



**KATHERINE L. ALBIANI
MIDDLE**

9140 Bradshaw Rd
Elk Grove, CA 95624
(916) 686-5210

Board of Education
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Hours of Operation

Our office is open from 7:30 a.m. to 4:00 p.m. Monday through Friday. Discipline and student enrollment are addressed by the Administrative Office at 686-2177. All other concerns such as health, counseling, attendance, and student academic progress are addressed in the Student Services Office at 686-5210.

School Highlights and Awards

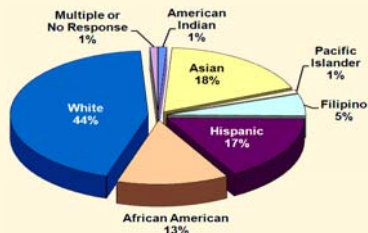
- Met all 32 Adequate Yearly Progress targets for 2008
- 2008 Academic Performance Index (API) score of 836

Student Demographics

	School	District
Enrollment	1,317	61,573
English Learners	93	10,241
Languages Spoken	16	72
Students of Poverty	392	29,915
GATE	173	3,784

SOURCE: Enrollment: 2008 CBEDS, California Dept. of Education; Students of Poverty and GATE: October 2008, EGUUSD; English Learners and Languages Spoken: March 2008, EGUUSD

Population by Ethnicity



SOURCE: 2008 CBEDS, California Dept. of Education

Introduction from the Board

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: www.egusd.net.

A Message From the Principal

Katherine L. Albani Middle School
A Community of Lifelong Learners!

Katherine L. Albani Middle School truly provides a unique and wonderful educational experience for children - from the safety of the campus, to the warmth of the learning environment, to the rigor and breadth of the instructional programs. All aspects of the school contribute to providing children with the skills they need to be successful learners.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential.

Examples of our success in implementing the district's mission include: Mastery learning, which focuses on teacher feedback and student work revision towards 80% mastery of standards; and enhanced parent/school communication through the use of "School Loop," an internet program which allows parents, students, and school personnel to communicate daily regarding student assignments and performance.

Parent support and involvement continue to be important aspects of the success of Katherine L. Albani Middle School. This support is given, recognized, and appreciated in many different ways. Parents participate in School Site Council, Parents on Campus (assisting with lunch time student supervision), Parent Advisory Committees, and Sports on Campus (parent coordinated before school program), as well as assisting in the classroom and library. Parents also support student success by providing space, time and encouragement for daily homework, and by sending a clear message that education and regular school attendance are important to the family.

The safety of our students is this school's first priority and the discipline policy is strictly enforced. We emphasize cooperation and responsible, respectful behavior. Our students feel comfortable and secure.

Ramona Nelson, Principal
Katherine L. Albani Middle School

Parental Involvement

Parents are an integral part of the Katherine Albani Middle School learning community. Some of the venues for participation are: Parents on Campus, Sports on Campus, Watch D.O.G.S. (Dads of Great Students), Parent Teacher Advisory, School Site Council, Parent/Student Lunches, Parent Classroom Visitation Day, Back to School Night, Parent Jump Start, Parent University, Spring Student Led Conferences, and Parent Spring Orientation and tours. Additionally, parents volunteer on campus with athletic events, dances, rallies, field trips, drama and music productions, fundraising, and in the library. Parents can visit their student's classroom by contacting the Student Services Office 686-5120.

Teacher Credentials and Misassignments

Teacher Credentials		2007-2008
Total Number of Teachers		54
Total Full Credentials		54

SOURCE: 2007-2008 CBEDS, California Dept. of Education

Teacher Misassignments and Vacancies		2008-2009
Misassignments of Teachers of English Learners		1
Misassignments Due to Subject Matter Competency		1
Teacher Vacancies		0

SOURCE: 2008-2009, EGUSD

In the 2008-2009 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned. Our district is working to remedy these misassignments by providing training opportunities for teachers to earn these authorizations and providing ongoing professional development in strategies to help EL students.

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

School Facility Conditions and Planned Improvement

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this facility survey are summarized in the included table and provide specific information on the condition of the school and the efforts made to ensure that students are provided a clean, safe, and functional learning environment. Our school has 48 classrooms, a multipurpose room, a library, a dance room, a music room, and an administration building. The campus is relatively new, having opened in August 2005.

District maintenance staff ensures that the repairs necessary to keep the school in good condition and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs and safety concerns are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

There are no corrective actions necessary at this time.

School Facility Good Repair Status

Date of facilities inspection: 6/6/07

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Gas Leaks	x			None
Mechanical Systems	x			None
Windows/Doors/Gates (int. and ext.)	x			None
Interior Walls, Floors, and Ceilings	x			None
Hazardous Materials (int. and ext.)	x			None
Structural Damage	x			None
Fire Safety	x			None
Electrical (interior and exterior)	x			None
Pest/Vermin Infestation	x			None
Drinking Fountains (int. and ext.)	x			None
Restrooms	x			None
Sewer	x			None
Playground/School Grounds	x			None
Roofs	x			None
Overall Cleanliness	x			None

	Exemplary	Good	Fair	Poor
Overall Summary		x		

SOURCE: 2008-2009, EGUSD

Class Size

In Elk Grove schools, our research shows that small class sizes lead to higher student engagement and academic achievement. It has been a top priority in our district to reduce class sizes over the last several years. We have reduced class size to 20 to 1 in Kindergarten through 3rd grade, and 26 to 1 in 4th through 6th grades. At the secondary level, certain core classes, such as Algebra I and 9th grade English, have reduced class sizes.

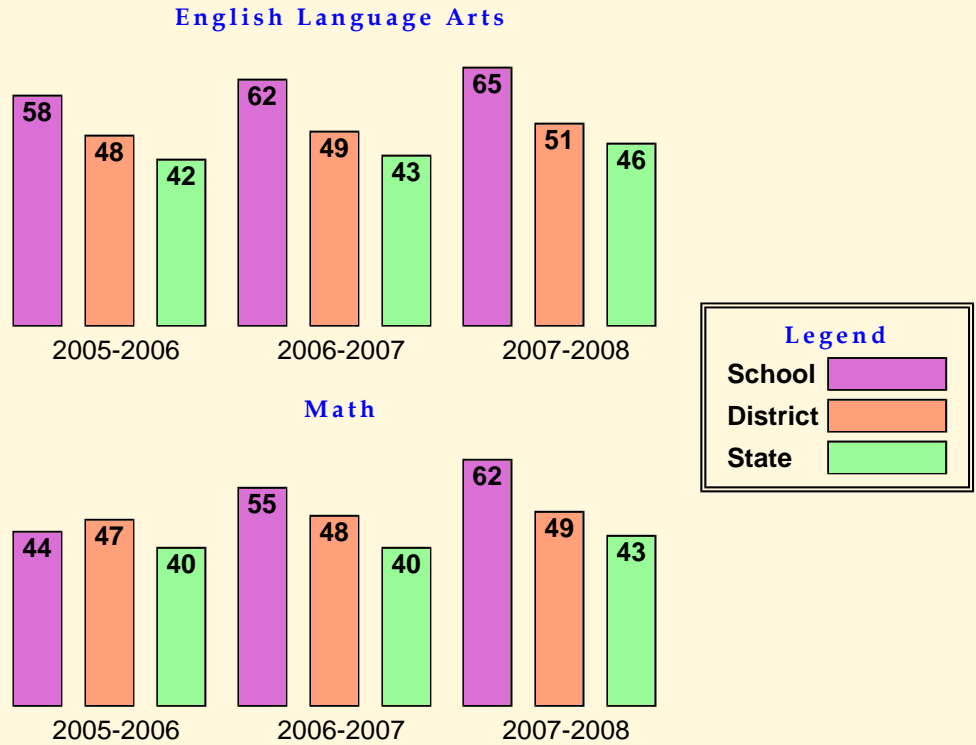
School Average	
English	25.8
Mathematics	26.8
Science	32.1
Social Science	32.1

SOURCE: 2008 CBEDS, California Dept. of Education

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area.

Data reported are the percent of students scoring at the Proficient or Advanced levels.



SOURCE: Spring 2008, California Dept. of Education

Academic Performance Index (API)

The Academic Performance Index is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Each year a school's API is required to increase a minimum of 5% until they meet the 800 target overall and for significant subgroups. Schools across the state are ranked into ten categories, from one (lowest) to ten (highest), which is referred to as their statewide rank. In addition, each school is compared to 100 statistically matched similar schools and ranked against this group. This ranking is also ranked into ten categories, from one to ten. These ranks are published when the Base API is released each March.

Growth Score	836
Statewide Rank	9
Similar Schools Rank	9

SOURCE: 2007-2008, California Dept. of Education

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups.

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. In the 2008-2009 school year, there are no Program Improvement schools in our district.

Overall AYP Status Met	Yes
Program Improvement	N/A

SOURCE: 2007-2008, California Dept. of Education

Professional Development

For 2008-2009, our school focus is eliminating the achievement gap through culturally responsive instruction, developing positive student relationships, and planning lessons that students can relate to their daily life. Training is provided by outside vendors as well as our Trainer of Trainers program (TOT). Teachers meet four times annually for training and site planning, return to the site, and train the remaining staff members. Further, late start Thursdays provide staff with an hour each week to review student work, identify strengths and weaknesses, and develop action plans for improving student performance. Additionally, teachers meet in various work groups after school to continue their work in identifying strategies to better meet the needs of their individual students.

Our teachers also participate in a district math professional development program intended to increase students' conceptual understanding of mathematics in grades 3 to 7. Additionally, special education teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities.

New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians may take classes that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

School Safety Plan

Our district is committed to providing a safe, secure environment for learning. Each year staff, student, and parent advisory committees review and discuss pertinent student discipline and safety data. Recommendations and revisions to the Comprehensive School Safety Plan (CSSP) are submitted to the Board of Education each March. The School Safety Plan was last updated in January 2009. An "Emergency Handbook," outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office along with the CSSP for public perusal. Random, periodic school safety inspections are conducted by the County of Sacramento. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students.

Specialized Programs

Katherine L. Albani Middle School provides a wide range of specialized programs to meet the individual learning needs of our students. We have a full complement of honors courses and accelerated math classes. Accelerated students may attend math and world language classes at the high school. Intensive math and English instruction is available to all students performing below proficiency. We also have an Academic Intervention Program to assist special education students and English Learners. Enrichment classes for GATE students are offered before and/or after school. For students in need of additional academic support, instruction is available after school. The Achievement Via Individual Determination (AVID) program is offered to select students who are interested in developing the skills necessary for college preparatory courses at the high school.

Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

Teachers	EGUSD 50,000+ ADA	State Average 20,000+ ADA
Beginning	\$40,047	\$40,721
Midrange	\$59,384	\$65,190
Highest	\$82,031	\$84,151
Principals		
Elementary	\$109,155	\$104,476
Middle	\$109,139	\$108,527
High	\$120,324	\$119,210
District Superintendent	\$221,536	\$210,769
Share of budget used for		
Teachers' salaries	45.4%	39.9%
Administrative salaries	4.7%	5.5%

SOURCE: FY 2006-2007, California Dept. of Education

District Administration

Steven M. Ladd, Ed.D.
Superintendent
Xavier De La Torre, Ed.D.
Associate Superintendent,
Human Resources
Nancy Lucia
Associate Superintendent,
Education Services
Richard Odegaard
Associate Superintendent,
Finance & School Support
Christina Penna
Associate Superintendent,
Secondary Education
Robert Pierce
Associate Superintendent,
Facilities
L. Steven Winlock, Ed.D.
Associate Superintendent,
Elementary Education

Average Daily Attendance

	Percent
School	95.62%
District	95.37%

SOURCE: 2007-2008, EGUSD

Discipline

	School	District
Suspensions	636	12,551
Expulsions	9	224

SOURCE: 2007-2008, California Dept. of Education

Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

Total Students (Oct 2008)	61,573
Elementary Schools	39
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1