

Grade 3: 72 students tested in Math  
89% of the students scored proficient or above in Math  
7% of the students scored basic in Math  
4% of the students scored below basic in Math

Grade 4: 89 students tested in Math  
89% of the students scored proficient or above in Math  
16% of the students scored basic in Math  
6% of the students scored below basic in Math

Grade 5: 102 students tested in Math  
79% of the students scored proficient or above in Math  
10% of the students scored basic in Math  
10% of the students scored below basic in Math  
1% of the students scored far below basic in Math

Grade 5: 101 students tested in \*Science  
80% of the students scored proficient or above in Science\*  
10% of the students scored basic in Science\*  
6% of the students scored below basic in Science\*  
1% of the students scored far below basic in Science\*

\*Science is only administered in grade 5.

We need to analyze potential causes for under performance and target students by name, by need and by skill to close the achievement gap.

## **B. Surveys**

Conclusions from Parent and Teacher Input through the Annual School Site Survey:

Teachers, staff and parents provide feedback to administration concerning program and services that are intended to support Ocean View School mission and goals. Annually, each stake holder has an opportunity to complete a funding survey that provides feedback for our fiscal resource allocations. In addition, the Healthy Kids Survey is given every two years to gather input from all 5th grade students. The next survey is schedule for this 2011-2012 academic school year.

We need to study the English Language Advisory Council (ELAC) survey to determine appropriate services as well broaden our outreach to our ELL community.

## **C. Classroom Observations**

The Principal conducts regular on-site observations of classrooms during the school year. Feedback from the Principal is provided to teachers through oral and written communications. Formal evaluation observations are scheduled and completed by the Principal for teachers in their evaluation year. Formal observations occur two times a year and teachers and principal participate in goal setting, pre-and post-observation and final conferences. Review of lesson plans, and feedback from observations, are a part of the structure of these conferences. In addition, written reports based on the California Standards for the Teaching Profession are given as part of the final evaluation. Teachers receive written records of those observations that include areas of strength and growth. We need to continue to improve articulation and consistency in expectations and curriculum.

## **D. Student Work and School Documents**

District curriculum standards are aligned with California State Standards in Language Arts, Mathematics, History-Social Science and Science. Teachers continue to work on identifying best practices to teach to the

district/state standards. District textbooks and materials are aligned with district/state standards in the area of Mathematics (Everyday Math), Reading/Language Arts (Houghton Mifflin), History/Social Science and Science (Foss). We are currently in the fourth year of implementation of the state adopted Everyday Math Curriculum. We will continue to provide meeting time for teachers to continue to discuss implementation and align the pacing guide. We are developing systems for teachers to regularly analyze student work, achievement data and performance on assessments in order to determine the instructional needs of their students through Professional Learning Communities (PLC). This ongoing assessment of student achievement is a part of the faculty's cycle of inquiry. This inquiry guides the instructional program at Ocean View School. Students who are struggling to reach mastery of standards receive instruction that is differentiated and intended to meet specific student needs. We need to continue to increase our focus and broaden our skills of grade level collaboration to help deepen instruction.

**E. Analysis of Current Instructional Program (See Appendix B)**

All Ocean View Classroom teachers meet the Highly Qualified requirements set forth by NCLB.

District curriculum standards are aligned with California State Standards in Language Arts, Mathematics, History-Social Science, and Science. Teachers have identified best practices to teach to the district/state standards. During the 2011-2012 school year Ocean View School along with the district will provide ongoing professional development and collaboration time for teachers so they can continue to work on essential standards for ELA and strengthen ELD instruction through GLAD strategies.

Reading Instruction for kindergarten through third grade is offered four days each week through a staggered reading program offering small group intensive instruction.

During the 2011-2012 school year, teachers will continue to implement the state adopted Everyday Math Curriculum. Ocean View School along with the district will provide ongoing professional development and collaboration time for teachers so they can successfully implement the math program of Every Day Math, identify and target instruction for at-risk students through embedded assessments, and continue to develop and monitor the EDM Pacing Guide to strive towards a consistent school wide program.

Staff Development is aligned to school goals and meets the requirements set forth by NCLB. Early dismissal for students provides collaboration and staff meeting time for teachers weekly.

Teachers schedule parent conferences twice yearly and parents may request additional parent-teacher conferences through out the year.

The parcel taxes and fund-raising groups such as SchoolCARE, PTA, Albany Education Foundation and the Albany Music Fund provide funds for teachers in the library, visual and performing arts, and specialized teachers for intervention. Teacher grants are also available to support curriculum, provide field trips, instructional materials and supplies.

The school and teachers also provide many opportunities for school-to-home communication such as regular newsletters and email trees, district and school website and parent education nights.

Parents, teachers, specialists and other staff participate in Student Success Team (SST) and Individual Education Plan (IEP) meetings.

Parents and students with attendance challenges are offered support by the school through phone calls, letters, meetings with the principal and the School Attendance Review Board (SARB).

## V. Description of Barriers and Related School Goals

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of school, state and federal data. The Ocean View staff and School Site Council work together to review the school and state data, academic performance of all students and subgroups such as, English Language Learners, economically disadvantaged students, and other student subgroups who may be underachieving.

Barriers that challenge us while working towards our school goals include;

- \* Student mobility and the significant challenges of incorporating new students throughout the year while maintaining a rigorous pace towards essential standards.

- \* Classroom, school and PTA communication with families because of multiple languages, countries of origin and cultural expectations.

- \* Adequate planning time through Professional Learning Communities for staff to address the implementation of adopted curriculum, instructional strategies and targeted student interventions. We need to continue to focus our professional development on both analysis of student data, student work and current instructional practices.

We need to offer professional development to improve the skills of teachers working with the current technologies we have to better address student needs in our diverse classrooms.

## VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

District Strategic Plan - Strategies 1, 2 and 3	
<ol style="list-style-type: none"> <li><b>We will provide comprehensive educational experience with expanded opportunities for demonstrating &amp; assessing student growth.</b></li> <li><b>We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.</b></li> <li><b>We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.</b></li> </ol>	
<b>School Goal #1:</b>  School Goal #1: ELA All Ocean View Elementary School students, particularly those in qualified subgroups such as English Language Learners, Socio-Economically Disadvantaged, and Hispanic or Latino, will demonstrate growth toward achieving grade-level proficiency in English Language Arts. Increase the percentage of all students identified proficient or advanced as measured by the school's Annual Yearly Progress (AYP) report with the goal of all subgroups scoring at least 78% proficient or advanced. This is an increase of up to 23% in subgroups and 4% in all students for English Language Arts from the 2010-2011 academic year before.  By May of 2012, 80% of the all students will score at or above proficient in ELA as measured by the CSTs. By May of 2012, 78% of students in subgroups not meeting AYP will score at or above proficient in ELA as measured by the CSTs.	

<b>Student groups and grade levels to participate in this goal</b> All students in 2nd -5th grades with additional focus on the following subgroups, Socioeconomically Disadvantaged, Hispanic/Latino, and English Learners will participate in this goal.	<b>Anticipated annual performance growth for each group</b> Increase the percentage of all students measuring proficient by the annual AYP report from 2011 STAR  All Students by 5% to 80% Asian by 3% to 85% Hispanic/Latino by 17% to 78% English Learners by 3% to 78% White by 4% to 85% Socioeconomically Disadvantaged by 23% to 78%
<b>Means of evaluating progress toward this goal</b> We will evaluate this goal using: DRA (Developmental Reading Assessment) scores (K-3) Gates-MacGinitie Reading Test Curriculum-Based Measurement (CBM) 2012 STAR/CST data 2011/2012 CELDT scores	<b>Group data to be collected to measure academic gains</b> Student work, local and district level assessments, and CST/STAR, data.

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Analyze the CST Language Arts and CELDT data in the fall of 2011-2012 School Year, so that, teachers/teacher leaders will have the	September (CST's)	Staff development /meetings	none		Agendas, Notes and next steps identified through data	Strategy 1.1.4, 1.1.5 Strategy 2.2.1

P46

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
opportunities to identify target students and cluster weaknesses.					analysis	
Provide intervention support by classroom teachers through targeted pull out support through intervention teachers. This intervention will target the needs of students who demonstrate low proficiency, or gaps, in areas of English Language Arts (ELA)	Ongoing September to June	.2 added to 1.0 Reading intervention program	1.2 FTE intervention 2.0 ELD	Title 1-General-SchoolCare	CST's, District assessments, CELT	Strategy 2
Provide staff meeting time to, review ELA program with specific focus on strands of CST that indicate school wide needs such as writing strategies.	ongoing Sept to mid year	staff meeting and teacher release time	\$125 per day x 10 teachers = \$1,250	Site lottery funds, PTA	Curriculum maps, Instructional planning. Fidelity to adopted programs with commonly used supplemental materials to address standards. Agendas Minutes	Strategy 1.1
Maintain Instructional Leadership Team to provide leadership opportunities that will guide staff towards improving student achievement. Also, offer the opportunity for ILT to communicate with principal related to site, grade level needs.	Ongoing September to June	Teacher leader stipends	\$3,420 to \$6,000	Site lottery funds/district funds	Agendas Minutes SMART goals Feedback to principal through ILT team	Strategy 3.1.2
Improve communication with parents through 2-3 parent education nights, school and classroom newsletters, parent and principal coffee, ELAC meetings, conferences and SST's	Ongoing September to June	Newletters, Website, Parent Education Nights, ELAC, Buddy families and SST's	\$100-\$200	Site lottery funds, PTA	Agenda Minutes Newsletters Report cards	Strategy 2-3
Continue implementation of professional learning community (PLC) by providing teacher training and collaboration time to analyze student work, student data and review instructional practices. This goal will provide opportunities to make instructional decisions that focus on target groups.	On going September to June.	ILT, Staff development and regular Wednesday meeting time  Administrative support  Use of data director	None	None	Agendas Minutes Feedback to principal through ILT team and general meetings	Strategy 1.1, 2.
Offer new teachers an opportunity for initial GLAD training and all others opportunities for continued planning, training with a focus on developing the use of GLAD strategies to support intermediate and advanced students as well as all students in the general education classrooms.	staff meetings and time for sharing strategies and planning.  Offer 6 day training for new staff or those not trained	Wednesday staff meeting time, Professional Development days and Release days for initial training	\$1,200 per for new staff \$125 per teacher for release day	district / site lottery funds	Agenda Minutes Lesson plans Feedback to Principal principal walk-through	Strategy 1.2.3 2.2.5
Support staggered reading time which provides students in Kindergarten through third grade a small group setting for reading	Ongoing Sept 2011 to June 2012	Adopted Materials for ELL & targeted group instruction	\$500-\$1,000	site instructional materials funds, PTA	principal walk-through use of materials Feedback to	Strategy 1,2

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
instruction with of adopted curriculum, leveled materials, and targeted use of laptop computers for English Language Learners and struggling students		by general education teacher during EB/LB			principal RAZ-Kids student reports	
Extend student learning time, so that, targeted English Language Learners are provided core curriculum and additional opportunities to develop language skills during extended instructional time	Ongoing September 2011 to June, 2012	Use of entire school day	2.0 FTE	Title 3, General district funds	CELDT data district assessments	Strategy 2
Provide teachers with an opportunity to review student data and develop a reading library of leveled reading materials for each classroom, so as to support student achievement in targeted groups.	Ongoing September 2011 to June 2012	Grade level: PLC,	None	None	DATA Director, Student work, CST's and feedback to Principal through ILT team	Strategy 1-2-3

**VI. Planned Improvements in Student Performance (continued)**

<b>District Strategic Plan - Strategies 1, 2 and 3</b>	
<ol style="list-style-type: none"> <li><b>We will provide comprehensive educational experience with expanded opportunities for demonstrating &amp; assessing student growth.</b></li> <li><b>We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.</b></li> <li><b>We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.</b></li> </ol>	
<b>School Goal #2:</b>  School Goal #2: Math All Ocean View Elementary School students, including qualified subgroups such as; Socio-Economically Disadvantaged and Hispanic or Latino, and will demonstrate growth toward achieving grade-level proficiency in Mathematics. Increase the percentage of students identified proficient or advanced as measured by the school's Annual Yearly Progress (AYP) report with the goal of category All Students scoring at least 85% proficient or advanced.  By May of 2012, 85% of the all students will score at or above proficient in math as measured by the CSTs. By May of 2012, 78.5% of qualified subgroups will score at or above proficient in math as measured by the CSTs.	

<b>Student groups and grade levels to participate in this goal</b> All students in 2nd -5th grades with an additional focus on the following subgroups, Socioeconomically Disadvantaged, Hispanic/Latino, English Learners, will participate in this goal.	<b>Anticipated annual performance growth for each group</b> Increase the percentage of all students measuring proficient or above in the 2012 testing year by the annual AYP report by 5% to 85%  All students by 5% to 85% -Asian by 5% to 96% -Hispanic by 20% to 78% - White by 5% to 89% - English Language Learners by 5% to 85% -Socioeconomically Disadvantaged by 12% to 78%
<b>Means of evaluating progress toward this goal</b> Teacher developed assessments Everyday Math assessments embedded in lessons Everyday Math unit assessments District benchmark math assessments, 2012 STAR/CST data	<b>Group data to be collected to measure academic gains</b> Local and District level assessments STAR/ CST

<b>Action Steps</b>	<b>Start Date and Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Evidence of Success</b>	<b>Linked to District Strategic Plan Strategies 1, 2, and/or 3</b>
Provide teachers regular collaboration time to discuss data, align math standards, map year long curriculum, plan units of study, and review assessments, using a PLC model so that, student academic progress and instructional practices are the focus. This will offer the school program greater consistency within grade levels and coherence between grade levels	Ongoing 2011-2012 during weekly staff meeting time	One hour staff meeting time at least 2 weeks monthly	None	General	Curriculum Maps Agendas Minutes to meetings *SMART goals Unit plans Assessment data placed in Data Director	Strategy 1
Provide math intervention through an after school math club for Tier 2 targeted students who demonstrate below grade level proficiency	Fall of 2011 to spring of 2012	36 to 42 hours of instruction	Teacher hourly rate of \$32 for 5 to 8	Site lottery funds	feedback to principal 2012 CST-STAR data	Strategy 2



Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
			instructors = \$9,600		student grades unit tests-bench mark tests	
Continue implementation of the Professional Learning Community (PLC), through grade level and PLC topic meetings.	grade level meetings and five staff meetings dates during 2011-2012	Weekly staff meeting times.	None	None	Agendas Minutes SMART goals: Strategic Measurable Attainable Results-oriented Timely goals	Strategy 1-2
Provide time for teachers to plan and design curriculum maps, develop common supplemental materials that support state standards in math instruction.	2-4 times during the school year	staff meeting time and Professional Development time.	None	None	Curriculum maps Grade level supplemental materials binder Agendas Meeting notes	Strategy 1-2
Provide team leads release time to complete district assessment benchmark alignment	2x year Fall and Spring	Teacher Release	\$115 x 6 teachers \$700	Site lottery funds and district funds	aligned and standardized district assessments	Strategy 1
Parent Math night, so that, parents and families are provided an opportunity to learn and share math games and activities	Winter 2011	Materials	3hrs x 4 teachers and materials \$600	Site lottery funds/PTA	Agenda sign in sheets Handouts and games	Strategy 1-3

**VI. Planned Improvements in Student Performance (continued)****District Strategic Plan - Strategies 1, 2 and 3**

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

**School Goal #3:**

Ocean View School will provide a welcoming, safe and inclusive environment where all students are engaged in active learning.

<b>Student groups and grade levels to participate in this goal</b> All students kindergarten through 5th grade will participate in this goal	<b>Anticipated annual performance growth for each group</b> Increase appropriate school-wide behavior by positively acknowledging those who choose to follow school procedures and decrease the incidence of inappropriate and/or disrespectful behavior.  Increase student use of conflict managers during recess times from previous school year.  All students: Increase in positive reinforcement tickets and a reduction of student referrals to the office and suspensions  Use conferences twice yearly for targeted students with need of behavior monitoring
<b>Means of evaluating progress toward this goal</b> Progress will be evaluated by use of: Student referrals, student attendance reports and suspension reports Teacher and parent feedback through ILT, ELAC, PTA and School Site Council BEST program ticket rewards and postcards sent to families Conflict manager feedback through monthly meetings and sign in sheets Healthy Kids Survey (2012)	<b>Group data to be collected to measure academic gains</b> Group data to be collected to measure effectiveness: Student discipline data (number positive reinforcement tickets, office referrals, suspensions, location of incident) Number of students referred to SST for behavior issues Percent of classrooms implementing a positive behavior intervention system Student ticket participation and number of student post cards sent home

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Improve student safety and classroom transition by increasing lunchroom and noontime supervision in the library, playground, cafeteria and field.	Ongoing September to June	Increase yard duty supervision from 5 to 9 supervisors	\$15 hourly for 9 yard duty supervisors \$27,000	General, PTA	Student signups, conflict managers sign in sheet	Strategy 2
Continue to develop classroom and school wide effective positive behavior programs and practices such as: * BEST & Conflict resolution/ school wide program * Classroom meetings/classroom culture * Counseling for students with social and emotional issues	Ongoing September to June	Staff meeting time to create a school wide student program with materials. Welcoming Schools curriculum Parent Education and	\$200	District-Site lottery funds	Teacher involvement in BEST practices participation of students in ticket program Teacher- Parent feedback	Strategy 2

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
* Student Study Teams * Student Buddy program * Digital Citizenship education		mental health space				
Offer additional training for current technological tools so teachers can improve the quality of instruction in classrooms and better engage all students: ** Provide continued support for teachers on amplification system * Training and collaboration time for online tools * Continued support from Data Director * PLC-SMART goals	Ongoing September to June	Staff meeting and prep times for training.	none	none		Strategy 1-2
Establish a committee of teachers, parents and administrator that will advise, develop and obtain resources to promote a positive school-wide multicultural community. * Assemblies * bulletin boards * Literature and parent education opportunities	Periodic meetings and events throughout September to June	meeting time after school	\$200- \$500 multicultural literature to library  \$500-\$1000 for assemblies	PTA/ Site lottery funds	Assemblies, and inventory of materials	Strategy -3
Continue a commitment to a school wide positive behavioral program so that adult/student interactions are consistent throughout the school.	two BEST committee meetings	two release days for planning and review. Monthly Site team meetings	2 release days for team. \$125 for 6 members	District funds	Agenda, Minutes, program feedback from teachers (ILT) and student participation measured through tickets and yard duty notes.	Strategy 2-3

**Appendix A - School and Student Performance Data****Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	318	323	313	92	65	92	33	27	31	120	118	116
Growth API	917	913	901	926	926	931			815	967	945	942
Base API	877	917	913	893	929	926			891	938	967	945
Target	A	A	A	A	A	A				A	A	A
Growth	40	-4	-12	33	-3	5				29	-22	-3
Met Target	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	51	60	54	131	143	128	108	6	102	11	9	18
Growth API	863	859	811	917	910	893	882		813			730
Base API	805	863	859	882	917	910	830	882				
Target	A	A	A	A	A	A	A					
Growth	58	-4	-48	35	-7	-17	52					
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes					

**Appendix E - Recommendations and Assurances (Ocean View Elementary School)**

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

☐ State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

☒ English Learner Advisory Committee

\_\_\_\_\_  
Signature

☐ Special Education Advisory Committee

\_\_\_\_\_  
Signature

☐ Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 5/13/09

Attested:

Terry Georgeson

Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

P54

June McDaniels

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

**Appendix G - School Site Council Membership: Ocean View Elementary School**

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Terry Georgeson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pratibha Chhaya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Drennen Shelton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Norton Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
June McDaniels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Judy Fukamea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marilyn Merlino	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michelle Millard-Naylor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judy Sinclair	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rebecca Sarakakis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>5</b>	<b>0</b>

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

P56

## The Single Plan for Student Achievement

### Cornell Elementary School

School Name

01-61127-6090146

CDS Code

Date of this revision: October 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Wendy Holmes
Position:	Principal
Telephone Number:	510-558-3700
Address:	920 Talbot Avenue Albany, CA 94706
E-mail Address:	wholmes@ausdk12.org

### Albany Unified School District

School District

Superintendent:	Marla Stephenson
Telephone Number:	510-558-3750
Address:	1051 Monroe Street Albany, CA 94706
E-mail Address:	mstephenson@ausdk12.org

The District Governing Board approved this revision of the School Plan on .



## II. School Vision and Mission

At Cornell, we support the district's mission, values and beliefs by:

- Offering a safe and supportive learning environment that allows all of our students to thrive in their academic achievement and social-emotional growth
- Valuing the diversity of our population, embracing the unique qualities of each student, and building our students' understanding and acceptance of these differences between one another
- Targeting our work to ensure that our students have a deep understanding of the essential knowledge and skills taught at their grade level, develop critical thinking skills, produce high quality work, are adept at applying their learning, and are thoughtful, caring members of our community.

At Cornell, our mission is to create a community of self-sufficient lifelong learners who are cooperative, respectful and responsible. We create safe, inclusive and engaging classrooms as places of exploration and creativity. We have routines and procedures that foster students taking responsibility for learning and achieving their personal best. Students reflect on themselves as learners in the roles of readers, writers, mathematicians, scientists, historians, sociologists, athletes, and artists. Our students see their own individual strengths and set goals for their learning. They develop the skills to empathize with others through active listening and group work. This helps them see themselves as unique and part of a larger diverse society. As we tend to their learning, we emphasize critical thinking, problem solving, and students' ability to express themselves clearly. All of our students are moving towards mastering the essential skills and grade level standards so that they can thrive as learners in school and throughout their lives.

School Motto:

"Living and Learning"

### III. School Profile

Cornell School is a part of the Albany Unified School District, which is located in Albany, California, a small community located in the San Francisco Bay Area. Albany schools serve families from all over the world through their connection to University of California, Berkeley.

The strength of our school lies with our staff who are knowledgeable, thoughtful and caring, and who share the belief that all students can learn. Our teaching faculty of fully credentialed, highly qualified, and Cross-Cultural Language and Academic Development (CLAD) certified teachers offer a core academic curriculum based on California State Standards, and they collaborate regularly to produce a focused approach to their instruction. Their efforts are reflected in their students' performance on the California Standards Test (CST). 2010-2011 Adequate Yearly Progress (AYP) results report 80% of Cornell students are proficient or advanced in English Language Arts, and 87% of students are proficient or advanced in Math, school-wide. In addition, our Academic Performance Index (API) is 918.

Currently, 564 students are enrolled at Cornell in grades K-5, with 22 general education classrooms and one Special Day Classroom. The 22 general education classrooms have a teacher to student ratio of no greater than 26:1. The 7 intermediate classrooms (4th and 5th grades) have ratios of no greater than 31:1. Additional teachers and staff serve students in need of reading and math intervention, English Language Development Instruction, Speech and Language Therapy, Special Education Resource Instruction, Adaptive Physical Education, Occupational Therapy, and Mental Health Counseling Services. Students also participate in music, physical education, science, and library classes, all taught by specialists. These specialists provide instruction that enhances the classroom curriculum. To serve the large English Language Learner population, our two ELD Specialists offer EL students extensive support with language acquisition through push-in and pull-out programs. Our Reading Intervention Specialist works with small groups of students to support students with their reading and writing development.

Our school is made up of a diverse student body, with 29 different languages spoken. These languages include: Mandarin, Cantonese, Punjabi, Mongolian, Korean, Japanese, German, Spanish, Hindi, Tamil, Nepali, Vietnamese, Thai, Bulgarian, Italian, Tagalog, Bangla, Arabic, Ahmeric, Hungarian, Portuguese, Farsi, Urdu, Russian, Hebrew, French, Cambodian, Tibetan, and English. This offers our students the opportunity to engage in rich cultural discussions that foster an appreciation for diversity. 30% of our students are English Language Learners. About 20% percent of our students participate in the Free or Reduced Lunch program and are considered Socially-Economically Disadvantaged. On a 2011 STAR survey regarding parent education, 81% of those who responded indicated they are college graduates.

Our teaching faculty, staff, and parents are committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of all students. Through the SST/IEP process, we identify students who have special needs, and then determine specific strategies that will best support their academic, social, and emotional growth. The staff provides students with a curriculum that is rigorous, meaningful, relevant, and allows students to develop their critical thinking skills. Instruction is driven by California State Standards and our district's essential standards, and all students are making progress towards mastery of them. Cornell teachers differentiate their instruction to meet the individual learning needs of their students. Recognizing the need to focus on the whole child, our teaching faculty provides learning experiences which foster students' social/emotional growth as well as develop their communication and collaboration skills.

Our Leadership Team includes the Principal, a classroom teacher from each grade level, and a specialist. The roles and responsibilities of the group are to:

- Serve as instructional leaders in order to help us best serve our students
- Determine the priority list for our meetings & help plan them
- Bring issues from staff for discussion and disseminate information
- Integrate the site plan and strategic plan into our work
- Provide direction on site-based professional development
- Help us maintain our focus on integrating the Professional Learning Community (PLC) model into our work

We value and enjoy a high level of parent and community involvement at Cornell. This partnership between the school, Cornell families, and our community allows us to effectively support our students, staff, and instructional programs. Two key volunteer groups are the Parent-Teacher Association (PTA) and School Site Council. Cornell PTA supports a number of our instructional programs as well as enrichment activities. The PTA offers parent education nights, funds our supplemental program, hosts community building events, and coordinates many fundraising activities. Our School Site Council discusses our students' achievement, helps monitor the implementation of our site plan, approves categorical budgets, and evaluates our instructional programs. There are many other opportunities for parental involvement, and our school community benefits greatly from the support and assistance provided by parent volunteers.

We also offer a fee-based enrichment program to students during the Early Bird and Late Bird reading periods in 1st through 3rd grades. Some enrichment classes offered include: Spanish, Vocal Music, Guitar, World Percussion, Drama, and Chess. In addition, we offer an after-school childcare program focused on Chinese language and culture, which provides these K-5th grade students rich cultural and academic learning experiences.

#### IV. Comprehensive Needs Assessment Components

##### A. Data Analysis (See Appendix A)

The Cornell teaching faculty and the School Site Council analyzed the following data to create school-wide goals for the 2011-2012 school year:

- STAR Student Achievement Data for English/Language Arts (ELA) and Math
- California English Language Development Test (CELDT) Data
- Academic Performance Index and Adequate Yearly Progress

2011 California Standards Test (CST) Student Achievement Data:

Annual Yearly Progress Targets:

2011 - ELA: 56.8% Math: 58%

2011 CST English Language Arts (ELA) Results:

- All students (364 students) – 80.0% proficient or above (Goal –78.4% proficient or above)
- Hispanic Students (40 students) – 65.9% proficient or above (Goal: 73.0% proficient or above)
- English Learners (111 students) – 72.0% proficient or above (Goal: 73.0% proficient or above)
- Asian Students (130 students) – 73.3% proficient or above (No goal established)
- White Students (157 students) – 84.6% proficient or above (No goal established)

2011 CST Math Results:

- All students (364 students) – 87.2% proficient or above (Goal: 78.4% proficient or above)
- Hispanic Students (40 students) – 70.7% proficient or above (Goal: 79.0% proficient or above)
- English Learners (111 students) – 83.2% proficient or above (Goal: 84.25% proficient or above)
- Asian Students (130 students) – 93.2% proficient or above (No goal established)
- White Students (157 students) – 91.0% proficient or above (No goal established)

2011 CST Results (Proficient & Basic levels) - All Students:

- 80% of students scored proficient or above in ELA & 87% of students scored proficient or above in Math
- 15% of students scored basic in ELA & 8% of students scored basic in Math

2011 CST Results (Proficient & Basic levels) - Grade 2:

- 83% of students scored proficient or above in ELA & 92% of students scored proficient or above in Math
- 12% of students scored basic in ELA & 4% of students scored basic in Math

2011 CST Results (Proficient & Basic levels) - Grade 3:

- 70% of students scored proficient or above in ELA & 81% of students scored proficient or above in Math
- 19% of students scored basic in ELA & 11% of students scored basic in Math

2011 CST Results (Proficient & Basic levels) - Grade 4:

- 87% of the students scored proficient or above in ELA & 90% of students scored proficient or above in Math
- 11% of students scored basic in ELA & 7% of students scored basic in Math

2011 CST Results (Proficient & Basic levels) - Grade 5:

- 82% of the students scored proficient or above in ELA & 90% of students scored proficient or above in Math
- 17% of students scored basic in ELA & 7% of students scored basic in Math

2011 CST Data Analysis:

We saw significant increases in the percent of all students scoring proficient or above on the CST in both language arts and math. Specifically, we saw a 4.7% increase in language arts and a 10.4% increase in math for all students. The CST data also shows that a greater percentage of our students are proficient in math (87%) than in language arts (80%). We attribute this success in math to our focused collaboration on math throughout the school year, consistency in our instructional approach (Everyday Math), targeted math intervention for 70 students in Math Club, and identification of target students for in-classroom interventions in

math.

In 2nd, 4th, and 5th grades, we had significant gains in the percent of students who scored proficient or advanced in both language arts and math from 2010 CST. The increases are:

2nd grade ELA: +9% Math: +13%

4th grade ELA: +9% Math: +10%

5th grade ELA: +6% Math: +8%

We can attribute these gains to focused instruction, early identification of target students (at Basic level) for interventions (Math Club, Language Club), focused professional development, regular collaboration, and periodic progress monitoring of students.

#### 2011 Content Cluster Data Analysis:

We analyzed the data over the last five years to determine areas of strengths and weakness in our instructional program. The CST content cluster data indicates that we have a balanced program in both language arts and math, where we focus our instruction across all strands. Math strands include Place Value, Operations, Algebra & Functions, Measurement & Geometry, and Statistics & Probability. In math, the mean percent correct across strands generally fell in the high 80% to low 90% range, with some variation from grade level to grade level.

Our language arts content cluster data indicates that we have distinct areas of strengths as well as areas needing focus. Language arts strands include Word Analysis, Reading Comprehension, Literature Response & Analysis, Written Convention, and Writing Strategies. The mean percent correct across strands generally ranged from low 70% to high 80%. Word Analysis, Literature Response & Analysis and Reading Comprehension are strands where our students' scores are at the higher end of the range. Writing Strategies and Written Convention content clusters are strands where our students' scores are generally lowest. We are addressing these areas of weakness by offering professional development on writing and planning ways to integrate writing strategies and conventions into our writing instruction. In addition, we will be shifting our overall focus from math to language arts this year, which should positively impact our teaching and learning in this content area.

#### Academic Performance Index (API) Results:

Over time, we have seen increases and drops in our API. Our API has ranged from 863 to 918 in the past 7 years. We saw a 28 point increase this year.

2011 - API 918

2010 - API 890

2009 - API 901

2008 - API 863

2007 - API 891

2006 - API 893

2005 - API 898

2004 - API 870

#### Student Population (2nd-5th students tested on CST):

Black/African American - 4%

Asian - 36%

Hispanic - 11%

White - 44%

Socio-Economically Disadvantaged - 20%

English Learners - 30%

Students with Disabilities - 5%

With a large increase in our English Learner population, we decided to enhance our instructional strategies to reach these students through Guided Language Acquisition & Design (GLAD) training. By the end of the 2011-2012 school year, 24 Cornell teachers will be trained in GLAD.

## B. Surveys

Funding surveys were distributed to teachers and parents in order to provide feedback on our fiscal resource

allocations and the programs that are funded by them.

Homework surveys were distributed to parents in order to provide feedback on our homework practices. We need to determine general guidelines and purposes for homework.

### **C. Classroom Observations**

The principal conducts regular "walk-throughs" of classrooms during the school year. Feedback from the principal is provided to teachers through oral and written communications. Formal evaluation observations are completed for teachers who are in their evaluation year. Teachers are observed formally at least two times per year, participate in pre and post-observation conferences with the principal, and receive written reports based on the California Standards for the Teaching Profession. These reports offer teachers feedback related to these teaching standards and include areas of strength and opportunities for growth. As a faculty, we need to continue addressing strategies, such as GLAD techniques, that will reach our English Language Learners and their wide array of needs.

### **D. Student Work and School Documents**

Teachers regularly analyze student work, achievement data, and their students' performance on assessments in order to determine the instructional needs of their students. This ongoing reflection on student achievement is part of the faculty's cycle of inquiry, and it drives the overall instructional program at Cornell. It ensures that all students are gaining the academic skills and essential learning at their grade level and are moving towards mastery of grade level standards. Students who are struggling to reach mastery of standards receive differentiated instruction and targeted intervention to assist them in their academic progress. We need to continue to develop our Professional Learning Community (PLC) process so that we are reflecting on assessments, student work, and our instructional practice.

District curriculum standards are aligned with California State Standards in Language Arts, Mathematics, History-Social Science, and Science. Teachers have identified best practices to teach to the district/state standards. District textbooks and materials are aligned with district/state standards in the area of Math, Reading/Language Arts, History/Social Science, and Science.

Our district adopted Everyday Math as our math program in the 2008-2009 school year. In the four years since the program was first implemented, our teachers have been offered ongoing professional development as well as the support of math coaches so they can successfully implement the program. A math instructional pacing guide has been used as a guide to plan instruction and facilitate ongoing teacher collaboration.

We need to analyze our language arts programs and our students' gaps in learning and take targeted actions to address student needs.

### **E. Analysis of Current Instructional Program (See Appendix B)**

The following statements characterize educational practices that need to be addressed with this plan:

I. All Cornell teachers meet the Highly Qualified requirements set forth by NCLB.

II. Alignment of curriculum, instruction and materials to content and performance standards:

1. District curriculum standards are aligned with California State Standards in language arts, mathematics, history/social science, science, physical education, art, and music.
2. Teachers have identified instructional practices to teach the district/state standards.
3. District textbooks and materials are aligned with district/state standards in the areas of reading/language arts, history/social science, and science. Everyday Math, a comprehensive standards based math program, is the district's core math curriculum that has been implemented at the elementary level.

III. Availability of standards-based instructional materials appropriate to all student groups:

Adopted instructional materials are available and appropriate for all student groups except English learners. The district is currently in the process of identifying and adopting State Board of Education approved

instructional materials specifically designed for English learners.

IV. Alignment of staff development to standards, assessed student performance and professional needs:

Staff development is aligned with the standards and refining instructional practices to best meet the needs of our students.

V. Services provided by the regular program to enable underperforming students to meet standards:

1. Students receive differentiated instruction, small group and individual learning opportunities in the regular classroom.
2. The Student Study Team meets weekly to recommend strategies and interventions that will help our underperforming students make progress towards grade level standards.
3. In grades 1-3, the small group reading program supports underperforming students toward meeting standards. In the 2009-2010 school year, these classrooms were required to group students heterogeneously in the small group reading program. This change in grouping students for the small group reading requires teachers to restructure their programs in order to meet the diverse literacy needs of students.
4. Classroom teachers, special education para-educators, specialists, student teachers, volunteers and all other staff work together to support all students towards success.

VI. Services provided by categorical funds to enable underperforming students to meet standards:

1. The Reading Intervention Specialist provides small group pull-out and push-in support and individual intensive, skill-based instruction to students. These students are identified by their teachers and by in-depth assessment as needing additional support to meet standards in reading. About 40 students are served by the Reading Specialist in the current school year.
2. English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) are delivered in the classroom by teachers and by the ELD Specialists. The ELD Specialists provide small group pull-out and push-in language acquisition support to students. These students are identified by their CELDT levels and teacher recommendations. About 40 EL students are served by the ELD Specialists in the pull-out program and many more are served in the push-in program in classrooms. The CELDT is administered to all students whose parents indicate another language is used in the home, as indicated on the District Home Language Survey.
3. Special Education Services (See School Accountability Report Card)
4. Before/After-School Math Intervention (Math Club) is offered to students in grades 1-5 who need additional support to meet standards in math. About 70 students will be served in Math Club this school year.
5. Before/After-School Reading and Writing Intervention (Language Club) was offered to 15 students who needed additional support to meet standards in language arts last school year. We intend on serving approximately the same number of students in Language Club this school year.

VII. Use of state and local assessments to modify instruction and improve student achievement:

STAR (CST), CELDT, and local district and site-based assessments are used to identify student needs and target areas for instruction. See the School Accountability Report Card for tests and results.

VIII. Family, school, district and community resources available to assist these students:

1. Albany parcel taxes and fundraising groups such as SchoolCARE, Cornell PTA, Albany Education Foundation, and Albany Music Fund provide funds for Intervention Specialists, art enrichment, and specialized teacher grants to support the curriculum as well as provide field trips and instructional materials and supplies for our school.
2. Parent and community volunteers assist in the classroom, on field trips, and at school events.
3. Teachers meet with parents during fall and spring conferences to talk about students' progress, strengths, and areas of challenge along with ways to link the work at school to home support.

**P64**

4. Teachers provide other opportunities for home-school communication and support through classroom newsletters and conversations with families in person, on the phone, and via email. .
5. Parents, teachers, specialists and other staff participate in Student Study Team (SST) and Individual Education Plan (IEP) meetings to discuss students' strengths and areas of concerns, and to create action plans to address each child's specific needs.
6. Parents and students with attendance challenges are offered support by the school and the District School Attendance Review Board (SARB).



## **V. Description of Barriers and Related School Goals**

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state and federal data. The Cornell Teaching Faculty, Leadership Team, and School Site Council all reviewed the data and academic performance of all students, including students in subgroups who are disproportionately underachieving (African American students, Hispanic students, and students with disabilities).

Consistent with District direction, Cornell Teaching Faculty and School Site Council have developed three goals to positively affect student achievement and decrease our identified achievement gaps. A complete description of the goals can be found in Planned Improvements in Student Performance section in this Single School Plan. Fiscal resources will also be aligned to the goals set forth in this plan.

In addition, we have a changing demographic and our practices continue to evolve. The changes can sometimes be challenging. Our math program has been in effect for four years and we are seeing positive gains. Our ELA program has not seen the same level of results.

## VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

### District Strategic Plan - Strategies 1, 2 and 3

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

#### School Goal #1:

The school will provide a safe, inclusive environment where students are engaged in active learning.

<b>Student groups and grade levels to participate in this goal</b> All students from kindergarten to 5th grade will participate in this goal.	<b>Anticipated annual performance growth for each group</b> •Increase appropriate and respectful behavior used by Cornell students in the classroom, on the playground, and in common areas on campus •Increase students' feeling of safety and their involvement in promoting this climate at school •Reduce the number of incidents of bullying and harassment that take place at school •Decrease the number of incidents of students making poor behavioral choices at school
<b>Means of evaluating progress toward this goal</b> Cornell staff will evaluate this goal through the following: •Ongoing discussion about student behavior and how we can build and foster a safe, positive and welcoming school •Reflection on results from parent/community climate surveys •Reflection on results from student surveys on bullying/harassment taking place on campus •Analysis of student discipline data (referrals to the office, number of incidents of students disobeying playground/classroom rules, and suspensions) •Analysis of student achievement data from local assessments and CSTs	<b>Group data to be collected to measure academic gains</b> Cornell staff will evaluate this goal through ongoing discussions about student behavior and building a safe, positive, and welcoming environment at school.  The staff will evaluate school climate data from parent/community surveys and student surveys about bullying/harassment and safety.  The staff will reflect on student discipline data (suspensions, referrals to the office) and identify means to address trends about negative student behavior (location of unwanted behavior, students involved, rules in place to promote positive behavior).

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
The school will continue to foster an environment that welcomes and supports our families of language learners. We will give our English Learner Handbook to all new EL families. We will hold monthly ELAC meetings. We will facilitate	Ongoing September 2011-June 2012	None	None	None	EL Handbook Agendas from ELAC	Strategy 3 3.3.2.

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
<p>connections between new EL families and existing families through our "Buddy Families" program. We will host fall &amp; spring potlucks for buddy families. [Our new families have said that these supports help them adjust to their community.]</p> <p>Our school will also support opportunities for families with diverse family structures to meet and deepen their sense of community. We will refer families with same sex partners to the Albany LGBTQ Family group, which meets regularly to support each other and their children.</p>						
<p>Teachers and staff will utilize lessons from the Welcoming Schools curriculum as a means of offering an articulated plan to discuss issues of name calling and bullying, family diversity, and gender stereotyping. [Welcoming Schools curriculum helps students build understanding and empathy for differences that students have, facilitates the use of common language school-wide when addressing bullying, and assists students in making positive behavioral choices at school.]</p> <p>Teachers will also integrate lessons on disability awareness, including autism and size acceptance to address targeted bullying that students report as a problem. Our Community of Respect Committee serves as the team to prioritize this work and make recommendations to the staff.</p> <p>Teachers will teach students the words "ally," "bully," "target" as well as language students can use when standing up as an ally. We will focus on integrating this common language in all classrooms.</p>	Ongoing September 2011-June 2012	Welcoming Schools Professional Development by Our Family Coalition	\$500	Grant	<p>Agenda from Professional Development</p> <p>Teacher and student surveys</p> <p>Welcoming Schools Lesson reflection at faculty meetings</p>	<p>Strategy 1 1.3.1.</p> <p>Strategy 2 2.4.1-3b.</p>
<p>The Principal will lead BEST (Positive Behavioral Support) program assemblies at least once a year in order to help foster a safe, welcoming, and positive school environment where students can thrive.</p> <p>Our staff will integrate the BEST program into our school-wide approach to discipline. We will engage in discussions on our plans to systematically teach school-wide expectations for being safe, respectful, and responsible in all areas of the school, offer recognition to students for making positive choices, and focus our efforts for students who need extra behavioral/social-emotional support. We will target disciplinary problems at Cornell, determine ways to remedy the</p>	Ongoing August 2011-June 2012	None	None	None	<p>School-wide expectations</p> <p>Positive recognition systems in place</p>	Strategy 1 1.3.1,

P68

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
<p>situations, integrate agreed upon strategies and protocols when handling them, and implement practices that better support students in making positive behavioral choices.</p> <p>We will also offer individual and group counseling to students in need through our work with mental health interns.</p>					List of students served by counselors Counseling schedule	
<p>By October 2011, the Cornell teaching faculty will review and analyze 2011 CST results and other local fall assessments in a systematized process to inform our instructional practices, identify target students, and determine necessary interventions for the 2011-2012 school year. Throughout the school year, we will use the cycle of inquiry to offer us feedback about the effectiveness of strategies and determine next steps for instructional practices. Strategies used to support our target students will be passed on from one teacher to the next.</p> <p>We will focus on providing outreach to our target students and their families with an emphasis on strengthening communication and relationship building. [Positive outreach has shown to bring greater involvement in the school which, in turn, leads to improved student achievement.]</p>	Ongoing August 2011- June 2012	None	None	None	<p>Data reflection at faculty meetings</p> <p>List of identified target students (names, needs, skills)</p>	<p>Strategy 1 1.1.4.</p> <p>Strategy 2 2.1.1.</p> <p>Strategy 3 3.3.2. 3.3.3.</p>
<p>We will continue to offer leadership opportunities for our students.</p> <ul style="list-style-type: none"> <li>•Student Council</li> <li>•Conflict Manager Program</li> <li>•Garden Bar Helpers</li> <li>•Compost Helpers</li> <li>•Green Team (composting stewards)</li> </ul>	Ongoing September 2011- June 2012	None	None	None	Students participating in roles	<p>Strategy 1 1.2.1. 1.3.1.</p> <p>Strategy 2 2.4.1. 2.4.2. 2.4.3.</p> <p>Strategy 3 3.3.3.</p>
<p>Cornell School will continue to offer support and guidance to noon supervisors so they can guide students to maintain safe and positive behavior on the playground, in the cafeteria, and in the library at lunchtime. We will continue to support a noontime activities program as a means of offering students a variety of choices on the yard and in the library. These activities will be supported with the assistance of parent volunteers.</p>	Ongoing August 2011- June 2012	None	None	None	Noon supervisor meeting notes	Strategy 2 2.4.3.
<p>Cornell will maintain a focus on being a green school where students and staff reduce waste through school-wide recycling and composting programs. The school will focus on reducing energy consumption through education and behavioral changes,</p>	Ongoing September 2011- June 2012	None	None	None	Garden plots assigned, Garden parents, schedule for use of garden	Strategy 1 1.2.2.

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
such as turning off lights and closing doors to keep heat in the building. We will offer students opportunities to learn about how their actions can positively impact our environment, develop environmental awareness, and become more responsible citizens. Students will regularly visit and experience the Cornell garden as a means of learning about ecology, plant life cycles and other science concepts, and the joy of experiencing the natural world.						
The teaching faculty will maintain a collaborative approach for supporting students. Throughout the school year, teachers will be offered consistent time to meet in grade level teams and with specialists to plan together, discuss best practices and instructional strategies, and talk together about how to meet the needs of all students, including how to support our target students who are not working at grade level. [This emphasis on collaboration also extends to the Cornell Leadership Team, a group of teacher representatives from all grade levels who meet 4 hours/month to discuss school-wide issues and drive the work/discussion at weekly faculty meetings. Leadership Team representatives will receive a stipend for their work.]	Ongoing August 2011-June 2012	Leadership Team stipends (3)	\$2,550	Lottery	Agendas from Leadership Team	Strategy 1 1.1.4. 1.2.3. 1.2.4.  Strategy 2 2.1.1. 2.3.1-5 2.4.1-3b.  Strategy 3 3.2.1. 3.2.2. 3.2.3. 3.3.4.
We will continue to offer monthly school-wide Community Time meetings. Our Student Council will lead presentations on lifeskills and character development. Also, in an effort to make these monthly gatherings more inclusive, we will translate key words or phrases into different languages.	Ongoing August 2011-June 2012	None	None	None	Community Time schedule	Strategy 3 3.3.2.
As a means of teaching our students how to focus themselves, calm down, and make good choices in the classroom and on the yard, we will continue to integrate mindfulness with our students. Teachers will teach mindfulness lessons as well as breathing techniques to students.	Ongoing August 2011-June 2012	Mindful Schools classroom visits	TBD	PTA	Use of mindfulness strategies in classrooms	Strategy 1 1.3.2. c.

**VI. Planned Improvements in Student Performance (continued)****District Strategic Plan - Strategies 1, 2 and 3**

1. **We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.**
2. **We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.**
3. **We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.**

**School Goal #2:**

The majority of students at Cornell School are exceling in their academic achievement and are meeting their grade level standards. Specifically, 80.0% of 2nd-5th grade students scored proficient or above in the English/Language Arts (ELA) section of the 2011 CST. This achievement is above the 2011 Annual Measurable Academic Objective (AMAO) of 67.6% proficient as outlined by the federal No Child Left Behind legislation. Although 80% of students are successfully meeting standards, this still means that 20% of our students are not yet acquiring the essential language arts skills that they need at their grade level. Of these students, there is a disproportionate number of African American students, Hispanic students, and Students with Disabilities who are not working at standard. Specifically, 36.4% of African American students, 65.9% of Hispanic students, and 70.6% of Students with Disabilities scored proficient or above on the ELA section of the 2011 CST. Also, English Language Learners, one of the largest subgroups at Cornell, are underachieving (72.0% proficient or above) in comparison with overall Cornell student achievement in language arts. To address the achievement gap that exists between the African American students, Hispanic students, English Language Learners and our white students (84.6% scoring proficient or above), we have established goals to increase the number of students working at the proficient level in these underperforming subgroups. We have also established a goal for our Socio-Economically Disadvantaged students, which is now a significant subgroup for our school.

The following is our overarching goal for increasing student achievement in English Language Arts:

Our goal is for the number of students scoring proficient or above on the ELA section of the 2011 CST to the 2012 CST will increase by 3%. (Specifically, the percentage of our students scoring proficient or above will increase from 80% to 83%. This translates to 293 of the 354 taking the 2012 CST scoring proficient or above.)

The following are our goals for increasing student achievement in English Language Arts with our targeted subgroups:

Increase the number of African American students scoring proficient or above on the ELA section of the 2011 CST to the 2012 CST by 42.0%. (Specifically, the percentage of African American students scoring proficient or above will increase from 36.4% to 78.4%. This translates to 11 of the 14 African American students taking the 2012 CST scoring proficient or above.) The targeted goal of 78.4% proficient is the 2012 Annual Measurable Academic Objective (AMAO) for ELA CST.

Increase the number of Hispanic students scoring proficient or above on the ELA section of the 2011 CST to the 2012 CST by 12.5%. (Specifically, the percentage of Hispanic students scoring proficient or above will increase from 65.9% to 78.4%. This translates to 32 of the 41 Hispanic students taking the 2012 CST scoring proficient or above.) The targeted goal of 78.4% proficient or above is the 2012 AMAO for ELA CST.

Increase the number of English Language Learners scoring proficient or above on the ELA section of the 2011 CST to the 2012 CST by 6.4%. (Specifically, the percentage of English Language Learners scoring proficient or above will increase from 72.0% to 78.4%. This translates to 86 of the 109 English Language Learners taking the 2012 CST scoring proficient or above.) The targeted goal of 78.4% proficient or above is the 2012 AMAO for ELA CST.

Increase the number of Students with Disabilities scoring proficient or above on the ELA section of the 2011 CST to the 2012 CST by 7.8%. (Specifically, the percentage of Students with Disabilities scoring proficient or above will increase from 70.6% to 78.4%. This translates to 14 of the 17 Students with Disabilities taking the 2012 CST scoring proficient or above.) The targeted goal of 78.4% proficient or above is the 2012 AMAO for ELA CST.

Increase the number of Socio-Economically Disadvantaged students scoring proficient or above on the ELA section of the 2011 CST to the 2012 CST by 15.2%. (Specifically, the percentage of Socio-Economically Disadvantaged students scoring proficient or above will increase from 63.2% to 78.4%. This translates to 57 of the 72 Socio-Economically Disadvantaged students taking the 2012 CST scoring proficient or above.) The targeted goal of 78.4% proficient or above is the 2012

AMAO for ELA CST.

<p><b>Student groups and grade levels to participate in this goal</b> All students from Kindergarten to 5th grade will participate in this goal</p> <p>All African American students, Hispanic students, English Language Learners, Students with Disabilities, and Socio-Economically Disadvantaged students who scored in the basic category or below on the English Language Arts section of the 2011 CST</p>	<p><b>Anticipated annual performance growth for each group</b> The percentage of students scoring proficient or above on the ELA section of the CST will increase by 3% from the 2011 CST to the 2012 CST (to reach a target of 83% proficient or above).</p> <p>Increase by 42.0% the number of African American students scoring proficient or above on the ELA section of the 2011 CST to the 2012 CST (to reach a target of 78.4% proficient or above).</p> <p>Increase by 12.5% the number of Hispanic students scoring proficient or above on the ELA section of the 2011 CST to the 2012 CST (to reach a target of 78.4% proficient or above).</p> <p>Increase by 6.4% the number of English Language Learners scoring proficient or above on the ELA section of the 2011 CST to the 2012 CST (to reach a target of 78.4% proficient or above).</p> <p>Increase by 7.8% the number of Students with Disabilities scoring proficient or above on the ELA section of the 2011 CST to the 2012 CST (to reach a target of 78.4% proficient or above).</p> <p>Increase by 15.2% the number of Socio-Economically Disadvantaged students scoring proficient or above on the ELA section of the 2011 CST to the 2012 CST (to reach a target of 78.4% proficient or above).</p>
<p><b>Means of evaluating progress toward this goal</b> We will evaluate progress toward this goal using our 2011 CST/STAR data, local reading and writing assessments, CELDT data, District English Language Learner benchmark information, and teacher assessments.</p>	<p><b>Group data to be collected to measure academic gains</b> CST/STAR data for students in 2nd-5th grades</p> <p>Local and district level assessments for all students (Kindergarten-5th grade)</p> <p>CST/STAR data for our African American students, Hispanic students, Socio-Economically Disadvantaged students, and Students with Disabilities in 2nd-5th grades</p> <p>CST/STAR, CELDT and ELD Benchmark data for our English Language Learners in 2nd-5th grades</p>

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Cornell teachers will engage in focused conversations on reading comprehension and share their expertise with the rest of the faculty by facilitating these meetings. Teachers will discuss best practices for reading instruction, including Early Bird/Late Bird time. [A minimum of two hours per trimester will be dedicated to topics that are teacher-initiated and designed to share these practices, within and across grade levels.]	Fall & Winter 2011 and Spring 2012	None	None	None	Agendas from professional development	<p>Strategy 1 1.1.1. 1.2.3.</p> <p>Strategy 2 2.1.1.</p> <p>Strategy 3 3.1.1. 3.1.2.</p>

P72

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Consistent use of assessments will inform teachers of their students' understanding of concepts, drive instructional decisions, and offer means for dialogue with colleagues about teaching practices and student progress. In grades 1-3, these conversations will focus on results of the Developmental Reading Assessment (DRA) and integration of suggestions offered in the DRA program to support students' reading proficiency.	Ongoing September 2011- June 2012	None	None	None	Teacher reflection of student assessments at faculty meeting	Strategy 1 1.1.1. 1.1.2. 1.1.4. 1.1.5.
To focus on academic vocabulary, Cornell teachers will participate in demonstration lessons during faculty meetings on vocabulary instruction, with an emphasis on the use of GLAD strategies. Teachers will identify specific academic vocabulary to be taught at each grade level, researched-based models for teaching high frequency words (Kate Kinsella), higher level vocabulary (DSC), and vocabulary specific to the CST/STAR test. Our Reading Specialist and ELD Specialist will help develop and facilitate this professional development and model GLAD strategies for the rest of the teaching faculty.	September 2011- June 2012	None	None	None	Meeting notes from faculty meetings dedicated to vocabulary discussions	Strategy 1 1.1.1.  Strategy 3 3.1.2.
At the beginning of the 2011-2012 school year, the Cornell teaching faculty will review and analyze 2011 CST results at one faculty meeting. They will use other local fall assessments, and classroom evidence in a systematized process to identify target students who will benefit from additional ongoing reading and writing support. [These target students will include those students who are not working at grade level and who would benefit from extra support to move them to proficiency of grade level language arts standards.] Throughout the school year, teachers and staff will monitor the progress of target students and respond with appropriate interventions.	Ongoing August 2011- June 2012	None	None	None	List of identified target students (names, needs, skills)	Strategy 1 1.1.4.-5.  Strategy 2 2.1.1.
The Cornell teaching faculty will offer a literacy night. The focus is yet to be determined.	Winter 2011	None	None	None	Agenda for Literacy Night	Strategy 1 1.2.3.
Grade level teams will be offered three release days during the school year to collaborate, plan instruction, and align their work across the grade level. Collaboration will be focused on language arts and math, integrating GLAD strategies into different content areas, and discussing strategies to support student progress.  If funding permits, our ELD Specialist and Reading Intervention Specialist will also be offered release days to	September 2011- June 2012	Substitute costs for teacher release days	\$9,000	Lottery funds	Grade level team planning notes	Strategy 2 2.1.1.



Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
collaborate with each other and develop their programs, and align their work with units, vocabulary, and concepts being taught in general education classrooms.						
Teachers will be offered a release day during the school year to focus on assessment. Teachers will work with students to assess their skills as well as analyze student work, or report out on students' progress.	Fall 2011 & Spring 2012	Substitute costs for teacher release days	\$2,600	Lottery funds	Teachers' assessment reflection notes	Strategy 2 2.1.1.
As a means of focusing on the needs of our EL students, we will offer teachers the opportunity to attend GLAD training. 21 teachers received GLAD training in the 2010-11 school year. We will focus on integrating GLAD strategies into our practice through site-based professional development.	Ongoing August 2011-June 2012	GLAD professional development	\$3,550	PTA funds	Participation in GLAD training	Strategy 2 2.2.5.
We will increase instructional time for students who need additional support with their reading and writing learning through our before/after school Language Club. Small groups of students will receive additional language arts instruction so they can apply the newly acquired learning to their language arts lessons during the school day.	January-May 2012	Language Club	\$7,000	Lottery funds	List of Language Club participants Assessments	Strategy 2 2.1.1.

**VI. Planned Improvements in Student Performance (continued)****District Strategic Plan - Strategies 1, 2 and 3**

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

**School Goal #3:**

The great majority of students at Cornell School are achieving at high levels in math and are meeting their grade level standards. Specifically, 87.2% of 2nd-5th grade students scored proficient or above on the Math section of the 2011 CST. This achievement is well above the 2011 Annual Measurable Academic Objective (AMAO) of 68.5% proficient or above as outlined by federal No Child Left Behind legislation. While greater than 87% of students are experiencing success in meeting their grade level standards in math, this means that about 13% of our students are not reaching this goal of being proficient or above in this subject area. Moreover, out of this 13% not meeting standard, there is a disproportionately high number of African American students, Hispanic students, Students with Disabilities, and English Language Learners. Specifically, 45.5% of African American students, 70.7% of Hispanic students, 58.8% of Students with Disabilities, and 83.2% of English Language Learners scored proficient or above on the Math section of the 2011 CST. To address the achievement gap that exists between the African American students, Hispanic students, Students with Disabilities, English Language Learners and our white students (91.0% scoring proficient or above) and Asian students (93.2% scoring proficient or above), we have established goals to increase the number of students working at the proficient or advanced levels in these underachieving subgroups. We have also established a goal for our Socio-Economically Disadvantaged students, which is now a significant subgroup for our school.

The following is our overarching goal for increasing student achievement in Math:

Our goal is for the number of students scoring proficient or above on the Math section of the 2011 CST to the 2012 CST will increase by 2.3%. (Specifically, the percentage of our students scoring proficient or above will increase from 87.2% to 89.5%. This translates to 317 of the 354 students taking the 2012 CST scoring proficient or above.) The targeted goal of 89.5% proficient or above is the 2013 Annual Measurable Academic Objective (AMAO) for Math on the CST.

The following are our goals for increasing student achievement in Math with our targeted subgroups:

Increase the number of African American students scoring proficient on the Math section of the 2011 CST to the 2012 CST by 33.5%. (Specifically, the percentage of African American students scoring proficient will increase from 45.5% to 79.0%. This translates to 11 of the 14 African American students taking the 2012 CST scoring proficient.) The targeted goal of 79.0% proficient is the 2012 Annual Measurable Academic Objective (AMAO) for Math on the CST.

Increase the number of Hispanic students scoring proficient or above on the Math section of the 2011 CST to the 2012 CST by 8.3%. (Specifically, the percentage of Hispanic students scoring proficient or above will increase from 70.7% to 79.0%. This translates to 33 of the 41 Hispanic students taking the 2012 CST scoring proficient or above.) The targeted goal of 79.0% proficient or above is the 2012 AMAO for Math on the CST.

Increase the number of English Language Learners scoring proficient or above on the Math section of the 2011 CST to the 2012 CST by 3%. (Specifically, the percentage of English Language Learners scoring proficient or above will increase from 83.2% to 86.2%. This translates to 94 of the 109 English Language Learners taking the 2012 CST scoring proficient or above.) The targeted goal of 86.2% proficient or above is the 2013 AMAO for Math on the CST.

Increase the number of Students with Disabilities scoring proficient or above on the Math section of the 2011 CST to the 2012 CST by 20.2%. (Specifically, the percentage of Students with Disabilities scoring proficient or above will increase from 58.8% to 79.0%. This translates to 14 of the 17 Students with Disabilities students taking the 2012 CST scoring proficient or above.) The targeted goal of 79.0% proficient or above is the 2012 AMAO for Math on the CST.

Increase the number of Socio-Economically Disadvantaged students scoring proficient or above on the Math section of the 2011 CST to the 2012 CST by 4%. (Specifically, the percentage of Socio-Economically Disadvantaged students scoring proficient or above will increase from 75.0% to 79.0%. This translates to 57 of the 72 Socio-Economically Disadvantaged

students taking the 2012 CST scoring proficient or above.) The targeted goal of 79.0% proficient or above is the 2012 AMAO for Math on the CST.

<p><b>Student groups and grade levels to participate in this goal</b> All students from Kindergarten to 5th grade will participate in this goal</p> <p>All African American students, Hispanic students, and English Language Learners who scored in the basic category or below on the math section of the 2011 CST</p>	<p><b>Anticipated annual performance growth for each group</b> The percentage of students scoring proficient or above on the Math section of the CST will increase by 2.3% from the 2011 CST test to the 2012 CST (to reach a target of 89.5% proficient or above).</p> <p>Increase by 33.5% the number of African American students scoring proficient or above on the Math section of the 2011 CST to the 2012 CST (to reach a target of 79.0% proficient or above).</p> <p>Increase by 8.3% the number of Hispanic students scoring proficient or above on the Math section of the 2011 CST to the 2012 CST (to reach a target of 79.0% proficient or above).</p> <p>Increase by 3% the number of English Language Learners scoring proficient or above on the Math section of the 2011 CST to the 2012 CST (to reach a target of 86.2% proficient or above).</p> <p>Increase by 20.2% the number of Students with Disabilities scoring proficient or above on the Math section of the 2011 CST to the 2012 CST (to reach a target of 79.0% proficient or above).</p> <p>Increase by 4% the number of Socio-Economically Disadvantaged students scoring proficient or above on the Math section of the 2011 CST to the 2012 CST (to reach a target of 79.0% proficient or above).</p>
<p><b>Means of evaluating progress toward this goal</b> We will evaluate this goal using our 2010 and 2011 CST/STAR data and local math assessment measurements.</p>	<p><b>Group data to be collected to measure academic gains</b> CST/STAR data for students in 2nd-5th grades</p> <p>Local and district level assessments for all students (Kindergarten-5th grade)</p> <p>CST/STAR data for our African American students, Hispanic students, Students with Disabilities, and Socio-Economically Disadvantaged students in 2nd-5th grades</p> <p>CST/STAR, CELDT and ELD Benchmark data for our English Language Learners in 2nd-5th grades</p>

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
<p>The Cornell teaching faculty will implement the Everyday Math program in all classrooms. Teachers will collaborate regularly with colleagues on the use of the program as well as supplementing the program with additional math resources in order to best meet the math needs of our students.</p> <p>In grade level teams, Cornell teachers will periodically revisit and update their</p>	Ongoing August 2011- June 2012	None	None	None	Use of Everyday Math as primary math instructional tool in all classrooms	<p>Strategy 1 1.1.1.</p> <p>Strategy 2 2.1.1.</p> <p>Strategy 3 3.1.1.</p>

P76

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
math pacing guide. [This will allow teachers to reflect on their instruction using the Everyday Math program and other math resources in order to ensure that during the school year, there is sufficient time for students to learn and develop their understanding of the essential math skills and grade level standards before STAR testing begins.]						
Grade level teams will continue to work on development of local math assessments and common scoring guides to be administered at the end of each trimester. Assessments for the second and third trimesters were piloted during the 2010-2011 school year, but these still need revisions. [These local assessments will give teachers additional means of measuring students' growth in math, monitoring that progress over time, and providing current information for report cards.]	October 2011- May 2012	Substitute costs for 6 teacher release days	TBD	District funds	Agendas from District Math & Language Arts committee meetings	Strategy 1 1.1.2. 1.1.4.
At the beginning of the 2011-2012 school year, the Cornell teaching faculty will review and analyze 2011 CST results, other local fall math assessments, and classroom evidence in a systematized process to identify target students who are not working at grade level and who would benefit from extra support to move them to proficiency of grade level math standards. Throughout the school year, teachers will monitor the progress of their target students and respond with appropriate interventions. We will also use the cycle of inquiry as a means of using assessments to provide feedback about the effectiveness of teaching strategies and determine next steps for instructional practices.	Ongoing August 2011- June 2012	None	None	None	List of identified target students (names, needs, skills)	Strategy 1 1.1.4.-5.  Strategy 2 2.1.1.  Strategy 3 3.3.1.
We will increase instructional time for students who need additional support with their math learning by offering a Before/After School Math Club. It will be comprised of students working just below grade level in grades 1-5. We will identify students and secure Math Club instructors in September, and start instruction in October 2011. We will develop a survey for classroom teachers to complete about the progress of their students participating in Math Club.  During Math Club, small groups of students receive additional math instruction that is focused on strengthening their math skills and understanding so that students can apply the newly acquired learning to their math lessons during the school day.	Ongoing October 2011- May 2012	Math Club teachers	\$17,000	Lottery funds	Math Club schedule, list of students, assessments	Strategy 2 2.1.1.

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
We will strengthen the link between home and school by providing a fall parent education session on how Cornell parents can support their children using Everyday Math (including a demonstration of the Everyday Math on-line resources), and by offering a spring family gathering centered around math, such as a family math night.	Fall 2011	None	None	None	Plan for fall and spring math events	Strategy 3 3.3.2. 3.3.3.
By the end of September 2011, a faculty meeting will be dedicated to teachers setting up their classes for Everyday Math on-line support. [Everyday Math on-line offers parents support for using Everyday Math on-line resources, such as the on-line Student Reference Book, on-line demonstration lessons, and on-line Everyday Math games.]	September 2011	None	None	None	Everyday Math online classes built for every classroom	Strategy 1 1.1.1.  Strategy 3 3.1.1. 3.3.2. 3.3.3.

**Appendix A - School and Student Performance Data****Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	342	343	345	129	122	156	25	20	11	119	105	118
Growth API	901	891	918	938	932	935			756	919	899	941
Base API	858	901	891	888	937	932			762	901	918	899
Target	A	A	A	A	A	A				A	A	A
Growth	43	-10	27	50	-5	3				18	-19	42
Met Target	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	44	54	41	112	114	107	61	8	68	6	5	17
Growth API		857	846	880	868	891	838		843			765
Base API			857	846	879	868		838				
Target				A	A	A						
Growth				34	-11	23						
Met Target				Yes	Yes	Yes						

**Appendix E - Recommendations and Assurances (Cornell Elementary School)**

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

☐ State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

☒ English Learner Advisory Committee

\_\_\_\_\_  
Signature

☐ Special Education Advisory Committee

\_\_\_\_\_  
Signature

☐ Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

☐ District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

☐ Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

☐ Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

☐ Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 19, 2011

Attested:

Wendy Holmes

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

P80

Laurie Roberts

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



**Appendix G - School Site Council Membership: Cornell Elementary School**

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Wendy Holmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susan Hughes-Collins	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karen Bonini	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jim Brandley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Liebow	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tara DeRosa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Margaret Glendening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sara Marcellino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michelle Millard-Naylor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Laurie Roberts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## The Single Plan for Student Achievement

### Marin Elementary School

School Name

01611276095376

CDS Code

Date of this revision: October 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	David A. Kumamoto
Position:	Principal
Telephone Number:	510 558-4740
Address:	1001 Santa Fe Albany, Ca 94706
E-mail Address:	dkumamoto@ausdk12.org

### Albany Unified School District

School District

Superintendent:	Ms. Maria Stephenson
Telephone Number:	(510) 558-3766
Address:	1051 Monroe Street Albany, CA 94706
E-mail Address:	mstephenson@ausdk12.org

The District Governing Board approved this revision of the School Plan on October 2011.

## **II. School Vision and Mission**

The mission of Marin Elementary School is to build a solid educational foundation for all students while inspiring, guiding and challenging them to learn and reach out to the world with compassion, integrity and courage.

### III. School Profile

Marin Elementary School is a part of the Albany Unified School District. The school is located in Albany, California, approximately 15 miles northeast of San Francisco. Albany schools serve families from all over the world, many of them connected to the University of California-Berkeley. Parent support at the school has been extraordinary. Our PTA leadership has been instrumental in creating a feeling of belonging for all families. The PTA has organized volunteers for every school event, for classroom assistance, and for fundraising activities.

Currently there are 510 students enrolled at Marin Elementary School. The school services students in grades K-5, with 20 General Education classrooms. Seventeen general education classrooms have a teacher to student ratio range of 23:1 to 25:1. In the three intermediate fifth grade classrooms, the ratios are 30:1 to 31:1. Additionally, four teachers teach outside of the self-contained classroom setting in the subjects of Physical Education, Music, Science and Media/Library. Marin Elementary has a support staff comprised of one full-time Principal, an Intervention Specialist Teacher, an English Language Learners Specialist Teacher, a part-time speech and language specialist, one part-time psychologist, a resource teacher, a part-time Occupational Therapist, and two part-time counseling interns. Our support staff also includes a secretary, part-time office clerk, two custodians, five noontime supervisors, and two kitchen staff. On average, 120 children participate in the Tupelo program that provides on-site childcare before school and after school until 6:00 p.m. daily, with a separate Kindergarten program. Enrichment classes are offered to students who are enrolled in the Early Bird and Late Bird reading programs in grades 1st through 3rd. Some enrichment classes offered include: Spanish, Vocal Music, Guitar, World Percussion, Drama, Poekoelan, and Chess.

Students at Marin Elementary School receive a core academic curriculum based on California State Standards. Students also have a variety of co-curricular and student activities that promote leadership, personal choice, and a bond with their school community. Enrichment activities offer students opportunities to pursue interest in vocal music, band, and visual arts. The physical education, media/library, science, and music curriculum embedded in the regular school day provide each K-3 grade teacher 90 minutes of preparation per week and intermediate teacher 235 minutes of preparation per week.

Over 15 different languages are spoken on campus. This not only provides wonderful opportunities for cultural dialogue but also provides our students with a rich multi-cultural foundation on which to build a life-long appreciation of diversity. 18.77 percent of our students are English Language Learners. 9.7 percent of our students participate in Free or Reduced Lunch program. Ninety-five percent of households responding to a survey regarding STAR testing indicated they have at least some college education with 95% reporting they were college graduates.

The Instructional Leadership Team (ILT) includes the Principal, classroom teachers from each grade level as well as the ELL specialist teacher. The duties of this group are as follows:

- to work as a team to identify, discuss, and prioritize academic issues and needs
- to work as a team to plan for staff development
- to assist with the planning and scheduling of site activities
- to act as a liaison to their grade-level colleagues
- to help plan implementation of district focus areas

The Student Study Team (SST) membership is flexible and depends on the needs of the student, but usually includes the parent, teacher, Principal, Psychologist, Resource Specialist, and the Speech Language Specialist. SST meetings are scheduled in the mornings before school to accommodate the work schedules of parents. At SST meetings, a student's strengths, weaknesses, and needs are written down as specifically as possible and parent input is encouraged. At these meetings an action plan is developed to meet stated needs, and a follow up date is set to discuss the success of the action plan, and to generate further suggestions for support and intervention if needed.

For students still not successful even with classroom interventions, the SST may recommend Special Education testing when necessary and appropriate. When testing is completed, an Individualized Education Program (IEP) meeting is held to determine a student's eligibility and placement.

Marin Elementary serves its Resource Specialist Program (RSP) students with a two-pronged approach. First, the Resource Specialist works with the regular classroom teacher to suggest ways to adapt instruction to meet the Special Education needs of the student/students in question. Second, either the Resource Specialist or the Instructional Assistant supports the student by providing direct instruction within the regular classroom or by pulling students out for services. In most cases, this involves clustering a small number of RSP students in a classroom and pulling them together during the regular Language Arts or Math periods for small-group instruction. Typically, other students are also involved in these small-groups. There may be a few regular education students who are also experiencing difficulty with a given concept or skill and are included in the group.

English Language Learners are clustered into classrooms based on primary language and level of English Language proficiency whenever possible. Every staff member has a Cross-cultural, Language, and Academic Development (CLAD) certificate or the equivalent. All teachers have been provided with the state standards for English Learners and have been trained in sheltered strategies that support English Learners. Each year, teachers review the results of the annual California English Language Development Test for each English Learner to assist in planning the child's instructional program. Currently, approximately 20% of Marin's students are identified as English Language Learners.

The School Site Council (SSC), a group of parents and staff that meets monthly, is charged with implementing the Single Plan for Student Achievement. The SSC monitors the Single Plan for Student Achievement in order to ensure that all students have access to the core curriculum, that the program of support services is coordinated to minimize duplication and eliminate gaps, and that the school program is responsive to the individual needs of each student. The Single Plan for Student Achievement also ensures that the needs of ELL, Socio-economically Disadvantaged, and Special Education students are addressed along with the training needs of the staff. Finally, the SSC is charged with ensuring that there is ongoing evaluation of the school program.

#### IV. Comprehensive Needs Assessment Components

##### A. Data Analysis (See Appendix A)

Marin School Staff and School Site Council used the following data to create school-wide goals for the 2011-2012 academic year: State STAR tests for Language Arts, and Math, CELDT, Academic Performance Index, Annual Yearly Progress by Ethnicity, ELL level, and SED status. Also included was the embedded assessment plan from the state adopted Everyday Math program., a pacing guide to facilitate ongoing teacher collaboration, and the District Math Benchmark Assessments.

Annual Yearly Progress Targets for 2011-2012 - ELA: 78.4% MATH: 79.0%

All Students: 354 students tested

88% of the students scored proficient or above in English Language Arts

7% of the students scored basic in English Language Arts

3% of the students scored below basic in English Language Arts

2% of the students scored far below basic in English Language Arts

Grade 2: 96 students tested

92% of the students scored proficient or above in English Language Arts

5% of the students scored basic in English Language Arts

3% of the students scored far below basic in English Language Arts

Grade 3: 72 students tested

78% of the students scored proficient or above in English Language Arts

17% of the students scored basic in English Language Arts

4% of the students scored below basic in English Language Arts

1% of the students scored far below basic in English Language Arts

Grade 4: 88 students tested

87% of the students scored proficient or above in English Language Arts

7% of the students scored basic in English Language Arts

1% of the students scored below basic in English Language Arts

5% of the students scored far below basic in English Language Arts

Grade 5: 98 students tested

94% of the students scored proficient or above in English Language Arts

1% of the students scored basic in English Language Arts

5% of the students scored below basic in English Language Arts

All Students: 351 students tested

89% of the students scored proficient or above in Math

9% of the students scored basic in Math

2% of the students scored below basic in Math

Grade 2: 96 students tested

88% of the students scored proficient or above in Math

12% of the students scored basic in Math

Grade 3: 72 students tested

84% of the students scored proficient or above in Math

12% of the students scored basic in Math

4% of the students scored below basic in Math

Grade 4: 88 students tested

90% of the students scored proficient or above in Math  
5% of the students scored basic in Math  
5% of the students scored below basic in Math

Grade 5: 95 students tested  
94% of the students scored proficient or above in Math  
6% of the students scored basic in Math

All Students: 96 students tested  
88% of the students scored proficient or above in Science\*  
8% of the students scored basic in Science\*  
3% of the students scored below basic in Science\*  
1% of the students scored far below basic in Science\*

\*Science is only administered in grade 5.

We need to analyze potential causes for under performance and target students by name, by need and by skill to close the achievement gap.

#### **B. Surveys**

We need to study the English Language Advisory Council (ELAC) survey to determine appropriate services.

#### **C. Classroom Observations**

The principal conducts regular "walk-throughs" of classrooms during the school year. Feedback from the principal is provided to teachers through oral and written communications. Evaluation observations are scheduled and completed by the principal. Teachers who are in their evaluation year are observed formally at least 2 times per year, participate in post-observation conferences with the principal, and receive written records of those observations that include areas of strength and growth. We need to improve vertical articulation and consistency in expectations and curriculum.

#### **D. Student Work and School Documents**

District curriculum standards are aligned with California State Standards in Language Arts, Mathematics, History-Social Science, and Science. Teachers have identified best practices to teach to the district/state standards. District textbooks and materials are aligned with district/state standards in the area of Reading/Language Arts, History/Social Science, and Science. We need to increase our focus for grade level collaboration on looking at student work. Teachers also report that students need more practice with basic facts and number sense in the lower grades.

#### **E. Analysis of Current Instructional Program (See Appendix B)**

All Marin Staff members meet the Highly Qualified requirements set forth by NCLB.

During the 2011-2012 school year, teachers will continue to implement the district adopted Everyday Math Curriculum. The sites along with the district will provide ongoing professional development and collaboration time for teachers so they can successfully implement the program, identify at-risk students through embedded assessments, and provide intervention for these students.

District curriculum standards are aligned with California State Standards in Language Arts, Mathematics, History-Social Science, and Science. Teachers have identified best practices to teach to the district/state standards. The sites along with the district will provide ongoing professional development for teachers so they can successfully implement the program, identify at-risk students through embedded assessments, and provide intervention for struggling students. A pacing guide will also be implemented to help facilitate ongoing teacher collaboration.

Staff Development is aligned to school goals and meet the requirements set forth by NCLB.

All teachers have weekly grade level collaboration. Students have an early dismissal to provide collaboration

**P88**

and staff meeting time on a weekly basis.

The parcel taxes and fund-raising groups such as SchoolCARE, PTA, Albany Education Foundation, and the Albany Music Fund provide funds for specialists in the library, visual and performing arts for K-5 grades, and specialized teacher grants to support the curriculum, provide field trips, instructional materials and supplies, and lunch time playground supervisors.

Parent and community volunteers assist in the classroom, on field trips, and at community events.

Teachers schedule regular parent-teacher conferences.

Teachers and parents request and participate in additional parent-staff conferences through out the year.

Teachers provide other opportunities for school-to-home communication and support such as regular newsletters and email trees.

Parents, teachers, specialists and other staff participate in Student Success Team and Individual Education Plan (IEP) meetings.

Parents and students with attendance challenges are offered support by the school and the district School Attendance Review Board (SARB).

We need professional development for using the technology we have in both analysis, instruction and class management to better support teachers and students.



## **V. Description of Barriers and Related School Goals**

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable school, state and federal data. The Marin staff and School Site Council worked together to review the data and academic performance of all students, including English Language Learners (ELL), socioeconomic disadvantaged, and special needs students. The staff and parent representatives on School Site Council considered their own experiences with student learning, achievement, and development and also considered feedback from their contacts with students, other staff, parents, and the school community.

Consistent with district direction, Marin staff and School Site Council have developed the 3 goals to positively affect student achievement and decrease our identified achievement gaps. A complete description of the goals can be found in Planned Improvements in Student Performance section in this Single School Plan. Fiscal resources will also be aligned to the goals set forth in this plan.

Technology usage has not evolved enough to facilitate teacher workload and instruction.

Attendance is lower than would be optimal.

Inconsistency of training creates challenges for program implementation.

## VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

### District Strategic Plan - Strategies 1, 2 and 3

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

#### School Goal #1:

All Marin Elementary School students, particularly those students who qualify as English Language Learners and/or Socio-Economically Disadvantaged, will demonstrate growth toward achieving grade-level proficiency in English Language Arts. Increase the percentage of students identified proficient or advanced as measured by the school's Annual Yearly Progress (AYP) report with the goal of all students scoring at least 90% proficient or advanced.

- By May of 2012 at least 95% of the second grade students will score at or above proficient as measured by the CSTs.
- By May of 2012 at least 90% of the third grade students will score at or above proficient as measured by the CSTs.
- By May of 2012 at least 90% of the fourth grade students will score at or above proficient as measured by the CSTs.
- By May of 2012 at least 95% of the fifth grade students will score at or above proficient as measured by the CSTs.

<b>Student groups and grade levels to participate in this goal</b> All students in all grade levels will participate in this goal.	<b>Anticipated annual performance growth for each group</b> Increase the percentage of students measuring proficient by the annual AYP report 1.6% to 90%  - Asian by 4% to 95% - Filipino by 9 % to 90% - Hispanic by 21% to 90% - White by 4% to 95% - Socioeconomically Disadvantaged by 7% to 90% - English Language Learners by 6% to 90% - Students with Disabilities by 5% to 95%
<b>Means of evaluating progress toward this goal</b> Teacher made and reading program assessments DRA (Developmental Reading Assessment) scores (K-3) Gates-MacGinitie Reading Test Curriculum-Based Measurement (CBM) District English Language Learner Benchmarks STAR/CST data CELDT scores	<b>Group data to be collected to measure academic gains</b> Local and District level assessments for all students STAR/ CST and CELDT data

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Analyze the CST Language Arts and CELDT data at the beginning of the 2011-2012 School Year, so that teachers have the opportunities to identify student challenges and strengths	Ongoing Aug 2011 - June 2012	Staff development	none		Identification of students	Strategy 1 1.1.4 1.1.5 Strategy 2 2.1.1.

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Continue with Instructional Leadership Team structure for discussing curriculum and site needs, so that, communication increases and each grade level participates in school-wide discussions on curriculum	Ongoing Aug 2011 - Jun 2012	Teacher Stipends	\$3,400 \$2,550	General Fund	Agendas Minutes	Strategy 3 3.1.2
Inventory current writing programs used by classroom teachers, so that, we can align a writing program throughout the school from grades K - 5.	Ongoing Aug 2011 - Jun 2012	Staff development			Identification of writing programs	
Begin the implementation of a professional learning community, by providing teacher collaboration time, so that, teachers have regular meeting intervals to meet and discuss data, make instructional decisions and plan lesson delivery	Ongoing Aug 2011 - Jun 2012	PLC meetings during Wednesday release	none		Agendas Minutes Principal and ILT review of above	Strategy 1 1.1.4 Strategy 2 2.
Provide teachers opportunities to attend GLAD training, so that, all teachers have strategies to target instruction for ELL students.	Fall 2011 - Spring 2012	GLAD Professional Development Substitute Teachers	\$5,250	PTA	At least one GLAD trained teacher at all grade levels	Strategy 2 2.2.5
Explore organizing and expanding classroom libraries in ways that facilitate students finding books at their independent reading level, so that, students gain independence in picking reading materials.	Fall 2011 - Spring 2012	Teachers Books Books on Leveling Reading			25% of classroom teachers leveling 40 - 50% of their classroom libraries	Strategy 2
Extend student learning time, so that, students are provided with small group instruction for reading intervention during the early bird/late bird split reading time	Ongoing Aug 2011 - Jun 2012	Intervention teacher	1.0 FTE	General Fund	Pretest and post test data	Strategy 2
Extended student learning time, so that, English language students are provided additional opportunities to develop language skills	Ongoing Aug 2011 - Jun 2012	English Language Learning teacher	.80 FTE .20 FTE	EIA/LEP SchoolCare	Re-designation data CELDT data	Strategy 2
Parent literacy night/guest speakers, so that, parents, especially ELL and Special Need parents, are provided an opportunity to learn about reading strategies	Fall 2011	Teachers Principal	none		Parent survey	Strategy 3
Monitor student attendance and counsel families, so that, students are on-time and present at school	Ongoing Aug 2011 - Jun 2012	Clerk Aide	.10 FTE	General Fund	Referrals to SART Referrals to SARB	Strategy 3

**VI. Planned Improvements in Student Performance (continued)**

<b>District Strategic Plan - Strategies 1, 2 and 3</b>	
<ol style="list-style-type: none"> <li><b>We will provide comprehensive educational experience with expanded opportunities for demonstrating &amp; assessing student growth.</b></li> <li><b>We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.</b></li> <li><b>We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.</b></li> </ol>	
<b>School Goal #2:</b> All Marin Elementary School students, particularly those students who qualify as English Language Learners and/or Socio-Economically Disadvantaged, will demonstrate growth toward achieving grade-level proficiency in Mathematics. Increase the percentage of students identified proficient or advanced as measured by the school's Annual Yearly Progress (AYP) report with the goal of all students scoring at least 90% proficient or advanced.	
<ul style="list-style-type: none"> <li>- By May of 2012 at least 90% of the second grade students will score at or above proficient as measured by the CSTs.</li> <li>- By May of 2012 at least 90% of the third grade students will score at or above proficient as measured by the CSTs.</li> <li>- By May of 2012 at least 90% of the fourth grade students will score at or above proficient as measured by the CSTs.</li> <li>- By May of 2012 at least 95% of the fifth grade students will score at or above proficient as measured by the CSTs.</li> </ul>	

<b>Student groups and grade levels to participate in this goal</b> All students from Kindergarten to 5th grade will participate in this goal.	<b>Anticipated annual performance growth for each group</b> Increase the percentage of students measuring proficient by the annual AYP report by 2% to 90% <ul style="list-style-type: none"> <li>- Asian by 2% to 96%</li> <li>- Filipino by 5% to 95%</li> <li>- Hispanic by 10% to 90%</li> <li>- White by 3% to 90%</li> <li>- English Language Learners by 5% to 90%</li> <li>- Socioeconomically Disadvantaged by 27% to 90%</li> <li>- Students with Disabilities by 23% to 90%</li> </ul>
<b>Means of evaluating progress toward this goal</b> Teacher developed assessments Everyday Math assessments embedded in lessons Everyday Math unit assessments District benchmark math assessments STAR/CST data CELDT scores	<b>Group data to be collected to measure academic gains</b> Local and District level assessments for all students STAR/ CST and CELDT data

<b>Action Steps</b>	<b>Start Date and Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Evidence of Success</b>	<b>Linked to District Strategic Plan Strategies 1, 2, and/or 3</b>
Analyze the CST Math and CELDT data at the beginning of the 2011-2012 School Year, so that, teachers have the opportunities to identify student challenges and strengths	Ongoing Aug 2011 - Jun 2012	Staff development	none		Agendas Minutes Identification of students	Strategy 1 1.1.4 1.1.5 Strategy 2 2.1.1.
Extend student learning time for ELL, SED and at-risk students to create an after school intervention program, so that, students will have the opportunity to gain foundational skills.	Ongoing Oct 2011 - Jun 2012	After school intervention program Teacher hourly			Pretest and post test data	Strategy 2

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Parent Everyday Math night, so that, parents are provided an opportunity to learn about the Everyday Math curriculum and Everyday Math Online and Everyday Math Application	Fall 2011	Teachers Principal	none		Parent survey	Strategy 3
Provide assistance to work in conjunction with the 1st and 2nd grades classroom teachers in targeting specific skills for at-risk students, so that, foundational skills are addressed for students.	Ongoing Oct 2011 - Jun 2012	Para educators			Pretest and post test data	Strategy 2
Implement student monitoring conferences, so that, teachers have opportunities to systemically identify student needs.	Two times during the school year: TBD	Time during Fall and Spring Conferences			Student/Class target list	Strategy 1 1.1

**VI. Planned Improvements in Student Performance (continued)**

District Strategic Plan - Strategies 1, 2 and 3	
1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.	
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.	
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.	
<b>School Goal #3:</b> Marin School will provide a safe, inclusive environment where all students are engaged in active learning.	

<b>Student groups and grade levels to participate in this goal</b> All Marin students in grades Kindergarten through fifth.	<b>Anticipated annual performance growth for each group</b> Increase appropriate school-wide behavior by positively acknowledging those who choose to follow school procedures and decrease the incidence of inappropriate and/or disrespectful behavior.  All students: Increase in positive reinforcement tickets and a reduction of student referrals to the office and suspensions
<b>Means of evaluating progress toward this goal</b> School wide positive reinforcement tickets "Caught you in the Act" Discipline referrals Teacher and student feedback (CHKS) District assessments and STAR/CST data BEST site team meeting minutes	<b>Group data to be collected to measure academic gains</b> Group data to be collected to measure effectiveness:  Student discipline data (number positive reinforcement tickets, office referrals, suspensions, location of incident) Number of students referred to SST for behavior issues Percent of classrooms implementing a positive behavior intervention system

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Establish a commitment to a school wide positive behavioral interventions and supports system and establish a BEST team, so that, there is clear leadership and commitment to adult consistency throughout the school	Summer 2011 Fall 2011	BEST team Staff development		District funded	Agendas Minutes	Strategy 2 2.4
Clearly define and explicitly teach the school wide expectations for common areas, so that, all staff, parents and student know school wide expectations	Summer 2011 Fall 2011	BEST team Staff development		District funded	School wide expectations matrix developed Teacher lesson plans	Strategy 2 2.4
Create a school wide behavior incentive system, so that, students are rewarded for showing the correct behavior in common areas around the school	Summer 2011 Fall 2011	BEST team Staff development		District funded	Positive reinforcement tickets developed	Strategy 2 2.4
Establish a behavior information system to collect discipline data that is gathered, summarized and reported, so that, data can be analyzed and discussed by the BEST team and the staff	Summer 2011 Fall 2011	BEST team Staff development		District funded	New referral form Data reports	Strategy 2 2.4

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Develop a system for inviting and informing families about the school wide positive behavioral interventions and supports (PBIS), so that, parents and the community is informed of the behavior expectations at the school	Winter 2011	BEST team	none		Website Newsletters	Strategy 2 2.4
Collaborate with Cornell and Ocean View BEST teams and neighboring school districts in best practices for the implementation of a school wide PBIS, so that, school teams can learn from each other.	Ongoing Aug 2011 - June 2012	Grade level meetings during Wednesday release	none		Agendas Minutes	Strategy 2 2.4
Continue to use and develop activities from programs already in place: Welcoming Schools, Life Skills programs, Mindfulness and Conflict managers, so that, we address issues of name calling, bullying, and empower students to be problem solvers	Ongoing Aug 2011 - June 2012	Staff development	none		Teacher lesson plans Conflict manager data	Strategy 2 2.4
Provide noontime activities for students, so that, students have alternatives to playing on the playground.	Ongoing Aug 2011 - June 2012	Noon supervisors Volunteers	\$4,000	General Fund	Schedule of activities	Strategy 2 2.4.3
Offer monthly school wide "Marin Morning" community sing meetings for recognizing students and building community, so that, students and community have positive connections with Marin School	Monthly	None	None		Community Attendance	Strategy 2 2.4 Strategy 3 3.3
Continue to make available small group and individual counseling with UC Berkeley mental health interns, so that, students are provided opportunities for mental health services	Nov 2011 - May 2012	UC Berkeley Intern Office/counseling space	none		Referrals	Strategy 2 2.2

**Appendix A - School and Student Performance Data****Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	333	324	341	194	187	201	5	4	6	88	68	86
Growth API	925	943	947	934	954	953				946	942	963
Base API	880	925	943	892	934	954				921	946	942
Target	A	A	A	A	A	A				A	A	A
Growth	45	18	4	42	20	-1				25	-4	21
Met Target	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	27	29	30	72	62	54	30	2	24	5	10	21
Growth API			914	891	922	927			836			850
Base API			854	854	891	922						
Target				A	A	A						
Growth				37	31	5						
Met Target				Yes	Yes	Yes						



**Appendix E - Recommendations and Assurances (Marin Elementary School)**

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

☐ State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

☒ English Learner Advisory Committee

\_\_\_\_\_  
Signature

☐ Special Education Advisory Committee

\_\_\_\_\_  
Signature

☐ Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

☐ District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

☐ Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

☐ Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

☐ Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

David A. Kumamoto

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

P98

Yael Bloom

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

**Appendix G - School Site Council Membership: Marin Elementary School**

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
David A. Kumamoto	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kim Trutane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sabrina Zirkel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cynthia Mah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yael Bloom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kirsten Piroth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Molly McDonald	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judith Carey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Julie Bussgang	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Janet Nichols	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

P100

## The Single Plan for Student Achievement

### Albany Middle School

School Name

01-61127-6090161

CDS Code

Date of this revision: September, 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Peter I. Parenti  
Position: Principal  
Telephone Number: 510 558-3600  
Address: 1259 Brighton Ave.  
Albany, CA 94706  
E-mail Address: pparenti@ausdk12.org

### Albany Unified School District

School District

Superintendent: Marla Stephenson  
Telephone Number: (510) 558-3750  
Address: 1051 Monroe Street.  
Albany, CA 94706  
E-mail Address: mstephenson@ausdk12.org

The District Governing Board approved this revision of the School Plan on .

## **II. School Vision and Mission**

Albany Middle School is a school community dedicated to learning. The mission of providing a rich and rigorous standards-based curriculum is guided by our vision statement: In a safe, engaging environment, each member of the AMS community strives toward excellence, acceptance of differences, exploration of ideas, and responsibility to a larger world. At AMS everybody teaches; everybody learns. AMS was recognized as a California Distinguished School in 2003.

P102

### III. School Profile

Albany is a unique community, packing a breadth of economic and ethnic diversity into one square mile. Albany's schools are the focal point of the community. Families choose to locate here because of the schools, and the town is united in its commitment to supporting education, and in holding schools to high expectations. AMS delivers on those expectations through a dynamic blend of collaboration, professionalism and dedication to a rigorous standards-based curriculum.

As the only middle school serving the community, AMS guides approximately 890 students through the transformation of early adolescence from 6th grade through 8th grade. They arrive from three high-performing elementary schools and matriculate to one high performing high school. The total K-12 district population is approximately 3800, which includes our preschool and adult education. The community of Albany is largely college educated, economically diverse, and socially active. No one ethnic group holds a majority in the district. 42% of AMS students are Caucasian, 34% Asian, 14% Hispanic or Latino, and 9% African American. 17% of AMS students speak a language other than English at home.

The facility is twelve years old. There are 28 classrooms, three of which are fully equipped science labs, an art room, music room and a full size gym. The entire school is networked. There are two separate networks: a student network and an administrative network. AMS has a stand-alone computer lab as well as networked computers in classrooms.

#### IV. Comprehensive Needs Assessment Components

##### A. Data Analysis (See Appendix A)

Albany Middle School

STAR Data Analysis

2011-12 (Test results from spring, 2011)

###### General Observations

It's important to recognize that the analysis and subsequent interpretations are based on the scores of our current students at AMS. This type of work is based on the expectation that we first analyze our current student needs. However it is possible and important to also analyze the results of the students based on last year's enrollment. Staff can often know more about those students who have already completed their coursework and staff can make correlations to their STAR results.

It's also important to recognize that the data we have available in our system does not include the approximate 85 students who enrolled into AUSD after the spring, 2011 tests were administered. When students enroll from other public or private schools, there is no system that provides us with electronic reports of their STAR scores. For those students, we rely on a slow process of requesting and receiving paper cum files and then analyzing the paper reports individually. For those students we also rely on entry-level exams that the teachers administer at the beginning of the school year. This issue is not particular to Albany Middle School or Albany Unified School District; it is a statewide issue.

The analysis below was completed by the entire certificated staff at AMS. Using structured protocols and specific segments of time over a period of about four weeks allowed all staff members to participate equally. However, no one person claims to be an EXPERT in data-analysis. While we believe the statements below to be true based on the reports available to us; we would also like to allow for a small margin of error in some of the statistics.

###### ELA Whole School

- 56% of the student body is at the advanced level.
- 84% are proficient and advanced.
- 16% of the student body is not proficient
- 78% of students who are below proficient are at the basic level.
- 29% of all AMS students in 2011 were below proficient.
- Twice as many students are advanced as are proficient (213 proficient/436 advanced).
- The greatest number of students (436/774) is above proficient
- There are only 774 total scores, but AMS has approximately 900 students.
- o 23 took the CMA instead of the CST. 81 are new to AUSD and their 2011 CST scores are not in the system.
- 97 students need to improve from basic to proficient
- 436 out of 774 students are advanced.

It's important to recognize that 84% of AMS students are proficient and advanced. We believe that this is correlated excellent teaching and students being well prepared and motivated.

We think that the high percentage of students at the Advanced level is directly related to family support in their home environment.

We are proud that 78% of our students who are below Proficient are at the Basic. We believe that this high percentage at the Basic level is directly related to ELD support classes, Reading Support classes as well as extracurricular activities like after school sports and clubs.

We are concerned that 29% of all AMS students in 2011 were below Proficient. We would like to know how STAR test scores are related to student motivation on the STAR test.

###### ELA by GRADE LEVELS

- In 6th grade 144/241 (approx. 60%) are Advanced in English Language Arts.
- In 6th grade 202/241 (approx. 84%) are Proficient and Advanced in English Language Arts.
- In 6th grade 39/241 (approx. 16%) are not Proficient in English Language Arts.
- 6th grade has the lowest number of Far Below Basic and Below Basic students as compared to 7th and 8th

## P104

grades.

- In 6th grade, the proportion of Below Basic and Far Below Basic is higher as compared to the proportions in 7th and 8th grades.
- In 6th grade, the difference between Proficient and Advanced is greatest as compared to the differences between Proficient and Advanced in 7th and 8th grades.
- In 7th grade, 226/263 (approx. 86%) are Proficient and Advanced in English Language Arts.
- In 7th grade, the proficient levels increase.
- In 7th grade, the level of advanced decreases as compared to the 6th grade.
- In 7th grade, 35/263 (approx. 13%) are not Proficient in English Language Arts.
- In 8th grade 221/270 (approx. 82%) are Proficient and Advanced in English Language Arts.
- In 8th grade 49/270 (approximately 18%) are not Proficient in English Language Arts.
- In 8th grade, the number of students at Basic, Below Basic, and Far Below Basic is greater as compared to those same numbers in 6th and 7th grades.

- There are similar scores in all three grade levels.
- All grade levels show the same distribution of performance.
- The levels of students at Basic are not growing from one grade level to the next.
- From grade 6 to grade 7, there's a big drop from Advanced.
- The graph results for all three grades are consistent.
- The difference between Basic and Proficient increases with each grade level.
- The percent of students in Basic and Proficient increases by grade level.
- In all grade levels, the largest group of students is at the Advanced level.
- In all grades, the smallest group of students is at the Far Below Basic level.
- The data from year to year shows the same general distribution.

It's important to recognize that the percentages of students who are below Proficient are consistently low across all three grade levels. It's important to recognize that performance trends are consistent among grade levels. This consistency allows us to target specific population groups. We are concerned about the students who are below Proficient and we are wondering what teaching strategies could be beneficial to improve their test scores. We believe there are many factors that contribute to below Proficient student scores; like being left out or marginalized and feeling not able to approach the teacher.

We would like to analyze the data in other ways and to determine the factors that contribute poor performance on the test.

#### Math Whole School

- Over half of the students are Advanced.
- 82% (635/771) of the students are Proficient or Advanced.
- 136 students are not Proficient or Advanced.
- Only 8 students are Far Below Basic.
- Most students are Proficient or Advanced.
- 86% of students are Proficient or Advanced.
- 17% of all students at AMS are below Proficient.

It's important to recognize that 82% of all students are Proficient or Advanced. We think this is directly related to excellent teaching and learning in the Math Department. It's important to recognize that in Math, 125 students are below 'Proficient' which is a large number of students to address. We are proud that 73% of our students who are below Proficient are at the Basic level.

We would like to analyze a more detailed report that showed the different performance levels in each of the sub-stands. We would especially like to analyze the sub-stands for the students who are Basic, Below Basic, and Far Below basic. And we would like to know if those students are SES, ELL, or new to AUSD. We would like to know more about the eight students who are Far Below Basic. For example, we'd like to know if they are students in Special Education, or students recently transferred into AUSD. We'd like to know if we can identify other factors that may affect their progress.

#### MATH by Grade Level



- In 6th grade, there are 13% (46/264) at Basic, Below Basic, or Far Below Basic.
- In 6th grade, 31 students are not meeting the goal of Proficient or Advanced.
- In 6th grade, only one student is Far Below Basic.
- In 6th grade, there are 218/264 who are at Proficient or Advanced.
- In 7th grade, 46 students are not meeting the goal of Proficient or Advanced.
- 7th graders show lower percentages of Proficiency as compared to 6th graders.
- In 7th grade, there are 17% at Basic, Below Basic, or Far Below Basic.
- In 8th grade, 59 students are not meeting the goal of Proficient or Advanced.
- 22% of 8th graders at AMS are below Proficient.
- In 8th grade, there are 22% at Basic, Below Basic, or Far Below Basic.
- These are three different groups of students.
- The number of students in Advanced goes down with each increasing grade.
- The number of students at Basic increases with each increasing grade.
- The range between Basic and Advanced gets smaller by each increasing grade.
- The number of students at the Basic level grows by each grade level.
- There are very few students in Far Below Basic in all grades.
- The Basic group is growing from 6th to 7th to 8th (19, 31, 49 respectively)
- The number of students at the Advanced level decreases by grade level (140, 135, and 129 respectively.)
- The number of students at Proficient/Advanced rise when you compare the 5th grade (239) to the 6th grade (264) to the 7th grade (268).
- The proficiency bars increase into higher bands.
- The percentage of students at the Basic level increases from 6th to 7th to 8th.
- There are fewer students in each group of students below Proficient as you compare 6th to 7th to 8th. (6th graders = 87%, 7th graders = 83%, and 8th graders = 78%)

We think that the increase of students who perform below Proficient from 13% in 6th Grade to 17% in 7th Grade to 22% in 8th grade may be directly related to a variety of factors:

- There is an increase in the rigor and conceptual abstraction of the curriculum as the grade levels progress.
- There is an increase in the complexity of multistep tasks from 6th to 7th to 8th grades. Some students who rely on doing mental math without doing steps to fail to reach proficient.
- It's possible that as students mature from 6th to 7th to 8th grades, their level of motivation to perform on the test decreases.
- Students who are not proficient in basic computational skills have a more difficult time mastering abstract levels of math.
- Students who take Algebra 8 do not receive instruction in 8th grade General Math standards. However, they do take the STAR test in 8th grade Math standards.

We would also like to know if we have an increasing number of students moving in from outside of the district from one year to the next. And, we would like to know what impact that may have on student achievement.

#### Socioeconomically Disadvantaged Students for Math and ELA

SES = Socioeconomically Disadvantaged Students

- 20% of our students are SES, while 66% of our Far Below Basic Students are SES.
- 20 of our SES students are Advanced, while 63% of other non-SES students are Advanced. However, the percent Proficient is similar when SES and non-SES groups are compared.
- 60% of SES are Proficient/Advanced compared to 84% of our whole school who are Proficient/Advanced.
- 58 out of 142 (41%) are not Proficient in English Language Arts. They need to move up to Proficient.
- 62 out of 143 are not Proficient in Math. They need to move up to Proficient.
- 20 out of 142 (about 14%) are Below Basic in Math.
- In English Language Arts, out of 9 total students who are Far Below Basic, 6 are SES students.
- In Math, out of 8 total Far Below Basic students, 6 are SES students.
- 41% of the Basic students in English Language Arts are SES students.
- 17/142 (12%) students are Below Basic in English Language Arts.

## P106

- 75% of the total number of Far Below Basic students in Math are SES.
- 17% of all AMS students are below Proficient in Math.
- 44% of SES students are below Proficient in Math.
- 16% of all students are below Proficient in ELA; while 41% of SES students are below proficient in ELA.
- 68% of SES students who are below Proficient are at Basic and not below Basic.
- Very few students are Far Below Basic in Math.
- The graphs for Math and English Language Arts are very similar.
- There are generally as many students in Basic as Proficient and Advanced.
- The graph of SES students does not look like either of the other graphs for non-SES and for All Students.
- SES had more in Proficient than in Advanced for English Language Arts.
- The number of students is similar at each level.
- The SES group of students is more spread out in ELA results whereas the entire school is mostly Proficient or Advanced.
- Half of the Basic students in Math are SES.
- The distribution of SES students is very different in comparison to the whole school. It's flat for Basic, Proficient, and Advanced.
- 10% of the students identified as SES are proficient in Math.
- In the population of SES, 57% are Proficient or above. While in the non-SES, 88% are Proficient or above.
- The SES students are not as Proficient and Advanced as the rest of the student population.
- The Math and ELA scores of SES students are similar to each other.

It's important to recognize that students who are designated as SES are not necessarily the same students in need of support. It's important to recognize that 68% of students who are below proficient are at are at Basic; meaning that there are many of the SES students who are close to proficient.

## English Language Learners (ELLs); Math and ELA

ELL = English Learner

ELA = English Language Arts

R-FEP = Reclassified Fluent English Proficient

I-FEP = Initially Reclassified as Fluent English Proficient

- 75% of the TOTAL ELL students (including the R-FEPs and I-FEPs) are Proficient or Advanced in Math and 80% of ELL students are Proficient or Advanced in ELA.
- 96% of Re-designated/Fluent English Proficient students are Proficient or Advanced.
- 14.5% of Re-designated/Fluent English Proficient students are Proficient.
- 14/89 (16%) of ELL students are in the Below Basic or Far Below Basic in English Language Arts.
- 16/91 (18%) of ELL students are in the Below Basic or Far Below Basic in Math.
- Almost half (45%) of the ELL students (not including R-FEPs and I-FEPs) are in the Basic level of performance for ELA.
- Pending students are Proficient or higher.
- Most English-Only students are Proficient and Advanced.
- English Language Learner ELA scores peak at Basic.
- Ten English Language Learners are Advanced.
- All Initially-Fluent English Proficient (I-FEP) students scored at Proficient or Advanced in ELA.
- In Math, English Language Learners peak at Proficient.
- Most English Learners scored Basic on the ELA test.
- Most I-FEP and R-FEP ELLs are Proficient or Advanced on the ELA test.
- In Math, the EL students' scores are more spread out.
- The English-only students are more Proficient and Advanced.
- In Math, 86 English-Only students are below Proficient and 39 ELLs are below Proficient. That's a total of 125 students below Proficient.
- There is a vast chasm between all students and the English Only students.
- There is more equilibrium in the ELL group between Proficient/Advanced vs. Basic, Below-Basic, and Far

Below Basic.

- The same number of EL students are Proficient in ELA and Math.

We think that 18% of our EL students who score Below Basic or Far Below Basic in math is related to the fact that our E.L. classes and Math Intervention classes take place during the same period of the day and therefore; the student can only have access to only one, or the other, or half of each. We would like to know if the fact that 40% of our EL students are Proficient or Advanced can be correlated to parent level of education. We would like to know if additional data is available that would correlate language proficiency levels to STAR achievement levels.

#### Ethnic Subgroups, English Language Arts

- Within the Black/African-American & Hispanic groups, there are more students at Proficient/Advanced than there are at Basic, Below Basic, and Far Below Basic.
- Within the Asian group, there is almost the same number at Basic (58) as there are at Proficient (61).
- Within the Black/African-American group, almost half are below Proficient (19/53)
- There are 125/774 total students who are below Proficient.
- Within the Asian group, there are 25% below Proficient.
- Within the Hispanic/Latino group, there are 25% below Proficient.
- Within the White group, there are 10% below Proficient.
- Non-white students have a much greater percentage of students below Proficient.
- African American students are the majority of non-Proficient students.
- Within the white group, there are 10% non-Proficient.
- 36% of Black/African-American students tested are below Proficient.
- 26% of Asian students are below Proficient
- 16% of Filipino students are below Proficient.
- 26% of Hispanic students are below Proficient.
- 10% of White students are below Proficient.
- 16% of all students are below Proficient.
- The trends among the five performance bands are similar for All Students, Asian, Filipino, and White. The trends among the five performance bands for Hispanic and Black/African-American students are not like those of the other ethnic subgroups.
- The majority of All Students fall into Proficient and Advanced.
- The largest percentage of Basic students is Asian.
- The number of Black/African-American is disproportionately low as compared to the number of White and Asian Students.
- The highest percentage of students at Below Basic and Far Below Basic are Black/African-American and Hispanic.
- Hispanic, Other Asian, and Black/African-American students are 20% of the total student population; and those same groups make up 25% of the students below Proficient.
- 16% of the total population is at Basic, Below Basic, and Far Below Basic.
- 35% of all Black/African-American students are at Basic, Below Basic, and Far Below Basic,
- 26% of all Hispanic students are at Basic, Below Basic, and Far Below Basic.
- 56% of all students are Advanced in English Language Arts.
- 28% of all students are Proficient in English Language Arts.
- 84% of all students are Advanced or Proficient in English Language Arts.
- 13% of all students are Basic in English Language Arts.
- 60% of the students at the Basic level are Asian in English Language Arts.
- 31% of the students at the Basic level are White in English Language Arts.
- 1% of the students are at Far Below Basic in English Language Arts.
- 2% of the students are at Below Basic in English Language Arts.
- 13% of the students are at Basic in English Language Arts.

We recognize that when STAR achievement data is analyzed by reporting out different ethnic subgroups; there are wide variations in achievement. We recognize that in general, students of African American and Hispanic descent perform at lower levels than other ethnic subgroups. We would like to know if there are some specific areas in our curriculum that are not serving our students. We would like to know if teaching specific test-taking

## P108

strategies would help improve student scores.

## Ethnic Subgroups, Math

- There are three fewer total Math scores than total ELA scores.
- No White, Filipino, American Indian/Alaskan students are at Far Below Basic.
- The largest number of students in the Basic, Below Basic, and Far Below Basic levels are White.
- 18% (136/771) of all students tested were Basic, Below Basic, or Far Below Basic.
- 33% of Hispanic students tested were Basic, Below Basic, or Far Below Basic.
- 42% of African American students scored at Basic, Below Basic, or Far Below Basic.
- 14% of Asian students scored at Basic, Below Basic, or Far Below Basic.
- 12% of White students scored at Basic, Below Basic, or Far Below Basic.
- 82% (635/771) of all students scored at Proficient or Advanced.
- Of the non-White groups, Asian students have the largest percentage who scored at Basic, Below Basic, or Far Below Basic.
- 42% of the African American students are below Proficient.
- 1% (8) of all students are Far Below Basic.
- 3% (29) of all students are Below Basic.
- 13% (99) of students are at Basic.
- The trend for the bar graphs (upward slope) is the same for all groups except Black/African American.
- There are no White students in the Far Below Basic category.
- Most of the non-Proficient students are at the Basic level.
- African American students have the highest percentage of non-Proficient and non-Advanced scores.
- The highest percentage of all student scores are at the Advanced levels.
- Hispanic students have a smaller percentage in Math (33%) that are below Proficient as compared to Hispanic students in English Language Arts (26%).
- Asian students have a smaller percentage in Math (14%) that are below Proficient as compared to Asian students in English Language Arts (25%).

We would like to know why approximately one-third of our Hispanic students scored Below Proficient in math as compared to having one-fourth of our Hispanic students who scored Below Proficient in English Language Arts. It is concerning to us that the trend data in the five proficiency bands for African American students is not similar to the trend data for all the other ethnic subgroups. In other words, within the African American subgroup, why is there a larger ratio (42%) of those who fall Below Proficient? It is interesting to note that one-fourth of Asian students scored Below Proficient in English; while only 11% scored below proficient in Math. This trend is not similar when we analyze the Hispanic sub-population.

## Special Education Subgroup English Language Arts

(Both the CST and CMA reports are analyzed here.)

SPED = Special Education

CST = California Standardized Test

CMA = California Modified Test

- 23 SPED students took the CMA English Language Arts test.
- 47 SPED students took the CST English Language Arts test.
- There is a small sample of SPED students who took the CMA (23) as compared to the sample of SPED students who took the CST (47).
- Of the total SPED students (70), 33% of them took the CMA and 66% took the CST.
- 70% of SPED students scored Proficient or Advanced on the CST as compared to 84% of the total student population.
- 6% of the total students at Proficient and Advanced are SPED students.
- On the CST, the SPED statistics and General Ed Statistics show the same trajectory (upward trend from left to right) on the visual distribution graphs.
- 65% of the SPED students who took the CMA scored Proficient or Advanced.
- A higher percentage of students in SPED scored Below Basic on the CMA as compared to the SPED

students who took the CST.

- Special Education Students who took the CMA scored higher on ELA than on Math.
- Only one SPED students scored Basic on the CMA.
- 30% of SPED Students who took the CST scored below Proficient.
- Out of the five performance bands on the CMA, the highest number of student s(8) scored at the Advanced level.
- On the CMA, more than half (66%) of the students (15/23) scored at Proficient or Advanced.
- On the CST, more than half (70% of the students (33/47) scored at Proficient or Advanced.
- On the CMA:
  - o The smallest amount of students (1) scored at the Basic level
  - o About 1/3 (30%) are not Proficient; 2/3 are Proficient or Advanced.
  - o Almost all of the non-Proficient students (7) are Below Basic or Far Below Basic.
- On the CST:
  - o 70% are Proficient or Advanced
  - o 30% are no Proficient

It's important to recognize that 65% of the SPED students who took the California Modified Assessment scored Proficient or Advanced because it indicates that they are appropriately placed to take the proper test. We are proud that 70% of the SPED students are Proficient or Advanced as compared to 84% of the total student population who are Proficient or Advanced. This demonstrates that the general education and special education staff work well together to accommodate the learning needs of the SPED students.

#### Special Education Subgroup Math

(Both CST and CMA reports are analyzed here.)

SPED = Special Education

CST = California Standardized Test

CMA = California Modified Test

- 44/72 (61%) of SPED Students took the CST Math test.
- 28/72 (42%) of SPED Students took the CMA Math test.
- Special Day Class students who took the CAPA are not included in this analysis
- On the CMA, 12/28 (43%) students are Proficient or Advanced.
- On the CMA, 16/28 (57%) students are below Proficient.
- On the CMA, 6/28 (21%) students are Below Basic or Far Below Basic.
- On the CMA, only 1 SPED student scored Far Below Basic.
- On the CMA, 10/28 (35%) students scored Basic.
- On the CST, 75% of the SPED students scored Proficient or Advanced; while 83% of the non-SPED students scored Proficient or Advanced.
- On both the CMA and the CST, the same number of students (10) scored Basic.
- On the CST, 11 (33%) of the SPED students scored Basic, Below Basic, or Far Below Basic
- On the CST, only 1 SPED student scored Far Below Basic.
- On the CST, 33/44 (66%) of the SPED students scored Proficient or Advanced.
- On the CST, 22/44 (50%) of the SPED students scored Advanced.
- 21% of the SPED students who previously failed the CST also failed the CMA.
- 79% of the SPED students who previously failed the CST did better on the CMA.
- On the CMA, 57% of the SPED students scored below Proficient in Math, as compared to 30% below Proficient in ELA.
- On the CST, 75% of the SPED students scored Proficient or Advanced in Math; as compared to 70% Proficient or Advanced in ELA.
- The Math scores are lower than the English Language Arts scores.

**P110**

- The distribution trends for SPED scores are similar to the distribution trends for the total student scores.
- Over 10% in both SPED and non-SPED scored Basic.

It is important to recognize that a high percentage of SPED students performed at Proficient or above on the CMA and the CST. We are concerned about the approximate six to ten students who are below Proficient and so we think we need to identify individual students and analyze what support and instructional techniques will improve their skills. We also should consider reviewing their IEP goals and changing those where it may be appropriate. We would like to know how many SPED students performed Proficient the first time they took the CMA. We would like to know to what degree the CMA format increases student achievement in comparison to the CST format.

**B. Surveys****C. Classroom Observations**

The AMS staff is dedicated and highly qualified. All teachers work closely with their students in order to insure success. Classroom instruction is student-centered and help and accommodations are made by the teachers so their students attain success. Teachers work with small groups, entire class, and/or one-on-one as needed. Teachers often use their lunch time and/or after school time to individually work with students.

**D. Student Work and School Documents**

Students are administered the Gates-McGinitie reading assessment at the beginning of the year. Students scoring one year below grade level are evaluated and recommended for reading support. We also conduct a school-wide writing assessment in the early spring. A passing score is 5/8. Students scoring at a 4 or below are identified for extra support.

A math proficiency is given to all students in the early spring. Students not scoring 70% or higher as identified for math support classes at each grade level.

At each grade level and in every core content area, AMS has developed charts demonstrating the yearlong curriculum and how each piece is linked to the standards. All core content areas including English Language Learners and Foreign Language have state-aligned standards in place. The continuing process of alignment of content to standards has strengthened our on-going monitoring and assessment program.

**E. Analysis of Current Instructional Program (See Appendix B)**

The staff has continued the work of implementing the district-wide Strategic Plan. Staff development time and cross grade level time has been devoted to identifying essential standards in all core areas and looking at formative/summative assessments that support the standards. One of our goals for 2011 - 2012 is to create rubrics to help guide the success of our students in meeting the essential standards defined in each academic/core area.

We also meet twice a year to collaborate with the Albany High School staff and the fifth grade staff from the

three elementary schools in order to help our students be prepared for the rigor of high school and transition from fifth to sixth grade.

We have had a teacher on special assignment that has put into place an anti-bullying/safe school program for all of our students. We have a committee of teacher leaders working with the BEST materials and have used staff development to work with the staff in order to support teachers in their work with the children. We have a Student Voices group of students that represent the diversity in our schools. They have sponsored under the guidance of our teacher-leader "Mix It Up Day", celebration of poetry during Black History Month, and activities for our Diversity Week in March. We also have a Safe School Ambassadors program where staff and students are trained and meet together to support our anti bullying goals. Finally, we have a group of 7th and 8th grade mentors under the guidance of our teacher on special assignment and our counselor who go into sixth grade advisory and mentor the students on such topics as peer pressure, safety, etc.

All seventh and eighth graders currently have a seven period day. Seventh graders take Spanish or French, and have a wheel that includes: art, drama, wellness, music appreciation and computer applications. All eighth graders have two elective periods that include: Spanish, French, Mandarin, Jazz Band, computer applications, art, ceramics, dance, drama, choir, and/or creative writing.

AMS staff meets weekly in grade/departments to work and discuss student progress and use of materials to support students. We have had staff development training to implement our new data system, Aeries, and training to implement/focus on our safe schools/anti bullying goals.

Parent-teacher conferences are held for students not meeting standards or struggling in classes. Teachers post homework assignments and update homework and test scores on Aeries so parents and students are aware of his/her progress. Our counselors meet with students struggling with academics and/or emotional issues. Weekly progress sheets are available at the counseling center for students to take around in order to monitor progress. Our PTA and Site Council along with our staff work in an advisory capacity with budget decisions.

We have two full-time counselors with SchoolCARE funding .40 of one of them. The counselors work closely with students and parents to help monitor student progress. They conduct conferences for 7/8th graders who are not meeting standard. We also share the mental health counselor with Albany High School and she has interns here on site that also support students.

We have a number of parent volunteers on our campus that help in the library and at lunch either at the lunch cart or with the recycling we have implemented at lunch. Parents also volunteer to help with field trips and school activities such as the seventh grade Renaissance Faire and the sixth grade Greek Days.

We have an ELAC committee and hold meetings throughout the year to bring families together to discuss and support how to best support our English Language Learning Community. Field trips, open house, back to school night are another way to involve our parent community.

There is a weekly parent letter sent home both a paper copy and a copy available on line. We also post our daily bulletin which allows parents information about the day to day happenings on our web site.

Reading and Math support classes are provided for 6th, 7th, and 8th graders for those students who score far below basic and below basic on STAR. There is one section of Math 8. These are students not meeting state standards. We have reduced to ratio to 20:1 with the goal of smaller classes to provide more individualized instruction. We also have two sections of Math 7 with a reduced ratio of 15:1 to support students below standard. We have a math support class for 6th graders as well as a reading support class for 6 - 8 graders below standard.

Special Day class maintains a mainstream model of inclusion for SDC students. Our resource specialists and para educators assist special education students in 6th, 7th and 8th grade English and History core classes, science and math classes as needed. There are morning support classes for resource students along with math and reading pullout support and instruction as needed. We have a homework lab for resource students to monitor progress and support students with homework.

## P112

English Language Learner classes are provided for Beginning, Intermediate and Advanced ELL students and allow these students full access to the core curriculum. We also have a sheltered ELL classes for beginning students that allows access to core curriculum in history, math, science, and writing.



## V. Description of Barriers and Related School Goals

Students at AMS perform at a high standard as indicated by the API scores on the state STAR test. Reading achievement is consistent from year to year with the English Language Learners, and we are seeing it beginning to go up. This is also true with students with disabilities who have Individualized Educational Programs. Their reading scores are not growing at a significant rate.

Approximately one-fourth of our students are not meeting standard in math. We have implemented a math support class in sixth grade and have reduced class size in seventh and eighth grade math classes to better serve those students. We are beginning to see growth with these students.

Our ELL classes have been limited and we no longer provide sheltered instruction for intermediate students. They have one class of sheltered instruction and are mainstreamed the rest of day. Modifying the curriculum and supporting these students in a meaningful way is a challenge.

School Goals for Improving Student Achievement:

Goal #1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal #2: All students will be educated in a learning environment that is safe, drug free and conducive to learning.

Goal #3: All students will be ready to succeed in high school.

P114

## VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

### District Strategic Plan - Strategies 1, 2 and 3

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

#### School Goal #1:

GOAL # 1 for Improving Student Achievement:

Students scoring at the Basic level or below on the STAR test in grades 6 - 8 will move up a minimum of one level in reading.

<b>Student groups and grade levels to participate in this goal</b> Students scoring at the Basic level or below on the STAR test in grades 6, 7, and 8th grade are the targeted participants.	<b>Anticipated annual performance growth for each group</b> 5% of the students scoring Basic or below will move up a minimum of one level with the goal to decrease the numbers scoring Far Below Basic, Below Basic and Basic and increase the number of students at the Proficient or above levels in reading on the STAR test for 6th - 8th graders.
<b>Means of evaluating progress toward this goal</b> We will analyze data on the STAR test from the present year to the following year. We will also look at the Gates-McGinitie reading test and the school-wide writing assessment.  We have a data tracking system to better follow student progress from year to year.	<b>Group data to be collected to measure academic gains</b> We will look at STAR data and data tracking system to collect information/data as well as the scores from the reading and writing assessments.  We will analyze data from the data tracking system available to the school and teachers.

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Identify students who fall into the Basic and below categories on the STAR test at the beginning of year. Also we'll look at the reading scores on the Gates-McGinitie reading assessment.  We will use the data tracking system now available.	9/11				Gained + 9 API in 2010 Met API goals as a school Socio Disadvantaged + 18  Students w/ Disabilities - 4 @ 45.6 % (target 56.8%)	1, 2
Work across departments to assess past practice and best practice, and develop reading strategies for all students in grades 6 - 8	Fall 11					1, 2

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Reading intervention classes for 6th - 8th graders to support students below grade level built into the student day.	Ongoing 11 - 12	One class to equal .20 reading support	~\$ 17,000	Title I		1, 2
Staff development will be ongoing with teachers working in departments and grade levels to look at ways to support students not meeting standards	Ongoing 11 - 12 using Wednesday early release days and staff development					1, 2, 3
Involve parents in the process with progress reports, parent-teacher conferences and report cards.	Ongoing 11 - 12					1, 2, 3
Working with the library/technology teacher and the classroom teachers, students will develop an appreciation of reading and find material to read for enjoyment as well as to enhance his/her learning	Ongoing 11 - 12					1, 2, 3
Teacher librarian(s) will collaborate with classroom teachers to enhance students' lifelong literacy skills and to teach students critical skills involving responsible research, information literacy, and technology integration.  The mission statement of the AMS Library includes the following: Our mission is to nurture in our students lifelong readership, ethical and effective research, and compassion for their community and the larger world.	Ongoing 11 - 12					1, 2, 3

P116

**VI. Planned Improvements in Student Performance (continued)****District Strategic Plan - Strategies 1, 2 and 3**

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

**School Goal #2:**

GOAL # 2 for Improving Student Achievement:

Students in grades 6 - 8 who are scoring at Basic or below on the STAR test in math will move up a minimum of one level with the goal to decrease the numbers scoring in Far Below Basic, Below Basic, and Basic and increase the number of students at the Proficient or above levels.

**Student groups and grade levels to participate in this goal**

Students scoring at the Basic level or below on the STAR test in math in grades 6, 7, and 8 are the targeted participants.

**Anticipated annual performance growth for each group**

5% of the students scoring Basic or below will move up a minimum of one level with the goal to decrease the numbers scoring Far Below Basic, Below Basic and Basic and increase the number of students at the Proficient or above levels in reading on the STAR test for 6th and 7th graders.

**Means of evaluating progress toward this goal**

Using our data tracking system we will analyze data on the STAR test from the present year to the following year. We will also look at the math proficiency given to students mid year.

**Group data to be collected to measure academic gains**

We will look at STAR data and data tracking numbers from previous years to collect information/data as well as the scores pre and post tests given at the beginning and end of year.

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Using data tracker, identify students who fall into the Basic and below categories on the STAR test at the beginning of year. Also we'll look at the math scores on the beginning of year assessment.	9/11					1, 2
Work in grade levels to develop math strategies for all students in grades 6 - 8. Using current math books and support materials to help students reach state standard.	Ongoing Staff development to work on curriculum related to textbook					1, 2
Math intervention class in grade 6 to support students below grade level built into the student day at first period.	9/11	.20 staff	\$17,000	Title I		1, 2
Math 7 class and Math 8 class to support 7th and 8th graders who are not meeting state standards. Two sections of each in order to reduce ratio of students to 15:1 in order to facilitate more individualized instruction.	8/11 8/11	.20 staff .20 staff	\$34,000	Title I General fund		1, 2

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Review common assessments developed in 08 - 09 in light of new materials and work with students on test taking strategies.	Ongoing Staff Development					1, 2, 3
Parent teacher conferences, progress reports and report cards to track student success.	Ongoing					1, 2, 3

P118

**VI. Planned Improvements in Student Performance (continued)**

District Strategic Plan - Strategies 1, 2 and 3	
1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.	
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.	
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.	
<b>School Goal #3:</b> <b>GOAL # 3 for Improving Student Achievement:</b>  Homework lab support will be available to 7/8th graders who are Basic or below in math and reading on the STAR test. This is an extremely helpful class for the students and is supported by the parents as being very helpful.	

<b>Student groups and grade levels to participate in this goal</b> 7th/8th graders who are not meeting state standards in math and/or reading.	<b>Anticipated annual performance growth for each group</b> 5% of these students will be able to complete homework and show growth in math and reading competency.
<b>Means of evaluating progress toward this goal</b> Class grades and progress reports will be tracked in order to help students meet class requirements successfully.	<b>Group data to be collected to measure academic gains</b> We will track homework (per cent complete) along with scores on tests and report card grades.

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Homework lab in the day to support at-risk students not being served through resource. Students with help of the teacher will monitor homework assignments and receive support with organization. Students and teacher will work closely with library-media specialist to support students by helping them access viable library resources to support his/her learning as well as support the teachers.	8/11 6/12	20 teacher	\$17,000	Title I	Students meeting homework goals has improved. School gained in API + 9	1, 2
See goal #1 to see role of librarian(s) teachers to support student learning.						
Work with classroom teachers in grades/departments to coordinate assignments and goals/objectives for students.	Ongoing staff development on Wednesdays					1, 2, 3
I						

**VI Planned Improvements in Student Performance (continued)**

District Strategic Plan - Strategies 1, 2 and 3	
<ol style="list-style-type: none"> <li>1. We will provide comprehensive educational experience with expanded opportunities for demonstrating &amp; assessing student growth.</li> <li>2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.</li> <li>3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.</li> </ol>	
<b>School Goal #4:</b> Students in the ELL program will receive an extra hour of aide support to help them acquire English. 5% of all ELL students will advance one CELDT level.	

<b>Student groups and grade levels to participate in this goal</b> 6 - 8 grade students in the ELL program.	<b>Anticipated annual performance growth for each group</b> 5% growth/advance to the next level of English proficiency.
<b>Means of evaluating progress toward this goal</b> CELDT test administered by teachers and trained aides.	<b>Group data to be collected to measure academic gains</b> Student work and CELDT test results will guide academic gains, as well as performance on the STAR test.

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
One half hour per day aide support for all ELL students to assist with the ELD program, testing, and record keeping.	August 11  June 12	4 hours a day	\$15,801.43	SLIBG	CELDT test results  ELL AYP in math 63.2% at proficient or above  ELL AYP in English 52% at or above proficient (target 56.8%)  API-4	1, 2

P120

## VI Planned Improvements in Student Performance (continued)

District Strategic Plan - Strategies 1, 2 and 3	
<ol style="list-style-type: none"> <li>1. We will provide comprehensive educational experience with expanded opportunities for demonstrating &amp; assessing student growth.</li> <li>2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.</li> <li>3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.</li> </ol>	
<b>School Goal #5:</b> Students will feel safe at AMS.	

<b>Student groups and grade levels to participate in this goal</b> All students in grades 6 - 8	<b>Anticipated annual performance growth for each group</b> 55% of the students will respond to the survey indicating they fell safe at AMS. We will also look at the Healthy Kids Survey given in 2010 to all 7th graders.
<b>Means of evaluating progress toward this goal</b> Pre and post survey will be given to students asking about school climate with particular emphasis on bullying and harrasment.  2% growth of students feeling safer at school.	<b>Group data to be collected to measure academic gains</b> Healthy Kids Survey School-wide Survey on student safety (2011-12) Continue the BEST Program to look at positive school climate.

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Create and distribute survey on school safety and climate.	Fall 2011 - Spring 2012					2
Students will review language and definitions of what constitutes bullying/harrasment in his/her school classes.	Fall 2011 - Spring 2012				In place fall 2011 - Advisory Lessons/Staff Development	2
Students and parents will sign a contract that states they read the definitions and understand the consequences if the contract is violated in school.	Fall 2011 - Spring 2012				In place fall 2011	2
Students will receive lessons on bullying and harrasment - how to prevent it and how to work with each other as a community to support and accept differences.	Fall 2011 - Spring 2012	BEST program	TBD	TBD		2
Using our Student Voices Diversity Club and Student Leadership, we will provide activities that help students interact in a positive way - including assemblies, Mix it Up Day, Advisory, African American History Bowl, World Cultures Bowl, No Name Calling Week, and the student run Talent Show as suggestions	Fall 2011 - Spring 2012			PTA \$250 from School Climate ASB SLIBG	Mix It Up Day Talent Show Advisory lessons World Cultures Bowl African American History Bowl "NO Name Calling" week Anti-Bullying Week (Oct.) World History fashion show	2, 3





P122

## Appendix A - School and Student Performance Data

**Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	873	841	854	329	425	339	74	72	73	288	265	268
Growth API	881	889	887	908	880	918			748	941	942	941
Base API	875	881	889	901	907	880			750	927	939	942
Target	A	A	A	A	A	A				A	A	A
Growth	6	8	-2	7	-27	38				14	3	-1
Met Target	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	128	11	123	152	125	209	187	162	167	2	105	92
Growth API	790		781		797	867	776	794	782		656	621
Base API	773	792	932		801	797	742	776	794	658		656
Target	5				A	3	5	5	5			
Growth	17				-4	70	34	18	-12			
Met Target	Yes				No	Yes	Yes	Yes	No			

**Appendix E - Recommendations and Assurances (Albany Middle School)**

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

☐ State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

☒ English Learner Advisory Committee

\_\_\_\_\_  
Signature

☒ Special Education Advisory Committee

\_\_\_\_\_  
Signature

☐ Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

☒ Other committees established by the school or district (list):  
PTA, ELAC, SchoolCARE, Albany Education Foundation, Music Fund

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 18, 2011

Attested:

Robin Davis

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

P124

Andrew Schwartz

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

**Appendix G - School Site Council Membership: Albany Middle School**

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Peter I. Parenti, Principal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Linda Perez, Credentialed Librarian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jason Mation, Credentialed Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lucy Bryndza, Credentialed Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fran Sheppard, Credentialed Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carrie Kartman, Parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
John Montag, Parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Guy Cheney, Parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Eric Chen, 8th Grade Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kate Thompsen, 8th Grade Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>2</b>

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

P126

## The Single Plan for Student Achievement

### Albany High School

School Name

0130450

CDS Code

Date of this revision: October, 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Ted Barone  
Position: Principal  
Telephone Number: 510-558-2500  
Address: 603 Key Route Blvd.  
Albany, CA 94706  
E-mail Address: tbarone@ausdk12.org

### Albany Unified

School District

Superintendent: Marla Stephenson  
Telephone Number: (510) 558-3750  
Address: 1051 Monroe St  
Albany, CA 94706  
E-mail Address: mstephenson@ausdk12.org

The District Governing Board approved this revision of the School Plan on .

## The Single Plan for Student Achievement

### Albany High School

School Name

0130450

CDS Code

Date of this revision: October, 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Ted Barone  
Position: Principal  
Telephone Number: 510-558-2500  
Address: 603 Key Route Blvd.  
Albany, CA 94706  
E-mail Address: tbarone@ausdk12.org

### Albany Unified

School District

Superintendent: Marla Stephenson  
Telephone Number: (510) 558-3750  
Address: 1051 Monroe St  
Albany, CA 94706  
E-mail Address: mstephenson@ausdk12.org

The District Governing Board approved this revision of the School Plan on October 18, 2011.

P128

## **II. School Vision and Mission**

The vision and mission statement of Albany High School states that we will provide an environment challenging to our students and educate them to become happy, productive, and responsible citizens of a diverse society.

Our Expected Schoolwide Learning Results were revised in 2010 and are as follows:

- I. Complex thinkers with the skill to analyze and/or solve problems in a variety of contexts
- II. Effective Communicators in a variety of formats and cultural contexts
- III. Self-Directed Learners with diverse experiences and perspectives that help guide them to healthy and productive lives
- IV. Individuals academically prepared for college and other post-secondary educational opportunities



### III. School Profile

#### Albany Community

Albany is a town of one square mile, primarily urban residential, located at the north end of Alameda County, bordered by the cities of El Cerrito and Kensington on the north and east, and Berkeley on the south. For a small town of 16,444 (at the time of the 2000 census) Albany has quite a diverse population. This is due in part to its proximity to UC Berkeley and the fact that University Village, the family housing complex, is located within Albany USD. According to the 2000 census, over 35% of Albany residents speak a language other than English. Caucasians make up 61.3% of the population, Asians 25.2% Hispanics 8%, and African Americans 4.1%. Albany is generally considered to be a small city, predominantly white collar, academic and professional. Median household income at the time of the 2000 census was \$54,919. The current median home price in Albany, as reported by Coldwell Banker is \$456,000. Real estate values in Albany are higher than in some surrounding areas in large part due to the school district's reputation. Many families are attracted to Albany because of its strong support for education. Commercial interests in Albany are represented by many small shops and restaurants along Solano and San Pablo Avenues; a new Target store is located near Interstate 80, which forms the western boundary of town, across from Golden Gate Fields, one of the largest horse racing facilities in the United States. Solano Avenue is the venue for the Solano Stroll, an annual street fair that has been designated a Local Legacy by the Library of Congress.

#### Albany High School

Within the Albany Unified School District there are three elementary schools, one middle school and two high school facilities. Albany High School (AHS) is the only comprehensive public high school in the Albany Unified School District. It services approximately 1,253 students in grades nine to twelve. MacGregor High School is a continuation high school that serves about 50 students (not currently enrolled at AHS). AHS works closely with MacGregor High School. The notion of AHS as a comprehensive high school is expanded by the inclusion of MacGregor's programs and services.

Albany High School was established in 1934. Like the city of Albany, AHS is extremely diverse for a relatively small school. The school's population is composed of approximately 34% White, 38% Asian/Pacific Islander, 7.5% African-American, 12% Latino. At least 191 of the students qualify for the Free/Reduced Price Lunch Program. Seventy-one percent of our students are enrolled in courses required for UC/CSU admission. Out of our 2010 graduating class, 98% were planning to attend college, 53% at four-year colleges and 45% at community colleges. The dropout rate is less than 1%.

Albany High School offers seven periods of instruction and two semesters per year. It is on a modified block schedule with all classes meeting on Monday for 52 minutes, odd periods meeting on Tuesday and Thursday, and even periods meeting on Wednesday and Friday. Block schedule periods are 95 minutes long. We have two 40-minute Advisory periods per week. We offer advanced placement, honors, and advanced courses throughout each subject area. We have extensive fine arts and ROP programs. All freshman students participate in the Ninth Grade Renewal Program in which the students complete a long-term interdisciplinary debate project (see Signature Practice 2 below). We also offer four levels of English Language Development classes and a variety of sheltered content classes as needed by our English Language Learners.

#### Strengths and Accomplishments

Albany High School is a learning community in the best sense. From the top to the bottom, everyone is encouraged to challenge themselves to take risks to grow intellectually, athletically, and culturally. This risk-taking philosophy is strengthened by a broad network of supports, from a vibrant mental health program, to open access to honors and Advanced Placement programs, to academic support classes and peer tutoring, to a large and inclusive athletic program, to a fabulous, award winning music program, and to a professional community of educators who have been engaged in a multi-year project to articulate and align essential standards, assessments and interventions.

It's a community that celebrates its achievements, of which there are many, while taking a tough-as-nails approach to identifying its flaws and moving aggressively, yet systematically to solve problems. For example, 98% of our graduates last year went on to a 2 or 4 year university, 99% passed the CAHSEE, our athletic teams won 9 league championships in 2009-10, our jazz band was one of 10 programs nationwide awarded the Ellington prize, the Science Bowl team is consistently one of the top in the nation, and the school was recently named one of the top high schools in the nation by U.S. News and World Report.

At the same time, we have been vexed by a persistent achievement gap and continue to place a major focus on

**P130**

and take important steps to figure out how to bridge that gap, from convening a task force of teachers, students, and parents which resulted in several structural changes to establishing mentor and academic support programs. Albany High is an honest place. We have made major strides to share governance with students, teachers, and parents, established academic honesty policies, and been very deliberate in articulating not just behavioral policies but also clear statements about what students are expected to know and be able to do in order to succeed in individual classes. We are clear about who we are as a community and have a comprehensive and inclusive approach to moving forward in our development. No one is afraid of hard work.

#### IV. Comprehensive Needs Assessment Components

##### A. Data Analysis (See Appendix A)

The Albany High School population has grown quite a bit in recent years, although it has stabilized more recently. It is particularly interesting to note the increase in lower socio-economic status families (as represented by the increase in free/reduced lunch recipients - 17.2% to 18%) and the decline in the percentage of English Learners (13% to 11.6%).

California Standards Tests (STAR) and the Academic Performance Index (API)

Albany High's API has jumped dramatically in the past two years, from a low of 806 in 2009 to 853 in 2011.

The general trend of proficiency rates is up across the grade levels

Our efforts to improve student achievement are many and varied. They range from a fundamental realignment of our curriculum and assessment system to targeted mentoring of low-achieving students by our teachers.

Other Statistical Indicators of School Quality

A sound body leads to a sound mind. The Fitnessgram is taken by all 9th graders through their P.E. classes and our passing rates are very high and staying there. In addition, we have seen a major growth in the number of students participating in interscholastic athletics and wonderful success as measured by league championships.

Since a major goal of ours is to prepare students for post-graduate educational opportunities, then rates of students going to 2 and 4 year colleges are particularly important. It is very interesting to see that our overall college attendance rates continue to increase (we're up around 98% now) while the rate of students attending 4 year colleges goes down and the 2 year college attendance rate goes up. Counselors find these results promising because they have been encouraging students to see community college as a great opportunity to meet the lower-division requirements in a low-cost, smaller class alternative. The decline in the economy has made the community college option that much more viable. .

A key question is whether we are preparing our students to be ready for college. One indicator (among many) is enrollment in Advanced Placement and Honors classes. We saw a major increase in the number of students taking AP classes this year due to the addition of AP Environmental Science because of the EDSET program. And while African-American enrollment in these challenging courses went up, our Hispanic/Latino enrollments declined for the second straight year, a very concerning trend.

An increasingly significant indicator of college readiness is the Early Assessment Program (EAP) which is sponsored by the California State University system. This is a test taken in the Junior year and assesses whether our students are ready for college level work. We have seen a steep increase in the percentage of our students who are unconditionally ready in English and Math. In addition, the SAT scores of our college bound seniors are continuing to increase while nationwide and in the State of California, scores have been declining.

Finally, a safe school is a place where students can focus on their academics, their arts, and their sport with little worry about their well-being. Safety is the highest priority when it comes to measuring the quality of a school. Suspension rates are an important indicator because most suspensions involve safety and health issues of one sort or another. Suspension rates are a bit confusing as they calculate the total number of suspensions and divide that figure into the entire population. They don't account for repeat offenses. A student who is suspended three times during the year counts as three distinct suspensions. We have seen a fairly significant increase in the rate of suspensions over the past several years from 5.3% in 2009 to 8.1% in 2011. This increase is likely due to tighter Academic Honesty regulations and a stronger response to bullying incidents.

##### B. Surveys

Site surveys were conducted in May by the Site Council electronically with paper option. There were separate parent, student, and teacher surveys. 179 parents, 422 students, and 59 teachers responded. The surveys addressed school climate and funding priorities. The results are analyzed to help determine what programmatic

P132

changes need to be made and also to help with decision-making about the site budget.

**C. Classroom Observations**

The three site administrators conducted formal evaluations of 39 teachers which includes at least two formal observations of the teacher in a classroom environment. In addition, regular informal visits are made by the administrators to all classrooms. The evaluation tool, which is based on the California Standards for the Teaching Profession, is an excellent resource for guiding evidence-based discussions of instructional strategy. Newer teachers are comfortable with it, some more veteran teachers are not. We are exploring the initiation of a peer coaching system that uses the CSTPs as a basis for coaching.

**D. Student Work and School Documents**

The school has been engaged in a formal, guided process to establish new Expected Schoolwide Learning Results and Essential Standards, Rubrics, and common Assessment strategies (ESRA) for each course. Teachers are organized into Professional Learning Communities and examine student work monthly as part of the design of the rubrics and assessments associated with each essential standard. The ESLRs and associated ESRAs are published in draft form on the school website.

**E. Analysis of Current Instructional Program (See Appendix B)**

Albany High School is a comprehensive college preparatory high school with a strong core academic program plus a wide array of elective offerings in modern languages, the arts and technology. Students have the opportunity to take 7 different classes and the schedule follows a modified block design. While the typically traditional structure of the school works for most students, we understand that others need alternatives. A major priority over the past few years has been to provide alternative structures for students including small learning communities, community-based learning, and independent study.

## V. Description of Barriers and Related School Goals

Parents, students, and teachers are partners in the education of the children. As such, communication needs to be comprehensive, easy to access, varied in its venues, and help inform the myriad of decisions that have to be made on behalf of the students. At Albany High School, we have begun efforts to improve the communication but have a long way to go before it is very effective. Students communicate through instant messaging, facebook, web pages, and personal contact while the adults are often struggling to keep up electronically. Time is so limited for meetings but if the partnership is to succeed at a high level, then the different groups have to be able to meet in other ways, sharing information and perspectives in as organic and timely a fashion as possible. In addition, those families who don't have easy access to electronic communication tools or culturally have a more personal approach to sharing information need ways to engage in the conversation.

The Achievement Gap at Albany High School is a significant issue, one that will take a programmatic and cultural shift to close. Lack of effective communication between the school and families, weak skills among some student groups when entering the high school and relative lack of support for making up the deficits, language barriers for recent immigrants, and cultural learning styles that don't necessarily match up with the traditional approach to schooling that currently characterizes the curriculum - these are all contributing factors to the existing gap.

The traditional, departmentalized high school approach works well enough for a large number of Albany High School students but there are many for whom it doesn't work at all. Even a significant number of successful students don't find the traditional approach to meet their needs. By the time students graduate, many are burnt out, don't see the relevance of what they are doing sitting in class and at home with homework for such a large portion of their time. The curriculum and academic, social, and cultural program can be more effective if there are stronger connections made with the purpose of the learning, it's relevance to the students' lives now and in the future. We are not succeeding with our vision to have students be contributing, productive members of our society. They need choices in their learning program that give them perspectives, aptitudes, and tools to solve the seemingly intractable problems they will face in their lifetimes.

P134

## VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

### District Strategic Plan - Strategies 1, 2 and 3

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

#### School Goal #1:

##### Academic Access:

There is a need to expand the ways students can meet their academic goals and graduate from Albany High School. These might include independent study programs or enriched curricular programs like EdSET and Connect. We want to increase the diversity of student participants in all programs with a special focus on higher-level academics and cultural programming.

<b>Student groups and grade levels to participate in this goal</b> All groups and grades	<b>Anticipated annual performance growth for each group</b>
<b>Means of evaluating progress toward this goal</b> Analyze enrollments in Honors and Advanced Placement courses and independent study and rates of participation in dance, music, and drama programming. Collect data through achievement and enrollment figures as well as focus groups and student interviews. Data to be disaggregated by gender, ethnicity, grade level, and language proficiency (ELD).	<b>Group data to be collected to measure academic gains</b> NA

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Continue to explore, design and implement 10th grade transition programming, such as college and career exploration program to help students make choices that are aligned with real-world possibilities	July 1 - June 30	- Teacher Planning - Naviance college & career guidance - College Trip (50 students)	\$10,000	Site funds	Percentage of staff participation in trainings, and curriculum programming. Percentage of students using Naviance	1 & 2
Develop independent study procedures and enroll students as appropriate	July 1 - June 30	Teacher extra hours to set up and monitor independent study	\$5,000	District and Site funds	Credits earned by AHS students through independent study programming.	1 & 2

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Electronic communication via the website, news emails, and gradebook access needs continued support for implementation both to broaden use and increase impact on student performance	July 1 - June 30	Web Master	\$14,500	Site funds	Dynamism of website, registrants for daily email compilation, students/parent logins to Aeries gradebooks.	1,2, & 3
Examine obstacles to enrollment and participation in higher-level programming through focus groups and structural analysis and design and implement support structures to prepare students for participation including improved instructional practices	July 1 - June 30	Teacher professional development	\$2,000	Site funds	Enrollments in different programs, including high level academic classes and cultural programming	1 & 2
Money is allocated to departments and library in order to facilitate and support engaging instruction and enhance learning	July 1 - June 30	Department instructional materials funding, library collections	\$25,000	Site funds	Student access to appropriate instructional materials, library resources.	1, 2 & 3

P136

**VI. Planned Improvements in Student Performance (continued)**

District Strategic Plan - Strategies 1, 2 and 3	
<ol style="list-style-type: none"> <li>1. We will provide comprehensive educational experience with expanded opportunities for demonstrating &amp; assessing student growth.</li> <li>2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.</li> <li>3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.</li> </ol>	
<b>School Goal #2:</b> <b>Intervention:</b> We are concerned about students whose struggles are evidenced by failing grades and low-test scores. This goal reflects this School Site Council's desire to accurately evaluate the needs of those students and to match them with interventions that will help. Students not meeting minimum passing requirements will improve their academic proficiency as measured by the STAR test, grades, and minimum proficiency requirements determined by teachers and departments.	

<b>Student groups and grade levels to participate in this goal</b> All grade levels and demographic groups	<b>Anticipated annual performance growth for each group</b>
<b>Means of evaluating progress toward this goal</b> STAR subject tests Number of progress reports sent out Change in students GPA's as a group Change in the number of students with 2 D/F grades at each reporting period	<b>Group data to be collected to measure academic gains</b>

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Develop a system that analyzes student achievement according to income, race, special education status, ELL status and other demographic	July 1 - June 30	Collaborative Planning Time Clerical support for Data Director	\$2,000	Site funds, District support	Use of Data Director to warehouse data from in-class assessments	1, 2 & 3
Staff Development time is devoted to Departments writing and evaluating various types of assessments for determining minimum proficiency as well as capturing the achievement data electronically	July 1 - June 30	Collaborative Planning Time	3000	Site funds	ESRA documents and use of Data director	1, 2 & 3
Departments will choose a targeted group of students to attempt to improve performance via assessment analysis and intervention strategies.	July 1 - June 30	English and math intervention classes Collaborative planning time	\$33,000	Title I	Enrollments and GPA of students	1, 2 & 3
Parent Liaison position is used to provide support, gather information about students who need intervention, and provide support in a variety of venues: library, advisory, after-school depending on funding and space available	July 1 - June 30	Parent Liaison	\$9,000	Site funds	Log of activities, student GPA, attendance rates	1 & 2
Increase access to library by extending hours of operation	July 1 - June 30	Library aide	\$10,000	SchoolCare	Library hours, usage rates	1 & 2



Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Professional development devoted to implementing strategies to address culturally-influenced learning needs.	July 1 - June 30	Professional development	Depends upon training program selected	Site funds	PD agendas, training materials	1 & 2
Continue support for the Renewal, EDSET and Connect small learning community programs as academically and emotionally supportive programs for all demographic groups.	July 1 - June 30	Collaborative Planning Time	\$7,000	Site funds	Enrollment data Program end-of-year reports	1, 2 & 3
Develop/implement strategies to increase the use of technology to help meet needs	July 1 - June 30	Technology expenditures, professional development & software costs	\$53,000	District technology funds and site PD funds	Meeting agendas/minutes, technology purchases, use data	1, 2 & 3

P138

**Appendix A - School and Student Performance Data****Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	873	874	864	316	309	310	76	78	70	318	314	336
Growth API	806	848	853	865	889	894			727	836	885	878
Base API	820	806	846	869	871	887			715	846	835	884
Target	A	A	A	A	A	A				A	A	A
Growth	-14	42	7	-4	18	7				-10	50	-6
Met Target	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	117	123	120	115	112	224	125	17	175	19	81	82
Growth API	674	747	759		754	795	676		706			644
Base API	692	664	743		635	753		678	801			654
Target	5	7	5		8	5						
Growth	-18	83	16		119	42						
Met Target	No	Yes	Yes		Yes	Yes						

**Appendix E - Recommendations and Assurances (Albany High School)**

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

☐ State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

☐ English Learner Advisory Committee

\_\_\_\_\_  
Signature

☐ Special Education Advisory Committee

\_\_\_\_\_  
Signature

☐ Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

☐ District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

☐ Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

☐ Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

☒ Other committees established by the school or district (list):

Instructional Improvement Council

Parent/Teacher/Student Surveys

Posting of drafts of goals on school website for community input

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 16, 2011

Attested:

Ted Barone

P140

Typed Name of School Principal

Signature of School Principal

Date

Sean Morris

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

**Appendix G - School Site Council Membership: Albany High School**

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Tami Benau	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John Bailes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sara Oremland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sean Morris	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ned Purdom	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carol Lahti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Diane Taboada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Deanna Calhoun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Edward Gong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pasang Wangmo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

P142

## The Single Plan for Student Achievement

### MacGregor High School

School Name

0161127/0130294

CDS Code

Date of this revision: October 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Alexia Ritchie  
Position: Principal  
Telephone Number: (510) 559-6570  
Address: 601 San Gabriel  
Albany, CA 94706  
E-mail Address: [aritchie@ausdk12.org](mailto:aritchie@ausdk12.org)

### Albany Unified School District

School District

Superintendent: Maria Stephenson  
Telephone Number: (510) 558-3750  
Address: 1051 Monroe  
Albany, CA 94706  
E-mail Address: [mstephenson@ausdk12.org](mailto:mstephenson@ausdk12.org)

The District Governing Board approved this revision of the School Plan on .

## II. School Vision and Mission

### MacGregor High School Profile, Vision and Mission Statement

MacGregor High School, founded in 1982, is a small, dynamic, alternative school that serves a multicultural student population for students age 16-18. MacGregor offers its students a safe campus, high academic standards and a caring staff. MacGregor's founding goals are to:

- Promote student success through direct intervention in an alternative school environment.
- Deliver education, social and career development services to students based on State, District, and school site goals.
- Create a positive climate with an emphasis on enhancing academic achievement, self-esteem, physical well-being, interpersonal skills and personal goal setting.

Our Expected Schoolwide Learning Results (ESLR's) are:

#### Navigators to the Future

- Students will know the requirements necessary for high school graduation, college admission and career options as measured by graduation rates and post-graduation surveys
- Students will develop the skills necessary for making positive personal life choices as measured by suspension data and Healthy Kids survey.

#### Responsible Citizens

- Students will be given the opportunity to participate in various social, civic and other volunteer activities that promote the welfare of the school and community as measured by participation data and supervisor feedback.
- Students will treat their peers and members of the community with respect as measured by discipline data and community written feedback.
- Students will participate in and demonstrate knowledge of protecting the environment as measured by recycling programs, custodian survey of facilities and waste created by students and staff.

#### Effective Communicators

- Students will write clearly and proficiently as measured by CAHSEE Language scores, STAR Language scores and student samples.
- Students will interact, negotiate, and share skills with people from a variety of ethnic, social, and educational backgrounds as measured by activity participation records and staff observation.
- Students will effectively use technology to present information in a variety of multimedia formats as measured by student work samples.

#### Healthy Individuals

- Students will analyze the impact that personal health behaviors and choices have on their lives as measured by HealthyKids survey results and student feedback.
- Students will develop strategies to improve health, manage stress, and respond appropriately to emergencies as measured by counseling participation data (site as well as Berkeley Mental Health services) and the HealthyKids survey results.
- Students will be able to recognize situations requiring professional health services and explain how to access those services as measured by counseling participation and student feedback.

### III. School Profile

MacGregor High School, founded in 1982, is a small, continuation school that serves a multicultural student population ages 16 and older from the tenth through the twelfth grades. MacGregor offers its students a safe campus, high academic standards and a caring staff.

Last year, we moved to a location centrally located near the secondary comprehensive schools. MacGregor pays particular attention to students who have had credit and/or attendance problems, those whose work schedules preclude them from attending the comprehensive high school, and those whose life style and/or personal situation prevents them from fitting into the structure of a large school setting. The school day at MacGregor begins at 9:30 a.m. on Mondays and 8:55 T-F. and concludes at 3:00 M/T/Th and 1:30 on W/F. Each student has, as his/her needs dictate, opportunities to seek guidance and counseling from the part-time counselor, from the principal and from any of the instructional staff, all of whom are willing and able to give direction regarding career readiness, personal problems and academic challenges. In addition to staff availability, the Albany High School student assistance program offers MacGregor students opportunities to participate in outside transition activities such as career day, challenge days, team sports and other student groups.

MacGregor High School welcomes the majority of its students each year from the only comprehensive high school in the district. Out of district students represent a small percentage of the school population. Students are referred to MacGregor by the administration of Albany High School. The MacGregor principal personally interviews all perspective students and their parents/legal guardians. The mission of the school is reviewed as well as the student's current transcript and discipline history. The goals/objectives/learning plans of the student are reviewed and understood by everyone. Presently, the school enrollment is 48% female and 52% male. The current composition of the student body is 22% White, 29% African-American, 27% Hispanic, 2% Native American, 9% Asian, 2% Pacific Islander and 5% other.

There are a few students who were identified ELL in grades K-10 but were reclassified. Students who would continue to qualify for these services would receive support via Albany High School and scheduled accordingly. There are generally four to six special education students participating in the MacGregor High School program. Currently, there are 3 students receiving special education services. These students are eligible for services through the Resource Specialist Program. Three of these students are taking classes concurrently at Albany High School as part of their IEP support services. There are currently three students with 504 Plans. Due to the small size of MacGregor, special education students receive the individual attention that they need in order to be successful in areas of academics, behavior, and attendance. A Resource Specialist oversees each student's special education program, and is available to teachers and other staff to help problem-solve when necessary. Individual Education Plans (IEP) are on file at MacGregor, and goals and objectives are reviewed with students and staff on a quarterly basis. A school psychologist, if needed, also provides services. In addition, students are assisted in obtaining jobs and in preparing for the transition from high school to future education/career by a coordinator funded by the state Workability Grant.

MacGregor is fortunate to have on site mental health counselors and interns 3-4 days a week. This group works with all Albany schools when a crisis occurs as well as being a mental health resource for teachers. MacGregor has benefited greatly from their services. Students work with licensed therapists and graduate interns regarding short and long term mental wellness issues. This has also increased the total counseling opportunities available to MacGregor students and has added to the counseling program. This program is, however, contingent on the renewal of contractual funds and could be affected in terms of availability.

Students in grades 10, and 11 take the STAR.. Percentile rankings for schools with populations less than 50 are not reliable. Scores are also not reported for sub-categories where less than 10 students took a particular section of the STAR. Academic Performance Indicator (API) ranking or scores are issued by the California Department of Education for schools of this size if there are more than 50 valid test scores which we do not have. MacGregor consistently makes its Adequate Yearly Progress for ELA and Math. Increasingly, staff also assist students who are having difficulty passing both sections of the California High School Exit Exam (CAHSEE) after attaining the required 220 credits needed for graduation. Last year, our API increased by 63 points.



#### **IV. Comprehensive Needs Assessment Components**

##### **A. Data Analysis (See Appendix A)**

The staff continues to find themselves focused on students who do not achieve the required 220 credits at the end of their senior year or who are having difficulty passing both sections of the California High School Exit Exam (CAHSEE). Students in grades 10-11 take the STAR exams. Percentile rankings for schools with populations less than 50 are not reliable. Our staff understands the need to have students take the STAR exams seriously and see it as a viable measure of a school's ability to achieve academic success for all its students. Students who randomly complete answer sheets and do not attempt to demonstrate a genuine effort continues to be a concern in terms of reliable data analysis. CAHSEE result can be much more reliable and with our current passing rate of 92% of graduating seniors passing both sections, we need to begin tracking specific data that relates to student learning outcomes that are more reliable than STAR given that 2/3 of our student body do not take them in 12th grade.

##### **B. Surveys**

School Site Council surveys indicate that parents and students would like to see the rigor of the core academic classes increased and elective opportunities increased for both MacGregor. Surveys of other continuation high schools in the area indicate that they are also seeing an increase in the number of students requiring a 5th year for either credit or CAHSEE support. Albany is unique in that we do not offer Adult diploma programs any longer through Adult Ed so the options to keep this type of student falls on the continuation program.

##### **C. Classroom Observations**

The Principal observes all teachers informally on a daily basis and formally according to contract. Walk throughs are held with the Director of Curriculum and instruction.

Students have access to opportunities for enrichment and acceleration in order to achieve the goals they have developed and stated in their Individual Learning Plans. The plans demonstrate a variety of strategies and curricular trends being offered such as: Aeries student data portal, Aventa, which is a web-based credit recovery program which included a-g course offerings, and a Student Handbook. The staff monitors the graduation rates, CAHSEE passing scores, STAR data and Individual Learning Plans to assess the achievement of the current ESLRs. Collaboration time for teachers is provided in the master schedule in order to maintain, refine and support the aligned curriculum. The software called Data Director is used during staff development day to support teachers in assessing and determining the academic needs of individual students.

All students at MacGregor have access to all classes on the master schedule. Students are encouraged to take classes at Albany High School (comprehensive high school) and college courses concurrently at the local community colleges in order to assist them in a personal learning plan which prepares them for the pursuit of their academic, personal and school-to-career goals. Appropriate instruction was observed in classrooms wherein teachers were using a variety of instructional strategies and using methodologies that appealed to multiple learning modalities. Likewise, students were observed engaged, interacting with fellow students and responding to critical thinking questions. MacGregor has begun piloting an online credit recovery program called Aventa. Staff was trained in 2010 with students having access, both at school and home, to credit recovery courses including English 1-4, Algebra 1/2, Geometry, Biology, Earth Science, Physical Science, American Gov, American History, Geography, World History, Health, PE and Spanish 1.

##### **D. Student Work and School Documents**

The Individual Learning Plan is a collaborative effort between the student, the counselor, and the teacher. It is based on the needs and goals of the student. The plan also includes current classes being taken, transcripts, CAHSEE results, hobbies, as well as long-range goals and the dates on which they were met. There is a correlation between all resources, the ESLRs, and the Single School Plan and the new Albany Unified Strategic Plan. The School Accountability Report Card gives information about the standards-aligned textbooks, school finances, California Standardized Test results, CAHSEE results, and career/technology classes. The small staff, small community, and smaller class sizes lead to individualized attention for learning, planning/goal-setting, counseling and thus a high CAHSEE pass rate and fewer major discipline issues (as evidenced by

P146

decreasing rates of expulsion and suspension).

The teaching staff is No Child Left Behind (NCLB) compliant. The Home/School Compact, which is included in the Single School Plan for Student Achievement, outlines the role of MacGregor teachers, as does the "Staffing & Professional Development" section.

#### **E. Analysis of Current Instructional Program (See Appendix B)**

Current instructional programs at MacGregor meet the graduation requirements set forth by AUSD. As the district refines our Strategic Plan for student achievement, it is our goal to increase the a-g opportunities for those students in an alternative setting.

Class sizes are at a student:teacher ratio of 22:1, down from 31:1 a year ago.

Our culinary arts program has expanded to include two sections at Albany High School as well as the course at MacGregor. We continue to use outreach and vocational internship opportunities such as catering district events and having over 500 elementary and middle school students from Albany come in for cooking units and demonstrations.

We have 4 students taking classes concurrently at the local community colleges, 1 student taking a class concurrently at the comprehensive high school and 8 students taking classes through our pilot independent student program.

The MacGregor High School staff currently includes one part time principal, and 2.6 FTE including an English, math, science, social studies, computer and culinary arts teacher. Of the certificated staff, all are fully credentialed. The teaching principal has 18 years experience and the counselor has 11. Currently, the pupil to teacher ratio is 22 to 1. MacGregor is very fortunate to have a 3 hour campus security staff member who also works at Albany Middle School. Our office is staffed by one four-hour secretary who maintains all records, reports attendance and filters requests from the larger school community. Both currently provide valuable support to the students and families needing a personal approach to school programs.

#### **MacGregor High School Staff Characteristics**

Staff Total # Gender Ethnicity Highest Degree Yrs. Experience

Administration 1 Female Blk/White M.Ed. 18

Teachers 3 Male White MA 10

Blk/White MA 8

White MA 12

Counselor 1 Female Blk/White MA 11

Classified 2 Male Pacific Is Diploma 1

Female Hispanic AA 1

The extent that all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the ESLR's

#### **Findings:**

The school vision of what students should know and be able to do upon graduation from high school is consistent with National, State and District standards and benchmarks, curriculum frameworks and current educational research and practice. MacGregor uses the same textbooks as Albany High School for our Math, Science, History and English courses. Our PE program is limited in options given the fact that the campus lacks a gym or facility to change into appropriate clothing for vigorous exercise. We do however use walking, basketball, ping pong and yoga activities for our PE program.

#### **Strengths:**

- Passing CAHSEE rates

- Graduation rates

#### Key Issues

- Define what a 5th year senior needs that goes beyond the four-year program (such as CAHSEE tutoring, credit options, etc.)
- Expanding the PE program and science programs
- Reinstating computer and other technology courses

#### Evidence:

- School and District mission statements
- Students use District and State adopted textbooks to complete all core courses in English, Math, Science and Social Sciences.
- Curriculum aligned with State and District standards and benchmarks.
- Ongoing evaluation of student progress using written, as well as applied criteria such as STAR tests, student/parent survey, oral reports and teacher observation.
- Student community service projects.
- Passing rates on the CAHSEE have remained at 90% or above which is higher than the State average.
- Master schedule that covers all graduation requirements.

The extent that all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals.

#### Finding #1:

All students have access to all classes on our master schedule. They are also encouraged to take classes at Albany High School space permitting and college courses concurrently at the local community colleges. All of these options, prepare them for the pursuit of their academic goals. Students meet with the counselor regularly to review the Personal Learning Plans and transcripts. This supports their personal graduation timeline and school to post-secondary transition.

#### Strengths:

- Variety of presenters brought in to speak to the student body on topics ranging from career options to personal health, disability awareness and community responsibility.
- Development of Student Learning Plans
- Development of Student Handbook

#### Key Issues:

- Track post-graduation activities for up to three years after students graduate from MacGregor
- Increase opportunities for students to take classes concurrently at the comprehensive high school
- Improve CAHSEE passing rates

#### Evidence:

- Master schedule and enrollment data
- Student Learning Plans
- Student Handbook
- Student transcripts
- Workability services and activities provided to the students receiving additional Special Services through the Resource Specialist Program.
- Guest speakers where student participation was documented. Topics included local vocational and specialized training programs.
- Student participation in Job Shadow and Career Day at Albany High

CRITERION B5 (WASC) The extent that students are able to meet all the requirements of graduation upon completion of the high school program.

P148

Findings: Our low drop-out rate combined with our passing rates on the CAHSEE indicate that most students are able to meet the graduation requirements with the program we currently offer.

Strengths:

- Total number of students graduating from MacGregor is over 160 since 1997
- Flexibility of schedule to accommodate multiple grade levels in core classes
- Outside tutoring sources available for CAHSEE

Growth areas:

- Improve CAHSEE passing rates for seinors
- Monitor 5th year seniors and their particular transition needs

Evidence:

- Higher numbers of students graduating from MacGregor versus returning to the comprehensive high school.
- Student schedules
- Academic support programs including individual tutoring and online support
- Weekly staff meetings where student strengths and concerns are regularly reviewed.
- Flexibility in schedule to accommodate students up to the last 9 weeks (or quarter) of any school year once they reach the age of 16.

Criterion C Standards-based Student Learning: Instruction

CRITERION C1:(WASC) The extent that all students are involved in challenging learning experiences to achieve the academic standards and ESLR"s

Findings:

One of the challenges of having only 11 sections available on the master schedule for grades 10,11 and 12 is covering all of the academic standards for all grades and the courses each level requires. We do have mixed ability and grade level core courses as well as electives. All courses are based on a combination of the grade level standards and current curricular best practices in teaching at-risk students. Support services that address our students physical and emotional wellness are also available and many students participate in individual and group counseling opportunities. Community volunteer experiences are also widely available and popular as a option for earning elective credits needed for graduation.

Strengths:

- API double digit growth from 2007-8
- Differentiation of instruction in the mixed grade level classes

Key Issues:

- How to keep younger students motivated after they've been here for two years

Evidence:

- Master schedule
- API scores
- Student work samples
- Community service involvement
- CAHSEE passing rates

## V. Description of Barriers and Related School Goals

Attendance, motivation and student transiency are some of the barriers to achieving higher academic performance at MacGregor High School. Last year, large class sizes and teacher-student ratios did make it more difficult to connect with students on an individual basis. This year we have reduced our class sizes while maintaining overall student enrollment. This goal, as well as technology goals, are included in our 2009 Focus on Learning WASC report.

School-wide Critical Areas for Follow-up recommended by the WASC Visiting Committee:

1. That the District and site administration develop a strategic one-year and five-year plan for the school, which would include financial and public relations for any future needs and desires. This plan would help the teachers and parents understand the directions and priorities of the board and administration.
2. That the district takes steps to replace stolen computers and ensure that there are security systems in place to deter theft and the teachers integrate technology into daily instructional strategies.
3. That teachers need to continue professional growth training in the area of technology. This professional development will enhance teachers' understanding of ways to incorporate technology into their teaching strategies.
4. That the district and site administration closely monitor student enrollment so that all students meet the age requirement for continuation schools as mandated by California Education Code.

### Chapter V: Ongoing School Improvement

The school's action plan was developed as a part of the self-study and focuses on three major components. These components and rationale for each are:

1. MacGregor needs to reduce the current teacher-student ratios from 1:25 to a target of 1:15

Rationale/Link to ESLRs/Targets: Current research links smaller teacher-student ratios and the academic and behavioral success rates of at-risk teens. The student population grew to over 60 while having only two class sections at a time for each period. This resulted in sections being filled to over 30 for core classes such as Science and English. Increasing individual contact time between staff and the students will improve the effective communication components of the ESLRs. The target of having a 1:15 teacher-student class ratio will enhance student learning by having more resources available during the day and fewer students on campus at one time who will benefit from them.

2. MacGregor replaced the computer lab with one that is "user-friendly", secure and meets the technology needs of today's competitive academic standards.

Rationale/Link to ESLRs/Targets: Before the break-in and theft of all but four systems, MacGregor used the computer lab on campus to support the ESLRs that students use technology to present information in a variety of multi-media formats. The staff understands that not all students have access to computers or online resources at home and have relied on school systems to access academic and vocational resources. The students used the lab to apply for employment, compose resumes, study for CAHSEE using Study Island, to become proficient writers and submit assignments electronically. The school leadership also recognizes the current economic downturn has resulted in financial resources not being available to refurbish the entire lab during this school year. The school has an interim lab housed next to the principal's office with Internet access and is monitoring the security of this location.

3. MacGregor needs to begin tracking the students who graduate in terms of how well they were prepared for both

**P150**

academic and career transitions.

Rationale/Link to ESLRs/Targets; Many high schools track the activities of their graduates in terms of what post-secondary education they obtain and what career fields they enter. MacGregor needs to do the same in order to determine if the ESLRs adequately prepared them for this transition. Positive life choices begin in school but must extend into the student's adult years in order to assess the foundation we have provided and if these skills are sustainable. Staff wants to target all of our graduates and create a database of post-secondary activities, which in turn will help them gauge the success of the program and new areas that need to be explored and supported.

## VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

District Strategic Plan - Strategies 1, 2 and 3	
<ol style="list-style-type: none"> <li>1. We will provide comprehensive educational experience with expanded opportunities for demonstrating &amp; assessing student growth.</li> <li>2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.</li> <li>3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.</li> </ol>	
<b>School Goal #1:</b> That the District and site administration develop a strategic one-year and five-year plan for the school. This includes helping to provide a comprehensive educational experience with expanded opportunities for demonstrating and assessing student growth.	

<b>Student groups and grade levels to participate in this goal</b> Grades 10 through 12	<b>Anticipated annual performance growth for each group</b> CAHSEE passing rate growth for all subgroups including African Americans, Hispanic, students with IEPs and ELD students.
<b>Means of evaluating progress toward this goal</b> Comparison to previous years' test scores and a systematic process for assessing student learning using multiple measures	<b>Group data to be collected to measure academic gains</b> CAHSEE data

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Meet with District leadership and develop 1 year and 5 year strategic plan	Sept 2009-2014	TBD	TBD	TBD	MacGregor included in District Strategic Action Plan	1
Offer students opportunities to engage in real-world/service learning (eg internships, community service, tutoring/mentoring across sites, peer helpers and tutors, independent study) and student leadership.	Fall 2011	TBD	TBD	TBD	Participation data from students involved in these opportunities.	1
Commit to providing an array of choices for electives and enrichment within the school day.	Fall 2011	.6 FTE	TBD	TBD	2011-12 master schedule	1

P152

**VI. Planned Improvements in Student Performance (continued)****District Strategic Plan - Strategies 1, 2 and 3**

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

**School Goal #2:**

100% Passing rate on the CAHSEE prior to the end of the senior year by identifying current academic programs/interventions at site/district level in terms of academic, individual and target groups trends.

<b>Student groups and grade levels to participate in this goal</b> Grade 11/12	<b>Anticipated annual performance growth for each group</b> 100 % Passing
<b>Means of evaluating progress toward this goal</b> Test Scores,	<b>Group data to be collected to measure academic gains</b> Test scores, practice tests

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Purchase of CAHSEE practice books or tutoring services	Aug 27, 2010 / June 1, 2011	\$300 to \$500	\$300 to \$500	MacGregor HS General Fund	TBD	2
Identify current academic programs/interventions at site/district level.	Fall 2011-Summer 2012	TBD	TBD	TBD		2
Evaluate strengths and weaknesses of identified programs based on student and group performance	Fall 2010-2012	TBD	TBD	TBD		2
Maintain data on post-secondary completion of CAHSEE requirements for those students who do not pass	Aug 2010 / June 1, 2012	TBD	TBD	TBD		2



**VI. Planned Improvements in Student Performance (continued)**

District Strategic Plan - Strategies 1, 2 and 3	
1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.	
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.	
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.	
<b>School Goal #3:</b> Integrate use of effective technology in classroom instruction in grades 11/12	

<b>Student groups and grade levels to participate in this goal</b> Grades 11/12	<b>Anticipated annual performance growth for each group</b> Higher test scores and increased student work samples using technology.
<b>Means of evaluating progress toward this goal</b> Teacher made tests and other evaluation tools made by teacher and student work samples	<b>Group data to be collected to measure academic gains</b> Student technology lesson work samples

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Superintendent or designee will work with executive cabinet to determine funding possibilities to support equitable implementation across 6-12	Sept 3, 2009 / June 1, 2011	none	none	n/a	Funding sources identified	1
Increase technology classes from one section to two	Sept 3, 2011-June 1, 2012	n/a	n/a	n/a	Master schedule/student enrollment	1
Offer training and education for teachers on new technology put into place	2011-12	n/a	n/a	n/a	Prof development logs	1

P154

**VI Planned Improvements in Student Performance (continued)****District Strategic Plan - Strategies 1, 2 and 3**

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

**School Goal #4:**

That teachers need to continue professional growth training in the area of technology. This professional development will enhance teachers' understanding of ways to incorporate technology into their teaching strategies.

<b>Student groups and grade levels to participate in this goal</b> Grades 11/12	<b>Anticipated annual performance growth for each group</b> Staff will increase the use of technology lesson plans with all students.
<b>Means of evaluating progress toward this goal</b> Teacher reports from staff development days. Student work samples.	<b>Group data to be collected to measure academic gains</b> Technology lesson plan work samples.

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Teachers will have a minimum of one day of in-service dedicated to implementing technology lesson plans with at-risk student populations.	Sept 3, 2011 / June 1, 2012	Trainers/PD materials	\$200-500	Staff In Service Days/Prof Dev.	Prof dev logs and student samples	1,2

## VI Planned Improvements in Student Performance (continued)

<b>District Strategic Plan - Strategies 1, 2 and 3</b>	
1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.	
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.	
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.	
<b>School Goal #5:</b> MacGregor needs to continue tracking the students who graduate in terms of how well they were prepared for both academic and career transitions.	

<b>Student groups and grade levels to participate in this goal</b> 12th graders and post-graduates.	<b>Anticipated annual performance growth for each group</b> Tracking of 50-60% of all graduates.
<b>Means of evaluating progress toward this goal</b> Data collected in terms of post-secondary education and career attainment.	<b>Group data to be collected to measure academic gains</b> Graduates report on post-secondary academic and career attainment. Reflect on the program of MacGregor and how prepared the graduates were to transition.

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Develop graduate questionnaire with counselor	Aug 27, 2011/June 1 2012	TBD	TBD	TBD	Improved graduate data available to disseminate to community agencies and stakeholders	1,2
Post questions on website, mail to recent graduates and have a data collection form ready for the school secretary to complete when graduates call for assistance with transcripts or diplomas.	Sept 2011-2012	TBD	TBD	TBD	Website link	1,2

P156

**Appendix A - School and Student Performance Data****Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	18	19	16	5	4	4	5	5	5	1	3	1
Growth API	436	403	465									
Base API	615	436	402									
Target	D	D	20									
Growth	-179	-33	63									
Met Target			Yes									

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	4	4	5	2	1	4	1	0	1	0	1	2
Growth API												
Base API												
Target												
Growth												
Met Target												

**Appendix E - Recommendations and Assurances (MacGregor High School)**

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

☐ State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

☐ English Learner Advisory Committee

\_\_\_\_\_  
Signature

☐ Special Education Advisory Committee

\_\_\_\_\_  
Signature

☐ Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

☐ District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

☐ Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

☐ Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

☐ Other committees established by the school or district (list):  
WASC focus groups

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 6/1/2011

Attested:

Alexia Ritchie

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

P158

Stefanie Kalman

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

**Appendix G - School Site Council Membership: MacGregor High School**

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Alexia Ritchie	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avram Wild	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane Peterson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stefanie Kalmin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diego Torres-Deetz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## **Administrative Regulation**

### **Student And Family Privacy Rights**

AR 5022

#### **Students**

##### **Definition**

Personal information means individually identifiable information including a student's or parent/guardian's first and last name, a home or other physical address (including street name and the name of the city or town), a telephone number, or a social security identification number. (20 USC 1232h)

##### **Surveys Requesting Information about Beliefs and Practices**

A student's parent/guardian shall provide prior written consent before the student participates in a survey containing one or more of the following items: (20 USC 1232h; Education Code 51513)

1. Political affiliations or beliefs of the student or his/her family
2. Mental or psychological problems of the student or his/her family
3. Sexual behavior or attitudes or personal beliefs and practices in family life or morality
4. Illegal, anti-social, self-incriminating or demeaning behavior
5. Critical appraisals of other individuals with whom students have close family relationships
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians or ministers
7. Religious practices, affiliations or beliefs of the student or his/her parent/guardian
8. Income, except to the extent that income is required to be disclosed by law for participation in a program or for receiving financial assistance under such a program

If a student participates in a survey regarding information about beliefs and practices as identified above, school officials and staff members shall not request or disclose the student's identity.

(cf. 6162.51 - Standardized Testing and Reporting Program)



(cf. 6162.8 - Research)

Notwithstanding the above requirements, the district may administer to students in grades 7-12, anonymous, voluntary, and confidential research and evaluation tools to measure student health risks and behaviors, including tests and surveys about the student's attitudes or practices related to sex as long as parents/guardians are provided written notice and given an opportunity to request that their child not participate. (Education Code 51938)

#### Exceptions to Collection of Personal Information

Any district restriction regarding collection of personal information shall not apply to the collection, disclosure, or use of personal information collected from students for the purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following: (20 USC 1232h)

1. College or other postsecondary education recruitment or military recruitment
2. Book clubs, magazines, and programs providing access to low-cost literary products
3. Curriculum and instructional materials used by elementary and secondary schools
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments
5. The sale by students of products or services to raise funds for school-related or education-related activities

(cf. 1321 - Solicitation of Funds from and by Students)

6. Student recognition programs

(cf. 5126 - Awards for Achievement)

#### Parent/Guardian Access to Surveys and Instructional Materials

Before school staff administers a survey or evaluation containing personal information as identified above ~~or distributes an instrument to a student for the purpose of collecting personal information for marketing~~, the student's parent/guardian may: (20 USC 1232h; Education Code 51938)

Formatted: Strikethrough

1. Upon request, inspect that survey ~~or instrument~~ before it is administered or distributed to his/her child or any instructional material used as part of his/her child's

Formatted: Strikethrough

educational curriculum

(cf. 5020 - Parent Rights and Responsibilities)

Within a reasonable period of time of receiving a request, the principal or designee shall permit a parent/guardian to view a survey, ~~instrument~~ or instructional material. A parent/guardian may view the document any time during normal business hours.

Formatted: Strikethrough

2. Refuse to allow his/her child to participate in the activity

Students whose parents/guardians exercise this option shall not be penalized by the district. (20 USC 1232h)

#### Health Examinations

No school official or staff member shall subject a student to a non-emergency, invasive physical examination as a condition for school attendance, except as permitted or required under California law. (20 USC 1232h)

Invasive physical examination means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion or injection into the body, but does not include a properly authorized hearing, vision or scoliosis screening. (20 USC 1232h)

(cf. 5131.61 - Drug Testing)

(cf. 5141.3 - Health Examinations)

#### Notifications

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians of: (20 USC 1232h)

1. The district's policy regarding student privacy
2. The process to opt their children out of participation in any activity described in this policy and administrative regulation
3. The specific or approximate dates during the school year when the following activities are scheduled:
  - a. Survey requesting personal information
  - b. Physical exams or screenings

Prior to administering anonymous and voluntary surveys regarding health risks and behaviors to students in grades 7-12, the district shall provide parents/guardians with

written notice that the survey is to be administered. (Education Code 51938)

Parents/guardians shall also be notified of any substantive change in this policy and administrative regulation within a reasonable period of time after adoption of the change. (20 USC 1232h)

(cf. 5145.6 - Parental Notifications)

Regulation ALBANY UNIFIED SCHOOL DISTRICT  
approved/reviewed: October 6, 2009 Albany, California  
reviewed: November 1, 2011

## Board Policy

### Education For Foster Youth

BP 6173.1

#### Instruction

The Board of Education recognizes the district's obligation to ensure that foster youth have the opportunity to achieve state and district academic standards. The district shall provide such students with access to the academic resources, services, and extracurricular and enrichment activities that are available to all district students.

(cf. 6011- Academic Standards)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6173 - Education for Homeless Children)

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. To that end, he/she shall designate a staff person as a district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training regarding the enrollment, placement, and rights of foster youth.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and promotes students' self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build students' feelings of connectedness with the school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of students' resiliency and interpersonal skills, and the involvement of foster parents and/or other caretakers in school programs and activities.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

To help ensure the maximum utilization of available funds and to support the educational needs of foster youth, the Superintendent or designee may collaborate with local agencies including, but not limited to, the county placing agency, social services, probation officers, juvenile court officers, nonprofit organizations, and advocates. The Superintendent or designee may explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)

(cf. 5141.6 - School Health Services)

(cf. 5149 - At-Risk Students)

The Superintendent or designee shall regularly report to the Board on the educational outcomes of foster youth enrolled in the district including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, and graduation rates, ~~and suspension/expulsion rates.~~

Formatted: Strikethrough

(cf. 0500 - Accountability)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

#### Legal Reference:

#### EDUCATION CODE

42920-42925 Foster children educational services

48645.1 Juvenile court schools

48645.5 Acceptance of coursework

48850-48859 Educational placement of students residing in licensed children's institutions

49061 Student records

49069.5 Foster care students transfer of records

49076 Access to student records

56055 Rights of foster parents in special education

#### WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

309 Investigation and release of child

361 Limitations on parental or guardian control

366.27 Educational decision by relative providing living arrangements

602 Minors violating law; ward of court

726 Limitations on parental or guardian control

727 Order of care, ward of court

#### UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504  
UNITED STATES CODE, TITLE 42  
11431-11435 McKinney-Vento Homeless Assistance Act

Management Resources:

CSBA PUBLICATIONS

Educating Foster Youth: Best Practices and Board Considerations, Policy Brief, March 2008

AMERICAN BAR ASSOCIATION PUBLICATIONS

Mythbusting: Breaking Down Confidentiality and Decision-Making Barriers to Meet the Education Needs of Children in Foster Care, 2005

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Foster Youth Services:

<http://www.cde.ca.gov/ls/pf/fy>

California Department of Social Services, Foster Youth Ombudsman Office:

<http://www.fosteryouthhelp.ca.gov>

California Youth Connection: <http://www.calyouthconn.org/site/cyc>

Cities, Counties, Schools Partnership: <http://www.ccspartnership.org/default.cfm>

Policy ALBANY UNIFIED SCHOOL DISTRICT

adopted: May 19, 2009 Albany, California

# Albany USD

## Board Policy

### Animals At School

BP 6163.2

#### Instruction

The Board of Education recognizes that animals can contribute to the district's instructional program by being an effective teaching aids to students and by assisting individuals with disabilities to access district programs and activities and can help support the district's instructional program. In addition, instruction related to the care and treatment of animals teaches students a sense of responsibility and promotes the humane treatment of living creatures.

Formatted: Strikethrough

Formatted: Strikethrough

(cf. 0410 – Nondiscrimination in District Programs and Activities)  
 (cf. 6142.4 - Service Learning/Community Service Classes)  
 (cf. 6142.5 - Environmental Education)  
 (cf. 6159 – Individualized Education Program)  
 (cf. 6164.4 – Identification and Evaluation of Individuals for Special Education)  
 (cf. 6164.6 – Identification and Education Under Section 504)

The Superintendent or designee shall develop rules and procedures to ensure that when animals are brought to school, the health, safety, and welfare of students, staff, and the animals are protected. However, the district assumes no liability for the safety of animals allowed on district property.

(cf. 3320 – Claims and Actions Against the District)  
 (cf. 3530 – Risk Management/Insurance)  
 (cf. 5141.21 – Administering Medication and Monitoring Health Conditions)

A teacher may bring an animal to school or arrange for students in his/her class to bring an animal to school for instructional purposes upon written permission from the principal or designee and subject to administrative regulation and other reasonable health, safety, and sanitation precautions. Teachers shall be responsible for ensuring that animals are strictly controlled and for ensuring that all such precautions are observed so as to protect both the students and the animal.

Formatted: Strikethrough

(cf. 5141 – Health Care and Emergencies)  
 (cf. 5141.22 – Infectious Diseases)  
 (cf. 5142 – Safety)  
 (cf. 5145.8 – Refusal to Harm or Destroy Animals)  
 (cf. 6142.93 – Science Instruction)  
 (cf. 6145.8 – Assemblies and Special Events)

~~Individuals with disabilities may be accompanied by specially trained guide dogs, signal dogs, or service dogs on school premises or on school transportation. (Education Code 39839; Civil Code 54.2)~~

~~(cf. 0410—Nondiscrimination in District Programs and Activities)~~

~~(cf. 3541.2—Transportation for Students with Disabilities)~~

~~(cf. 5131.1—Bus Conduct)~~

~~(cf. 6159—Individualized Education Program)~~

~~(cf. 6164.6—Identification and Education Under Section 504)~~

The district assumes no liability for the safety of animals voluntarily brought to school.

(cf. 3320 - Claims and Actions Against the District)

(cf. 3530 - Risk Management/Insurance)

#### Legal Reference:

##### EDUCATION CODE

233.5 Instruction in kindness to pets and humane treatment of living creatures

39839 Transportation of guide dogs, signal dogs, service dogs

51202 Instruction in personal and public health and safety

51540 Safe and humane treatment of animals at school

##### CIVIL CODE

54.1 Access to public places

54.2 Guide, signal, or service dogs, right to accompany

##### GOVERNMENT CODE

810-996.6 California Tort Claims Act, especially:

815 Liability for injuries generally; immunity of public entity

835 Conditions of liability

##### VEHICLE CODE

21113 Public grounds

##### CODE OF REGULATIONS, TITLE 13

1216 Transportation of property

##### UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

##### UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

##### COURT DECISIONS

Sullivan v. Vallejo City USD, 731 F.Supp. 947 (1990)

#### Management Resources:

##### CSBA PUBLICATIONS

Indoor Air Quality: Board of Education Actions for Creating Healthy School Environments, Policy Brief, July 2008

Asthma Management in the Schools, Policy Brief, March 2008



WEB SITES:

CSBA: <http://www.csba.org>

American Society for the Prevention of Cruelty to Animals: <http://www.asPCA.org>

Humane Society of the United States: <http://www.hsus.org>

U.S. Department of Education, Office of Civil Rights:

<http://www.ed.gov/about/offices/list/ocr>

Policy ALBANY UNIFIED SCHOOL DISTRICT

adopted: May 19, 2009 Albany, California

## Administrative Regulation

### Ceremonies And Observances

AR 6115

#### Instruction

#### Holidays

District schools shall be closed in observance of the following holidays:

New Year's Day      January 1

Dr. Martin Luther      Third Monday in January or the  
King, Jr. Day      Monday or Friday of the week in which January 15 occurs

~~Lincoln Day      The Monday or Friday of the week in which February 12 occurs~~

Washington Day      Third Monday in February

Memorial Day      Last Monday in May

Independence Day      July 4

Labor Day      First Monday in September

Veterans Day      November 11

Thanksgiving Day      That Thursday in November designated by the President

Christmas Day      December 25

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday. If any of the above holidays occurs under federal law on a date different from that indicated above, the Board may close the schools on the date recognized by federal law instead of on the date above. (Education Code 37220)

(cf. 6111 - School Calendar)

#### Commemorative Exercises

District schools shall hold exercises to commemorate the following special days:

Formatted: Strikethrough

Formatted: Strikethrough

Formatted: Strikethrough

(Education Code 37220, 37221, 45460)

U.S. Constitution and Citizenship Day,      On or near September 17  
including exercises and instruction in  
the purpose, meaning, and importance of  
the Constitution and Bill of Rights

Dr. Martin Luther King, Jr. Day      The Friday before the day schools are closed for  
this holiday

Lincoln's Birthday      The school day before the day schools are closed for this holiday

Susan B. Anthony Day      February 15

George Washington's Birthday      The Friday preceding the third Monday in February

Black American Day      March 5

Conservation, Bird, and Arbor Day      March 7

Classified Employee Week      Third Week in May

Patriotic Exercises

Each school shall conduct patriotic exercises daily.

At elementary schools, such exercises shall be conducted at the beginning of each school  
day. The Pledge of Allegiance will fulfill this requirement. (Education Code 52720)

Individuals may choose not to participate in the flag salute for personal reasons.

Display of Flag

The flag of the United States and the flag of California shall be displayed during school  
days at the entrance or on the grounds of every school. At all times, the national flag  
shall be placed in the position of first honor. (Government Code 431, 436; 4 USC 6)

The national flag shall fly at half-staff on the following occasions: (4 USC 7)

1. For 30 days from the death of the President or a former President
2. For 10 days from the death of the Vice President, the Chief Justice or a retired  
Chief Justice, or the Speaker of the House of Representatives
3. From the day of death until internment of an Associate Justice of the Supreme  
Court, a secretary of executive or military department, former Vice President, and the

Governor of a state

4. On the day of death and the following day for a Member of Congress
5. On Peace Officers Memorial Day (May 15), unless that day is also Armed Forces Day

In addition, upon order of the President, the national flag shall be flown at half-staff upon the death of principal figures of the United States government and the Governor of a state, as a mark of respect to their memory. In the event of death of other officials or foreign dignitaries, the flag shall be displayed at half-staff according to presidential instructions or orders, or in accordance with recognized customs or practices not inconsistent with law. In the event of the death of a present or former official of the government of the state or the death of a member of the Armed Forces from the state who has died while serving on active duty, the Governor may proclaim that the flag be flown at half-staff. (4 USC 7)

Regulation ALBANY UNIFIED SCHOOL DISTRICT  
approvedReviewed: May 19, 2009 Albany, California  
Reviewed: November 1, 2011

# Albany USD

## Administrative Regulation

### Student Use Of Technology

AR 6163.4

#### Instruction

The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. He/she shall ensure that all students using these resources receive training in their proper and appropriate use.

Teachers, administrators, and/or library media specialists shall prescreen technological resources and online sites that will be used for instructional purposes to ensure that they are appropriate for the intended purpose and the age of the students.

#### Online/Internet Services: User Obligations and Responsibilities

Students are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, the user obligations and responsibilities specified below, and the district's Acceptable Use Agreement.

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers, passwords, home addresses, and all telephone numbers private. They shall only use the account to which they have been assigned.
2. Students shall use the district's system safely, responsibly, and primarily for educational purposes.
3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.

(cf. 5131 – Conduct)

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 5145.7 – Sexual Harassment)

(cf. 5145.9 – Hate-Motivated Behavior)

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

4. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students ~~are also~~ shall be cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians.

Personal information includes the student's name, address, telephone number, Social Security number, or other individually identifiable information.

5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.

(cf. 3513.3 – Tobacco-Free Schools)

(cf. 5131.6 – Alcohol and Other Drugs)

6. Students shall not use the system to engage in commercial or other for-profit activities.

7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.

8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.

(cf. 5131.9 – Academic Honesty)

(cf. 6162.6 – Use of Copyrighted Materials)

9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."

(cf. 5131.5 – Vandalism and Graffiti)

10. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify, or use another individual's identity.

11. Students shall report any security problem or misuse of the services to the teacher or principal.

The district reserves the right to monitor the system for improper use without advance notice or consent. Students shall be informed that computer files and electronic communications, including email, are not private and may be accessed by the district for

the purpose of ensuring proper use.

The principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's technological resources whenever the student is found to have violated Board policy, administrative regulation, or the district's Acceptable Use Agreement. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

Regulation ALBANY UNIFIED SCHOOL DISTRICT  
~~approved~~Reviewed: January 6, 2009 Albany, California  
Reviewed: November 1, 2011

