

# The Single Plan for Student Achievement

## Albany High School

School Name

0130450

CDS Code

Date of this revision: May 2010

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*.

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## Albany Unified

School District

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

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

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

- 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 High School was established in 1934. Like the city of Albany, AHS is extremely diverse for its size. A number of organizations are in place at the school to support the potential success of the SSP. These include the PTSA, the Parent Education Committee, Site Council, Instructional Improvement Council (IIC), Athletic Boosters, Music Boosters, Albany Education Foundation, and SchoolCare. As part of their general support, many of these organizations provide grants for student and school programs. For instance, the PTSA has a “mini-grant” program that funds small one-time student and school site needs. The AEF provides annual grants of up to \$750.00 for staff projects, and School Care raises over \$200,000 annually district wide to augment programs. These organizations also provide discussion forums for all stakeholders. Membership in these groups may include students, parents, staff, and administrators.

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 2009 median home price in Albany, as reported by Data Quick News was \$539,000. 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.

As shown in the CA Healthy Kids Survey, many students feel a lack of caring relationships, and a lack of meaningful opportunities to contribute to school and community. Our high performing students are under increasing pressure in our competitive school. Many students express difficulty in connecting their school lives to the world at large. Students often make poor ethical choices. Cheating and plagiarism persist because students believe that they are acceptable and even necessary to succeed. Many of the lower achieving students do not respond positively to our traditional curriculum or instructional and assessment methods. Seniors in particular find little of relevance in school.

Based on data collected in the Albany High School 2010 WASC report and the Healthy Kids Survey, Albany faculty and administrators, the Board of Education, parents and students recognize the need to continue developing new ways to motivate students who are disengaged from the traditional school structure

## IV. Comprehensive Needs Assessment Components

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

The Albany High School population has grown quite a bit over the past few years (although we do expect a dip next year as a large Class of 2010 graduates). It is particularly interesting to note the increase in lower socio-economic status families (as represented by the increase in free/reduced lunch recipients - 15.1% to 17.2%) and the decline in the percentage of white students (36.9% to 34.7% - although the actual number of students has remained almost identical).

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

Albany High's API has been in a general downward trend for 5 years except for one bump up in 2006. It's a very frustrating statistic because when you go deeper and analyze the different subject-area tests, a picture of increasingly high achievement emerges. It's also frustrating because we are working very hard to teach and assess authentically which is not measured well on a multiple-choice test like the STAR.

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

Where we really got hit was in the rates of proficiency of our Hispanic/Latino students. The API takes a hard look not only at the rates of students scoring proficient and above, but also scoring Below Basic and Far Below Basic, especially in our "at-risk" populations. Proficiency rates for Hispanic/Latino students did go up but so did the rates of students scoring below Basic. The numbers were so close that we've calculated that a change in scores of three students would have had a major impact on our API.

Proficiency rates for African-American students continued in a positive trend, and we're pleased about that, but also aware that their population is fairly small so the data is not statistically significant.

It's important to remember that our achievement gap continues to exist but the achievement levels of our Hispanic/Latino and African-American students are much higher than the same demographic groups across the State. Our "at-risk" populations achieve at almost the same rate as the Statewide averages for all students.

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. I spoke with the counselors about this and they were actually very pleased 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. I would think that the decline in the economy has made the community college option that much more viable. Frankly, with 50% dropout rates from college nationwide, 2 year colleges are not a bad idea.

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.

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. I am pleased to say that the AHS suspension rate is in decline and we see no evidence of an increase this year. Albany High is a safe place.

**B. Surveys**

Site surveys were conducted in May by the Site Council electronically with paper option. There were separate parent, student, and teacher surveys. 341 parents, 516 students, and 59 teachers responded. The surveys addressed school climate and funding priorities. The results are analyzed to help determine what programmatic changes need to be made and also to help with decision-making about allocation of SLBG funds.

**C. Classroom Observations**

The three site administrators conducted formal evaluations of 38 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.

**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 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 essential standards are published in draft form on the school website.

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

To Be Included in Final Document

## **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 "factory-model", 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.

## 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:

Safety remains a top-priority for the site and district. While we had a significant decrease in the number of suspensions from last year to this, we are still concerned with the physical safety of our students and staff as well as health issues related to sexual activity and drug use.

We will continue to evaluate existing security and safety conditions, including truancy, and establish systems and procedures to mitigate problems.

Evaluate the health needs, both physical and mental, and determine what resources need to be accessed to serve the students better.

<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> <ul style="list-style-type: none"> <li>- Reduction in security violations (i.e. theft, fighting, bullying, truancy, etc) as measured by the number of suspensions in various categories.</li> <li>- The Healthy Kids Survey administered bi-annually by the State Of California will help us identify health areas that needs attention as well allows to see if we are supporting our students increased health.</li> <li>- The annual school climate survey will help us track student, parent, and teacher sense of well-being on campus.</li> </ul>	<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 evaluate and re-design Crisis Response Handbook and conduct first aid and CPR training for staff.	August 25 - December 15	Printing costs Training and supplies	\$1,000	TBD	Percentage of staff participation in trainings	2.4
Determine what the safety and security issues are on campus collaboratively with parents, students, staff and Albany police via PTSA meetings and leadership. Report on results to the Site Council and other appropriate groups.	July 1 - June 30	Security improvements to be determined	NA		Reports to Site Council and Superintendent strategies for improvement developed and calendared.	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
Clarify and articulate to student body what constitutes cyber-bullying via the student handbook and public information campaign.	July 1 - June 30	Printing costs	Incidental - already print the Daily Planner for students.		Process for accounting for cyber-bullying incidents and reduction in incidences.	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 #2:

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.

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> English Learner, Special Education, African-American, Latino students, all grades, genders.	<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>

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
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 - January 22	Collaborative Planning Time	\$3,000;	SLIBG	Establishment of coordinated cross-curricular program; Student participation in college tours	1.2; 2.4
Publicize independent study procedures and enroll students as appropriate	July 1 - June 30	Counseling and administrative time	Inclusive in existing costs	TBD	Enrollments in independent study programming	1.2
Examine obstacles to enrollment and participation in higher level programming and design and implement support structures to prepare students for participation including improved instructional practices.	July 1 - June 30	Counseling and administrative time; Teacher collaborative planning time	NA \$1,500	SLIBG	Levels of participation by different demographic groups	1.2; 2.1; 2.2
Revisit electronic communication needs vis-à-vis the new Student Information System and new District and school websites to improve accessibility and quality of experience	July 1 - June 30	Webmaster	\$15,000	SLIBG	Website hits, user survey responses	1.2, 2.4, 3.2, 3.3

## 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:

We are concerned about students whose struggles are evidenced by failing grades and low-test scores. This goal reflects this 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> NA
<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 groupings including regular reporting on progress towards essential standards	July 1 - June 30	Collaborative planning by departments; Administrative coordination	\$5,000	SLIBG; (OTHER FUNDS TBD)	Achievement data as measured by CSTs, GPA's, progress reports, D/F list	1.1, 3.1, 3.3
Staff development time is devoted to Departments writing and evaluating various types of assessments for determining minimum proficiency as well capturing the achievement data electronically.	July 1 - June 30	Collaborative planning by departments	\$8,000	SLIIBG	System established and being used by teachers and administrators	1.1
Parent Liaison position is used to provide support and gather information about students who need intervention.	August 23 - June 10	Staff position	\$15,000	SLIBG	Achievement, attendance, and discipline data for students served	1.1, 1.2, 1.3, 2.1, 2.2, 2.4
10th grade English support class developed to help sophomores who are struggling to meet minimum English proficiency.	August 23 - June 10	Teacher position	\$15,000	SLIBG	Achievement, attendance, and discipline data for students served	1.1, 1.2, 1.3, 2.2, 2.4
Professional development devoted to implementing strategies to address culturally influenced learning needs.	August 23 - June 10	Collaborative planning time; Professional Development outside services	\$1,000; \$2,000	SLIBG	Achievement, attendance, and discipline data for targeted students	1.2, 1.3, 2.1

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 support for 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	\$8,000	SLIBG	Achievement, attendance, and discipline data for targeted students	1.2, 1.3, 2.2, 2.4, 3.1

## 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		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	853	873	TBD	307	316	TBD	74	76	TBD	328	318	TBD
Growth API	820	806	TBD	869	865	TBD			TBD	846	836	TBD
Base API	832	820	TBD	870	869	TBD			TBD	861	846	TBD
Target	A	A	TBD	A	A	TBD			TBD	A	A	TBD
Growth	-12	-14	TBD	-1	-4	TBD			TBD	-15	-10	TBD
Met Target	Yes	Yes	TBD	Yes	Yes	TBD			TBD	Yes	Yes	TBD

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	103	117	TBD	166	115	TBD	87	125	TBD	74	19	TBD
Growth API	692	674	TBD			TBD		676	TBD			TBD
Base API	728	692	TBD			TBD	724		TBD			TBD
Target	5	5	TBD			TBD			TBD			TBD
Growth	-36	-18	TBD			TBD			TBD			TBD
Met Target	No	No	TBD			TBD			TBD			TBD

**Appendix A - School and Student Performance Data (continued)**

**Table 2: Title III Accountability (District Data)**

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 - Attaining English Proficiency		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Number of Annual Testers	542	543				
Percent with Prior Year Data	91.1%	99.8%				
Number in Cohort	494	542		211	196	
Number Met	369	441		121	127	
Percent Met	74.7%	81.4%		57.3%	64.8%	
NCLB Target	50.1%	51.6%		28.9%	30.6%	
<b>Met Target</b>	<b>Yes</b>	<b>Yes</b>		<b>Yes</b>	<b>Yes</b>	

**Appendix A - School and Student Performance Data (continued)**

**Table 3: English-Language Arts Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	98	98	TBD	100	99	TBD	94	93	TBD	98	98	TBD
Number At or Above Proficient	234	--	TBD	99	--	TBD	16	--	TBD	90	--	TBD
Percent At or Above Proficient	78.8	--	TBD	88.4	--	TBD	64.0	--	TBD	77.6	--	TBD
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	Yes	Yes	TBD	Yes	--	TBD	--	--	TBD	Yes	--	TBD

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	99	TBD	98	96	TBD	100	97	TBD	95	100	TBD
Number At or Above Proficient	17	--	TBD	31	--	TBD	15	--	TBD	18	--	TBD
Percent At or Above Proficient	54.8	--	TBD	47.0	--	TBD	55.6	--	TBD	48.6	--	TBD
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	--	--		Yes	--	TBD	--	--	TBD	--	--	TBD

\* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%), (2010=56.8%)

\*\* = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%), (2010=55.6%)

**Appendix A - School and Student Performance Data (continued)**

**Table 4: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	99	TBD	100	99	TBD	100	97	TBD	98	99	TBD
Number At or Above Proficient	252	--	TBD	100	--	TBD	15	--	TBD	109	--	TBD
Percent At or Above Proficient	83.4	--	TBD	87.7	--	TBD	55.6	--	TBD	94.0	--	TBD
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	Yes	Yes	TBD	Yes	--	TBD	--	--	TBD	Yes	--	TBD

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	99	TBD	95	100	TBD	100	100	TBD	100	100	TBD
Number At or Above Proficient	18	--	TBD	54	--	TBD	21	--	TBD	19	--	TBD
Percent At or Above Proficient	56.3	--	TBD	84.4	--	TBD	77.8	--	TBD	45.2	--	TBD
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	--	--	TBD	Yes	--	TBD	--	--	TBD	--	--	TBD

\* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%), (2010=58%)

\*\* = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%), (2010=54.8%)

**Appendix A - School and Student Performance Data (continued)**

**Table 5: California English Language Development (CELDT) Data**

Grade	California English Language Development Test (CELDT) Results for 2009-10										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>9</b>	3	20	7	47	4	27	1	7			15
<b>10</b>	3	11	15	54	7	25	1	4	2	7	28
<b>11</b>	3	27	4	36	4	36					11
<b>12</b>	2	10	14	67	2	10	2	10	1	5	21
<b>Total</b>	11	15	40	53	17	23	4	5	3	4	75



## Appendix B - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$90,154 (estimated)
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	
Total amount of state categorical funds allocated to this school	

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input type="checkbox"/> Other Federal Funds (list and describe)(42)	
Total amount of federal categorical funds allocated to this school	

<b>Total amount of state and federal categorical funds allocated to this school</b>	<b>\$90,154 (estimated)</b>
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

## Appendix C - 2010-11 Categorical District Services Budget

	SIP	Title I	LEP*	Title V
Allocation	n/a	174,567.00	415,891.00	n/a
Carryover		0.00	0.00	
Indirect Costs		6,760.00	16,170.00	
Direct Costs		20,644.00	17,044.00	
Transfer to General Fund				
NCLB				
Intervention Programs			382,677.00	
Less Testing Team				
Plus Parent Involvement				
Schools Allocation		147,163.00		

2010-11 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP* Amount	Title V Amount
1302	<b>Director of Special Programs:</b> Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data	n/a	18,352.00		n/a
1912	<b>Curriculum Specialist:</b> Provides support/staff development/modeling for new teachers, resource teachers.				
2422	<b>Secretarial:</b> Processes and maintains records, originates purchase orders, provides clerical support				
2442	<b>Technician:</b> Provides network support for language arts intervention programs				
2452	<b>Program Analyst:</b> Processes purchase orders and personnel requisitions, provides financial informational support				
2432	<b>Warehouse Assistant:</b> Assists in district-wide book vendor fair, processes and orders library materials.				
2932	<b>Community Liaison:</b> Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	<b>Employee Benefits:</b> Certificate and classified benefits		2,292.00		
4000	<b>Supplies:</b> Programming curriculum materials, office supplies, computer software			17,044.00	
5000	<b>Conferences, Mileage:</b> Reimbursement for professional development, program in-services/conferences, mileage, printing				
	<b>TOTALS</b>		<b>20,644.00</b>	<b>17,044.00</b>	

\* This is the total of all funding pertaining to English Language Learners.

Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.4

## Appendix D - Recommendations and Assurances (Albany High School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

**Other (list)**

Parent/Teacher/Student Surveys

Posting of drafts of goals on school website for community input

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan 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 school plan was adopted by the school site council on: May 24, 2010

Attested:

Ted Barone

\_\_\_\_\_  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

Sean Morris

\_\_\_\_\_  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

## Appendix E - 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
Ted Barone	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craig Bryant	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dave DeHart	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>
Sara Oremland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy Tick	<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"/>
Edward Luby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Savannah Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jean Kang	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nan Luo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</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.