

Albany Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Albany Middle School
Street	1250 Brighton Ave.
City, State, Zip	Albany CA 94706
Phone Number	510.558.3600
Principal	Deborah Brill
E-mail Address	dbrill@ausdk12.org
Web Site	www.ams.ausdk12.org
CDS Code	01-61127-6090161

District Contact Information	
District Name	Albany Unified School District
Phone Number	510.558.3750
Superintendent	Valerie Williams
E-mail Address	vwilliams@ausdk12.org
Web Site	http://www.ausdk12.org

School Description and Mission Statement (School Year 2018-19)

Albany Middle School (AMS), a National Blue Ribbon School, is a school community dedicated to learning. The mission of providing a rich and rigorous standardsbased 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, everyone teaches, everyone learns.

We are proud of our recent academic achievement as represented by our local assessments as well as the Smarter Balanced Assessment Consortium (SBAC) results. We continue to work on strengthening our use of essential standards and formative assessments toward the purpose of all students achieving at high levels. We are also continuing our work of integrating restorative practices and restorative justice into our behavior matrix and practices in an effort to impact behavior, increase feelings of belonging, and reduce suspensions.

Our school places a strong value on school climate, and we will continue to build on the strong school climate programs we already have, both setting foundational skills and responding to concerns as they arise. We also have been working at improving our school climate from the perspective of equity by adding opportunities for connectivity for populations who are smaller in numbers and/or who we are not serving as successfully. Additionally, we have been focusing on an integration of restorative practices into our practices and responses to behavior.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	260
Grade 7	292
Grade 8	328
Total Enrollment	880

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.0
Asian	25.1
Filipino	0.6
Hispanic or Latino	19.1
Native Hawaiian or Pacific Islander	0.3
White	36.0
Socioeconomically Disadvantaged	19.1
English Learners	9.8
Students with Disabilities	9.1
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	44	49	49	217
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	2	2	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	California Literature (McDougal Litell) Inside Language, Literacy and Content (National Geographic)	No	0.0%
Mathematics	College Prep Math, Courses 1, 2, & 3, 2013 (CPM.org)	No	0.0%
Science	CA Science Explorer, Focus on Earth, Life & Physical Science, 2008 (Pearson Prentice Hall) CA Science: Earth, Life & Physical Science, 2007 (Holt, Rinehart and Winston)	No	0.0%
History-Social Science	History Alive! – CA Middle Schools' Program (Teachers Curriculum Institute)	No	0.0%
Foreign Language	Spanish: Realidades (2004)		0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The current campus for Albany Middle School was completed 17 years ago. It was originally built for approximately 750 students. There are 20 general-education classrooms, five general-education portable classrooms, three science laboratories, one half-size special-day class classroom, one computer laboratory, one art classroom and one music room. There is a library, indoor atrium and outdoor covered lunch patio where we can fit about 300 students. Plans are in progress to utilize Bond Measures B & E approved by Albany voters in June 2016. An annex across the street is currently under construction and planned for an early 2019 opening. The main campus is in good overall condition. The full-size gym is a wonderful resource to our school and community for athletic events, assemblies, band and choir performances, dances, and other events. The facility was awarded the Leroy F. Green Architectural Design Award.

The safety of students and staff is a high priority at Albany Middle School. The school site safety plan is updated annually. The key elements of the school site safety plan encompass student safety and evacuation procedures. Fire, earthquake and lockdown drills are conducted on a regular basis.

To ensure student safety, staff members supervise students at all times before and after school, during recess and lunch. Any visitors to the campus are required to check in at the school’s office. Additionally, we have a campus security person who monitors students and visitors during the day.

There are three custodians working at AMS from morning to late night Monday through Friday. One daytime custodian works from morning to late afternoon, and two custodians work from afternoon to late night. District maintenance staff ensures the work orders and repairs necessary to keep the school in good repair are completed in a timely manner. A work-order process is used to ensure efficient service and the highest priority to emergency repairs.

The principal works with custodial staff members to ensure the cleaning of the school is maintained to provide a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Boys Locker Room: Girls Locker Room: Gym\:
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Library:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	Good

B. Pupil Outcomes**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	79.0	75.0	79.0	76.0	48.0	50.0
Mathematics (grades 3-8 and 11)	74.0	68.0	73.0	70.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	889	859	96.63	75.26
Male	456	441	96.71	68.79
Female	433	418	96.54	82.06
Black or African American	23	21	91.30	52.38
Asian	237	227	95.78	80.00
Filipino	--	--	--	--
Hispanic or Latino	167	161	96.41	66.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	319	310	97.18	80.00
Two or More Races	119	116	97.48	69.83
Socioeconomically Disadvantaged	182	173	95.05	59.88

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
English Learners	221	210	95.02	65.24
Students with Disabilities	72	68	94.44	20.59

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	890	859	96.52	67.75
Male	457	445	97.37	64.04
Female	433	414	95.61	71.74
Black or African American	23	21	91.3	33.33
Asian	237	230	97.05	77.83
Filipino	--	--	--	--
Hispanic or Latino	167	161	96.41	50.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	320	309	96.56	74.43
Two or More Races	119	114	95.8	62.28
Socioeconomically Disadvantaged	183	175	95.63	53.71
English Learners	221	213	96.38	58.22
Students with Disabilities	72	64	88.89	25

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.6	24.7	32.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Opportunities for parental involvement include the School Site Council, Parent Teacher Association (PTA), Music Boosters, Albany Education Foundation, English Learner Advisory Committee, SchoolCARE, AMS Athletic boosters, the AMS fundraisers and classroom and field trip volunteers. Communication is accomplished through our daily Cobra Connection, a news feed that is emailed to families daily, a monthly schoolwide newsletter, The Cobra Monthly, Aeries, a web-based communication system, as well as classroom newsletters, phone calls, emails, report cards and conferences.

The PTA supports the school initiatives with parent education and fundraising to support supplemental and enriching programs. The PTA provides funding for clubs; field trips; assemblies; and additional resources, such as technology. The School Site Council monitors our School Plan for Student Achievement. These organizations and other community resources have provided help to our classrooms.

For more information on how to become involved at the school, please contact Dorothe Piluso

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.3	7.1	5.7	1.6	3.1	2.1	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

In May 2018, the AUSD Governing Board approved an independent contractor agreement with Safe Havens International to develop district and site emergency preparedness and mitigation plans. Staff from Safe Havens International have conducted meetings with district and site administrators and staff, as well as local emergency response agencies, to gather information and start the plan development process. Safe Havens International will use the information gathered to customize AUSD's safety plans. The final emergency plans will be delivered to AUSD by the end of the 2018 calendar year. This will allow ample time for school site councils and/or school safety planning committees to review the plans prior to their presentation to the AUSD Governing Board for review, discussion, and potential approval in March 2019.

During the safety plan development process, the following school site safety plans are also in place:

Practice drills for emergencies such as fire, earthquakes, lockdowns are held with the staff and students. Emergency kits are in classrooms, and additional emergency supplies are stored on-site.

The key elements of the school's current safety plan are as follows:

Part I: Emergency Organization and Management Responsibilities of Albany Unified School District site personnel, instructional staff, site coordinator and ERT committee. Concept of Emergency Functions, including a summary of planned response, site ERT notification, communications, evacuation, damage survey, student release and site closure, shelter, crisis-incident stress debriefing, after-event critique, and after-action report.

Part II: Emergency Procedures

Building evacuation

Fire

Chemical accident

Earthquake

Air pollution

Explosion or aircraft crash

Bomb threat Suspicious individuals

Medical/first aid

Terrorist situation

Part III: Emergency Forms/Checklists

Sample parent letter

Hazard-identification checklist

Recommended emergency supplies

Guidelines for preparing a buddy/teacher list

Sample emergency information sheet

Sample student district notice of first-aid care

Sample site status report

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	7	20		25.0	6	23		23.0	8	22	
Mathematics	24.0	7	16	2	28.0	2	21		27.0	3	18	3
Science	29.0	1	19		27.0	2	21		28.0	1	21	
Social Science	29.0	1	19		28.0	1	21		28.0	1	21	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.1	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.4	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8211	\$3174	\$5037	\$68814
District	N/A	N/A	\$7153	\$72,154
Percent Difference: School Site and District	N/A	N/A	-34.7	-4.7
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-34.3	-3.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

During the 2017-2018 school year, the following support services were provided:

- Title I and Title III dollars were allocated to staff English Language Development teachers.
- SchoolCare, a community fundraising group, allocated staffing for counseling services.
- Common Core Implementation Funds were allocated to staff teachers on special assignment in core content areas.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,326	\$45,681
Mid-Range Teacher Salary	\$68,927	\$70,601
Highest Teacher Salary	\$92,910	\$89,337
Average Principal Salary (Elementary)	\$136,524	\$110,053
Average Principal Salary (Middle)	\$141,656	\$115,224
Average Principal Salary (High)	\$151,534	\$124,876
Superintendent Salary	\$212,198	\$182,466
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

There are three districtwide staff development days along with Wednesday afternoon meetings. There has been an ongoing focus on teaching and learning that is standards-based and assessment driven.

We are continuing the work of Professional Learning Communities, refining our essential standards, developing formative assessments, discussing results in departments, and working as a school to coordinate our response when students aren't mastering the essential standards, staying focused on moving this forward. Additionally, we are working on better understanding Trauma-informed classroom practices, which we have focused on on a couple of Wednesdays as well as will focus on on a half day in March. We are also continuing to focus on our equity lens that we must be providing to our work

We had an August staff development where half the day was put on by Teaching Tolerance, focusing on equity in education.

We strive to build and maintain a safe and healthy school climate that teaches students to "Be Safe, Be Responsible, Be Respectful, and Be an Ally." We have implemented a school-climate program that emphasizes student involvement, celebration of diversity, positive recognition and explicit teaching of behavior. We balance that approach with clear parameters for behavior and immediate consequences. We also integrate restorative practices. We focus professional development on ensuring teachers feel equipped and informed in bringing consistent messages to the classrooms on everything from explicitly taught academic behaviors to digital citizenship to what to do if you witness mistreatment.

Teachers continue to value department-specific professional development, so this has been worked into the professional development plans and varies greatly from department to department.