

# Albany Middle School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	Albany Middle School
<b>Street</b>	1250 Brighton Ave.
<b>City, State, Zip</b>	Albany, CA 94706
<b>Phone Number</b>	510-558-3600
<b>Principal</b>	Eric M. Mapes
<b>Email Address</b>	emapes@ausdk12.org
<b>School Website</b>	www.ams.ausdk12.org
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	01-61127-6090161

2024-25 District Contact Information	
<b>District Name</b>	Albany Unified School District
<b>Phone Number</b>	510.558.3750
<b>Superintendent</b>	Sara Stone
<b>Email Address</b>	sstone@ausdk12.org
<b>District Website</b>	<a href="http://www.ausdk12.org">http://www.ausdk12.org</a>

2024-25 School Description and Mission Statement
<p>Albany Middle School (AMS), a National Blue Ribbon School, is a comprehensive community dedicated to learning. Guided by our mission to provide a rich, rigorous standards-based curriculum, we are committed to our vision: 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. This year US News and World Report ranked AMS as the 112th best middle school in California.</p> <p>We implement layered supports to ensure academic success, foster social-emotional connections, and approach our work</p>

2024-25 School Description and Mission Statement

through a social justice lens with culturally responsive practices.

We are proud of our recent academic achievements, as demonstrated by local assessments and Smarter Balanced Assessment Consortium (SBAC) results. However, our work is not complete until every student achieves at high levels. We continue to strengthen our focus on essential standards and formative assessments to meet this goal.

In addition, AMS has made significant strides integrating restorative practices and restorative justice into our behavior response systems. These efforts aim to meaningfully impact behavior, foster a sense of belonging, and reduce suspensions.

We value a strong, positive school climate that embraces the whole child, intersectional identity, and social justice. By building on our existing programs, we are committed to foundational skills and responsive solutions to emerging concerns. To improve equity, we intentionally create opportunities for connection among underrepresented populations and students we have historically underserved. We also focus on intentional community building through weekly events to ensure every student feels included and connected.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	292
Grade 7	273
Grade 8	262
Total Enrollment	827

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	50.5
Non-Binary	0.8
American Indian or Alaska Native	0.4
Asian	31
Black or African American	4.6
Filipino	1.3
Hispanic or Latino	16.6
Two or More Races	16.8
White	25.6
English Learners	8
Homeless	0.6
Socioeconomically Disadvantaged	29.7
Students with Disabilities	9.1

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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31.30	75.13	151.00	84.89	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	2.70	6.47	4.70	2.64	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.00	12.00	12.60	7.12	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.70	1.70	2.80	1.61	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.90	4.70	6.60	3.73	18854.30	6.86
<b>Total Teaching Positions</b>	41.70	100.00	177.90	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>					234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>					4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>					12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>					11953.10	4.28
<b>Unknown/Incomplete/NA</b>					15831.90	5.67
<b>Total Teaching Positions</b>					279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	36.20	86.60	162.40	90.49	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	2.00	4.78	2.90	1.66	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.90	4.61	8.50	4.75	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	2.39	2.30	1.29	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.60	1.58	3.20	1.79	14303.80	5.15
<b>Total Teaching Positions</b>	41.80	100.00	179.50	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00		0.8
<b>Misassignments</b>	5.00		1.1
<b>Vacant Positions</b>	0.00		0
<b>Total Teachers Without Credentials and</b>	5.00		1.9

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.70		1
<b>Local Assignment Options</b>	0.00		0
<b>Total Out-of-Field Teachers</b>	0.70		1

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.80		2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.90		0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	California Literature (McDougal Litell) Inside Language, Literacy and Content (National Geographic)	Yes	0.0%
<b>Mathematics</b>	College Prep Math, Courses 1, 2, & 3, 2013 (CPM.org)	Yes	0.0%
<b>Science</b>	CA Science Explorer, Focus on Earth, Life & Physical Science, 2008 (Pearson Prentice Hall) CA Science: Earth, Life & Physical Science, 2007 (Holt, Rinehart and Winston)	Yes	0.0%
<b>History-Social Science</b>	History Alive! – CA Middle Schools' Program (Teachers Curriculum Institute)	Yes	0.0%
<b>Foreign Language</b>	Spanish: Realidades (2004)	Yes	0.0%
<b>Health</b>			0.0%
<b>Visual and Performing Arts</b>			0.0%

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

## School Facility Conditions and Planned Improvements

The current main campus for Albany Middle School was completed 26 years ago. It was originally built for approximately 750 students. Currently, there are 914 students and the school has added an Annex across the street. In the main side of campus there are:

- 18 general education classrooms
- 4 science laboratories

School Facility Conditions and Planned Improvements

- 3 locker rooms
- 1 art room
- 1 music room
- 1 gym

There is a library, indoor atrium and outdoor covered lunch patios where we can fit about 500 students.

In the AMS Annex there are:

- 9 general education classrooms
- 1 performing arts center
- 1 computer lab

The main campus and Annex are both 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. This past summer, the gym floor was completely renovated.

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 break and lunch. Any visitors to the campus are required to check in at the school’s office. Additionally, we have two campus supervisors who monitor 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’s role is to address work orders and repairs as needs arise.

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

Year and month of the most recent FIT report	10/2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	76	75	75	75	46	47
<b>Mathematics</b> (grades 3-8 and 11)	65	67	67	67	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	830	802	96.63	3.37	74.94
Female	400	386	96.50	3.50	80.31
Male	424	411	96.93	3.07	69.83
American Indian or Alaska Native	--	--	--	--	--
Asian	257	246	95.72	4.28	80.89
Black or African American	37	37	100.00	0.00	48.65
Filipino	12	12	100.00	0.00	75.00
Hispanic or Latino	140	135	96.43	3.57	57.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	164	160	97.56	2.44	76.88
White	217	209	96.31	3.69	82.78
English Learners	51	33	64.71	35.29	18.18
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	155	141	90.97	9.03	60.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	67	94.37	5.63	17.91

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	830	810	97.59	2.41	66.87
Female	400	389	97.25	2.75	65.30
Male	424	416	98.11	1.89	68.19
American Indian or Alaska Native	--	--	--	--	--
Asian	257	250	97.28	2.72	76.00
Black or African American	37	37	100.00	0.00	35.14
Filipino	12	12	100.00	0.00	91.67
Hispanic or Latino	140	137	97.86	2.14	42.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	164	160	97.56	2.44	72.96
White	217	211	97.24	2.76	72.51
English Learners	51	47	92.16	7.84	25.53
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	155	147	94.84	5.16	46.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	63	88.73	11.27	14.29

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	64.11	59.13	62.63	59.72	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	259	255	98.46	1.54	58.66
Female	122	119	97.54	2.46	58.82
Male	134	133	99.25	0.75	57.89
American Indian or Alaska Native	--	--	--	--	--
Asian	65	63	96.92	3.08	61.90
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	47	95.92	4.08	36.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	53	53	100.00	0.00	60.38
White	75	75	100.00	0.00	70.27
English Learners	11	7	63.64	36.36	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	57	95.00	5.00	39.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	16.67

**B. Pupil Outcomes**

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97%	97%	98%	98%	98%

**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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement
<p>Opportunities for parental involvement at Albany Middle School (AMS) include:</p> <ul style="list-style-type: none"><li>School Site Council</li><li>Parent Teacher Association (PTA)</li><li>Music Boosters</li><li>Albany Education Foundation</li><li>English Learner Advisory Committee</li><li>SchoolCARE</li><li>Affinity Groups</li><li>AMS Athletic Boosters</li><li>AMS fundraisers</li><li>Classroom and field trip volunteers</li></ul> <p>Communication with parents and the school community is facilitated through:</p> <ul style="list-style-type: none"><li>Daily Cobra Connection announcements</li><li>Weekly school bulletins sent to the entire community</li><li>ParentSquare email notifications for important updates</li><li>Aeries, our web-based communication system</li><li>Our new electronic sign</li><li>Classroom newsletters, phone calls, emails, report cards, and conferences</li></ul> <p>The PTA plays a vital role in supporting school initiatives through parent education and fundraising. Funds raised by the PTA provide:</p> <ul style="list-style-type: none"><li>Support for clubs, field trips, and assemblies</li><li>Free tutoring and supplemental resources</li><li>Technology upgrades</li></ul>

2024-25 Opportunities for Parental Involvement

Support for student leadership programs  
The School Site Council oversees the Single Plan for Student Achievement, ensuring alignment with our school's goals. Additionally, various community organizations and resources actively support AMS classrooms and programs.

For more information on how to get involved, please contact:

Sarah Rathke at sarahdrathke@gmail.com  
Eliza Welch at elizasears@hotmail.com

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	845	842	97	11.5
Female	409	408	49	12.0
Male	430	428	46	10.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	261	260	17	6.5
Black or African American	38	38	5	13.2
Filipino	12	12	1	8.3
Hispanic or Latino	144	143	36	25.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	138	138	18	13.0
White	218	218	16	7.3
English Learners	73	73	7	9.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	174	174	37	21.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	83	82	20	24.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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								
This table displays suspensions data.								
Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.34	2.87	2.13	1.46	1.37	1.11	3.17	3.6	3.28
This table displays expulsions data.								
Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.13	0.00
Female	0.73	0.00
Male	3.49	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.38	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.17	0.00
White	3.21	0.00
English Learners	1.37	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.30	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.43	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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
- Recommended emergency supplies
  - Guidelines for preparing a buddy/teacher list

## 2024-25 School Safety Plan

Sample emergency information sheet

### 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	6	19	
Mathematics	27	4	17	
Science	28		19	
Social Science	28		19	

### 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	7	18	
Mathematics	27	2	18	
Science	28	1	17	
Social Science	28		18	

### 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	6	18	
Mathematics	28	3	16	1
Science	28	2	17	
Social Science	29		18	

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	275.67

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	1.2

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8728	3435	5293	76958
District	N/A	N/A	7242	\$91,658
Percent Difference - School Site and District	N/A	N/A	-31.1	-17.4
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-68.2	-13.0

## Fiscal Year 2023-24 Types of Services Funded

During the 2023-2024 school year, the following support services were provided:  
 Title I and Title III dollars were allocated to staff English Language Development teachers.  
 LCAP Supplemental funds were allocated to intervention courses.

Fiscal Year 2023-24 Types of Services Funded

SchoolCare, a community fundraising group, allocated staffing for a third school counselor and a part-time library technician.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,191	\$54,930
Mid-Range Teacher Salary	\$84,750	\$85,386
Highest Teacher Salary	\$114,235	\$111,172
Average Principal Salary (Elementary)	\$168,094	\$136,564
Average Principal Salary (Middle)	\$166,857	\$141,339
Average Principal Salary (High)	\$186,734	\$153,241
Superintendent Salary	\$263,717	\$224,537
Percent of Budget for Teacher Salaries	31.81	28.69
Percent of Budget for Administrative Salaries	5.92	5.55

Professional Development

This year we hold staff meetings on Thursday afternoons, with staff meeting every Thursday for the 40 minutes and then having the staff breakout into departments, grade level, or cross-curricular meetings. Additionally, the staff participates in school and District led professional development throughout the year.

This school year, we will continue our focus on Diversity, Equity Based Multi-Tiered Systems of Support (MTSS), Culturally Relevant Pedagogy (CRP), and Universal Design for Learning (UDL). Along with new professional development in Reading and neurodivergent students. We are continuing our work on equity and restorative practices to integrate these pieces through every part of the school.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3