

The Single Plan for Student Achievement

Albany Middle School

School Name

01-61127-6090161

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

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

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.

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 875 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 school. The total K-12 district population is approximately 3300, 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. 44% of AMS students are Caucasian, 31% Asian, 10% Hispanic or Latino, and 9% African American. 17% of AMS students speak a language other than English at home.

The facility is eleven 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)

At the beginning of the school year we look at STAR data as a way to guide our teaching practice and a way to serve our students. Based on the data, we look to identify students at-risk of not meeting standards. These students are assigned to support classes in math and reading as needed. Our focus group are the students who are performing at BASIC or below on the STAR test. We are looking to move 5% of all those students up one level of proficiency with the end goal of all students performing at PROFICIENT or above.

Based on this data, in the 2010 - 2011 school year we will provide support to all math students in grades 6 - 8 and reading support to all 6 - 8 graders. We will offer a homework support class to 7th and 8th graders to guide the students with organization and help in their course work.

The AMS Leadership Team, composed of 12 elected faculty members from each grade level and department, helps monitor student progress. Reading, writing, and math assessments are given to all students during the year. These assessments allow us the ability to self-monitor and focus on any area of need throughout the school year. The Leadership team analyzes disaggregated student performance data then targets staff development training in areas of need. Staff development occurs throughout the year on Wednesdays and on our three staff development release days.

Classroom teachers provide small group and individual instruction within the classroom setting for students who are not meeting standard. Many teachers are available at lunch for one on one instruction. Peer tutoring occurs throughout day. Parent conferences are held with all at-risk students and students who continue to be at-risk are assigned to a student study team. All at-risk 8th grade students are assigned an administrative mentor at the end of the 1st semester.

B. Surveys

AMS FUNDING SURVEY (2010-2011)

Thanks to the Albany Community, the parcel taxes were passed in November 2009; however, as we see, the state continues to cut funding for public education. We are gathering input from parents, students, and teachers regarding program priorities for the 2010 – 2011 school year. We will not be able to support every program, however, your input on what programs/services are important is valuable as we begin to plan for next year.

AUSD is facing budget loss as are all schools in the state of California. Below is the survey results for 2010 - 2011. We asked our parents, students, and staff to take our survey and rank what is important to maintain at AMS if the money is available.

Students	Parents	Staff
Campus Supervisor	10	5 6
At-Risk Support	6	6 3
Counselor	3	2 1
ELD Aide	7	11 7
Library Tech	5	4 2
Electives	1	1 5
Noontime Activities	8	9 11
Noon Supervisor	11	7 4
Writer Coach	9	10 10
Music	4	3 8
After School Sports	2	8 9

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. They are available for their students.

D. Student Work and School Documents

Two-thirds of the Albany Middle School students perform at the Advanced level or above on the standardized state test. Approximately one-third of the student population performs at the Basic level or below. The majority of those students are achieving at the basic level.

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 summer school support and/or 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)

As a staff, we have developed essential standards that all students should be proficient. We will continue looking at these as we develop rubrics to support the standards. We also meet twice a year to collaborate with the Albany High School staff in order to help our students be prepared for the rigor of high school.

We are also working on developing an anti-bullying/safe school program for all of our students. We have a committee of teachers evaluating materials and will train and support teachers in order to work with the children.

All seventh and eighth graders will have a seven period day. Seventh graders will take either Spanish or French, and have a wheel that includes: art, drama, health, and computer applications. All eighth graders have two elective periods that include: Spanish, French, 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 on a new program to support students that is aligned with standards and the STAR test called "Study Island". This program supports English, math, science and history in grades 6 - 8. As a staff, we have also looked at the role of technology and how it supports student learning and how to make it accessible to all the students.

Parent-teacher conferences are held for students not meeting standards or struggling in classes. Weekly progress sheets are available at the counseling center for students to take around in order to monitor progress. Through PTA and Site Council we plan and evaluate curriculum and how to best serve all students. These groups also 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 this year 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 the 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 are two sections of Math 8. These are students not meeting state standards. We have reduced to ratio to 15:1 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.

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 and intermediate 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 who have IEP's and are in Resource. Their reading scores are not growing at a significant rate.

Approximately one-third 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.

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.

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.

Student groups and grade levels to participate in this goal

Students scoring at the Basic level or below on the STAR test in grades 6 and 7 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 - 8th graders.

Means of evaluating progress toward this goal

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.

Group data to be collected to measure academic gains

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.	9/10				TBD	1, 2
Work across departments to assess past practice and best practice, and develop reading strategies for all students in grades 6 - 8	Fall 10					1, 2
Reading intervention classes for 6th - 8th graders to support students below grade level built into the student day.	Ongoing 10 - 11	One class to equal .20 reading support	~\$17,000	Title I		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
Staff development will be ongoing with teachers working in departments and grade levels to look at ways to support students not meeting standards	Ongoing 10 - 11 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 10 - 11					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 10 - 11					1, 2, 3
<p>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.</p> <p>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.</p>	Ongoing 10 - 11					1, 2, 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:

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.	9/10				TBD	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.	9/10	.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.	8/10 8/10	.20 staff .20 staff	\$34,000	Title I General fund		1, 2
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

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 teacher conferences, progress reports and report cards to track student success.	Ongoing					1, 2, 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:

GOAL # 3 for Improving Student Achievement:

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. We will need to work to find funding given our limited resources for 10 - 11.

Student groups and grade levels to participate in this goal

7th/8th graders who are not meeting state standards in math and/or reading.

Anticipated annual performance growth for each group

5% of these students will be able to complete homework and show growth in math and reading competency.

Means of evaluating progress toward this goal

Class grades and progress reports will be tracked in order to help students meet class requirements successfully.

Group data to be collected to measure academic gains

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. See goal #1 to see role of librarian(s) teachers to support student learning.	8/10 6/11	.20 teacher (tentative based on available funding)	\$17,000	Title I	TBD	1, 2
Work with classroom teachers in grades/departments to coordinate assignments and goals/objectives for students.	Ongoing staff development on Wednesdays					1, 2, 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 #4:

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.

Student groups and grade levels to participate in this goal 6 - 8 grade students in the ELL program.	Anticipated annual performance growth for each group 5% growth/advance to the next level of English proficiency.
Means of evaluating progress toward this goal CELDT test administered by teachers and trained aides.	Group data to be collected to measure academic gains 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 10 June 11	2.5 hours per week (tentative based on limited funding available for 10 - 11)	\$2,500	SLIBG	TBD	1, 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.

School Goal #5:

Students will feel safe at AMS.

Student groups and grade levels to participate in this goal

All students in grades 6 - 8

Anticipated annual performance growth for each group

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.

Means of evaluating progress toward this goal

Pre and post survey will be given to students asking about school climate with particular emphasis on bullying and harassment.

2% growth of students feeling safer at school.

Group data to be collected to measure academic gains

Healthy Kids Survey
School-wide Survey on student safety
Implement 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 10 Spring 11				TBD	2
Students will review language and definitions of what constitutes bullying/harassment in his/her school classes.	Fall 10 Spring 11					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 10 Spring 11					2
Students will receive lessons on bullying and harassment - how to prevent it and how to work with each other as a community to support and accept differences.	Fall 10 Spring 11	Research and find an appropriate curriculum. (Spring 10)	TBD	TBD	Survey results	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
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 10 Spring 11	TBD		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	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		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	866	873	TBD	333	329	TBD	77	74	TBD	298	288	TBD
Growth API	878	881	TBD	903	908	TBD			TBD	932	941	TBD
Base API	878	875	TBD	920	901	TBD			TBD	921	927	TBD
Target	A	A	TBD	A	A	TBD			TBD	A	A	TBD
Growth	0	6	TBD	-17	7	TBD			TBD	11	14	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	114	128	TBD	180	152	TBD	104	187	TBD	110	2	TBD
Growth API	775	790	TBD			TBD	745	776	TBD	687		TBD
Base API	755	773	TBD			TBD	742	742	TBD		658	TBD
Target	5	5	TBD			TBD	5	5	TBD			TBD
Growth	20	17	TBD			TBD	3	34	TBD			TBD
Met Target	Yes	Yes	TBD			TBD	No	Yes	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%	
Met Target	Yes	Yes		Yes	Yes	

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	100	99	TBD	100	99	TBD	100	100	TBD	100	99	TBD
Number At or Above Proficient	656	657	TBD	273	268	TBD	39	33	TBD	251	244	TBD
Percent At or Above Proficient	75.8	75.3	TBD	82.0	81.7	TBD	50.6	44.6	TBD	84.2	84.7	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	Yes	TBD	--	--	TBD	Yes	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	100	TBD	100	99	TBD	100	99	TBD	100	100	TBD
Number At or Above Proficient	64	72	TBD	111	83	TBD	48	99	TBD	46	--	TBD
Percent At or Above Proficient	56.1	56.3	TBD	61.7	54.6	TBD	46.2	52.9	TBD	41.8	--	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	Yes	TBD	Yes	Yes	TBD	Yes	--	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	99	99	TBD	100	100	TBD
Number At or Above Proficient	637	650	TBD	257	258	TBD	35	32	TBD	266	256	TBD
Percent At or Above Proficient	73.7	75.0	TBD	77.2	78.9	TBD	46.1	43.8	TBD	89.6	89.2	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	Yes	Yes	TBD	Yes	Yes	TBD	--	--	TBD	Yes	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	98	TBD	100	100	TBD	100	99	TBD	98	100	TBD
Number At or Above Proficient	54	71	TBD	127	96	TBD	50	106	TBD	42	--	TBD
Percent At or Above Proficient	47.4	56.3	TBD	70.6	63.2	TBD	48.1	57.3	TBD	38.9	--	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	Yes	TBD	Yes	Yes	TBD	Yes	--	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	
	#	%	#	%	#	%	#	%	#	%	#	
6	3	20	6	40	6	40						15
7	10	45	8	36	1	5	3	14				22
8	3	13	15	63	5	21	1	4				24
Total	16	26	29	48	12	20	4	7				61

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.	\$64,807 (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	\$64,807 (estimated)

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 checked="" type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$74,000 (estimated)
<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	\$74,000 (estimated)

Total amount of state and federal categorical funds allocated to this school	\$138, 807 (estimated)
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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	Director of Special Programs: 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	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	Employee Benefits: Certificate and classified benefits		2,292.00		
4000	Supplies: Programming curriculum materials, office supplies, computer software			17,044.00	
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS		20,644.00	17,044.00	

* 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 Middle 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**)

PTA, ELAC, SchoolCARE, Albany Education Foundation, Music Fund

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 12, 2010

Attested:

Robin Davis

Typed name of school principal

Signature of school principal

Date

Andrew Schwartz

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix E - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

This document is under development.

Parents Pledge:

This document is under development.

Staff Pledge:

This document is under development.

Appendix F - 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
Robin Davis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andrew Schwartz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Valerie Cornelious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jo Ann Izu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Seiji Van Bronkhorst	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Thalia Tom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Stacy Uyeda	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Donna Donohue	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Neumann	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abby Skrivan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ya Davis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category	1	3	1	4	2

(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.